

# God Calls People To Serve

## KEY IDEA:

Christians are called to love and serve all people

## OUTCOMES:

**CL 4.2:** Students analyse the concept of love and service as a response to faith.

**CL 4.3:** Students explore ways Christians interpret and act on their calling as stewards in God's world.

## Faith Statements:

### God's love inspires and equips Christians to love and serve others

**1a** investigate the radical nature of Jesus' teaching about love and service

**1c** explore Christians' motivation for love and service

### God calls all people to work for peace and justice

**2a** explore the responsibility of all people to work for peace and justice

### God calls Christians to share the Good News by words and actions

**3a** investigate Jesus' commission to tell the good news

**3c** investigate ways Christians share the good news in words and actions

Wk	Les.	Suggested Lesson Outline
1	1	<p><u>Christ in the world</u> Provide students with newspapers and ask them to skim through and consider the articles and pictures on each page. Students asterisk those which cause them anxiety or sadness. Students choose one article or photo to cut out and respond to using the following questions:</p> <ul style="list-style-type: none"> <li>- Why did you select this article or photo?</li> <li>- How does it make you feel?</li> <li>- What issues do you feel particularly concerned about?</li> <li>- What do you wish you could do about it?</li> <li>- Do you think anyone is able to do something about this issue? Why or why not?</li> </ul> <p><b>Christ has no body on earth but yours, no hands but yours, no feet but yours</b> (Prayer of St Teresa) Write this statement on the board and discuss with students what they think it means.</p> <ul style="list-style-type: none"> <li>- What are the implications for Christians if this statement is true?</li> <li>- What are Christians called to do?</li> <li>- What organizations or people have you seen acting as Jesus' hands and feet?</li> </ul>
1	2	<p><u>Serving</u> Read the following scenarios to the students:</p> <ul style="list-style-type: none"> <li>- Angie cleans out her wardrobes and finds a stack of clothes and old toys. Rather than throw them away she gives them to a local charity shop.</li> <li>- Tyson reads an article in the newspaper about young homeless</li> </ul>

		<p>people in his city and an organization which provides food and clothing for the young people. Tyson contacts the organization to find out about being a volunteer in the organization.</p> <ul style="list-style-type: none"> <li>- Each year, the school asks for donations of toys and food for the Christmas appeal. Sam uses his pocket money to buy the game that he has been wanting for months. He places it under the tree for the appeal.</li> </ul> <p>Students individually respond to: Which of these examples do you think depicts the meaning of service? Give reasons to support your answer. What do you think it means to serve? Discuss students' responses.</p> <p><u>Washing people's feet</u></p> <p>Students read and investigate the story of Jesus' washing the disciples' feet (John 13:1-20) Ask students to act out the story as you read it. Some research should go into the cultural context of the story. Students record the significance of the story for people in Jesus' time. Discuss:</p> <ul style="list-style-type: none"> <li>- What was Jesus teaching the disciples?</li> <li>- Why did Jesus use words and actions to convey his message?</li> <li>- Do you think it is significant that this happened the night before Jesus died?</li> <li>- Read John 15:3; John 10:11. What meaning does the story have for Christians?</li> </ul> <p>Students consider the story in today's context and retell or role play the story using an activity that would convey the same meaning to people today.</p>
2	3	<p><u>Special Agents: Jesus' mission</u></p> <p>Students view a scene from <i>Mission Impossible</i> and brainstorm on the board the following:</p> <ul style="list-style-type: none"> <li>- What do special agents do?</li> <li>- What types of missions are they involved in?</li> <li>- How are special agents portrayed?</li> </ul> <p>Christians can be considered as Jesus' special agents in the world, carrying out a mission for Jesus. What is that mission?</p> <p><u>What was Jesus mission?</u></p> <p>Students create a 'Spy File' recording what Jesus' mission on earth was. Students use the Bible verses (Matt 4: 17-25; John 3: 16, 17; John 10; 10,11,14-16) to investigate Jesus' mission in coming to earth.</p>
2	4	<p><u>Jesus give the 'Special Agents' their mission</u></p> <p><b>Jesus knew that after his mission on earth was completed, he would go back to heaven. Jesus gave his disciples an ongoing mission to carry out after he had left them.</b></p> <p>Students use the Bible verses (Matt 10: 1-31; Matt 28: 16-20; Luke 24:46-48; John 20:21; John 21:15-17) to explore the Commission Jesus gave his followers.</p> <p>Students write a reflection on how the disciples might have felt about the mission (eg. excited or frightened)</p> <p><b>The mission of Jesus' secret agents is to teach people about God and to bring healing to people's lives. Jesus recognized this was a difficult mission and promised that they wouldn't have to do it all by themselves.</b></p> <p>Jesus promised they would have a secret weapon to help them</p>

		complete the mission. Students read John 14: 15-31 and record in their 'spy file' what that secret weapon was and how it helps.
2	5	<p><u>Special Agents from the past</u></p> <p>Students investigate Bible verses (Acts 2:1-42, 43-47; Acts 3:1-10; Acts 4:32-37; Acts 6:1-7; Acts 8:4-8; Acts 9:36-42; Acts 10:34-43) and record in their 'spy file' what Jesus' disciples and early Christians said and did to carry out the mission. Discuss:</p> <ul style="list-style-type: none"> <li>- What motivated Jesus' disciples to act as his special agents?</li> <li>- How did the disciples and early Christians carry out Jesus' mission?</li> <li>- In what different situations did the early Christians teach others about Jesus?</li> <li>- What message about Jesus did they share?</li> <li>- In what ways did they bring healing to people's lives?</li> <li>- Which groups of people were the early Christians most concerned about? Why? (Matt 5:1-12)</li> </ul> <p>Students research special agents Paul, Peter and John and create 'spy files'.</p> <p>As the early Christian church grew, Paul, peter and John would sometimes write letters to congregations, advising them about ways they could teach and bring healing to people's lives. Read Bible verses (Romans 12:9-21; 1 Corinthians 13:1-7,13; 2 Corinthians 4:1-15; Colossians 3:12-17) and find out what Paul said about the mission they were carrying out.</p> <p>Students could create a Symbol or password that could serve as a secret sign for Christians.</p>
3	6	<p><u>Special Agents active in the world today</u></p> <p>Students record in their 'spy file' ways in which Jesus' agents teach others about Jesus today. They could use photos and document specific activities they have observed.</p> <p>Students could:</p> <ul style="list-style-type: none"> <li>- Interview a pastor or lay worker from a local church</li> <li>- Interview members of a local congregation to gain information about ways the congregation is involved in care and healing (eg. Counseling, women's fellowship, craft groups)</li> <li>- Brainstorm a list of organizations or people who act as special agents in the world today (eg. Local Christian congregations, Salvation Army)</li> <li>- Email a Christian radio station and ask them about how they communicate a Christian message to people.</li> <li>- Check out a range of church bulletins and other magazines (eg The Lutheran) and record ways special agents teach others about Jesus today. Are there any invitations for service activities?</li> </ul>
3	7	<p><u>Nobel Peace Prize</u></p> <p>Students to select one of the Nobel Peace Prize winners and research how they became famous for being living examples of 'serving love'.</p> <ul style="list-style-type: none"> <li>- What have they have done to deserve such recognition?</li> <li>- What was the injustice?</li> <li>- What beliefs and convictions led them to take a stand?</li> <li>- What did the person do about it?</li> </ul> <p>Record information in 'spy file'.</p>

		<p>Mother Teresa, Martin Luther King Jr, Aung San Suu Kyi, Nelson Mandela, Gandhi, Dietrich Bonhoeffer or another person of your choice.</p> <p>Homework: Students reflect – <i>What was Mother Teresa’s motivation for loving the unloved?</i></p>
4	8	<p><u>Jesus demonstrates love for the poor and outcasts</u></p> <p>Throughout Jesus’ life and in his death, he was associated with the poor and powerless (eg. He was born in lowly circumstances, he mixed with the outcasts of society and was buried in a borrowed tomb)</p> <p>Students read Bible verses (Matt 5:1-12; Mark 10:46-52; Luke 16:19-31; Luke 17:11-19; Luke 19:1-10) in which Jesus demonstrates a concern for and acceptance of the poor and the outcasts of his society. Discuss the sort of people we consider loveable and unloveable. Write down who are the poor and outcasts in our society.</p> <p>Would Jesus love them?</p> <p>If Jesus came today, who would he spend time with?</p> <p>Write John 15:12 on the board. What does “as I have loved you” mean?</p> <p>For reflection: <i>How is what Jesus teaches about love different from what the world teaches about love today? What type of love is the love that Jesus demonstrates to others?</i></p>
4	9	<p><u>Love in Action Today</u></p> <p>Discuss all the different ways people show love in action today. How do the students show love?</p> <p>Have magazines and books (World Vision, Lutheran World Service, Missionary Videos, Salvation Army, Lifeline etc.) that show students the work that these groups do in our world. Talk about different aid organisations, church groups, community groups. If possible, invite a volunteer or service employee to come and talk to students.</p> <p>Encourage students to gather information about:</p> <ul style="list-style-type: none"> <li>- What motivates the people who work as volunteers or at this particular organization?</li> <li>- What benefits have people experienced through the mission?</li> <li>- What does love and service mean?</li> </ul>
4	10	<p><u>The school as a Special Agent</u></p> <p>Students list ways in which the school teaches and provides healing (eg. CS lessons, worship, counseling, caring for students with special needs).</p> <p>Students interview leaders in the school community to explore how the school responds to Jesus’ commission.</p> <p>Students record in their ‘spy file’ responses to:</p> <ul style="list-style-type: none"> <li>- In what ways does the school provide opportunities for people to learn about Jesus?</li> <li>- In what ways is the school involved in healing?</li> <li>- What about grace, forgiveness &amp; love?</li> </ul>
5	11	<p><u>Believe and do</u></p> <p>Write on board (one at a time) and ask students to discuss in small groups for a couple of minutes:</p> <ul style="list-style-type: none"> <li>- If you believed that you had just won Gold Lotto, what would you do?</li> <li>- If you believed the world would end tomorrow, what would you do?</li> <li>- If you believed that God loves and forgives you, what would you do?</li> </ul> <p>Use the students’ responses to discuss how people’s beliefs influence</p>

		<p>what they say and do.</p> <p><u>It isn't fair</u></p> <p>Ask students to come up with the sentence, "I don't think it is fair that..." Make a list of these on the board. Students order them according to what is more unfair and what is less unfair. Then discuss students' criteria for deciding.</p> <ul style="list-style-type: none"> <li>- Why do people respond to these situations in different ways?</li> <li>- How might Christians react?</li> </ul> <p>Students draw an image of peace in their 'spy file'</p> <p><i>Extended activity/homework activity</i> - Students work in groups to create a 'Human Rights' poster using magazines and newspapers. They can start by listing what they believe are basic human rights for all people. Show them the United Nations Declaration of Human Rights. They should include images/articles of human rights being upheld &amp; human rights being denied.</p>
5	12	<p><u>Injustice</u></p> <p>Simulation game. Use a simulation game to make real the feelings experienced by victims of prejudice:</p> <ul style="list-style-type: none"> <li>- Invite students to a lunch where some students eat a feast and others eat bread or rice and water</li> <li>- Ask students to work in groups to complete a craft activity. Distribute unfairly the resources needed to complete the activity</li> <li>- Divide the class into groups according to physical criteria (eg. Blonde hair, brown eyes)</li> <li>- Play a game in which some groups regularly win and receive praise while the others are largely ignored.</li> </ul> <p>When the simulations are finished, conduct a debriefing session with students.</p> <ul style="list-style-type: none"> <li>- How did they feel about and react to being advantaged when they saw others disadvantaged?</li> </ul> <p>For reflection: <i>What situations in the world are like our game?</i></p>

6	13	<p><b><u>Pebble activity</u></b>. Ask students to sit in a circle, around a large container of water (the broader the better). Encourage students to consider the ripples that a pebble makes in water, and the way those ripples return. Possibly read from Tony Ryan's book "the Ripple Effect". Students can throw the pebbles in the water, and watch the ripples. Then students return to small groups, and discuss ways they can influence their world for good. Students reflect in their spy journals about this, and set themselves goals for making a difference.</p> <p><b><u>Mission Statement</u></b> (for assessment)</p> <p>Students develop a mission statement, using Mark 12: 29-31 and the information gathered during the unit as a basis. Explain to students that the mission statement will accompany their own 6 month/1 year plan which lists ways the students will work towards implementing the mission statement.</p>
6-8	14-20	<p><b><u>Injustice Action Plan</u></b> (for assessment)</p> <p>Students use the following strategy to consider an issue of injustice and develop an action plan:</p> <ul style="list-style-type: none"> <li>- Recognition: what is the problem?</li> <li>- Reflection: what is the cause and what can be done about it?</li> <li>- Action: what steps would you need to take to change the situation?</li> </ul> <p>Students write their own mission statements including specific information about what they are intending to do.</p>
Alternative ideas for assessment or learning activities		
		<p><b><u>Special Agent Kit</u></b></p> <p>Students design a kit for Christians who work as special agents for Jesus in the world. The kit includes details about their mission, secret weapons and strategies used in the mission and information about the mission objective.</p>
		<p><b><u>Develop an Aid organisation</u></b></p> <p>Students invent their own aid organisation (with a local or global basis). Students develop a pamphlet which includes:</p> <ul style="list-style-type: none"> <li>- The mission statement of the organisation</li> <li>- The motivation and work that the organisation involves itself in</li> <li>- A logo and a slogan for the organisation</li> <li>- A list of specific things the organisation does to work towards peace and justice</li> <li>- Encouragement for readers to become involved in the work of the organisation.</li> </ul>

# Useful Internet Sites For God Calls People To Serve

<b>Mother Teresa</b>	<a href="http://www.geocities.com/Heartland/Hills/7799/mother.html">http://www.geocities.com/Heartland/Hills/7799/mother.html</a> <a href="http://www.drini.com/motherteresa/index2.html">http://www.drini.com/motherteresa/index2.html</a> <a href="http://www.gargaro.com/mother_teresa/">http://www.gargaro.com/mother_teresa/</a>
<b>Desmond Tutu</b>	<a href="http://www.ccds.charlotte.nc.us/~nwhist/africa/miller/miller.htm">http://www.ccds.charlotte.nc.us/~nwhist/africa/miller/miller.htm</a> <a href="http://www.pbs.org/globalization/tutu/html">http://www.pbs.org/globalization/tutu/html</a> <a href="http://www.eros.com/rpdigest/00g12.html">http://www.eros.com/rpdigest/00g12.html</a> .
<b>Martin Luther King Jn.</b>	<a href="http://cnn.com/us/9801/18/king.legacy/">http://cnn.com/us/9801/18/king.legacy/</a>
<b>World Vision</b>	<a href="http://www.wvi.org/aus/about.html">http://www.wvi.org/aus/about.html</a> .
<b>Amnesty International</b>	<a href="http://www.amnesty.org.au/links/index.html">http://www.amnesty.org.au/links/index.html</a> .
<b>Samaritians Purse</b>	<a href="http://www.samaritan.org/">http://www.samaritan.org/</a>
<b>Salvation Army</b>	<a href="http://www.salvationarmy.org/aboutus.htm">http://www.salvationarmy.org/aboutus.htm</a> .
<b>Australian Lutheran World Service</b>	<a href="http://www.lca.org.au/alws/index.html">http://www.lca.org.au/alws/index.html</a> . <a href="http://www.lca.org.au/alws/">http://www.lca.org.au/alws/</a> <a href="http://lca.org.au/alws/about.html">http://lca.org.au/alws/about.html</a> .
<b>Lifeline</b>	<a href="http://www.lifeline.org.au/index.html">http://www.lifeline.org.au/index.html</a> .