

Key Idea (2): Christians are called to love and serve all people.

Christians believe that serving God others and the world is the gospel in action. Christian love and service is a response to God's self-sacrificial love. Servant hood, in Jesus, is characterized by humility, unselfishness and the death to self. God's generosity results in thanksgiving.

Outcomes

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

Specific knowledge students need to complete outcomes

- All acts of service, no matter how big or small, are important and valued by God
- Servant hood of Jesus...was motivated by God's love for all people
- Christian service is total giving...not motivated by glory, thanks or reward
- Christian service is demonstrated in mission and service throughout the world

Links with the LIFE Curriculum

BAND C

God calls people to serve the world

- God's love inspires and equips Christians to love and serve others.
- God calls all people to work for peace and justice
- God calls Christians to share the Good News by words and actions

Possible Focus Questions

- What is service?
- How can I share the Good News if I don't know my bible very well?
- Why should I serve?- What's in it for me?
- Can I serve God?
- Did Jesus do anything for me?
- What is more important? - Words or Actions?
- WWJD- do you agree?
- How do I want people to remember me?
- How would a Christian respond to the question: does my life reflect Jesus' sacrifice for me?

Introductory Activities

- Students identify a list of possible acts of service (opening a door, letting someone in front of them in the line, asking to help others, tidying up etc) that could occur in a day- school and home.
- For a week, students keep a tally on the services they complete and record in their Christian Studies books.
- Discuss as a class and encourage sharing using teacher directed questions such as: did anyone notice, was anyone thanked, was it difficult, was it worthwhile?
- Create a service roster as a class and identify areas within the school where students can nominate themselves to help with others in the school. To encourage positive behaviors throughout this time, an essential agreement will be formulated by the students. Each student will keep a journal with photos, reflection and feedback.
- As a class complete jigsaw puzzle activity. Using the smart board, create a jigsaw on top of a picture of emergency aid in action- recent Japanese Tsunami, Floods in Queensland, Bushfires in Victoria. When each piece of the jigsaw is removed, students record key words that come to mind (help, suffering, pain, aid, kindness etc). As a class sort these words into groups/categories. Justify reasons for choices
- Students receive a series of photos that depict people serving in the local and global community. In small groups sequence the photos in order of 'importance'/ levels of service. Write a paragraph that supports the order your group has chosen. What criteria did your group use to sequence the images. Share with the class

- Using a series of statements about service allow the students opportunities to respond by either strongly agreeing or strongly disagreeing

"All students should complete a compulsory community service for 1 ½ hrs per week"

"Our only purpose in life is to serve others"

"You shouldn't share your beliefs with non-Christians"

"If you get paid for something, it is not service"

"Actions speak louder than words"

"Service is a gift from God"

"All acts of service, no matter how big or small matter to God"

- Look at bible verses that demonstrate how Jesus served others.
Matthew 20:26-29 Mark 9:33-36 & 10:41-45 John 13:1-20 Romans 7:4-6
- Students focus on John 13:1-20. What was the context of the story? What was Jesus teaching the disciples? Why did Jesus use words and actions to convey his message? Do you think it was significant that this happened the night before he died? In what ways would Jesus demonstrate service in an even greater way?
- Can a footprint have an impact? Discuss this question as a class and record responses. In pairs trace around each other's foot and identify the way in which you can serve others using the washing of the disciple's feet as a guide.
- How did Jesus respond to the unjust, outcasts and the treatment of others? Read the following bible verses and record.
Matthew 5:1-12 Mark 10:46-52 Luke 13: 10-17 Luke 19:1-10
- Preaching, healing and miracles were also aspects of Jesus' life here on earth. Students brainstorm as many as possible and using bibles and IT to identify as many as possible. Write a resume- what is a resume? for Jesus that includes acts of service, skills, referees etc
- Invite a number of guest speakers into the class to speak about the service they perform. Students prepare questions that are given to the speakers to help them answer the question..Service, so what's in it for me?
- Guest Speakers... Some possibilities are Mum and or Dad, James Ziersch- Bible translator, 'Vinnie'- working on Fred's van, members from OSLC and Andy Farmer- serving in Pakistan & India.
- As a reflection students identify the key statements from each of the speakers and reinforce the understanding that all serve as a response to the love of God. (Hopefully this is the case☺)
- Students complete a research assignment on a Christian Service Organisation. ALWS, Salvation Army, St Vincent Da Paul etc. Include

- in each power-point assignment history, service, mission statement and a case study of recent mission work. Create an Inquiry using internet, newspapers, interviews, letters, books and pamphlets.
- Present your findings and understandings to the class in a 3-5 minute sharing time with a question time at the completion of your presentation.

Resources

- Variety of Bibles- Good News, NIV, Message
- Luther's small Catechism
- Life Curriculum
- CSCF curriculum statements/ curriculum framework
- DVDs & CDs
- IT- power-points
- Guest Speakers