**LEA Values; a framework for living**

Values provide a framework for decision making. The Lutheran Education Australia framework, *Lifelong qualities for learners* “defines the ethos of Lutheran Schools: ‘As central to their mission and ministry, Lutheran schools seek to nurture individuals who are aware of their humanity, open to the influence of the holy spirit and growing in and living according to a cohesive worldview while living in community and reflecting the characteristics of God through core values, especially love, justice, compassion, forgiveness, service, humility, courage, hope, quality and appreciation” (LEA Statement of Values).

This resource provides thought starters, theological underpinnings and suggestions as to how this framework can be utilised in classroom devotions and college worship and staff bible studies.

A word of note: this resource has been compiled to run across campuses – so adaptation will need to be made to make it age appropriate. Use those resources that are helpful. If you find other resources, email them to me, so that they can be made available to others for future years.

**Term 1 Week 4**

(Please note that the theme LOVE runs for two weeks)

**LIFELONG QUALITIES FOR LEARNERS STATEMENT**

**Love** (adore, worship, care for, devotion to, fidelity, kindness, peace, trust, resilience, happiness, have esteem for, honour …

For Christians, the expression of love is always a response to God’s love. It is a way of being that leads to inner peace. Love flows from the heart and manifests itself in caring, kind and respectful thoughts, words and actions.

Psalm 136, John 15:12-13, John 3:16, 1 Corinthians 13, Ephesians 5:1- 2, 1 John 3:18, Philippians 2:12-13, Romans 12:9-11 …

**CODE OF ETHICS statement**

**Love**

*In response to God’s love for us, we demonstrate the same kind of love for others*

*Therefore we:*

*+ uphold and promote the Lutheran Christian ethos, both in and beyond the school*

*+ demonstrate grace, forgiveness, and compassion in our relationships with others, particularly in critical areas of school life, such as pastoral care, behavioural management, resolution of conflict and management of complaints*

*+ are courteous, caring, kind and respectful in our words and actions, both at school and at school functions*

*+ develop relationships, based on trust, honesty and diplomacy*

*+ do not engage in sexual behaviour or sexual relationships with students*

*+ take reasonable care to establish and maintain a working environment that minimises the risk of physical, mental and emotional harm to ourselves and others*

*+ are vigilant in fulfilling our duty of care responsibilities*

**Key Texts, Biblical Comment and Devotional Ideas:**

*Psalm 136:1 (NLT) Give thanks to the Lord, for he is good! His faithful love endures forever.*

***The context:***

The authorship of Psalm 136 is unclear. But what we do know is that it is a Psalm that was sung by the Israelites to celebrate God’s involvement in their escape from slavery in Egypt. Some 26 times, the phrase, “His faithful love endures forever”, emphasising God’s commitment to the people of Israel.

***Teaching thought:***

The Hebrew word, (*chesed*) “faithful love” is translated in a number of different ways in the bible: “Steadfast love”, “faithfulness”, “loyalty”, “mercy”, “kindness”, and is most used in the context of God’s character. The emphasis in this Psalm seems to be an encouragement for the people of Israel to focus on God’s faithful love towards them as the means by which to live life well. As the time distanced the memory of their escape from Egypt, why would remembering God’s faithful love be important? What is the importance of memory in shaping our future?

***Discuss****:*

Share an important positive memory for you. Why is it important? Note the key characters in that memory. As you retell (or think about) the story, what do you notice happening within? As you reflect on what is happening within, how might that be changing who you are?

Define the word love. Revisit your definition from week 1. How is love currently being expressed in your classroom? What changes would you like to make to expand your capacity, or opportunity to love?

The word love is often used in the context of romance and sex. Alternatively, it is used as a word to describe a positive emotion to an inanimate object – “I love my Samsung phone”. In what ways is love much more than simply a warm, mushy feeling? Consider your response in the context of John 15:13 “There is no greater love than to lay down one’s life for one’s friends”. Why is that a greater form of love?

Caring for others is at the heart of the Gospel. The well-known Bible passage, John 3:16, begins with the words: “God so LOVED the world that he gave his only Son.”

God’s heart is a heart in action. What actions are within our power, to make a difference in the world?

***Additional Resources:***

<http://www.youtube.com/watch?v=2Ql01CsQGms> The story of a man who allows his son to die in order to save the people of a train.

<http://www.youtube.com/watch?v=ObZoWZ3Kim0> Consider the themes of the Elton John song “No Sacrifice”. What are your thoughts? Why?

<http://www.youtube.com/watch?v=NpSX_X3QGU4> Roadside interviews on sacrificial love

<http://www.youtube.com/watch?v=q-ElrCTILBs> Francis Chan on sacrificial love

***Symbols***

Use one of the following pictures or symbols to explore what that picture might suggest about the topic.

 

 

***Inspirational Item***

Each inspirational item is an abstract item with no ‘obvious’ link to the Bible or the Christian faith – this is where the challenge begins! We challenged students and teachers to find that link, to make sense of that item and see where it has meaning in our Christian lives.



***Action/Response:***

How might you respond?