GOD CALLS PEOPLE TO SERVE

1 God’s love inspires and equips Christians to love and serve others

NEW TESTAMENT REFERENCES TO LOVE
Love of enemies Matthew 5:38–48
Christians known by love John 13:34,35
Love one another John 15:12,13
God’s love in Jesus Romans 5:5
Romans 8:35–39
1 John 4:7–12
Love shows in actions Romans 12:9–18
1 John 3:16–18
Love is 1 Corinthians 13:4–8a
Forgive others Colossians 3:13
Love comes from God 1 John 4:19
Love other members of God’s family 1 John 4:20,21

JESUS TEACHES ABOUT SERVING
Serving others Matthew 20:25–28
Jesus washes his disciples’ feet John 13:1–17

2 God calls all people to work for peace and justice

JUSTICE
Proverbs 24:23 Isaiah 58:6–10
Amos 5:7,10–15 Micah 6:8
Acts 10:34 James 2:1–9

JESUS AND JUSTICE
Messiah’s kingdom Isaiah 9:6,7a
The beatitudes Matthew 5:1–12
Jesus heals a centurion’s servant Matthew 8:5–13
Jesus calls Matthew Matthew 9:9
Final judgment Matthew 25:31–46
Jesus and children Mark 10:13–16
Jesus and a blind man Mark 10:46b–52
Jesus calls first disciples Luke 5:1–11
Matthew 4:18–21
Matthew 9:9–12
Matthew 10:2–4
Sinful woman anoints Jesus Luke 7:36–50
Jesus heals a crippled woman Luke 13:10–17

Jesus heals ten men suffering from leprosy Luke 17:11–19
Zaccheus Luke 19:1–10
A Samaritan woman John 4:4–42

PEACE
Abraham and Lot Genesis 13:1–18

CHRISTIANS AND PEACE
Romans 5:1 Romans 12:18
Galatians 5:22 Philippians 4:7
Colossians 3:15

JESUS BRINGS PEACE TO PEOPLE’S LIVES
Jesus has pity on the people Matthew 9:35–10:1
Jesus feeds the hungry people Matthew 14:13–21
Argument between the disciples Mark 9:33–35
Jesus raises a widow’s son Luke 7:11–16
The wedding at Cana John 2:1–12
Jesus brings peace to the disciples John 20:19–21

JESUS’ TEACHING ABOUT PEACE

JESUS BRINGS PEACE TO THE WORLD
John 14:27 Romans 5:10,11
1 John 4:8–11

THE DISCIPLES SHARE THE PEACE JESUS BRINGS
People are healed Acts 3:1–16
Sharing possessions Acts 4:32–37
Philip explains the good news about Jesus to the Ethiopian official Acts 8:26–40
The jailer at Philippi Acts 16:16–34

GREETINGS AND FINAL GREETINGS
Romans 1:7b: 15:33 Ephesians 6:23
Philippians 4:7 2 Thessalonians 1:2
1 Timothy 1:2b Hebrews 13:20, 21
1 Peter 1:2b 1 Peter 5:14
2 Peter 1:2 2 John 3
3 John 14 Jude 2
God calls Christians to share the Good News by words and actions.

JESUS COMMISSIONS DISCIPLES TO WITNESS

John 15:26,27  Acts 1:7,8
Jesus’ mission  Matthew 4:17, 23,24
  Matthew 11:2–6

PETER WITNESSES FOR JESUS

Peter’s speech at Pentecost  Acts 2:22–41
Peter heals the lame man  Acts 3:1–10
Message in the temple  Acts 3:11–19
Peter and John before the council  Acts 4:1–20
Aeneas and Dorcas  Acts 9:36–43
Peter’s speech at Caesarea  Acts 10:34–43
The good news is for everyone  Acts 10:1–35, 44–48
Peter is set free from jail  Acts 12:1–17

PETER WITNESSES IN HIS LETTERS

1 Peter 1:3 1 Peter 2:9,10
1 Peter 2:22–25 1 Peter 3:18
2 Peter 1:16–19 2 Peter 3:9

KEY BIBLE VERSES TO HEAR AND REMEMBER

God blesses those who make peace. They will be called his children.
Matthew 5:9 (CEV)

In his name the message about repentance and forgiveness of sins must be preached to all nations. You are witnesses of these things.
Luke 24:47,48 (TEV)

Whenever you did it for any of my people, no matter how unimportant they seemed, you did it for me.
Matthew 25:40 (CEV)
GOD CALLS PEOPLE TO SERVE

INTRODUCTORY ACTIVITIES

1. God’s love inspires and equips Christians to love and serve others

LOVE IN LITERATURE  Read stories to students in which characters demonstrate love, such as *Mr Nick’s Knitting*, *The Happy Prince*, *The Very Best of Friends*, *Boss of the Pool*. Discuss the different ways love is demonstrated in the stories and the feelings and emotions that can be involved with showing love. Use this as an introduction to the way Jesus demonstrated love to people. (1a,1b,1c)

POETRY ABOUT LOVE  Show students poetry which describes love, in a variety of ways. Students write their own poem which describes their understanding of love entitled *Love is . . .* This can lead to a study of what the Bible says about love. (1b,1c)

CAN I HELP YOU?  As an introduction to the concept of Christian love and service, students identify ways and situations where people serve others, eg waiter, shop assistant, serving a meal to the family. Students role-play or illustrate the words and actions of the people who are serving. Identify the motivation for serving in each example. (1a,1b,1c)

I AM LOVED  Students list people who love them and illustrate the ways these people demonstrate their love to them. (1c)

2. God calls all people to work for peace and justice

PEACEFUL TIMES  Assist students to develop the skills of quiet relaxation and ‘stillness’ for short periods of time and to experience ‘peace’. Tell students to sit or lie comfortably, slow their breathing, clear their thoughts. Play peaceful, relaxing music. Ask students to imagine they are in a peaceful place, where there are no conflicts and no problems. Allow time for students to enjoy the peace and quietness surrounding them. Make these sessions a regular activity throughout the unit. (2b)

EXPRESSING PEACE  Show students paintings which illustrate peace or the absence of it. Note the colours that have been used to convey a mood of peace. Students express their understanding through their own artwork, eg painting to peaceful music, painting a time when they felt at peace. Or students use musical instruments to express the concept of peace, eg a peaceful start, peace disturbed and then peaceful again. This can lead to exploring Bible stories about situations where Jesus brought peace to people. (2b)

JUSTICE AND INJUSTICE  Discuss the meaning of the words justice and injustice. Find examples in the media of injustice. Make a Y chart (looks like, sounds like, feels like) describing justice and injustice. (2a,2b,2c)

STANDING IN THEIR SHOES  Show a section of a video, or read a chapter from a book, which describes a situation where people have experienced injustice. Students imagine what it would be like to be ‘in the shoes’ of the person suffering injustice. Write a diary entry or prepare an oral presentation from the character’s perspective. (2a,2c)

PEACE IN LITERATURE  Read to the students a story which deals with the issue of peace or the way people can work for peace, such as *Sadako and the Thousand Paper Cranes* by E Coerr. Listen to or teach the song *Sadako from Hiroshima* by Robin Mann. Students make and display paper cranes (see TRS B1/6). (2a)

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

WHAT IS A WITNESS?  To assist students to investigate ways people witness for Jesus, they discuss their understanding of the word ‘witness’. Use a dictionary to come to a common understanding of the word. Students identify situations where they have heard the word used, eg in court. Ask students to imagine they are in a peaceful place, where there are no conflicts and no problems. Allow time for students to enjoy the peace and quietness surrounding them. Make these sessions a regular activity throughout the unit. (2b)

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A WITNESS FOR JESUS  View a video or read a book about a person who has been a witness for Jesus, such as Eric Liddell in the movie *Chariots of Fire*. Identify how that person witnessed for Jesus in what they said and did. (3c)

MISSIONARIES  Students identify the location and work of missionaries involved in specific world mission programs. Record information on a class map of the world. Calendars distributed by the *Board for Church Cooperation in World Mission* (Lutheran Church of Australia) are an excellent resource. (3a, 3c)
God’s love inspires and equips Christians to love and serve others.

**WHO AM I?** Students choose Bible stories which tell about Jesus showing love to people. See Bible References Menu. Choose a character from the story and write and present a ‘Who Am I?’ to the class. Students give clues to the class about the place their character came from, what problem they were facing, and how Jesus showed loved to them. The class can try to guess the character and the story. (1a,1b)

**JESUS THE SERVANT** Students read Matthew 20:25–28 and John 13:1–17 to discover what Jesus says about serving and about his own role as a servant. Make a visual presentation which illustrates the various ways Jesus served people and include the Bible verse Matthew 20:28. (1a,1b)

**WHAT IS LOVE?** Read 1 Corinthians 13:4–8a. Divide the passage into sections. Students work in groups to illustrate examples of what each part of the passage means. This can be related to school, home, or the world. Students present this as a mural, a book, a multimedia presentation, using the computer or a video. (1c)

**GUEST SPEAKER** Invite people involved in service programs to talk to the students about the work they are involved with. Consider organising a visit to an organisation involved in serving. Investigate ways the students can be involved in the work of the organisation. (1c)

**FOOTPRINTS / HANDPRINTS** Students cut out footprint and handprint shapes out of cardboard. They write on the shapes ways people can love and serve others. Make a trail of the prints around the classroom or around the school. Include Bible verses (see Bible References Menu) which describe Jesus’ teaching about love and service, or the way Jesus has shown love and service to all people. (1a,1b,1c)

**PAUL’S RECIPE FOR LOVE** Read what Paul wrote about love in Romans 12:9–18. Students summarise this in their own words as Paul’s recipe for love. Or give small groups of students one verse of the passage each. They illustrate or role-play what this would look like in their class, home or community. (1c)

**JESUS BRINGS PEACE** Students investigate Bible stories in which Jesus brings peace to people in troubled situations. See Bible References Menu. Make a chart which lists or illustrates the situation the person is in and then the way Jesus brings peace to that person. (2b,2c)

**WHAT DOES PEACE LOOK LIKE?** Read the words to the song There’ll be peace (All Together Everybody 220). As a class identify and illustrate how the songwriter describes the peace that Jesus brings, and/or plan a liturgical dance to use with the song. (2b)

**WHERE DOES PEACE COME FROM?** Students choose one of the following Bible passages:
- Romans 5:1
- Romans 12:18
- Galatians 5:22
- Philippians 4:7
- Colossians 3:15.

They make a plaque recording the words of the Bible verse using calligraphy pens or felt tipped pens. Students consider including illustrations which describe the meaning of the Bible passage. (2a,2c)

**INJUSTICE IN NEW TESTAMENT TIMES** Students list occupations of some of Jesus’ disciples and the kinds of injustices they may have experienced. Read Matthew 4:18–21, 9:9–12,10:2–4 and use Bibles and Bible handbooks as resources. Identify other people in Jesus’ time who would have experienced injustice. (2c)
JESUS AND JUSTICE Identify stories in the gospels in which Jesus demonstrated his love and service to all people, but particularly to those experiencing injustice (see Bible References Menu). In each story identify the injustices the character may have experienced and the results of the injustice. Identify Jesus’ actions and the impact this had on the character’s life. Prepare an oral or dramatic presentation. (2c)

THE PROPHETS AND JUSTICE Students read what the prophets Isaiah (Isaiah 58:6–10) and Amos (Amos 5:7, 10–15) say about justice. They identify injustices which were taking place and God’s message about what should be done for people experiencing injustice. Students imagine the prophets Isaiah or Amos were living in the world now. They write what they think the prophets would say about the injustices taking place in the world, community and school and about ways people should help those who are suffering. The students could present the information orally to the class. (2a)

INJUSTICE ALL AROUND Students make a chart with four columns with the headings, Injustice in my life, Possible solutions, Injustice in the world, Possible solutions. Students work in groups to list and describe injustices they have experienced and to explore possible solutions, list and describe injustices other groups in the world experience and possible solutions for these. (2a)

SONGS ABOUT JUSTICE Examine music with a justice theme, eg Treaty by Yothu Yindi, Short memory or Beds are burning by Midnight Oil, Christ, be our light by Bernadette Farrell (All Together OK 313). Students identify areas of injustice each song is focusing on. (2a)

JUSTICE IN THE CLASSROOM Students work in groups to identify any injustices occurring in the class and the result of these, eg if a student harasses another student, this can result in conflict. Identify ways students can work towards justice in the class. Students use problem-solving strategies to find peaceful solutions. Illustrate or dramatise solutions to the conflict. Form a committee within the class to promote justice at school. (2a)

ORGANISATIONS WORKING FOR JUSTICE Students write to organisations (eg Amnesty International, World Council of Churches) which work for justice, to ask them about the work they are involved in. (2a)

PRAYER OF ST FRANCIS Students read the words of Prayer of St Francis (All Together Now 95). Students write in their own words what St Francis is saying in his prayer or write their own prayer for peace. (2a,2b)

A WITNESS FOR JESUS’ WORK Students read Matthew 4:17,23,24 to identify aspects of Jesus’ work. Students imagine they had followed Jesus around when he was spreading the good news of God’s love for all people. They work in small groups and give an ‘eyewitness’ account of some of the exciting and important actions they saw Jesus do and words they heard Jesus say. (3c)

JESUS GIVES HIS FOLLOWERS A TASK Students read Luke 24:46–49, John 15:26,27 and Acts 1:7,8 to identify the special task Jesus gave his followers. Discuss the questions and possible responses the disciples may have had to Jesus’ directions to them. Students illustrate the scene, using speech and thought-bubbles to describe the task and the possible reaction of the disciples. (3a)

COMMUNICATING WITH PEOPLE INVOLVED IN MISSION WORK Students write letters to people involved in mission work within their own country or overseas. Students ask for information about the mission program and ways they could support it. If the mission program includes a school, students could correspond with students in this area to learn more about their culture and life. Depending on the facilities available at the mission school, students could make a video or audio-tape of a devotion or chapel session, or collect work samples from their Christian Studies sessions and send them to the students of the school. (3a, 3c)

THE DISCIPLES WITNESS Students prepare and present written, oral or video ‘eyewitness’ accounts of the way Jesus’ followers such as Peter, Paul, John, Phillip were witnesses for him. Include information about the task given to them by Jesus, their
motivation, what they did or said and the reaction of people to whom they witnessed. (3a,3b)

**ROLE-PLAY** Students role-play ways people could witness for Jesus by their words and actions at school, at home, and in the community. Dramatise difficulties which can be associated with being a witness for Jesus, such as people rejecting the message or making fun of the person witnessing, being unsure of what to say. Discuss ways of dealing with these situations and role-play suggestions. (3c)

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**GENERAL ACTIVITIES**

**BIBLE VERSE** Students learn an appropriate Bible verse (see Bible References Menu page 11).

**SONGS** Students learn songs about serving (see Resources for Music and Devotions in the appendix).
God calls people to serve

LIFE 17  BAND B

God calls all people to work for peace and justice

PASS THE PEACE  Investigate references to peace in worship liturgies.
Talk about (and demonstrate) the practice and significance of passing the peace in worship services. Teach students to pass the peace.
Make a class list of the opening and closing greetings in the epistles which use the words 'peace', eg 2 Thessalonians 1:2.
Share these greetings in your class worship, at the beginning or end of the day, or in newsletters.

WORKING FOR JUSTICE  Students prepare a set of overhead transparencies, slides, a dance, mime or drama which illustrates the ways people can work towards justice for all people. Include examples from home, school and community. Base the presentation on a song with a justice or service theme.

PERSONAL REFLECTION  Students write a personal reflection about Jesus and justice. Reflect on:
- the people Jesus spent time with
- Jesus' attitude to justice
- Jesus' actions related to justice
- what Jesus' attitude and action mean for people today who have had their rights denied
- what motivates Christians to work for justice in the community
- your personal view about justice.

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

TRACT  Students view a selection of tracts or pamphlets which tell the 'good news' about Jesus (available from Lutheran Laypeople's League). Students identify the features of the tract, eg pictures or photographs, Bible verse, short story. Students design and make their own tracts which share the 'good news' about Jesus for a particular audience, eg primary-age children, grandparents.
SPREADING THE GOOD NEWS
Students work in groups to identify ways the Bible’s message of God’s love can be communicated to people, eg drama, musical item, rap, visual display, newsletter, puppet play, advertisement, computer multimedia presentation, interview, caring, service in daily life.
Groups choose the method which they feel would be most effective and prepare a message which is a witness for Jesus. Students use their chosen medium to communicate their message to the class, school and/or parents. (3a,3b,3c)

POSTER  Students make a poster which illustrates the way people they know witness for Jesus in what they say and do. (3c)
The Introduction to LIFE contains suggested general resources for all LIFE concepts. The following resources may be used to develop in a unit about *God calls people to serve*. Some of the items may be out of print, but they are listed because they are still found in many school libraries. Preview these and any other resources you intend using to be sure that they are appropriate for your students.

<table>
<thead>
<tr>
<th>LITERATURE — NON-FICTION</th>
<th>LITERATURE — FICTION</th>
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<tr>
<td><strong>LOVE AND SERVE</strong></td>
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<tr>
<td>Rock L <em>Bible Words about Love for Children</em> 1995 Lion</td>
<td>Wild M <em>Mr Nick’s Knitting</em> 1989 Harcourt</td>
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<td><strong>PEACE</strong></td>
<td><strong>JUSTICE</strong></td>
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<tr>
<td>Coerr E <em>Sadako and the Thousand Paper Cranes</em> Hodder and Stoughton</td>
<td>Baillie A <em>Rebel</em> 1993 Scholastic</td>
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<tr>
<td>Grunsell A <em>Racism</em> 1990 Gloucester</td>
<td>Kidd D <em>The Fat and Juicy Place</em> 1992 Angus &amp; Robertson Pymble</td>
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<tr>
<td>Harris C <em>Trees in My Ears: Children from around the world talk to Christine Harris</em> 1992 Wakefield Press</td>
<td>Kidd D <em>The Day Grandma Came to Stay (and spoilt my life)</em> Angus &amp; Robertson</td>
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<tr>
<td>Morgan S <em>Sally’s Story</em> 1990 Fremantle Arts Centre Press</td>
<td>Kidd D <em>Onion Tears</em> Angus &amp; Robertson</td>
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<tr>
<td><strong>SHARING THE GOOD NEWS</strong></td>
<td>Wheatley N <em>Five Times Dizzy</em> Hodder &amp; Stoughton</td>
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<tr>
<td>Tracts available from Lutheran Laypeople’s League</td>
<td><strong>CONFLICT OR TROUBLED SITUATIONS</strong></td>
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<tr>
<td>Mission calendars available from Board For Church Cooperation in World Mission, Lutheran Church of Australia</td>
<td>Blume J <em>Blubber</em> 1980 Heinemann</td>
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<tr>
<td><strong>GENERAL</strong></td>
<td>Browne A <em>Willy the Champ</em> 1985 MacRae</td>
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<tr>
<td>Van der Maas E <em>Adventure Bible Handbook</em> 1994 Zondervan</td>
<td>Doney M <em>The Very Worried Sparrow</em> Lion</td>
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<td>Sibley B <em>The Frightful Food Feud</em> Lion</td>
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<td>Viorst J <em>Alexander and the Terrible, Horrible, No Good, Very Bad Day</em> Angus and Robertson</td>
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**MUSIC**

*All Together* series Openbook Publishers
AUDI/O- VISUAL

COMPACT DISC

The Tribal Voice Album Yothu Yindi 1992
Mushroom Records Australia
10, 9, 8, 7, 6, 5, 4, 3, 2, 1 (1982) and Diesel
and Dust (1986) Midnight Oil CBS
God Version 1.0 Robin Mann 1998 Produced
by R Mann and A Voigt

VIDEO

Babakueria ABC

Captain Johnno Touch the Sun Series

Day in the life of a child Part 1 & 2 (includes
teacher’s notes) Produced by Unicef, ABC and
other agencies. Available from Video
Education Australasia Pty Ltd Bendigo

WITNESSING

Chariots of Fire 20th Century Fox produced by
David Puttnam (life of Eric Liddell)

Tell It Like It Is (three-part Australian video
guide to tell children and young people what it
is like to be a witness in court)

FOR TEACHERS

LOVE AND SERVE, JUSTICE

McGrath H & Franccey S Friendly Kids Friendly
Classrooms 1991 Longman Cheshire

Singer C & Hari A Experience Jesus Today —
Understanding the Gospel 1993 OCP
Publications

The Little Red, Yellow and Black Book — A
short guide to indigenous Australia The
Council for Aboriginal Reconciliation phone:
1800 807 071

The National Council of Churches in Australia
Churches Working Together
Email: nccasyd@peg.apc.org

ACT (02) 6257 4095
NSW (02) 9299 2215
NT (08) 8981 8444
QLD (07) 3832 0920
SA (08) 9221 6633
TAS (03) 6234 2543
VIC (03) 9650 4511
WA (08) 9221 1732

Varbaro T Windows on Practice: Health
Education Years 2–3, Drug Education to
Life Education Education Department of
South Australia 1991

White W Stories for Telling 1986 Augsburg
(stories about love and justice)

Put a plastic sleeve in this section of your LIFE binder to keep your own collection of clippings,
cartoons, stories, photos, etc which you can use for these units. Add to your collection whenever
you come across something that might be useful.