LIFE CONCEPT:  GOD CREATES HUMAN RELATIONSHIPS

YEAR: ..........................................................  SUGGESTED DURATION:  5 weeks (135 minutes per week)

DATE OF USE: ..........................................................  FAITH STATEMENTS:  ①  ②  ③

UNIT-SPECIFIC GOALS (highlighted)

1. GOD CREATES PEOPLE TO LIVE IN A LOVING RELATIONSHIP WITH ONE ANOTHER
   1a examine Bible teachings about human relationships and their complexity
   1b explore the Christian belief that God has given the Ten Commandments to protect human relationships
   1c investigate the Christian belief that love and forgiveness are the basis for positive relationships

2. GOD PROVIDES SOCIAL STRUCTURES FOR THE WELFARE OF ALL PEOPLE
   2a investigate the Christian belief that social structures and authority are given by God for the welfare of human beings
   2b explore the interrelationship between authority and responsibility

3. GOD WANTS PEOPLE TO LOVE AND RESPECT ALL PEOPLES OF THE WORLD
   3a explore Bible teachings which direct people to love all peoples of the world
   3b explore causes and effects of injustice and prejudice among people
   3c investigate Christians who have worked towards love, respect and equality between peoples

STUDENT ASSESSMENT

ASSESSABLE STUDENT OUTCOMES

Record the Bible’s and the catechism’s directions about relationships with family, friends and people in the community. (1a,1b,1c)

Identify the Bible’s teachings about the benefits of social structures such as family, peer group and community. (2a)

Reflect on the implications of the Bible’s teachings for their personal relationships. (1c,3a)

ASSESSMENT STRATEGIES

trs C3/2,3,4

work sample

work sample

UNIT SUMMARY

Students consider the social structures they belong to and the relationships issues involved in each social structure. They reflect on and explore the Bible’s and the catechism’s instructions for their relationships with family, friends and people in authority.
UNIT NOTES
This unit could be integrated with Health units about interaction and relationships.

Christians believe that God creates human relationships for the welfare of people. Difficulties and conflicts in relationships are the result of human failure and sin. God is not responsible for relationship difficulties. The students in your class will come from diverse family structures. Avoid giving a stereotypical picture of family and be sensitive to students who may be experiencing stress in their family relations.

Before discussing difficulties or conflicts which can arise in families, it is important to encourage students not to disclose sensitive or confidential information about their family to the whole class, rather to use the third person to talk about situations, e.g., things that happen in a family rather than my family. Make it clear, however, that you are available to talk to the students privately about family-related issues.

INTRODUCTION

1. RELATIONSHIPS
Students identify the different social groupings or structures to which they belong, e.g., family, peer group, class community, school community. Distribute the different social structures among groups and ask each group to list what they see as the benefits and problems of the relationships within the social structure. Display and discuss their lists. Provide time for students to reflect individually on these questions:
- Which relationships are most important to young people? Explain your answer.
- What do young people need in their relationships?
- Which relationships are the most complex or difficult? Why?

Tell students that Christians believe that social structures are a part of God’s care for human beings. They will be investigating issues relating to the relationships within families, with friends and people in other social structures.

DEVELOPMENT

2. FAMILY RELATIONSHIPS

Christians believe that God created families in various configurations and he also gives instructions about living in families. However, this does not mean things will never go wrong. When relationships are set in a context of love, respect and forgiveness, conflict can be resolved without damaging relationships.

In this section students explore common issues relating to young people’s relationship with parents and siblings. Assist students to understand that many of the frustrations and difficulties they may face at this age are developmental and shared by others.

A. Our families
Students draw a picture of themselves and their family. They can include speech- and thought-bubbles to show the issues, frustrations and benefits of family relationships. (These drawings may touch some personal and sensitive issues, so it is important for the teacher to respect and support students in difficult situations.)

Students identify the most important issues relating to their family relationships during adolescence. They can pose questions for their investigation of family relationships, e.g.,
- Why are families important?
- What types of conflict do people experience in family relationships?
- What causes conflict in families?
- How does conflict affect family relationships?
- What strategies can be used to develop positive relationshi[p in families?

B. Families in the Bible
Tell students that Christians believe that families are a part of God’s plan for the care and protection of people. The Bible has stories about the complexity of family relationships and the impact of sin on people’s relationships. Students investigate the stories listed on TRS C3/1. Choose from the following options to explore the stories:
- The class reads and studies one story.
- Students work in groups. Each group investigates a different story and reports to the class.
- Students use a children’s Bible, such as Selina Hastings’ Illustrated Children’s Bible, to read all the stories.
Discuss:
- What do these stories teach about family relationships?
- Christians believe that God has created families for the welfare of people. Why do you think the Bible includes stories about conflict within families?
- What explanation does the Bible give for conflict and problems in family relationships?
- How important is love and forgiveness in family relationships?

C. Instructions from the Bible
Students use TRS C3/2 to explore Bible and catechism instructions for family relationships. Discuss students’ findings.

When discussing the Ephesians passage, highlight the two-way nature of Paul’s directions. Parents do not have absolute power over children. God does not approve of child abuse.

D. Strategies for families
Choose activities to help students develop strategies for their family relationships:
- Invite a Christian counsellor as a guest speaker to share information about the importance of love and forgiveness in family relationships.
- Gather a range of non-fiction resources about the adolescent years. Students research to gather information and strategies for family relationships.

3. FRIENDS
A. My friends
Students draw a picture of themselves and their friends, using speech- and thought-bubbles to reveal the frustrations and rewards of friendships.

As a class identify the most important issues relating to adolescents’ friendships. Students use the issues to develop questions to guide their investigation, eg
- How do friendships change in the adolescent years?
- What causes conflict in friendships?
- What is peer pressure?
- What are the positive and negative effects of peer pressure?

B. Bible stories about friends
Students read the story of David and Jonathan in a Bible story book and discuss what it reveals about friendship.

C. The Bible’s instructions
Students explore the Bible and catechism information about friendships. See TRS C3/3. Discuss the students’ findings and what they believe is the Bible’s greatest challenge.

D. Strategies for friendship
Choose activities to assist students to develop positive strategies for their friendships:
- Invite a guest speaker from an organisation such as Family Life to share information about and strategies for friendships in the adolescent years.
- Gather a range of non-fiction resources about the adolescent years. Students research to gather information and strategies for friendships.

4. LIVING IN A COMMUNITY
During adolescence it is normal for young people to challenge and question people in social structures as they clarify their values and attitudes. Explore the Christian belief that social structures have been given by God for the welfare of people.

A. My community
Students make a list of the social groupings they belong to beyond family and friends, eg school community, sporting teams, local community member. Discuss with students the issues they face in these relationships, eg
- What issues do you face in your relationships with people in the community?
- What are your responsibilities as a member of various community structures?

B. The Bible’s instructions
Students investigate Bible and catechism messages about living in communities. See TRS C3/4. Discuss, and students record:
- What message does the Bible have for people living in today’s social structures?

C. Strategies for living in a community
Students interview a member of the local council to explore ways in which they can be active and positive community members.

RESPONSE

5. SUMMARY
Students choose one of the activities listed on TRS C3/5 to summarise and share what they have learnt.
YOU WILL NEED

- to arrange guest speakers or resources to provide information and strategies about developing positive relationships with family, friends and people in authority
- copies of TRS C3/1, 2, 3, 4, 5
- Children’s Bibles
- Luther’s Small Catechism

INTEGRATING INTO OTHER CURRICULUM AREAS


HEALTH: Interaction, Relationships and Groups: Explore family roles. Read, listen to and create stories about relationships. Express feelings, listen to others, develop friendship skills.


from the National Statements and Profiles

UNIT EVALUATION

Which activities worked well in this unit?

Which resources were useful in the implementation of this unit?

How did I respond to the range of students’ relationships with family, friends and people in the community?

How did I respond to the range of students’ attitudes towards learning about strategies for developing positive relationships?

What would I do differently if I was teaching this unit again?

How will I use and build on knowledge, understandings, skills, attitudes, and values students have developed in this unit?
Colour in (lightly) the puzzle piece for the story you are reading and studying.

What is the relationship between the key characters in the story? ____________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Summarise the key events in the story. ____________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

What does the story demonstrate about family relationships? ____________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Christian believe that God created families for the welfare of people. Why do you think stories like this are included in the Bible? ____________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
The Bible has information or instructions for living in a family.

- List what these proverbs teach about family relationships.

  **Proverbs 1:8,9**
  __________________________________________________
  __________________________________________________
  __________________________________________________

  **Proverbs 29:15,17**
  __________________________________________________
  __________________________________________________
  __________________________________________________

- Imagine you are a child in Paul’s time. You are the possession of your parents, you have no rights and are totally subject to your parents’ decisions. The statement ‘children shall be seen and not heard’ applies totally. Your parents love you and will decide your career, your partner in life and much of your future. Imagine you hear Paul’s words:

  **Ephesians 6:1–4**
  What did this mean for a family in Paul’s time? ___________________________________________
  __________________________________________
  __________________________________________
  __________________________________________

- What might Paul write to make a similar point for families today? _______________________
  __________________________________________
  __________________________________________
  __________________________________________
  __________________________________________

- What does Jesus say is important in family relationships? **Matthew 5:23,24**

- Read **Colossians 3:12–15 and Ephesians 4:26,29,32**
  List the qualities described in the verses which would help your relationship with your parents. __________________________________________
  __________________________________________
  __________________________________________

- Use a dictionary to define the words:

  - **respect**
  - **love**
  - **honour**

  __________________________________________
  __________________________________________
  __________________________________________
  __________________________________________
  __________________________________________
  __________________________________________

- Read the Ten Commandments and their explanation in Luther’s **Small Catechism**.
  What instructions does the catechism give for family relationships?

  __________________________________________
  __________________________________________
FRIENDS

- The best-known Bible story about friends is about David and Jonathan. Read about it in 1 Samuel 18:15, 1 Samuel 19:1–7 and 1 Samuel 20:1–42. What does this story teach about friendship?

- Here are some proverbs about friendship. Use a CEV Bible to look them up. What instruction does each one give?

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- Check who is speaking in John 15:13. What is the special significance of this verse about friendship?

- Read 1 Corinthians 13:4–7. List qualities from the verse that you value in a friend

  | __________________ | __________________ | __________________ |
  | __________________ | __________________ | __________________ |
  | __________________ | __________________ | __________________ |
  | __________________ | __________________ | __________________ |
  | __________________ | __________________ | __________________ |
  | __________________ | __________________ | __________________ |

- Highlight or circle in the list the qualities that you bring to your friendships.

- Read 1 John 4:19–21. What does this verse say about all human relationships?

- The Ten Commandments in Luther’s Small Catechism have instruction for relationships. What instruction for friendships can you find in the commandments?

  | __________________ | __________________ | __________________ |
  | __________________ | __________________ | __________________ |
  | __________________ | __________________ | __________________ |
  | __________________ | __________________ | __________________ |
All people live in social structures and communities. Christians believe that social structures are a part of God’s care for people and the Bible has some instructions for living in a community.

- Read Romans 13:1–7. Paul was writing to the Christians who were facing persecution from their government. What are Paul’s instructions for living with government authorities?

- Read Acts 5:29 and record when it would be justifiable to disobey people in positions of authority.

- Read Romans 13:8–14 which is Paul’s instruction to Christian communities such as the school community. What do you think is the most important part of Paul’s instructions?

- Skim through the commandments in Luther’s Small Catechism to explore what it says about living in relationships with people in the school and local community.
Choose from one of the following suggestions to summarise what you have learnt in the unit.

- Create an informative video- or audio-tape for young people about positive relationships with family, friends and authority figures.
- Write and publish a ‘Dear Dora’ column in which students write and respond to relationship issues facing young people.
- Prepare a series of overheads and role-plays for a parent information evening about adolescent relationships. Students could invite a guest speaker for the evening.
- Design and write an information pamphlet for people their age including information and strategies for developing positive relationships.

What are the most important things you wish to include about:

- Family relationships

- Friendships

- Relationships with people in the community