

## Love One Another

In *Love One Another* students explore a Christian way of relating to others. They learn about the story of the Ten Lepers and the teaching on how many times to forgive in order to explore the place of forgiveness, reconciliation, love and gratitude in relationships.

### DOCTRINAL FOCUS

In planning to teach this unit the following references from the Catechism of the Catholic Church and the Compendium of the Catechism of the Catholic Church are recommended:

**#1443** During his public life Jesus not only forgave sins, but also made plain the effect of this forgiveness: he reintegrated forgiven sinners into the community of the people of God from which sin had alienated, or even excluded, them. A remarkable sign of this is the fact that Jesus receives sinners at his table, a gesture that expresses in an astonishing way both God's forgiveness and the return to the bosom of the people of God.

(See *Compendium #300 What is interior penance?*)

**#2842** ... 'You, therefore, must be perfect, as your heavenly Father is perfect'; 'Be merciful, even as your Father is merciful'; 'A new commandment I give to you, that you love one another, even as I have loved you, that you also love one another'. It is impossible to keep the Lord's commandment by imitating the divine model from outside; there has to be a vital participation, coming from the depths of the heart, in the holiness and the mercy and the love of our God. Only the Spirit by whom we live can make ours the same mind that was in Christ Jesus. Then the unity of forgiveness becomes possible and we find ourselves 'forgiving one another, as God in Christ forgave' us.

(See *Compendium #595 How is forgiveness possible?*)

**#2223** Parents have the first responsibility for the education of their children. They bear witness to this responsibility first by *creating a home* where tenderness, forgiveness, respect, fidelity, and disinterested service are the rule.

**#2227** Children in turn contribute to the *growth in holiness* of their parents. Each and every one should be generous and tireless in forgiving one another for offences, quarrels, injustices and neglect. Mutual affection suggests this. The charity of Christ demands it.

### SPIRITUAL REFLECTION FOR TEACHERS

An old Hungarian wedding toast celebrates the love for another in the beautiful blessing, 'May you live a thousand years and I one day less, so that I might never know this world without the pleasure of your company'. Such love for another is a privilege indeed; to love someone or to be loved is in itself a blessing. How do you show your love for a special person in your life? Do you tell them often of your feelings?

Sometimes we live long enough to see the face of God in another. Then, in that case, we have loved (Joan Chittister, 2006). Recognising God in those around us is often challenged through the everyday, the mundane and the ordinary business of living. Do

you take time out to recognise the face of God in those you live or work with? Are you present to family members who may be struggling to see God in those around them?

Part of being in such a deep relationship with another often requires times of healing and forgiveness. Those who shared in Jesus Christ's ministry were often witness to his encounters with the sick and the outcast, encounters which enriched their lives and allowed them to move on and leave their past behind. Have you experienced that encounter with God? Forgiving ourselves and others allows us to move forward. Is there something you need to leave behind or someone you need to forgive in order to move forward in your life?

Coming together as a faith community to celebrate forgiveness helps to strengthen these relationships. Through the sacrament of Penance we celebrate our reconciliation with God, with ourselves and with each other. Take time to reflect on your own experiences of this sacrament.

## LINKS TO STUDENTS' EXPERIENCES

Friendships are very important to students at this age. Loyalty, trust and forgiveness are necessary in forming true friendships. *What do students associate with friendship? What challenges do students face to make and maintain friendships?*

Students' experiences of forgiveness and healing will vary. *What experiences of forgiveness and healing have students had? What do they associate with forgiveness? What does it look like, feel like and sound like for them?*

## EXPLANATION OF SCRIPTURE

### **Mt 18: 21–22**

Forgiveness and gratitude are the basis of Christian living. Any family, any school, knows how constant is the need for smoothing over the natural tensions which arise, the reconciling of differences of opinion, and the resolving of fights and arguments in any community. Peter obviously thought (as we would) that seven acts of forgiveness of another is generous, but Jesus' little multiplication sum shows that for Christians the obligation to forgive has no limits. The parable that follows this conversation shows that if God places no limits on forgiveness we cannot either.

### **Lk 17: 12–19**

The interest in the account of the healing of the ten lepers is not so much in the healing itself, but in the response of those who were healed. Only the outsider, a Samaritan, returned to Jesus after being pronounced clean by the priests. The rest of the lepers seem to have forgotten their former need, and presumably continued with life as usual. Jesus' praise of the grateful outsider reminds us that gratitude and thanksgiving are fundamental to the life of faith, as well as an aspect of human life which contributes to the wellbeing of all.

## POSSIBILITIES FOR PRAYER AND WORSHIP

- Before the end of the day lead children through a very simple 'Examination of Conscience'. Light a candle and settle the children. Invite them to think about the day:

Proclaim Mt 18: 21–22

Teacher: Think of a time today when you were a good friend ... when you helped someone ... How did you feel then? ... (*pause*). Let us pray:

Students: *Thank you God for this day.*

Teacher: Was there a time today when you could have been a better friend ... did you upset anyone ... or not include people in your play? ... How did you feel then? ... (*pause*) Let us pray:

Students: *Thank you God for this day. Forgive us our wrongs, and help us all to be good friends tomorrow.*

Finish the quiet reflection time with a prayer that the children know, e.g. the 'Our Father'.

- Compose and pray a Penitential Rite, e.g:

Leader: Jesus, you are the Good Shepherd. Lord, have mercy.

All: *Lord, have mercy.*

Leader: Jesus, you ask us to forgive. Christ, have mercy.

All: *Christ, have mercy.*

Leader: Jesus, you forgive us and care for us. Lord, have mercy.

All: *Lord, have mercy.*

- Learn part of a Psalm of Thanksgiving, e.g. Psalm 92. A simple translation of this psalm can be found in *Children's Psalms to Pray, Sing and Do* (David Haas, St Anthony Messenger Press).
- Students compose and illustrate a class book of 'thank you' prayers. These can be prayed at the start of each day throughout the unit.

**Related Chapters** – *KWL*, 2nd edition, Book 1: Chapter 18, Forgiveness; Chapter 19, Giving Thanks.

**Faith concepts:** friendship, forgiveness, love.

**Understandings:**

Jesus Christ teaches his people to love one another as he loves them.

Jesus Christ shows people how to forgive.

Being a good friend involves saying sorry and forgiving.

Jesus Christ healed people in need.

It is important to say thank you to God and others.

**Unit specific learning:**

<b>Students will learn about</b>	<b>Students will learn to</b>	<b>Students will undertake to</b>
<i>Knowledge and Understanding</i>	<i>Reasoning &amp; Responding</i>	<i>Personal &amp; Communal Engagement</i>
<ul style="list-style-type: none"><li>• Ways in which Jesus Christ shows Christians how to forgive.</li><li>• Ways in which we can say sorry and forgive.</li><li>• Times when we need to say thank you.</li><li>• Ways in which we can be a good friend.</li><li>• Ways in which Jesus accepts the people.</li></ul>	<ul style="list-style-type: none"><li>• Reflect on their own experiences of forgiveness in their friendships and relationships with others.</li><li>• Make a connection between their own experiences of forgiveness and its importance in being a good friend.</li></ul>	<ul style="list-style-type: none"><li>• Engage in prayer and liturgy.</li><li>• Be part of a forgiving and accepting classroom.</li></ul>

## Part 1: Forgiveness

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
<p><b>Love</b> is the essential law of God. Both the Old and New Testaments have at their core the command to love God with your whole heart, with all your soul, with all your mind, and with all your strength. And you shall love your neighbour as yourself.</p> <p><b>Relationships</b> are at the heart of Christian life. The Church community is people in relationship. Being human is to be in relationship. Christian morality requires right relationship with self, others, creation and with God. <b>Right relationship</b> is an expression of love: love others as I have loved you ... What does it mean to love?</p>	<p><b>Telling the Story</b> Select a book that focuses on the experience of love, e.g. <i>Guess How Much I Love You</i>, by Sam McBratney.</p> <p>Class brainstorms words, images and people they associate with this experience. Students identify times when they have felt loved by others and times when they have not felt loved by others.</p> <p>Students create their own image of love and explain it to the class. (Encourage students to explore symbols other than a heart shape.)</p>	<p><b>Assessment for Learning</b> This discussion will indicate students' understanding and experiences of love</p>
<p>In relationships there are always opportunities for giving of oneself, expressing gratitude, seeking <b>forgiveness</b> or forgiving, being with the other ... Year 1 children bring some experience of relationship to this unit. They have family relationships, and friendships. They are also learning how to relate to other children in the class and school and to staff. At times they will need to think about ways of treating people they do not get along with or do not like. This is all part of the process of socialisation in the school and wider society. Hence there will be opportunities for talking about and solving real situations in relationships.</p>	<p><b>Wondering</b> Invite students to wonder with you:</p> <ul style="list-style-type: none"> <li>I wonder what your favourite part of this story is?</li> <li>I wonder what the story tells us about friendship, forgiveness or love?</li> <li>I wonder if this story reminds you of a time in your life?</li> </ul>	

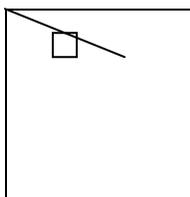
Additional Reading for Teachers	Learning & Teaching Sequence	Assessment						
<p><b>Love is an act of the will</b> that means desiring the best for another person or persons. Love is not necessarily associated with feelings. However, the decision to act in a loving way towards another can bring about the feelings of tenderness and concern that are usually associated with love.</p>	<p><b>Responding</b>            Choose a picture storybook, series of pictures or movie/song snippet about the theme of friendship, forgiveness and love. You might re-read the story from the first session.</p> <ul style="list-style-type: none"> <li>Students complete a character map</li> </ul> <table border="1" data-bbox="819 531 1417 807"> <thead> <tr> <th colspan="2" data-bbox="819 531 1417 600">Character</th> </tr> </thead> <tbody> <tr> <td data-bbox="819 604 1117 703"><b>Actions</b></td> <td data-bbox="1117 604 1417 703"><b>Words</b></td> </tr> <tr> <td data-bbox="819 708 1117 807"><b>Relationships</b></td> <td data-bbox="1117 708 1417 807"><b>Any questions ...</b></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Students complete the following:                'Love looks like ...'                'Love feels like ...'                'Love sounds like ...'</li> </ul>	Character		<b>Actions</b>	<b>Words</b>	<b>Relationships</b>	<b>Any questions ...</b>	
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**Thankfulness and gratitude** generally arise from appreciation for what others do for us. When they are expressed they build up loving and unselfish relationships.

**Forgiveness** means deciding to let go of angry and resentful feelings against those who have hurt or upset us. It means treating those people with kindness. Forgiveness brings about the restoration of a good relationship with God, others and self.

- In groups students discuss the qualities/characteristics of a good friend. Record on a group Y-chart what a good friend looks like, sounds like and feels like.

The teacher records these qualities on the **top** part of a SEE SAW organiser.



In groups students discuss the qualities/characteristics of a not so good friend. Record on a group Y-chart what a not so good friend looks like, sounds like and feels like.

Students return to whole class discussion and record these qualities/characteristics on the **bottom** of the SEE SAW organiser.

Using the SEE SAW as a visual stimulus, explain to the students that relationships move up and down like a SEE SAW.

### **Assessment of Learning**

This activity will indicate how students understand what makes a good friend and ways that friendship can be difficult at times.

<p>In Mt 18: 21–22 Jesus Christ teaches about <b>forgiveness</b>. Christians always need to forgive. No person is perfect and no relationship is perfect. Hence healthy relationships need those involved in them to be willing to forgive and to seek forgiveness. This is a deeply human dynamic and a deeply religious dynamic. Only through the practice of forgiveness can a person find peace.</p>	<p><b>Telling the Story</b> Using concrete materials tell Matthew 18: 21–22.</p>	
<p>Underlying this teaching is belief in a God who forgives. God’s love and forgiveness is constant and unconditional. The task of the individual in relationship with God is to be open to receiving God’s love and forgiveness. Often the concept of forgiveness is viewed negatively. However, the opportunity of forgiveness can be joyful and hopeful.</p>	<p><b>Responding</b></p> <ul style="list-style-type: none"> <li>• Read ‘Forgiveness’ from <i>KWL</i>, 2nd edition, Book One, Chapter 18, p. 132.</li> <li>• Roleplay situations that involve forgiveness</li> </ul>	

In this unit time is spent recalling God's love and forgiveness and the human experience of forgiveness. Forgiveness is learned by experience. Children begin to know God as forgiving when they experience forgiveness – being forgiven and forgiving others. The teacher can model this in his/her relationship with the children. There are times when the teacher needs to show forgiveness to the class or individual child. There are also times when the teacher needs to seek forgiveness from the class or individual child.

In Year 2 these concepts will be further developed as children learn about the sacrament of Penance.

### **Praying the Word**

Write a 'sorry' prayer to God asking for help to be a more loving person.

### Responding

- Students share their knowledge or show their understanding of the need to forgive in order to keep our lives balanced by answering the following questions:

*Friendship is like ...*

*Friendship is like a sunny day when ...*

*Friendship is like a rainy day when ...*

If this analogy is too difficult try:

*I am a good friend when I ....*

*I am not such a good friend when I ....*

*When I have been not such a good friend I can make friends again by ....*

Students can respond through:

- Roleplay
- writing
- drawing or illustrating
- painting colours or faces that depict the different emotions
- creating a song or rap
- making a poster advertising how we can forgive like Jesus Christ.

Sing 'We Will Bring Your Peace' or 'Do to Others' from *Great Stories and Songs*.

### Praying the Word

Students participate in a prayer ritual, focusing on the theme of forgiveness. Include the singing of the song 'We Will Bring Your Peace'.

## Part 2: Only One Said Thank You

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
<p>Biblical <b>leprosy</b> describes a number of conditions. Besides including the modern leprosy, biblical leprosy can also include various skin conditions, e.g. smallpox, and not merely the disease leprosy as understood today. It was believed to have come not through natural means, but as a punishment for <b>sin</b>, and to have been cured not through natural means, but through repentance and forgiveness.</p>	<p><b>Telling the Story</b> Ask students why we need to say 'thank you'. Identify three things that you are thankful for today (spiritual and concrete).  Use concrete materials to tell the story of the Ten Lepers in Luke 17: 12–19.</p>	<p><b>Assessment for Learning</b> This discussion will demonstrate students' prior knowledge and experiences of thanks and gratitude.</p>
<p>People with leprosy were isolated and considered <b>unclean</b>. People were forbidden to touch them. Anyone who touched them was also considered unclean.</p>	<p><b>Wondering</b> Invite students to wonder with you: I wonder what it would have been like to be a leper? I wonder if you have ever seen or met someone that you didn't want to go near or that you were scared of? I wonder what this story makes you think of?</p>	

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
<p>The temple priests had authority over the laws regarding infectious diseases, as well as of the moral and religious welfare of the nation. If people were healed they had to show themselves to the priest before they could be integrated back into society.</p> <p>In the gospel <b>ten lepers</b> were healed by Jesus. One came back to give thanks to him.</p> <p>Just as forgiveness is an essential quality for relationships, so too is gratitude. Gratitude is a form of affirmation that acknowledges the gift of others. Gratitude also acknowledges that there is choice in how we relate in the world, and to each other. Human beings are relational. For what are we grateful? And to whom are we grateful?</p>	<p><b>Responding</b></p> <ul style="list-style-type: none"> <li>• Read 'Only One Said Thank You' from <i>KWL</i>, 2nd edition, Book One, Chapter 19, p. 138, or big book. Students retell the story in small groups through role play, puppets or using concrete materials.</li> <li>• As a whole class students discuss the difficulty or ease they have with people who are different from them.</li> </ul>	
<p>How do we express gratitude? Spend some time with children looking at ways they can communicate gratitude, and invite them to do so in the classroom, school playground and at home. Also spend some time reflecting on experiences where they expressed gratitude, and where they were shown gratitude. How do we express gratitude to God? Give children experiences of prayers and liturgies of thanksgiving, e.g. a psalm of thanksgiving.</p>	<p><b>Telling the Story</b></p> <p>Students can view relevant parts of a movie or book of <i>The Rainbow Fish</i>.</p> <p>Students discuss how the characters interacted in the story, and the resolution of the story.</p>	<p><b>Assessment of Learning</b></p> <p>This activity will indicate students' ability to link personal experiences of forgiveness with stories of forgiveness.</p>

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
<p>As with forgiveness, gratitude is learned by experience. The teacher can model gratitude in his/her relationship with the children. There are many times when we can say ‘thank you’, express gratitude for a person’s actions or words or for something that happens. It is also important that children see the teacher expressing gratitude to God.</p>	<p><b>Responding</b> Students identify a time in their lives which reminds them of something that happened in the story of <i>The Rainbow Fish</i>. Students write their responses inside the shape of a fish’s scale.</p> <p><b>Praying the Word</b> Students engage in a guided meditation from ‘<i>Guided Meditations for Children</i>’ or ‘<i>The Grateful Leper Gives Thanks</i>’ (Jane Reehorst).</p>	
	<p><b>Responding</b> Students choose one or two responses from the following tasks:</p> <ul style="list-style-type: none"> <li>• Students respond to the meditation by drawing an image of what they visualised. Discuss your response with a friend.</li> <li>• Role play or dramatise with puppets ways of expressing gratitude.</li> <li>• Retell the story of the lepers using concrete materials or felt characters.</li> <li>• Create a ‘thank you’ card for someone.</li> <li>• Learn and sing the song ‘Jesus Heals the Leper’ (Walker, C).</li> <li>• Students finish the sentence <i>Thank you God for ...</i></li> </ul>	<p><b>Assessment of Learning</b> These tasks will enable students to express their thinking, perceptions, feelings and understanding of gratitude.</p>

Additional Reading for Teachers	Learning & Teaching Sequence	Assessment
	<p><b>Praying the Word</b>            Teachers prepare a gift box to place in the middle of a circle for a class liturgy. Students are invited to record something or someone they are thankful for and place into the box saying 'I give thanks to God for ...'</p>	<p><b>Assessment of Learning</b>            This activity will indicate students' ability to write prayers of thanks.</p>

## RESOURCES

### **To Know, Worship and Love, 2nd Edition**

Book 1: Chapter 18, Forgiveness; Chapter 19, Giving Thanks.

### **CDs**

Freeburg, P & Walker, C 1994, *More Stories And Songs Of Jesus*, Oregon Catholic Press.

Halloran, D & Millward, M 2002, *Great Stories and Songs*, GIA Publications.

### **Student Resources**

Haas, D 2004, *Children's Psalms to Pray, Sing and Do*, St Anthony Messenger Press and Franciscan, Cincinnati.

Pfister, M 1992, *The Rainbow Fish*, North-South Books, USA.

### **Teacher Resources**

Reehorst, Jane ibvm 1986, *Guided Meditations for Children: How to Teach Children to Pray Using Scripture*, Brown Company Publishers, Iowa.

## **RELIGIOUS EDUCATION STANDARDS**

This unit may be used to assess some of the Level 2 standards.

Students interpret biblical stories and stories in Church Tradition by making a response and expressing their own ideas, feelings and perceptions. Students create prayers and responses of praise, thanks, forgiveness and petition with personal expression and insight. Students recognise the Christian messages of love and stewardship by identifying the strengths and shortcomings of both their own and others' ideas, actions and feelings.

