

Stage 5 or 6 Unit

FOR THE LOVE OF GOD

“HOW THE CHURCH IS BETTER AND WORSE THAN YOU EVER IMAGINED”



<p>UNIT DESCRIPTION</p>	<p>This unit explores the legacy of Christianity by giving an honest appraisal of the worst aspects of Christianity’s impact on our world while also looking at the sometimes-forgotten positive contributions that have been made throughout history. The unit has been developed as a series of activities built around significant topics which were explored in the ‘For the Love of God’ documentary. Each lesson uses clips from the documentary to examine common critiques of Christianity’s darkest eras in a humble and generous way, while also offering a defence of the truth, beauty and goodness of the Christian Faith. Students will investigate the positive contributions of Christianity, by looking at both key figures and significant societal developments. They will also examine how interpretations of Jesus’ teaching have contributed to conflict, division and oppression.</p>	
<p>CHRISTIAN INTEGRATION</p>	<p>In the Gospel of John, Jesus is presented as the incarnate Son, embodying grace and truth. His perfect righteousness inspires all the good that his followers strive to achieve, yet no period in Christian history has fully reflected the ideals of His Kingdom. Instead, Christian history illustrates both the transformative power of the Gospel and the corrupting influence of sin. Confession and repentance are essential to a faithful life and recognising the failures of those who came before us is a vital expression of the humility and honesty exemplified by Jesus. Students are encouraged to explore common objections to faith and to reflect on the lasting effects of Christianity on Western civilization and the world, acknowledging both its positive and negative impacts. This is essential as the Christian faith has always prioritised the historical particularity of its authority claims.</p>	
<p>ESSENTIAL QUESTIONS</p>	<ul style="list-style-type: none"> – What are the most significant contributions that Christianity has made to the advancements we enjoy in the modern world? – What aspects of Christian history undermine the credibility and integrity of Christianity? – How should Christians respond to the mixed legacy of Christianity? 	
<p>TOPICS COVERED</p>	<ol style="list-style-type: none"> 1. Holy War: The Crusades 2. Martin Luther King Jnr: Power & Non-violence 3. The Image of God 4. Slavery in “Christian” America 5. The Good Samaritan 6. Treasures on Earth: The Medieval Papacy & Its Opponents 7. Faith & Social Capital: Why You Need Christian Neighbours 8. The Church Under Nazi Rule 9. How Missionaries Changed the World 10. How to Judge the Church 	<p><i>We’ve put these 10 topics together into a unit of work, however each topic could be explored alone, and there are another 21 topics which you can use either as stand-alone or integrated lessons.</i></p> <p><i>The full library of ‘For the Love of God’ resources can be found here.</i></p>

<p>LEARNING OBJECTIVES</p>	<ul style="list-style-type: none"> – Students will be able to identify and explain the positive contribution made by Christianity to society throughout history. – Students will assess the ways in which various interpretations of Christian doctrine have influenced social movements and cultural developments throughout history. – Students will be able to reflect on the mixed legacy of Christianity, considering how the historical failures and abuses of the Church impact on contemporary issues and their own personal faith journey.
<p>SUCCESS CRITERIA</p>	<ul style="list-style-type: none"> – Students can identify important events, movements and people in the history of the Christian Church and explain their impact, both positive and negative. – Students can describe how the Church has shaped history both in promoting social justice (e.g. abolition, charity work, hospitals) and in perpetuating harm (e.g. sectarianism, the Crusades, the Inquisition). – Students can explain how different people or groups have seen the legacy of the Christian Church, including both positive and negative perspectives.
<p>POSSIBLE ASSESSMENTS</p>	<p>Create a Visual Representation of Christian History – students create a timeline or infographic highlighting influential aspects or moments in the history of the Christian Church, noting their positive and negative effects on society. They choose 10 or more significant events, movements or people and include a brief outline of their impact on the society in which they lived. Students should include both positive and negative examples.</p> <p>Class Debate – students participate in a structured discussion about the mixed legacy of the Church. In teams, the class identifies and explains the impact of various aspects of Christian history arguing for or against the proposition that ‘The impact of Christianity on history has been largely positive.’</p> <p>Extended Response – students write an essay discussing the positive and negative influence of a key historical event, movement or person associated with the history of the Christian Church. They are required to explain the significance of their chosen focus, identifying the immediate and ongoing impacts on society. Students will be marked on the quality of their analysis of both the original historical context and the lasting legacy.</p>
<p>ADDITIONAL RESOURCES</p>	<p>When we were making the documentary, CPX interviewed more than 50 world-renowned scholars about their areas of expertise. We ended up with more than 50 hours of footage, most of which never made it into the final cut. We’re periodically releasing the remaining footage in short clips which can be searched by scholar or topic. You can find all the available clips here.</p>
<p>CONTRIBUTORS</p>	<p>Anna Grummitt, Anne Pickering (Head of Christian Studies, Abbotsleigh), Doug Broadbent (Head of Christian Studies, Shore School), Emily Liddell (Christian Studies Teacher, Abbotsleigh), Natasha Moore, Nate Armsberry, Renee Gowing (Head of Biblical Studies and Studies of Religion, St Catherine’s School) and Simon Smart.</p>

		Resource	Register
Unit Introduction	<p>Students can be given a list of all the possible topics that can be covered in this unit, and they rate them in terms of their level of interest and/or the importance that these issues have in terms of their perception of the credibility of Christianity in today's world.</p> <p>The teacher could allow the students to select the topics that the group would like to cover from all those which are available – including the supplementary lessons.</p>		
<p>1. HOLY WAR: THE CRUSADES <i>(from Episode 1: War + Peace)</i></p> <p><i>It's a giant leap from Jesus' command to "love your enemies" to the idea of "holy war", yet Christian history is full of violence. At times Christians have been enthusiastic proponents of violence and war. How have the followers of a crucified leader managed to get things so wrong? This segment looks at one of the darkest events in Christian history: the Crusades. The reasons for the Crusades are complex and are not the focus of this segment. Instead, it focuses on the moral character of the Crusaders, and whether they followed the example of Jesus.</i></p>			
Introduce	<p>Facilitate a Human Barometer activity where students indicate their perspective on the following statements:</p> <ul style="list-style-type: none"> – "War is a necessary evil" – "Religion is responsible for most/all wars" – "Christians should never be pro-war" <p>Students search online for 3 images that they think represent the concept of "holy war". Students explain to a partner why they chose their pictures.</p> <p>Students make a list of possible justifications for invading someone else's land. Facilitate a class discussion around the types of reasons which make it morally okay for one people group to invade another. Reference could be made to recent military conflicts where Australia and her allies have been the aggressors.</p> <p>Students view and respond to 2 images that present an artistic portrayal of The Crusades.</p>	FTLOG 01 - Holy War Slides	
Engage	<p>Watch the documentary excerpt 'Holy War: The Crusades'</p> <p>As a class summarise what happened in the massacre in Jerusalem on 15 July 1099. Students discuss how this event makes them feel, identifying the most surprising or shocking elements.</p> <p>Using an online source, students summarise the core message of Pope Urban's 1095 speech which effectively launched 'The Crusades'. Students explain the appeal of his message for those who joined the First Crusade.</p> <p>Extension: students can read the full account of the speech before completing their summary.</p> <p>Students fill out the table to compare and contrast the words and actions of the Crusaders with the words and actions of Jesus.</p> <p>Facilitate a discussion or a class 'Mini-debate' on the topic of: 'Were the Crusaders truly followers of Jesus?'</p>	<p>Clip: Holy War: The Crusades (8:50)</p> <p>Pope Urban's 1095 Speech:</p> <ul style="list-style-type: none"> – Shorter Version – Full Account <p>FTLOG 01 - Holy War Slides</p>	

<p>Bible Study</p>	<p>Students read Luke 6:27-36 and answer the following questions.</p> <ol style="list-style-type: none"> 1. What does Jesus call his followers to do in this passage? 2. What is difficult about Jesus’ teaching? What problems might come from obeying this? 3. Did Jesus practice what he preached? 4. v.31 is sometimes known as “The Golden Rule”. <ol style="list-style-type: none"> a) Do you think this is a good rule to follow? Why or why not? b) What do you think the world would be like if everyone followed this rule? c) Why do you think people don’t follow this? 5. Do you have any further questions about this teaching of Jesus or its implications? 	<p>FTLOG 01 - Holy War Slides</p>	
<p>Respond</p>	<p>Students use the following discussion questions to reflect on the content of the lesson.</p> <ol style="list-style-type: none"> 1. Do we have the right to judge the church today for historical events such as the Crusades? 2. The church at the time of the Crusades was influenced by warrior culture. Are there ways in which you think the church today might be affected by cultural factors that pull it away from Jesus’ original teachings? 3. Is loving your enemies something that you personally try to practice? What does that look like for you? 		
<p>Extension</p>	<p>Using an historical account of Pope Urban’s 1095 speech, imagine that Jesus was present and write a follow-up speech from Jesus that addresses Urban’s argument.</p> <p>Students watch the clip ‘Kill them all: The Albigensian Crusade’ and list some of the similarities and differences between this crusade and what happened in Jerusalem in 1099.</p>	<p>Clip: Kill them all: The Albigensian Crusade (2:25)</p>	
<p>2. POWER & NON-VIOLENCE: Martin Luther King Jr. (from Episode 1: War + Peace)</p> <p><i>This lesson follows on from The Crusades by considering the life of Martin Luther King Jr., an example of someone whose non-violent resistance was anchored in the teachings of Jesus.</i></p>			
<p>Introduce</p>	<p>Students indicate where they think Christianity should be placed on a spectrum between ‘violence’ and ‘peace’.</p> <p>As a class brainstorm all the words and images that come into your head when you think of the word “protest”.</p> <p>Discuss the following questions:</p> <ol style="list-style-type: none"> 1. How do you feel when you have no power? 2. How do you change something that is clearly wrong? 3. Is there any cause that you’d be prepared to fight for even if it cost you your life? <p>Display the US Civil Rights Movement images and invite the class to share their observations. Ask the class to describe some of the injustices that the Civil Rights Movement was protesting against.</p>	<p>FTLOG 02 – Power & Non-violence Slides</p>	

<p>Engage</p>	<p>Watch the documentary excerpt ‘MLK: Power & Non-violence’, then students answer the following questions:</p> <ol style="list-style-type: none"> 1. List three significant events in Martin Luther King Jr’s life. 2. What would you expect a demand for civil and economic rights to look like? What did it actually look like under the leadership of Martin Luther King Jr? 3. According to the documentary, how was Martin Luther King Jr’s approach to the battle for civil rights “shaped by his faith and his understanding of the profound ethic of love at its centre”? 4. How could Martin Luther King Jr continue in the fight for civil rights in America even though “he knew... he was not going to die in bed”? 5. Imagine you were in the crowd that assembled at Martin Luther King Jr’s house after it was firebombed. How would you have reacted when he told you and those with you to “go home”? <p>Display the Miroslav Volf quote, and lead a class discussion around the following:</p> <ol style="list-style-type: none"> a. How true do you think his thoughts are? How much of a difference can grace really make? b. To what degree did Martin Luther King Jr “play in tune” with Jesus by living out this idea of grace? c. How does the idea of grace bring about “a major contribution to a peaceful world”? 	<p>Clip: MLK: Power and Non-violence (7:42)</p> <p>FTLOG 02 – Power & Non-violence Slides</p>	
<p>Bible Study</p>	<p>Students read Isaiah 40:4-5 and Amos 5:24 and answer the following questions.</p> <ol style="list-style-type: none"> 1. What would an exalted valley and a mountain that has been brought low look like? 2. Draw and label the image from Amos 5:24. 3. What do you think Martin Luther King Jr was trying to say when he used these verses in his famous “I have a dream” speech? What does Jesus call his followers to do in this passage? <p>Students read Romans 12.17-21 and answer the following questions.</p> <ol style="list-style-type: none"> 4. What does this passage say about how much we should care about justice (focus on v.19)? 5. What does this passage teach about violence and peace? 6. What is one commandment in this passage that particularly stands out to you? 7. Describe a personal situation where good could really overcome evil. 	<p>FTLOG 02 – Power & Non-violence Slides</p>	
<p>Respond</p>	<p>Students identify examples of inequality and oppression in Australia today, then create a poster for an issue they consider to be important. They should include a response or challenge which reflects a Christian attitude to the issue.</p> <p>Use the following discussion questions to reflect on the content of the lesson.</p> <ol style="list-style-type: none"> 1. Imagine you had the opportunity to give your own speech titled “I have a dream”. What would your speech be about? 2. Do you know anyone who you think embodies the idea of “grace that gives”? How close are you to following their example? 		
<p>Extension</p>	<p>Students listen to and read an abridged transcript of Martin Luther King Jr’s “I have a dream” speech. They then write an evaluation about the ways in which his Christian faith influenced the content of the speech.</p>	<p>Clip: I Have A Dream (7:00) PDF: I have a dream speech</p>	

3. THE IMAGE OF GOD (from Episode 2: Rights + Wrongs)

Modern Westerners take it for granted that every life is valuable. But ideas like equality before the law and the importance of caring for the vulnerable are by no means self-evident. So where did they come from? Why are we so attached to the idea of “inalienable human rights”? These segments look at how the biblical idea that every human is made in the “image of God” led early Christians to confront the Greek and Roman practice of exposing infants, as well as the practice of slavery.

<p>Introduce</p>	<p>Discuss the question: “Do you think Christianity is more about valuing individuals, or restricting and controlling them?”</p> <p>Students research an article or video about a search and rescue mission, they estimate the cost in terms of time, people involved, and money spent on the rescue. Discuss what does this tells us about the value of a life?</p> <p>Students read the article ‘Charlie Gard: The story of his parents’ legal fight’ then students either discuss or provide a written response to the following questions:</p> <ol style="list-style-type: none"> 1. In what ways does this case show the high value our society places on human life? 2. In what ways might it also show the opposite? 3. Do you agree with the decision made by the court? Why or why not? <p>Display the J.K. Rowling quote and discuss the following:</p> <ol style="list-style-type: none"> 1. Give examples of other books or movies that demonstrate this idea. 2. Do you agree with Rowling’s quote? Why or why not? 3. What do you think a single life is worth? 4. Is the value of each human life the same across all cultures and all eras? 	<p>FTLOG 03 – Image of God Slides</p> <p>Article: Charlie Gard: The story of his parents’ legal fight</p> <p>FTLOG 03 – Image of God Slides</p>	
<p>Engage</p>	<p>Watch the ‘The Image of God: The concept’ clip.</p> <p>Students create a sketch of how they imagine the place where children were discarded in ancient Greece and Rome, and discuss the reasons parents discarded their children?</p> <p>Display the letter extract and ask students to identify how this letter makes them feel, then discuss their opinion of the extract, and what it says about their view of human life.</p> <p>Students fill in a table to compare and contrast the Egyptian view with the Jewish concept of the “image of God”.</p> <p>Watch the ‘The Image of God: An illustration’ clip.</p> <p>Discuss how the analogy of George Washington’s house help shed light on what it means to be made in the image of God, before students write a description of the concept of the “image of God” as it is expressed in the Bible, explaining how it’s connected to the idea of human worth and dignity?</p> <p>Watch the ‘The Image of God: The impact’ clip, and discuss the way in which the concept of the “image of God” shape the actions of Christians with regards to the practice of exposure, and the practice of slavery.</p> <p>Display the Nick Spencer quote and discuss what he might mean.</p>	<p>Clip: The Image of God: The concept (7:13)</p> <p>FTLOG 03 – Image of God Slides</p> <p>Clip: The Image of God: An illustration (1:56)</p> <p>Clip: The Image of God: The impact (4:29)</p> <p>FTLOG 03 – Image of God Slides</p>	

<p>Bible Study</p>	<p>Students read Genesis 1.24-31 and answer the following questions.</p> <ol style="list-style-type: none"> 1. What is noticeably different about the account of how God created animals and how he created humans? 2. What unique qualities and responsibilities does God give to humans in this passage? 3. How does this passage demonstrate the Bible’s view of the equality and dignity of all humans? 	<p>FTLOG 03 – Image of God Slides</p>	
<p>Respond</p>	<p>Display the John Dickson quote, then discuss how an atheist might respond.</p> <p>Use the following discussion questions to reflect on the content of the lesson.</p> <ol style="list-style-type: none"> 1. Do you think there are any ways in which our society is starting to lose the belief of the inherent dignity and worth of all people? Give examples. 2. If you were being marked from 1 to 10 (1 being lowest, 10 being highest) on how you treat other people, what do you think your score would be? What would raise your score? 	<p>FTLOG 03 – Image of God Slides</p>	
<p>Extension</p>	<p>Students imagine a dystopian future where the following groups of people are no longer valued: children, the elderly, the sick, and migrants and refugees. They then write a plot outline and first paragraph of your dystopian novel.</p> <p>Students read the CPX Christmas article and answer the following questions:</p> <ol style="list-style-type: none"> 1. How has the Christmas story, as well as the idea of the “image of God”, shaped our understanding of the human person? 2. Does the Christian story agree with the idea of the fundamental goodness of human beings? Do you agree with this idea? 3. Why does Simon Smart say we need the Christmas story? What do you think about this? 	<p>Article: Why we need the Christmas story (7 min)</p>	
<p>4. SLAVERY IN “CHRISTIAN” AMERICA (from Episode 2: Rights + Wrongs)</p> <p><i>Modern Westerners take it for granted that every life is valuable. But ideas like equality before the law and the importance of caring for the vulnerable are by no means self-evident. So where did they come from? Why are we so attached to the idea of “inalienable human rights”? This segment looks at the part that Christianity played in the history of slavery in America ... for better, and for worse.</i></p>			
<p>Introduce</p>	<p>Students indicate where they think Christianity should be placed on a spectrum between ‘oppression’ and ‘freedom’.</p> <p>Students create a slide with three words, three images, and three emojis that describe the word “slavery”. They then explain your choices to a small group or partner.</p> <p>Listen to the song “Queen of the Field” by Alicia Keys, and read the lyrics. Discuss the insight this gives to the experience of slavery in the United States?</p> <p>Display the images of US slavery in the 1800’s and invite the class to share their observations. Students imagine they are one of the people depicted or described in the above song or images, they write down how it would make them feel and what they would say to their master.</p>	<p>FTLOG 04 – Slavery Slides</p> <p>Song: Queen of the Fields (5:38)</p> <p>FTLOG 04 – Slavery Slides</p>	

<p>Engage</p>	<p>Watch the ‘Slavery in “Christian” America’ clip.</p> <p>Students draw or find an image to contrast the experiences of slaves on plantations in the United States with the plantation owners. They then make a list of basic rights and freedoms that were denied to slaves.</p> <p>Discuss how the Biblical idea that every person has inherent equality and dignity, because they are made in the “image of God” inspired the slaves in America? Also consider how the Bible was misused by the slave masters to justify their actions? Reflect on how the slaves responded to Christianity – how unexpected was this?</p> <p>Display the Frederick Douglas quote. Students write a one-sentence version in their own words.</p>	<p>Clip: Slavery in “Christian” America (8:34)</p> <p>FTLOG 04 – Slavery Slides</p>	
<p>Bible Study</p>	<p>Students use a generative AI like ChatGPT to get an overview of the key themes and events in the book of Exodus. They then write a 2-3 sentence summary of the book – it’s story and meaning (they can google a key verse too).</p> <p>Discuss what Exodus reveals about the character of God, and why the slaves in America were inspired and strengthened by this story.</p> <p>Students read James 5.1-6 and answer the following questions.</p> <ol style="list-style-type: none"> 1. What does James say is coming on the people he speaks against in this passage, and why? 2. In what ways does this passage reference what we know about the slave owners? 3. What is your reaction to the words of judgment in this passage? When it comes to the brutal practice of slavery, do you think this judgment is justified? <p>Students read Galatians 3.26-28 and create an anti-slavery poster which expresses the ideas Paul is communicating.</p>	<p>FTLOG 04 – Slavery Slides</p>	
<p>Respond</p>	<p>Students compose a letter to a “Christian” slave owner in the 1800s in America’s South challenging their practices, including some Bible passages (from this lesson - or others).</p> <p>Display the provocative billboard and discuss its argument in light of Colossians 3:22 – 4:1. (Some argue that Jesus was concerned first with individual change, not with social revolution, and that just a few Christians could not overthrow the entire Roman system of slavery.)</p> <p>Students create a digital design for a billboard that responds to the one the class has been looking at, drawing on one or more Bible passages referenced in this lesson.</p> <p>Students explore the slavery infographic to identify examples of modern slavery, exploitation and/or oppression, both in Australia and globally. The class brainstorms some steps our government could take to fight modern slavery.</p>	<p>FTLOG 04 – Slavery Slides</p> <p>PDF: Modern Slavery Infographic</p>	
<p>Extension</p>	<p>Students research a Christian organisation that is fighting against modern slavery (e.g., Hagar, A21, The Freedom Project, International Justice Mission). They create a series of slides that outline the organisations’ History, Mission, Current Projects or Initiatives, and a Story of the personal impact the organisation has made on an individual.</p>		

5. THE GOOD SAMARITAN: HOW A STORY SHAPED OUR WORLD (from Episode 3: Rich + Poor)			
<p><i>From decadent medieval popes to modern televangelists with private jets, religion and money can make for an unsavoury mix. But why do we think of charity as a good thing in the first place? People in the Graeco-Roman world didn't think so: they mostly thought the poor and suffering deserved what they got. This segment traces how the parable of the Good Samaritan profoundly shaped our world.</i></p>			
<p>Introduce</p>	<p>Facilitate a Human Barometer activity where students indicate their perspective on the following statements:</p> <ul style="list-style-type: none"> – “Caring for the needy is a responsibility that comes with wealth” – “A healthy society will always offer genuine care for the poor and needy” – “Jesus’ most significant teaching was that we should love and care for the needy” – “Religious people should spend more time helping people and less time talking about their religion” <p>Students discuss what they think it means to be a “Good Samaritan”.</p>	<p>FTLOG 05 – Good Samaritan Slides</p>	
<p>Engage</p>	<p>Watch the documentary excerpt ‘The Good Samaritan’, then students answer the following questions:</p> <ol style="list-style-type: none"> 1. Why did Jesus make the Samaritan the hero of his story? What point was he making? 2. Describe how the parable of the Good Samaritan shaped the way the early church cared for the poor. 3. What did Roman officials find in the basement of the church of Circa? What might this show us about the priorities of the early church? 4. Joel Edwards says that “added benefit to your neighbour” is an “essential feature of what Christian faith looks like”. Do you agree? Why or why not? <p>Display the William Cavanaugh quote for students to write a paragraph reflection on their thoughts around it.</p>	<p>Clip: The Good Samaritan (5:00)</p> <p>FTLOG 05 – Good Samaritan Slides</p>	
<p>Bible Study</p>	<p>As a class read Luke 10:25-37. In pairs students research why Jesus chose to make the main character in his parable a Samaritan. Students share their understanding with the class, before answering the following questions:</p> <ol style="list-style-type: none"> 1. How does the relationship between the Jews and Samaritans impact the meaning of the parable? 2. How does the parable respond to the statement in v.27? 3. What question prompted Jesus to tell this parable? 4. How does the parable answer this question? <p>Display Vincent van Gogh’s artwork and discuss why he may have chosen to produce this piece and how it communicates meaning to the audience.</p>	<p>FTLOG 05 – Good Samaritan Slides</p>	
<p>Respond</p>	<p>Students compose a modern re-telling of the parable of the Good Samaritan, using a setting and characters that are relevant to their context.</p> <p>Display the John Dickson quote and discuss its importance and the challenges we face in living it out.</p> <p>Each Australian jurisdiction has “Good Samaritan” clause in its Civil Liability legislation (e.g., NSW legislation). Explain the nature and purpose of the clause and discuss how the language of a “Good Samaritan” ended up in a non-religious legal document.</p>	<p>FTLOG 05 – Good Samaritan Slides</p>	

	<p>Brainstorm other ways that this parable has influenced the society that we live in.</p> <p>Display the Rowan Williams quote and discuss who it might refer to in your school and region, and what it would look like to be 'looking out for their interests'.</p>	<p>FTLOG 05 – Good Samaritan Slides</p>	
<p>Extension</p>	<p>Students write an extended response to the following question: <i>“To what extent has the parable of the Good Samaritan influenced practices of aid and social justice in Australia?”</i></p> <p>Students listen to the CPX Life & Faith podcast episode “Guess who’s not coming to dinner” (from 9:30-22:57), and then write down some examples of how the parable of the Good Samaritan has been used (and misused) by politicians.</p>	<p>Podcast: Guess who’s not coming to dinner (9:30-22:57)</p>	
<p>6. TREASURES ON EARTH: THE MEDIEVAL PAPACY AND ITS OPPONENTS <i>(from Episode 3: Rich + Poor)</i></p> <p><i>From decadent medieval popes to modern televangelists with private jets, religion and money can make for an unsavoury mix. This segment looks at how far the medieval papacy strayed from Jesus’ teaching on money, and how one abbot protested this by giving all he had to the poor.</i></p>			
<p>Introduce</p>	<p>Students view two images and discuss how well they portray the true nature of Christianity.</p> <p>Students analyse the money quotes and discuss what they think each means, identifying which they agree most with. They then write their own quote or search up a verse or quote that they really like before sharing it with a partner and the group.</p> <p>Students plot how important they think money is to happiness.</p> <p>Students look at the stimulus images and complete an I see, I think, I wonder protocol.</p>	<p>FTLOG 06 – Treasures on Earth Slides</p>	
<p>Engage</p>	<p>If necessary, students define these key terms before watching the clip: papacy, opulence, medieval, monk, bishop</p> <p>Display the Petrarch quote (Italian Renaissance poet and scholar). Students explain what they think Petrarch was saying about the wealth of the Medieval Church.</p> <p>Watch the documentary excerpt ‘Treasures on Earth’, then students answer the following questions:</p> <ol style="list-style-type: none"> 1. What do you think Jesus meant when he told his followers not to “store up treasures on earth”? 2. In what ways was the Medieval Church failing to reflect this ideal? 3. How did Odo feel about the decadent lifestyles of church leaders? What actions did he undertake as an individual in response to his feelings? 4. What strikes you about the account of Odo and John’s journey through famine-stricken Siena? 5. How was Odo’s life a strong criticism of greedy churchmen? 	<p>FTLOG 06 – Treasures on Earth Slides</p> <p>Clip: Treasures on Earth (4:05)</p>	

<p>Bible Study</p>	<p>Students read Matthew 6:19-21 and complete the following:</p> <ol style="list-style-type: none"> 1. Complete the sentences “Jesus says do not....” / “But rather...” 2. Outline the main reason Jesus gives for not building up possessions on earth. 3. Explain two reasons, from the passage, why followers of Jesus should focus on “heavenly treasures”. 4. Do you think these teachings of Jesus make sense? Why or why not? <p>Students read 2 Corinthians 8:1-12 and outline three insights that this letter, from Paul to the Corinthian church, gives into what the early church was taught about money and generosity.</p>	<p>FTLOG 06 – Treasures on Earth Slides</p>	
<p>Respond</p>	<p>Students discuss the following statements:</p> <ul style="list-style-type: none"> • “You can’t live in a huge house if you are really serious about following Jesus.” • “Christians shouldn’t spend any money on entertainment. They should give that money to the poor instead.” • “On the weekend, my train went past a church that was huge! It had a brand-new building that would’ve cost at least 2 million dollars to build. I just don’t think churches should be spending that kind of money.” <p>Students draw a picture or write a description of what a modern-day Odo might be like.</p> <p>Students discuss any ways in which they’ve seen Christians and Christian organisations putting Jesus’ teachings of ‘generosity and loving God, rather than money’ into practice.</p>	<p>FTLOG 06 – Treasures on Earth Slides</p>	
<p>Extension</p>	<p>Students read the article in The Telegraph: “Pope Francis shuns papal apartment for Vatican guesthouse” and write a paragraph response to each of the following:</p> <ol style="list-style-type: none"> 1. How has Pope Francis responded to the wealth available to him as Pope? 2. What might this show us about Pope Francis’ character and values? 	<p>Article: Pope Francis</p>	
<p>7. FAITH AND SOCIAL CAPITAL: WHY YOU NEED CHRISTIAN NEIGHBOURS (from Episode 3: Rich + Poor)</p> <p><i>This lesson is a continued consideration of the necessary, but sometimes awkward, relationship between Christianity and power. This segment looks at research into the ways that modern churches and individual believers serve their communities. How Christians influence the societies and neighbourhoods in which they live.</i></p>			
<p>Introduce</p>	<p>Students find or sketch three images that describe their idea of a perfect neighbour, then they share what it is that makes someone a ‘good’ neighbour.</p> <p>Facilitate a Human Barometer activity where students indicate their perspective on the following statements:</p> <ul style="list-style-type: none"> – “Churches are not very involved in my local community” – “Religious people seem to do more volunteer work than non-religious people” – “It would be good to have a Christian neighbour” <p>Read the article ‘Anglicare opens new community pantries in St George and Sutherland Shire’ and discuss the ways in which this initiative will help the community.</p>	<p>FTLOG 07 – Faith & Social Capital Slides</p> <p>Article: Anglicare opens new community pantries in St George and Sutherland Shire</p>	

<p>Engage</p>	<p>Watch the documentary excerpt ‘Why you need Christian neighbours’, then students describe how they think the All Saints Church in Petersham helps their local community. Encourage the students to outline some of the needs in society that churches and individual Christians are involved in meeting.</p> <p>Display the Francis Spufford quote and discuss the following questions as a class:</p> <ol style="list-style-type: none"> 1. What could explain such inconsistency in behaviour? 2. What does the video suggest motivates Christians to help others in their community? <p>Students compose a tweet to summarise their reaction to the clip.</p> <p>Students analyse the data found on the graphs ‘Volunteer rate and average annual hours volunteered’ & ‘Average annual amounts given by givers’. They write a sentence for each graph explaining something which the graph expresses, the class discusses the information that stands out to them from each graph.</p>	<p>Clip: Why you need Christian neighbours (5:14)</p> <p>FTLOG 07 – Faith & Social Capital Slides</p>	
<p>Bible Study</p>	<p>Students read the ‘Parable of the Sheep and Goats’ found in Matthew 25:31-40 and complete the following:</p> <ol style="list-style-type: none"> 1. List the “good deeds” commended by the king (v.35-40). 2. Explain the comparison Jesus makes between a person’s treatment of others and the way they treat Jesus himself. 3. Describe the motivation this passage gives for helping others. <p>Students read James 2.4-17 and discuss the following questions.</p> <ol style="list-style-type: none"> 4. Why does the author say that faith without action is not enough? 5. How should those who take this Bible passage seriously treat people in need? 6. How could these passages, and other Christian teachings about helping those in need, contribute to the common good? 	<p>FTLOG 07 – Faith & Social Capital Slides</p>	
<p>Respond</p>	<p>Students make a list of some individuals, groups, or organisations which are known to be involved in some kind of action to benefit your local community. Discuss the kinds of initiatives students might be motivated to be a part of.</p> <p>Students research and define ‘Social Capital’. [Extension: students can also research Andrew Leigh’s distinction between “bonding” social capital (which joins together similar people) and “bridging” social capital (which transcends boundaries of race, ethnicity or income).]</p> <p>As a class discuss why social capital might make it easier for someone to participate in civic activity such as volunteering (and why people who attend church might have a high level of “bridging” social capital).</p> <p>In small groups, students draw a mind map of their own social capital (the networks they belong to).</p>	<p>FTLOG 07 – Faith & Social Capital Slides</p>	
<p>Extension</p>	<p>Students read “So religion makes you meaner? Not according to the evidence” and compose an ‘online comment’ responding to the article.</p> <p>Hold a Mini-debate to answer the question: “Is caring for the poor a good thing?”. The segment “Being poor in the ancient world” could help the students prepare.</p>	<p>Article: So religion makes you meaner? Not according to the evidence (8 min)</p> <p>Clip: Being poor in the ancient world (7:50)</p>	

8. THE CHURCH UNDER NAZI RULE (from Episode 4: Power + Humility)

The church’s record of holding power has involved some terrible acts of coercion, exploitation, and abuse. Yet Jesus set an example of selfless service and started a “humility revolution” that fundamentally transformed the West and the way we think about leadership and power. This segment looks at how Christians in Germany responded to Nazi rule, and asks the questions: What has it looked like when Christians have desired power for their own benefit? & What has it looked like when they’ve chosen to forsake power for the good of others?

<p>Introduce</p>	<p>Lead a class discussion on the questions:</p> <ol style="list-style-type: none"> 1. Do you associate Jesus Christ more with power or with humility? 2. Do you think Christians/the church are overall more concerned with gaining and maintaining power, or with humbly serving others? What reasons do you have for your answer? <p>As a class brainstorm what the biggest challenge of being a Christian in Nazi Germany might have been.</p> <p>Display the images of Nazi Germany and discuss how it would <i>feel</i> to be in these images.</p> <p>Students imagine that their neighbours in Nazi Germany have been removed from their house and you don’t know what happened to them. They write a letter to a friend explaining what has happened and how they intend to respond. The class can evaluate a range of options and which course of action is best.</p> <p>Discuss the following questions:</p> <ol style="list-style-type: none"> 3. Have you ever felt that you or a group that you were a part of was being persecuted? How did you feel? 4. What’s the bravest thing you have ever done? Why did you make the decision to do it, instead of taking the easier/safer/less scary option? 	<p>FTLOG 08 – Christians Under Nazism Slides</p>	
<p>Engage</p>	<p>Watch the documentary excerpt ‘The Church Under Nazi Rule’, then discuss how the majority of church leaders in Germany responded to the Nazi leadership? Consider why they chose to respond that way.</p> <p>The movement of Christians who stood against the Nazis were called the Confessing Church. Discuss why they give themselves this name, and what their reasons were for resisting the Nazis?</p> <p>Students list three key events in the life of Dietrich Bonhoeffer and explain how these might be seen as a response to the life and teaching of Jesus. Display the Bonhoeffer quotes and discuss the meaning and relevance of each before leading a class discussion about how things may have been different if more church leaders had resisted the Nazis.</p>	<p>Clip: The Church Under Nazi Rule (7:46)</p> <p>FTLOG 08 – Christians Under Nazism Slides</p>	
<p>Bible Study</p>	<p>Students read Mark 10:35-45 (and potentially re-enact) what happens before answering the following questions:</p> <ol style="list-style-type: none"> 1. In the ancient world, to sit at the left or right hand of a ruler was a position of authority and implied some participation in the experience of rule. What do you think the disciples imagined it would be like to “sit at Jesus’ left and right hand”? 2. Jesus asks whether they are willing to share in the events that Jesus is about to experience (v.38)? Why do you think they are willing to agree? 3. What is the model of “greatness” that Jesus outlines in v.41-45? 4. Jesus says he has come to give his life as a ransom for many. What do you think he is talking about? <p>Display Luke 9:23-24 and discuss what Jesus meant and what his statement might mean for his followers today.</p>	<p>FTLOG 08 – Christians Under Nazism Slides</p>	

<p>Respond</p>	<p>The class brainstorms what Jesus’ model of leadership as servanthood should look like in today’s world – in churches, families, workplaces, government etc.</p> <p>Discuss any other examples (other than the church under Nazism) of when Christians have ignored or failed to stand against evil and injustice in order to maintain their power and comfort. Consider what areas that could be an issue for Christians/the Church today.</p>		
<p>Extension</p>	<p>Students research another Christian who was involved some way in resisting the Nazis, such as Martin Niemoller, Sophie Scholl, or Corrie Ten Boom. They write a one-page summary of some of the key events of their life, and how their Christian faith shaped their actions.</p>		
<p>9. HOW MISSIONARIES CHANGED THE WORLD (from Episode 4: Power + Humility)</p> <p><i>This segment continues to explore the church’s record of holding power by looking at the surprising impact of Christian missionaries on the world, particularly focusing on the Serampore Trio in India. Students consider the legacy of missionary movements where Christians have impacted groups like women and indigenous peoples through the ways they have exercised power.</i></p>			
<p>Introduce</p>	<p>Students indicate where they think Christianity should be placed on a spectrum between ‘power & control’ and ‘humility & sacrifice’.</p> <p>Students briefly research the practice of ‘foot binding’. The class discusses what they discovered and share how they feel about it.</p> <p>Teacher poses the question “Should we respect and preserve all cultural traditions?” and students discuss the kinds of cultural traditions that should or shouldn’t be challenged, focusing on whether it’s ok to educate children in other cultures and challenge their traditional beliefs and practices.</p> <p>Students find and share three images that express their perspective on “missionaries” OR as a class brainstorm all the words and images that come into your head when you think of the word “missionaries”.</p> <p>Display the Jomo Kenyatta quote and ask students to respond with how it makes them feel, and how helpful his perspective is.</p>	<p>FTLOG 09 – Missionary Legacy Slides</p>	
<p>Engage</p>	<p>Watch the documentary excerpt ‘How Missionaries Changed the World’, then students answer the following questions:</p> <ol style="list-style-type: none"> 1. Robert Woodberry says, “When we look at the missionary movement as a whole, its average effect has been profoundly beneficial for the vast majority of people who have interacted with them.” <ol style="list-style-type: none"> a. What are some examples Woodberry gives of this beneficial effect? b. In what ways are these results surprising? 2. What proof is there that the Serampore missionaries cared about the local people and cultures? 3. What is the practice of sati? What was so disturbing about the practice of sati to William Carey? 4. How does this practice make you feel? 	<p>Clip: How Missionaries Changed the World (8:56)</p>	

	<p>Class discusses whether or not William Carey had the right to challenge the Indian culture with regards to sati.</p> <ol style="list-style-type: none"> 5. Why did the Serampore missionaries create Serampore College, and in what ways was it culturally sensitive for its time? 6. Give the answer you think the Serampore missionaries would give to someone who said that widows and the uneducated poor in India should just accept their lot in life. 7. Justine Toh recounts William Carey’s conversation with Scottish missionary Alexander Duff, where Carey said, “Mr Duff, you have been speaking about Dr Carey, Dr Carey ... when I am gone, say nothing about Dr Carey – speak about Dr Carey’s Saviour.” <ol style="list-style-type: none"> a. What does this suggest was Carey’s prime motivation in being a missionary? b. What might this quote show us about how Carey was influenced by the life and teachings of Jesus? 	<p>FTLOG 09 – Missionary Legacy Slides</p>	
<p>Bible Study</p>	<p>Students read 1 Thessalonians 2:1-12. <i>In this letter written by Paul (one of the original Christian missionaries), he reminds the church in Thessalonica, a port city in Greece, of his first visit to them as a missionary, and the way that he and his companions lived among them.</i></p> <p>Students build a resume for Paul highlighting his skills and strengths as a missionary, focusing on his characteristics, actions, attitudes (especially in the face of struggles), and motivations.</p> <p>Reflecting on the clip, students discuss how close the Serampore missionaries were to following Paul’s example?</p>	<p>FTLOG 09 – Missionary Legacy Slides</p>	
<p>Respond</p>	<p>Students compose a journal entry from the perspective of one of the first students at Serampore College, outlining your experience of the college and of the missionaries.</p> <p>Students imagine they are either an Indian widow or a poor, previously uneducated child in India whose life has been changed by the missionaries. They act out a television interview with a talk-show host answering the question, “<i>Would you have preferred that the missionaries had never come to India?</i>”</p> <p>Host a Mini-debate to answer the question: “Missionaries have had a negative impact on the world.”</p> <p>Students complete a personal reflection on what it would be like to display the humility William Carey did today.</p>		
<p>Extension</p>	<p>Students read the article ‘Were Christian missionaries good for liberal democracies?’. They then conduct their own research to find another article that has a negative perspective on missionaries, before composing their own article which critically evaluates the points of each article.</p>	<p>Article: Were Christian missionaries good for liberal democracies? (8 min)</p>	

This is the ideal final lesson in the unit, whichever other lessons you may have covered from this programme and/or the supplementary lessons.

10. HOW TO JUDGE THE CHURCH (from Episode 1: War & Peace)

Using a musical analogy, this segment holds up the beautiful “composition” Jesus wrote and that has had lasting resonance, despite the fact that his followers have not always “played in tune” with his teachings. It pulls together the good and the bad that the whole unit has explored by considering the challenge of living up to Jesus’ beautiful vision for the Kingdom.

<p>Introduce</p>	<p>As a class discuss whether or not its right to judge a religion or belief system based on the actions of its adherents? Students explain why or why not?</p> <p>In small groups students discuss their own experience with learning/playing a musical instrument. They share how well they played it to start with, after 1 month, and any experiences (good or bad) they had of performing on it.</p> <p>Teacher leads a class discussion around whether we should judge the quality of a song based on a bad performance. Students may share their experience of witnessing a bad performance.</p>	<p>FTLOG 10 – Judging the Church Slides</p>	
<p>Engage</p>	<p>Watch the documentary excerpt ‘How to Judge the Church’, then students compare and contrast the two performances.</p> <p>As a class discuss the previous lessons and the times that most stand out of when Christians played “out of tune” with Jesus, describing which lessons were most disturbing.</p> <p>In contrast, students also identify some examples of when Christians have played Jesus’ tune well – lessons which were surprising and encouraging.</p> <p>Discuss what things John Dickson might have been referencing when he said that Jesus’ “ethic of love has given us much of what we value most in the world today”.</p> <p>Facilitate a Human Barometer activity where students indicate their perspective on the following statements:</p> <ul style="list-style-type: none"> – “Jesus Christ shouldn’t be dismissed on account of his followers’ sins” – “Christianity loses credibility when Jesus’ followers behave badly” – “Christians should behave better than non-Christians” 	<p>Clip: How to Judge the Church (7:42)</p> <p>FTLOG 10 – Judging the Church Slides</p>	
<p>Bible Study</p>	<p>Students read Luke 6:27-31, Matthew 6:19-21, and Matthew 23:1-12 and summarise what these verses teach about the “composition” Jesus wrote. Students consider what it is about Jesus’ message that is both ‘beautiful’ and ‘controversial’.</p> <p>As a class reflect on how the world would be different if more people ‘played in tune’ with Jesus’ teachings.</p>	<p>FTLOG 10 – Judging the Church Slides</p>	
<p>Respond</p>	<p>Display the comment from “Mitor the Bold”. Students compose a comment in response. Discuss the value of responding to these kinds of perspectives and the ideal tone for a meaningful response.</p> <p>Students reflect on one thing they would like to learn more about in light of the material covered in the unit.</p>	<p>FTLOG 10 – Judging the Church Slides</p>	

Extension	<p>Students read the article ‘Does Religion Unite or Divide Us?’ and make a list of ways in which Christianity both unites and divides society.</p> <p>Students sample supplementary clips from one of the For the Love of God episodes or the Interviews, and write down three new things that stood out or they learnt.</p> <p>Episode 1: War + Peace Episode 2: Rights + Wrongs Episode 3: Rich + Poor Episode 4: Power + Humility The Interviews</p>	Article: Does Religion Unite or Divide Us? (3 min)	
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