



Agency for International
Programs for Youth
Republic of Latvia



Co-funded by the
European Union

MOPYL

Mobile Program for Youth Learners



LESSON PLAN 5 LOVE AND LAZARUS, AND SHANKAR

PART A: LESSON METHODOLOGY

QUALITY	Love
<p>GENERAL DESCRIPTION OF THE QUALITY</p>	<p>According to Oxford dictionary definition love is a very strong feeling of liking and caring for somebody/something, especially a member of your family or a friend.</p> <p>Love is:</p> <ul style="list-style-type: none"> • an intense feeling of deep affection; • a great interest and pleasure in something. <p>Love. It is probably the most famous and most used word of all used appropriately and also inappropriately, especially in English using the word “love” meaning “like”: "I love the way she dresses." "I just love French fries." "I love, love, love you" to our children, etc.</p> <p>The Western tradition from the Greeks distinguishes four types of love and has a Greek word for all of them:</p> <ul style="list-style-type: none"> • Eros: erotic, passionate love; • Philia: love of friends and equals; • Storge: love of parents for children; • Agape: love of mankind.

	<p>The Agape love is an unconditional love – God’s love for men and the love of men for God. Agape love is the love type promoted by this lesson plan. Agape love is without any self-benefit. Agape love is important in forgiveness. Forgiveness is important to men’s health, because an inability to forgive may cause anger, depression, anxiety and different health problems. Agape love sets a hard bar but also a foundation for happiness and contentment (<i>News Wise</i>).</p> <p>Love in Youth Unfortunately, nowadays people have narrowed the broader meaning of love to mostly the type of Eros love. And youth are the biggest narrowers of the broader meaning of love. Youth in nowadays consider love to be a self-made relationship between a boy and a girl. Unfortunately, the youth has made love so narrow and meaningless that now the identity of love has become something else resembling rather 'likeness'.</p> <p>Jesus is the best representative of Agape love within the Scripture. Wherever he went, Paul preached the good news of our salvation and belonging to God’s family, where we can find all important qualities for a fulfilled life: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control.</p> <p>See what youth themselves according to the research done by the project MoPYL team have to say about the love below in the chapter of “Dilemma”.</p>
<p>GENERAL DESCRIPTION OF THE LESSON</p>	<p>The lesson consists of three parts – introductory part (~ 10% of the time), main part (~ 75% of the time), and final part (~ 15% of the time). The introductory part consists of: a) links with other lessons; b) introduction. The main part consists of theoretical and practical (individual, pair, group) parts. The final part consists of a lesson summary and conclusions, feedback, questions and answers.</p>
<p>AIMS OF THE LESSON</p>	<p>1) to learn positive features of love, such as higher stress management, reduced risk of depression, improved heart health, longer life expectancy, sympathy for others, increased self-esteem, better sleep, happier life; 2) to put into practice the positive features of love through discussion on possible variations of the story situations – Lazarus’s and the Shankar’s.</p>

<p>NON FORMAL EDUCATION METHODS OF THE LESSON</p>	<p>1) theoretical training, 2) discussions, debates, learning to learn, observing, feedback, questions and answers, etc.</p>
<p>AGE GROUP</p>	<p>13-15 years old</p>
<p>EXPECTED OUTCOMES OF THE LESSON</p>	<p>1) positive features of love, such as higher stress management, reduced risk of depression, improved heart health, longer life expectancy, sympathy for others, increased self-esteem, better sleep, happier life learned and perceived; 2) positive features of love through the story of the lesson put into practice by discussion on the story questions.</p>
<p>PART B: LESSON DESCRIPTION</p>	
<p>SLOGAN</p>	<p><i>Faith makes all things possible - love makes them easy.</i> <i>Dwight L. Moody</i></p>
<p>DILEMMA</p>	<p>Project qualities promoted by this lesson plan along with the <u>love</u>, are also <u>patience</u>, <u>faithfulness</u> and <u>gentleness</u> shown by Jesus when he got to know that his friend Lazarus was dead. Jesus showed a great love towards Lazarus weeping over him, patience and gentleness waiting for two more days before rushing to Bethany to help Lazarus. Jesus showed faithfulness by keeping doing what God had sent Him for – saving people. And Jesus did it also through miracles such as raising Lazarus from the dead.</p> <p>The hexagon (Figure 6) reflects the average position for each value and country. It shows that Latvian participants are nearer to the Core Values centre (leadership, responsibility, self-motivation, belonging), while Romanians are quite near in Joy, <u>Love</u> and Peace, but farer in Kindness, Patience and Goodness. Spanish participants are more similar to Romanian, with a slightly larger offset in Love, Joy and Peace (page 18).</p>

	<p>Further, according to Christian values and youth positioning within the Focus Group of Latvia, it was mentioned ‘Very commendable is that they consider joy, love and faithfulness as highly important’ (page 3 of the Focus Groups).</p> <p>Additionally, in terms of values, female respondents gave significantly higher priority than male respondents to the value "Love" and lower priority to the value "Patience" (page 6 of the Results part).</p> <p>In the conclusion part within the highlighted values it was mentioned that a special attention should be paid to such qualities as joy, love, faithfulness as categories important for the young people and to responsibility as a quality to be developed.</p> <p>Love should be used to promote other values that are highly important in a functional human being like patience and kindness (page 6 of the Results part).</p> <p>The results of the MoPYL Research Report helped the project consortium to decide upon the amount of values of love to be promoted by the project plans.</p> <p>See the full project MoPYL Research Report in the project’s homepage www.mopyl.eu.</p>		
<p>MATERIALS NECESSARY FOR THE LESSON</p>	<p>Projector, screen, computer, access to Wi-Fi or mobile internet</p>		
<p>LESSON LENGTH</p>	<p>1 learning hour, i.e. 45 minutes</p>		
<p><u>INTRODUCTORY PART</u></p>	<p>Anticipatory set</p>	<p>3 minutes</p>	<ul style="list-style-type: none"> • greeting, blessing and engaging students • connection with prior learning – reflections, feedback, discussions • explanation of the current lesson’s material



Agency for International
Programs for Youth
Republic of Latvia



Co-funded by the
European Union

MOPYL

Mobile Program for Youth Learners

			<ul style="list-style-type: none"> • explanation of tasks for the students • connection to the future learning
	Introduction of the new material	2 minutes	<ul style="list-style-type: none"> • direct instructions of the content • modelling of new skills – love • checking of students’ understanding
<u>MAIN PART</u>	Guided practice: youth leaders are given two options for this part: part A is a Christian lesson; part B is a secular lesson. Both lessons stand on equal qualities.	28 minutes	TITLE A LOVE AND LAZARUS <u>or</u> TITLE B LOVE AND THE SHANKAR
	<p><u>PART A</u></p> <p>Jesus’s and Lazarus’s story and how Jesus raised Lazarus from the dead, either told by the teacher itself following chapter 11 in the Book of John of the Scripture. Or displayed in a Superbook episode 10 of season 3 HERE (episode 310) once you are logged in (registration is mandatory to be able to watch the Superbook episodes). Length of the episode – 24 minutes.</p> <p>Free online registration to watch Superbook episodes throughout all seasons HERE.</p>		
GROUP PRACTICE PART A	10 minutes		



Agency for International
Programs for Youth
Republic of Latvia



Co-funded by the
European Union

MOPYL

Mobile Program for Youth Learners

At first, the teacher asks if there are any questions related to the story of Lazarus. The teacher answers and explains all related issues. Prior to giving answers, the teacher encourages other learners to reply.

The teacher asks if the class can name a similar person of our time. Can they link Jesus's actions to any famous person, or maybe not famous – perhaps, somebody can name their parents, friends, relatives, etc., who has needed encouragement to be self-motivated to do something?

If no one can mention anyone, the teacher relates to the story of Jesus raising Lazarus from the dead and at first emphasizes that there is no one like Jesus, because Jesus was God. BUT Jesus equated us – humans, to Himself. There are several verses in the Bible telling this, but here is the one to be shared with the youth:

John 20:17 *"Jesus said to her, "Do not cling to Me, for I have not yet ascended to My Father; but go to My brethren and say to them, 'I am ascending to My Father and your Father, and to My God and your God.'"*

And in this regard, the teacher asks one more time if the learners can name anyone having showed such love, patience, faithfulness, gentleness towards anyone?

If no one can think of anyone, the teacher proposes a Video of rescuing animals.

Questions to be discussed:

- 1. Why do you think Jesus waited for two more days, once he knew that Lazarus is really sick? (because he wanted to perform a miracle for the sake of his disciples and other in order to promote God His Father as His Son)**
- 2. What do you think, when Jesus received news about Lazarus sickness, did he know that Lazarus was already dead by that time?**
- 3. Why do you think Jesus at the beginning said our friend Lazarus is asleep not dead? (because He did not want to frighten His disciples, because for many, including Jesus's disciples death means the very end).**



Agency for International
Programs for Youth
Republic of Latvia



Co-funded by the
European Union

MOPYL

Mobile Program for Youth Learners

<p>SITUATION</p>	<p><u>Part B</u></p> <p>Once there was a small boy named Shankar. He belonged to a poor family. One day, he was crossing through the forest carrying some woods. He saw an old man who was very hungry. Shankar wanted to give him some food, but he did not have food for his own. So he continued on his way. On his way, he saw a deer who was very thirsty. He wanted to give him some water, but he did not have water for himself. Therefore, he went on his way ahead.</p> <p>Then he saw a man who wanted to make a camp but he did not have woods. Shankar asked his problem and gave some woods to him. In return, he gave Shankar some food and water. Now he went back to the old man and gave him some food and gave some water to the deer. The old man and the deer were very happy. Shankar then happily went on his way.</p> <p>However, one day Shankar fell down the hill. He was in pain but he couldn't move and no one was there to help him. But, the old man whom he had helped before saw him, he quickly came and pulled Shankar up the hill. He had many wounds on his legs. The deer whom Shankar had given water saw his wounds and quickly went to the forest and brought some herbs. After some time his wounds were covered. All were very happy that they were able to help each other.” (<i>Moral Stories</i>).</p>
<p>MORAL</p>	<p><i>You will reap what you have sown.</i></p>
<p>GROUP PRACTICE PART B</p>	<p>10 minutes</p> <p>Questions to be discussed:</p> <ol style="list-style-type: none"> 1. <i>Have you ever seen someone in need?</i> 2. <i>If yes, what was your reaction?</i> 3. <i>If you faced the same situation or a situation where someone is in need, how would you act now?</i> 4. <i>Do you believe that your actions are like a boomerang that brings back exactly what you released?</i> 5. <i>What characteristic qualities do you think guided Shankar to help others? (the link between the story of Lazarus and Shankar where the main drive was Agape love and also Philia love).</i>



Agency for International
Programs for Youth
Republic of Latvia



Co-funded by the
European Union

MoPYL

Mobile Program for Youth Learners

<u>FINAL PART</u>	12 minutes	Brief summarizing of the lesson, discussion of the lessons learned, debates if the learners raise unclear, discussable issues. Feedback of learners for the best practices to be applied for future.
REFERENCES	<ol style="list-style-type: none"> 1. English standard Version Bible. <i>Bible</i>. Accessed: 28.03.2022. https://www.biblestudytools.com/esv/. 2. Erasmus+ Project. 2022. <i>Mobile Program for Youth Learners. MoPYL Research Report</i>. Available at: www.mopyl.eu. 3. Moral Stories. <i>Helping Others</i>. Accessed: 28.03.2022. https://www.moralstories.org/helping-others/. 4. News Wise. 2020. <i>The Four Types of Love: Some Are Healthy, Some Are Not</i>. University of Utah Health. Accessed: 28.03.2022. https://www.newswise.com/articles/the-four-types-of-love-some-are-healthy-some-are-not. 5. Oxford Learner's Dictionaries. <i>Love</i>. Accessed: 28.03.2022. https://www.oxfordlearnersdictionaries.com/definition/english/love_1. 6. Superbook. Episode 310: <i>Lazarus</i>. Accessed: 28.03.2022. https://us-en.superbook.cbn.com/episode_player?v=5833101924001. 7. YouTube. Женщина Смело Рубит Лед под Ногами, Чтобы Освободить Зверя. Accessed: 28.03.2022. https://www.youtube.com/watch?v=EEma-V-vFzE. 	