



Agency for International
Programs for Youth
Republic of Latvia



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MOPYL

Mobile Program for Youth Learners



LESSON PLAN 14 LOVE AND JESUS, AND THE ROSE FOR MOTHER

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>Love in Scripture 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 – Jesus’s and the little girl’s.</p>



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<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 style="text-align: center;"><i>Darkness cannot drive out darkness: only light can do that. Hate cannot drive out hate: only love can do that.</i></p> <p style="text-align: right;"><i>Martin Luther King Jr.</i></p>
<p>DILEMMA</p>	<p>Project qualities promoted by this lesson plan along with the love, are also patience, faithfulness and gentleness shown by God when He gave His only begotten son so that whosoever believeth in him should not perish, but have everlasting life. No greater love is possible as to give up one's life for others.</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, Love and Peace, but farer in Kindness, Patience and Goodness. Spanish participants are more similar to</p>

	<p>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" did 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>



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<u>INTRODUCTORY PART</u>	Anticipatory set	3 minutes	<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 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 JESUS <u>or</u> TITLE B LOVE AND THE ROSE FOR MOTHER
	<u>PART A</u> Jesus’s resurrection story, either told by the teacher itself following Matthew 28:1-20; Mark 16:1-20; Luke 24:1-49; and John 20:1-21:25 of the Scripture. Or displayed in a Superbook episode 11 of season 1 HERE (episode 111) once you are logged in (registration is mandatory to be able to watch the Superbook episodes). Length of the episode – 24 minutes. Free online registration to watch Superbook episodes throughout all seasons HERE.		
GROUP PRACTICE PART A	10 minutes		



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

The teacher reminds the learners that they have already learnt about Jesus in lessons 5, 6, 10 and 12 within stories of Lazarus, Jesus birth, miracles done by Jesus and the last supper. Of course, there is none people like Jesus to compare with. Yet, there have been lots of positive events where people were guided by love and perhaps learners can name some of such events.

If no one can mention anyone, the teacher

Quiz on the lesson:

- 1. Who was made to carry Jesus' cross?**
 - A. Peter
 - B. Simon of Cyrene**
 - C. Nicodemus
 - D. Joseph of Arimathea
- 2. Who did Jesus speak to on the way to be crucified?**
 - A. A group of women**
 - B. Simon of Cyrene
 - C. Joseph of Arimathea
 - D. Mary Magdalene
- 3. At what hour was Jesus crucified?**
 - A. 6 a.m.
 - B. The ninth hour
 - C. The twelfth hour
 - D. The third hour**
- 4. Who was crucified with Jesus?**
 - A. Three rebels



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- B. Two blasphemers
C. Two robbers
D. A murderer
5. **Pilate had written the inscription, "This is the King of the Jews," on Jesus' cross. Which languages was it written in?**
A. Hebrew
B. Greek
C. Roman
D. All answers are correct
6. **Who is specifically said to have stood by the cross?**
A. Jesus's mother
B. Jesus's aunt
C. Mary Magdalene
D. All answers are correct
7. **Both criminals that were crucified with Jesus mocked him the entire time that they were on the cross.**
A. False
B. True
8. **Which of the following was not said to Jesus by the people mocking him?**
A. "He saved others; let Him save Himself if He is the Christ."
B. "If You are the King of the Jews, save Yourself"
C. "...descend now from the cross, that we may see and believe."
D. "Why don't you call on the angels to save you?"
9. **Those who stood by and heard Jesus cry, "Eli, Eli..." mistakenly thought that He was calling for Elijah.**
A. True
B. False
10. **For about how many hours was there darkness on the land during the crucifixion?**
A. 6
B. 3



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- C. 2
- D. 12

11. What happened immediately after Jesus' death?

- A. An angel appeared by the cross.
- B. There was a loud cry from Heaven.
- C. There was an earthquake.**
- D. The centurion was struck speechless.

12. The centurion alone said, "Truly, this was the Son of God!"

- A. True**
- B. False

13. Who asked Pilate for the body of Jesus?

- A. Nicodemus
- B. Joseph of Arimathea**
- C. Peter
- D. James and John

14. Pilate had a large stone rolled against the door of the tomb at the request of the Jews.

- A. False**
- B. True

15. The guards reported what they saw to the chief priests who:

- A. Immediately killed them.
- B. Put them in prison.
- C. Bribed them to say that the disciples stole the body.**
- D. Sent them to Pilate for punishment.

SITUATION

Part B

	<p>A man stopped at a flower shop to order some flowers to be wired to his mother who lived two hundred miles away. As he got out of his car he noticed a young girl sitting on the curb sobbing. He asked her what was wrong and she replied, “I wanted to buy a red rose for my mother. But I only have seventy-five cents, and a rose costs two dollars.”</p> <p>The man smiled and said, “Come on in with me. I’ll buy you a rose.” He bought the little girl her rose and ordered his own mother’s flowers. As they were leaving he offered the girl a ride home. She said, “Yes, please! You can take me to my mother.” She directed him to a cemetery, where she placed the rose on a freshly dug grave.</p> <p>The man returned to the flower shop, cancelled the wire order, picked up a bouquet and drove the two hundred miles to his mother’s house (<i>Moral Stories</i>).</p>
<p>MORAL</p>	<p><i>Life is Short. Spend much time as you can loving and caring people who love you. Enjoy each moment with them before it’s too late. There is nothing important than family.</i></p>
<p>GROUP PRACTICE PART B</p>	<p>10 minutes</p> <p>Task:</p> <ol style="list-style-type: none"> 1. The teacher gives as many small leaflets to each learner as there are the learners. 2. The teacher then calls the name of each learner and the rest, except for the called out learner, put down on one of the leaflets either some positive qualities or traits that they have noticed in this learner or make a wish for the learner. The learners can choose if they sign the leaflets or not. 3. The teacher collects the leaflets, sorts them not to mix them up with others. 4. Then the teacher calls out the next learner, and all the rest of the learners do the same about the second learner. 5. This is repeated as many times as the learners are there in the lesson. 6. The teacher takes all the leaflets to him/herself and prepares posters or letters for each learner. 7. N.B. – the teacher checks if no one is offended. Once there is something negative or offensive, the teacher does not include such leaflets in the poster.



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	<p>8. A good option is to prepare these posters as small presents – rolled up and tied with a ribbon, and given to the learners in some special events, for example, Christmas.</p>	
<p><u>FINAL PART</u></p>	<p>12 minutes</p>	<p>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.</p>
<p>REFERENCES</p>	<ol style="list-style-type: none"> 1. English standard Version Bible. <i>Bible</i>. Accessed: 30.05.2022. 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>Rose for Mother</i>. Accessed: 30.05.2022. https://www.moralstories.org/rose-for-mother/. 4. Oxford Learner's Dictionaries. <i>Love</i>. Accessed: 30.05.2022. https://www.oxfordlearnersdictionaries.com/definition/english/love_1. 5. Superbook. Episode 111: <i>He is Risen</i>. Accessed: 30.05.2022. https://us-en.superbook.cbn.com/episode_player?v=3772736651001. 	