



Agency for International  
Programs for Youth  
Republic of Latvia



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# MOPYL

Mobile Program for Youth Learners



## LESSON PLAN 27 TO LOVE OR NOT TO LOVE AND THE GOOD SAMARITAN

### PART A: LESSON METHODOLOGY

QUALITY	Love
<p><b>GENERAL DESCRIPTION OF THE QUALITY</b></p>	<p>According to VeryWellMind, Love involves:</p> <ul style="list-style-type: none"> <li>● care,</li> <li>● closeness,</li> <li>● protectiveness,</li> <li>● affection,</li> <li>● trust,</li> <li>● passion,</li> <li>● euphoria,</li> <li>● life satisfaction.</li> </ul> <p>What is Love then? According to VeryWellMind it is the following: <i>The need to belong, also known as belongingness, refers to a human emotional need to affiliate with and be accepted by members of a group. This may include the need to belong to a peer group at school, to be accepted by co-workers, to be part of an athletic team, or to be part of a religious group.</i></p> <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>



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	<p><b>The Western tradition from the Greeks distinguishes four types of love and has a Greek word for all of them:</b></p> <ul style="list-style-type: none"> <li>• <b>Eros:</b> erotic, passionate love;</li> <li>• <b>Philia:</b> love of friends and equals;</li> <li>• <b>Storge:</b> love of parents for children;</li> <li>• <b>Agape:</b> love of mankind.</li> </ul> <p><b>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>).</b></p> <p><b>Love in Youth</b></p> <p><b>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'.</b></p> <p><b>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.</b></p> <p><b>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”.</b></p>
<p><b>GENERAL DESCRIPTION OF THE LESSON</b></p>	<p><b>The lesson consists of three parts - introductory part (~ 10% of the time), main part (~ 75% of the time), 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.</b></p>



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<p><b>AIMS OF THE LESSON</b></p>	<ol style="list-style-type: none"> <li>1) to learn the positive features of love;</li> <li>2) to learn how to practice love;</li> <li>3) self-reflect on their experiences implying love.</li> </ol>
<p><b>NON FORMAL EDUCATION METHODS OF THE LESSON</b></p>	<ol style="list-style-type: none"> <li>1) theoretical training,</li> <li>2) discussions, debates, learning to learn, simulation, observing, feedback, questions and answers, etc.</li> </ol>
<p><b>AGE GROUP</b></p>	<p>13-15 years old</p>
<p><b>EXPECTED OUTCOMES OF THE LESSON</b></p>	<ol style="list-style-type: none"> <li>1) students learn the positive features of love;</li> <li>2) students are more convinced to embrace love in their lives;</li> <li>3) students have a more holistic view of love in different situations of life.</li> </ol>
<p><b>PART B: LESSON DESCRIPTION</b></p>	
<p><b>SLOGAN</b></p>	<p><i>Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs</i></p> <p style="text-align: right;"><i>1 Corinthians 13:4-5</i></p>

<p><b>DILEMMA</b></p>	<p>Love was selected as one of the 13 values. Within the project life-time, 305 young people of age 14 – 15 years were questioned regarding the thirteen values promoted by the project MoPYL, which helped to see the focus of the young people and develop lesson plans taking into account needs and expectations of youth.</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 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 <a href="http://www.mopyl.eu">www.mopyl.eu</a>.</p>
<p><b>MATERIALS NECESSARY FOR</b></p>	<p>Projector, screen, computer, access to Wi-Fi or mobile internet, flipchart, pens</p>



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<b>THE LESSON</b>			
<b>LESSON LENGTH</b>	<b>1 learning hour, i.e. 45 minutes</b>		
<b><u>INTRODUCTORY PART</u></b>	Anticipatory set	3 minutes	<ul style="list-style-type: none"> <li>greeting and engaging students</li> <li>connection with prior learning on the topic</li> <li>explanation of the current lesson's material</li> <li>explanation of tasks for the students</li> <li>connection to the future learning</li> </ul>
	Introduction of the new material	2 minutes	<ul style="list-style-type: none"> <li>direct instructions of the content</li> <li>modelling values – love</li> <li>checking of students' understanding</li> </ul>
<b><u>MAIN PART</u></b>	Guided practice	30 minutes	<b>TITLE: To LOVE or not to LOVE?</b>
	<p><b>Bible: 1 Corinthians 13</b>  <b>13 If I speak in the tongues of men or of angels, but do not have love, I am only a resounding gong or a clanging cymbal. 2 If I have the gift of prophecy and can fathom all mysteries and all knowledge, and if I have a faith that can move mountains, but do not have love, I am nothing. 3 If I give all I possess to the poor and give over my body to hardship that I may boast, but do not have love, I gain nothing.</b></p> <p><b>4 Love is patient, love is kind. It does not envy, it does not boast, it is not proud. 5 It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. 6 Love does not delight in evil but rejoices with the</b></p>		

	<p>truth. 7 It always protects, always trusts, always hopes, always perseveres.</p> <p>8 Love never fails. But where there are prophecies, they will cease; where there are tongues, they will be stilled; where there is knowledge, it will pass away. 9 For we know in part and we prophesy in part, 10 but when completeness comes, what is in part disappears. 11 When I was a child, I talked like a child, I thought like a child, I reasoned like a child. When I became a man, I put the ways of childhood behind me. 12 For now we see only a reflection as in a mirror; then we shall see face to face. Now I know in part; then I shall know fully, even as I am fully known. 13 And now these three remain: faith, hope and love. But the greatest of these is love.</p> <p>The teacher reads out loud the Biblical passage. The passage is also shown on the screen so that the students can follow visually. The teacher explains that this is one of the most beautiful descriptions of love of all times.</p>
<p><b>GROUP PRACTICE</b></p>	<p><b>10 minutes</b></p> <p>The teacher asks the students whether they have any questions related to the text, answers the questions and moves to discussions.</p> <p>The students are asked by the teacher to identify the actions that one should practice according to the Biblical passage in order to practice love. The students will stay in a circle and discuss. The teacher invites the students to share their thoughts about which are the actions. This way, students learn not only about what love is, but how to practice it around themselves.</p>
<p><b>SITUATION</b></p>	<p>The teacher reads out loud the Biblical passage. The passage is also shown on the screen so that the students can follow it visually.</p> <p><b>Situation:</b> The Parable of the Good Samaritan (Luke 10:25-37)</p>



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25 On one occasion an expert in the law stood up to test Jesus. “Teacher,” he asked, “what must I do to inherit eternal life?”

26 “What is written in the Law?” he replied. “How do you read it?”

27 He answered, “‘Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind’; and, ‘Love your neighbour as yourself.’”

28 “You have answered correctly,” Jesus replied. “Do this and you will live.”

29 But he wanted to justify himself, so he asked Jesus, “And who is my neighbour?”

30 In reply Jesus said: “A man was going down from Jerusalem to Jericho, when he was attacked by robbers. They stripped him of his clothes, beat him and went away, leaving him half dead. 31 A **priest** happened to be going down the same road, and when he saw the man, he passed by on the other side. 32 So too, a **Levite**, when he came to the place and saw him, passed by on the other side. 33 But a **Samaritan**, as he travelled, came where the man was; and when he saw him, he took pity on him. 34 He went to him and bandaged his wounds, pouring on oil and wine. Then he put the man on his own donkey, brought him to an inn and took care of him. 35 The next day he took out two denarii and gave them to the innkeeper. ‘Look after him,’ he said, ‘and when I return, I will reimburse you for any extra expense you may have.’

36 “Which of these three do you think was a neighbour to the man who fell into the hands of robbers?”

37 The expert in the law replied, “The one who had mercy on him.”

Jesus told him, “Go and do likewise.”

The teacher splits the students in 3 groups. One group represents the priest, one group the Levite and one the Samaritan. They are asked to get in the shoes of each of these bystanders and explain how they would act. What could the Biblical characters have done differently? Why did the priest and the Levite act that way? What did they lose by doing so? The students are asked to reflect by mirroring the actions and arguments with the value of love. All 3 groups are asked to come in the front and present.

**End:** The teacher explains that in the Parable of the Good Samaritan, Jesus uses the example of the Jew and the Samaritan, who would not ordinarily have been friendly towards each other. However, out of all those who could have helped the Jew, only the Samaritan did. Conflict, mistrust, and hate still exist today between groups of people. We still see prejudices and segregated neighbourhoods. People still disassociate with others based on all sorts of self-righteous



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	<p><b>criteria. The messages that come out of the parable are that people should love the others as they love themselves, help the other people in need as we would help Christ if he came to our door, not let labels separate us, not to look for recognition or reward.</b></p>	
<b>MORAL</b>	<p><i>You should put aside your differences and help those who are in need of help.</i></p>	
<b><u>FINAL PART</u></b>	<p><b>12 minutes</b></p>	<p><b>Brief summarising 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.</b></p>
<b>REFERENCES</b>	<ol style="list-style-type: none"> <li><b>English standard Version Bible.</b> <i>Bible</i>. Accessed: 25.07.2022. <a href="https://www.biblestudytools.com/esv/">https://www.biblestudytools.com/esv/</a>.</li> <li><b>Erasmus+ Project.</b> 2022. <i>Mobile Program for Youth Learners. MoPYL Research Report</i>. Available at: <a href="http://www.mopyl.eu">www.mopyl.eu</a>.</li> <li><b>News Wise.</b> 2020. <i>The Four Types of Love: Some Are Healthy, Some Are Not</i>. University of Utah Health. Accessed: 05.09.2022. <a href="https://www.newswise.com/articles/the-four-types-of-love-some-are-healthy-some-are-not">https://www.newswise.com/articles/the-four-types-of-love-some-are-healthy-some-are-not</a>.</li> <li><b>Oxford Learner's Dictionaries.</b> <i>Love</i>. Accessed: 05.09.2022. <a href="https://www.oxfordlearnersdictionaries.com/definition/english/love_1">https://www.oxfordlearnersdictionaries.com/definition/english/love_1</a>.</li> <li><b>Very Well Mind.</b> 2022. <i>What Is Love?</i> Accessed: 05.09.2022. <a href="https://www.verywellmind.com/what-is-love-2795343">https://www.verywellmind.com/what-is-love-2795343</a>.</li> </ol>	