

## LOVE UNLIMITED

### Module One: Introduction to Love Unlimited

STEPS	Introduction: Lesson 1	Introduction: Lesson 2	Introduction: Lesson 3	Introduction: Lesson 4
Aim	Students will identify personal similarities with their classmates. Students will compile a class definition of love.	Students will emphasize their unique characteristics through art and personal sharing	Students will practice teamwork to become aware of the importance of assisting neighbors	Students will analyze classmates and objects to discover similar traits to emphasize unity
Do Now	Ten Easy Question	Toilet Paper Interview	The Human Knot	Personal Venn Diagram between pairs of students
Lesson Steps	<p>*Briefly discuss God’s love for humanity in creation</p> <p>*Review course outline for scientific, biblical, and practical purpose</p> <p>Journal: Give your own definition of love</p> <p>Compile a class definition</p>	<p>Matthew 19:19</p> <p>*One must love self before understanding love of another</p> <p>*Discuss that unique qualities and gifts are in every person</p> <p>T-Shirt Design: Students will use only red, blue, and yellow crayons to design a paper t-shirt. On the back, students need to identify their most unique quality.</p>	<p>Luke 10:33</p> <p>*Read story of the Good Samaritan (stress that the characters did not associate with each other publicly)</p> <p>In groups of three to four, rewrite this parable in a modern setting</p>	<p>Genesis 1:26</p> <p>*We were made in God’s image; therefore, we fundamentally have the same components</p> <p>*Like cookies, we have the same ingredients but different forms and flavors</p> <p>Students will list common pairs found in society (peanut butter and jelly, salt and pepper, etc.) and evaluate several to identify the common characteristics</p>
Materials	Journals Ten Easy Questions handouts (Appendix I)	Toilet Paper (at least five squares per students) Bible T-Shirts Crayons	Bible Notebook paper	Bring a variety of cookies to eat
Homework		Finish T-shirt if not complete		
Assessment			Grade the modern parable based on neatness, creativity, and group participation	Memory Verse Quiz (I Corinthians 13:13)
Notes:	This journal will follow through the entire course and will remain in class.			Be sure to have students’ list only objects or animals in the discussion. Using famous people or even family will take too long and detract from the main purpose

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STEPS	Introduction: Lesson 5	Introduction: Lesson 6	Introduction: Lesson 7	Introduction: Lesson 8
Aim	Students will identify the four Greek types of love and define.	Students will identify the meaning of <i>storge</i> and discuss the human need for affection	Students will define <i>eros</i> and role play as newlyweds for a comical activity	Students will identify the characteristics of <i>agape</i> love and discuss the possibility of unconditional love
Do Now	List <i>phileo</i> , <i>eros</i> , <i>agape</i> , and <i>storge</i> on the board and have students define these foreign words in their journals.	Journal: Students will describe an object of personal affection without giving the name of the object	Read Genesis 2:23-24 *Define <i>eros</i> as opposed to lust *God's design for marriage	Watch the first scene (approx. 10 minutes) of the movie <i>Les Miserable</i>
Lesson Steps	Proverbs 17:17, 18:24 * <i>Phileo</i> means friendship; briefly discuss the most vital parts of a friendship  Read Shel Silverstein's <u>The Giving Tree</u> to emphasize Proverbs' definition of true friends  Glue a cut out figure of a person into students' journals. Students will fill in the figure with characteristics of their closest friend.	In groups of 6-7 students, each person will read the description and others will guess the object.  I John 3:18 *Love is action not only words * <i>Storge</i> is care and concern for family, pets, objects, etc.  The teacher will compile a list on the board as each student will complete the phrase "Love is _____" with a short image or object such as "fuzzy bunnies"	<i>The Newlywed Game</i> Select three pairs of a boy and girl to play the newlyweds.  While these students take 3-4 minutes to "know" each other, have the audience of students write questions to ask the newlyweds on index cards  The contestants will secretly answer these questions on small boards. If their answers match, the couple gets a point. The couple with the highest score wins a prize	Discuss the radical forgiveness of the priest toward the convict *This exemplifies God's unconditional love *Have students discuss the possibility if humans possessing this same love  I Corinthians 13 *This defines God's love *We are made in His image: therefore, we can love this same way *What hinders us? Journal: Can love solve all problems?
Materials	Journals <u>The Giving Tree</u> Cut-outs Bible	Journal Bible	Bible Index Cards Small dry erase/chalk boards	Video portion if <i>Les Miserable</i> Journal Bible
Homework				
Assessment	Journal effort Participation		Participation	Journal effort
Notes:	Do not hint to students that these four Greek words are about love. Let them experiment. When they are finished, then give the true meaning		The paired contestants need to be separated by a desk or some barrier to not be able to see the other's answers	This is a powerful scene that will probably incite students to admit that they would have not forgiven the convict

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This begins the second module: Biblical aspects of Unlimited Love and Love of Neighbor

STEPS	Biblical Love: Lesson 1	Biblical Love: Lesson 2	Biblical Love: Lesson 3	Biblical Love: Lesson 4
Aim	Students will review agape love and explore the Bible for examples of God's love	Lesson 1 continued today		
Do Now	Journal Response: Is it possible to possess unconditional love? Why?		Journal: Why did Jesus "ignore" the Ten Commandments and say that the greatest commandment is to love God with all that we are?	Journal: If we love God with our entire being, how would our lifestyle and behavior change?
Lesson Steps	<p>I John 4:16            *God is love, the energy that created the world            *We are in His image therefore we possess His love            I Corinthians 13</p> <p>Students will look up examples of God's love in Bible            **Jesus' death            ** Forgiveness of Saul            ** Protection of Israelites</p>		<p>Matthew 22:37            *Our response to God is to love Him fully            John 14:15            *Love leads to obedience; reason for the greatest commandment            *God created the world out of love which is why our first priority is to walk in love for God, self, and neighbor</p>	
Materials	Journals Bible		Journals	
Homework				
Assessment	Completion of Bible Search worksheet			Memory Verse Quiz (Matthew 22:37)
Notes:				

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STEPS	Biblical Love: Lesson 5	Biblical Love: Lesson 6	Biblical Love: Lesson 7	Biblical Love: Lesson 8
Aim				
Do Now	***QUOTE***Journal: What do you feel are your best and worst qualities? What do you think other people think about you?	Read article on Obsession with body image	Journal: When God says “Love thy neighbor,” to whom is he referring?	Read story “The Rickshaw Man” Journal: Explain how this story exemplifies yesterday’s lesson
Lesson Steps	<p>Matthew 22:37</p> <ul style="list-style-type: none"> <li>*We must first love and accept ourselves to have true love for others—Why? (discuss) (verse—Created for special plan)</li> <li>*We are individually created in a grand design</li> <li>*Need to appreciate self and recognize gifts</li> <li>* God dwells in us: must respect that</li> <li>*Ability to find and surrender faults</li> </ul>	<p>(Verse on lust of flesh, pride of life)</p> <ul style="list-style-type: none"> <li>*Two extremes in society Pride vs. Low esteem</li> <li>*List causes of obsession with beauty</li> </ul> <p>(Bible says....)</p> <ul style="list-style-type: none"> <li>*Danger of pride: loss of ability to love</li> <li>*God gives security (Perfect love casts out fear)</li> </ul>	<p>I John 4:7-8</p> <ul style="list-style-type: none"> <li>* Love of neighbor demonstrates love of God</li> <li>*Who is my neighbor? Family, friends, enemies, all of mankind, creation</li> </ul> <p>Deuteronomy 10:19</p> <p>I John 3:16</p> <ul style="list-style-type: none"> <li>*We have ability to love all people despite differences</li> <li>*God loves us regardless therefore we can love in return</li> </ul> <p>*Remember “Good Samaritan”</p>	<p>Discuss story</p> <p>Class discussion: How would areas in our society change if we embraced our neighbor?</p> <ul style="list-style-type: none"> <li>*Family?</li> <li>*School?</li> <li>*Poverty?</li> <li>*Gangs?</li> <li>*Government?</li> <li>*War?</li> </ul> <p>Bring students to realization that God gives us these commandments to protect us and create an ideal environment</p>
Materials	Journal	Article		Journal Story
Homework		Write a personal letter to yourself identify what you need to accept about you		This weekend perform an act of kindness for someone you do or don’t know. Be prepared to write <u>about it next class</u>
Assessment	Journal	Journal Completion of letter		Participation
Notes:				

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STEPS	Biblical Love: Lesson 9	Biblical Love: Lesson 10	Biblical Love: Lesson 11	Biblical Love: Lesson 12
Aim				
Do Now	Watch film about Amy Carmichael	Journal: How did Amy Carmichael's work in India demonstrate Deuteronomy 10:19	Begin with skit "Honk if You Love Jesus"	Watch small portion of VHS "Through the Gates of Splendor"
Lesson Steps	Film will consume entire class period	Good Day to introduce project about improving community???	<p>Simulations similar to MTV's show "Boiling Point"</p> <p>Discuss typical responses to people who</p> <ul style="list-style-type: none"> <li>*Cut in line</li> <li>* Call rude names</li> <li>* Cheat, steal</li> <li>* Offend us</li> </ul> <p>Jesus' response Luke 6:27-35</p> <ul style="list-style-type: none"> <li>*It is easy to love those who love us.</li> <li>*We must love enemies to have Love of God</li> <li>*We were once enemies to God yet he loved us</li> <li>*Consider that sometimes those we consider enemies have hurts of their own</li> </ul>	<p>Introduce the story of Jim Elliot and others who lost their lives to reach the Auca Indians</p> <p>*Demonstration of loving enemies comes from the wives of the lost men who went back to the tribe to bring salvation to them (unconditional love)</p> <p>Journal: Think of a person you may label an "enemy." What are ways that you can show forgiveness or compassion to this person? Are you willing to try?</p>
Materials	VHS "name..."	Bible Journal	Two instructors to perform skit Bible	VHS Journal
Homework				
Assessment	Participation	Journal effort	Participation	Journal effort
Notes:				

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STEPS	Biblical Love: Lesson 13	Biblical Love: Lesson 14	Biblical Love: Lesson 15	Biblical Love: Lesson 16
Aim				
Do Now	Read a portion of the Koran	Open with an article on the persecution in Sudan	Read article on Racism	Service project?? Assist with the soup kitchen in Belize City??
Lesson Steps	<p>Introduce the aspect of love found in other religious views</p> <ul style="list-style-type: none"> <li>*Koran</li> <li>*Buddhism</li> <li>*Hinduism</li> <li>*Mystics</li> </ul> <p>*We realize how fundamental love is for human existence</p>	<p>In small groups of three to four, discuss why this problem has occurred and how the biblical love we have discussed could intervene</p> <p>Read another article on ..... and perform same activity</p>	<p>Journal: Mention a time that you have been a victim of racism. How did you feel? What are some things YOU can do to accept others?</p> <p>Use verse.....</p> <p>Class discussion on the root of racism and solutions to the problem</p> <p>God view of racism</p>	
Materials	Reading portion Bible	Two articles Bible	Journal Article Bible	
Homework				
Assessment				
Notes:				

## LOVE UNLIMITED

This is the beginning of the third module: Scientific aspects of Unlimited Love and Love of Neighbor

Weekly Objective: Learn how science views Love, Compassion, and Altruism

STEPS	Scientific Framework: Lesson 1	Scientific Framework: Lesson 2	Scientific Framework: Lesson 3	Scientific Framework: Lesson 4
Aim	Introduce <u>love as an energy</u> , generated by emotion, with focus on community health and medical implications	<u>Minifoldness of Love</u> and its main aspects	<u>Minifoldness of Love</u> (continued)	<u>The ABC's of Altruism</u>
Do Now	Short story read aloud on the healing power of love.  Introduce Pitirim Sorokin	Review the <i>four properties of love</i> ; ways of productions, accumulation, distribution and efficacious ways of moral transformation	Review the <i>five dimensions of love</i> ; extensivity, intensity, purity, duration, and adequacy.	Review Chapter One in class. Recreate the Prisoners' Dilemma: Rational Deliberation
Lesson Steps	Lecture from Text notes, Chapter 1, pp. 3-14.  Journal assignment  Family survey about impressions of unlimited love. Record results and share in class.  Introduce			Role Play in rational deliberation  Discussion group on meaning of altruistic love; class debrief  Define: What is emotion and how does it differ from desire?
Materials	Text: <i>The Ways and Power of Love; Types, Factors, and Techniques of Moral Transformation</i>	Text: <i>The Ways and Power of Love; Types, Factors, and Techniques of Moral Transformation</i>	Text: <i>Altruism and Altruistic Love</i>	Text: <i>Altruism and Altruistic Love</i>
Homework	Review Chapter One	Share understanding for the four properties of love with parent(s)		Do a good deed and note it in your journal
Assessment	Participation			
Notes:	Dr. Schelonka's presence in class helps validate the serious nature of the science of love. Invite to observe and express his scientific perspective of love. Returns next Monday for health lecture			Teacher reference materials on <i>quantum physics and the power of thought and emotion in creating our reality</i> reviewed in film <i>What the Bleep Do We Know?</i>

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Weekly Objective: Exploration of the real life aspects of Love

STEPS	Scientific Framework: Lesson 5	Scientific Framework: Lesson 6	Scientific Framework: Lesson 7	Scientific Framework: Lesson 8
Aim	<u>Medical aspects of Love</u>	Review <u>Biological Aspects of Love</u>	<u>Mental Aspects of Love</u>	<u>Community Aspects of Love</u>
Do Now	Introduce Dr. Edward Schelonka, MD	Review nurturing and development of infants	Introduce Dr. Claudina Cayetano, MD Psychiatry	Introduce Rev'd Canon Philip Wright, St. Ann's Anglican Church, Belmopan
Lesson Steps	Guest speaker presentation on the physiological and biological aspects of love		Guest speaker on the psychological and psychosocial aspects (egoism vs. altruism)	Guest speaker on bonding through love and compassion for neighbor in creating overall well-being and development in community setting
Materials	Text Chapter: <u>The Language of Love</u> , in "Hope, Faith and Healing" with reference to the work of Candace Pert, Ph. D. Pharmacist, Georgetown University			
Homework				Attend Church on Sunday and make an offering to a good cause.
Assessment				
Notes:				

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Weekly objective: Explore the ways and power of Love in Altruistic Growth

STEPS	Scientific Framework: Lesson 9	Scientific Framework: Lesson 10	Scientific Framework: Lesson 11	Scientific Framework: Lesson 12
Aim	Supreme Love and the Supraconscious (Godhead), including logical and empirical evidence	Supreme Love and the Supraconscious (Godhead), including logical and empirical evidence	<u>Three types of Altruists</u>  <u>Three courses of altruistic growth</u>	<u>Extraordinary Acts of Ordinary People: Faces of Heroism and Altruism</u>
Do Now	Review testimony of altruists, of ethical systems of love, of techniques of awakening love	Review testimony of altruists	The fortunate altruist The late-converted and catastrophic altruist The intermediary altruist	Examples of altruistic behavior on many levels.
Lesson Steps	Understanding supreme love transcends our conscious egos and their rational interests.  Supreme love often urges a sacrifice of the important interests of the egos.	Beginning with testimony of altruists, here begins a long dialog of factual evidence with unanimous testimony of the eminent apostles of love, from Buddha and Jesus to Gandhi and Schweitzer  The ethics of love	Offer examples of individuals who confirm to each of these above three categories of altruist and altruistic behavior.  Review their stories of Moral Transformation	Reflection: Without love and care, what have you got? A world without a heart.  What do we know about altruistic love and compassion?  Under what conditions will individuals or groups regard others as true neighbors deserving of their concern, care and love?  What are the reasons that millions of people remain bystanders and witness others suffer or perish?
Materials	Text: <i>The Ways and Power of Love: Types, Factors, and Techniques of Moral Transformation, Part 2, p. 125</i>	Text: <i>The Ways and Power of Love: Types, Factors, and Techniques of Moral Transformation</i>	Text: <i>The Ways and Power of Love: Types, Factors, and Techniques of Moral Transformation, Part 2, p. 144</i>	Text: <i>Altruism and Altruistic Love, p. 123</i>
Homework				
Assessment				
Notes:				

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Weekly Objective: Understand transcending forms of love and techniques

STEPS	Scientific Framework: Lesson 13	Scientific Framework: Lesson 14	Scientific Framework: Lesson 15	Scientific Framework: Lesson 16
Aim	<u>Moral transformation as a process of change</u>	<u>Moral transformation as a process of change</u>	<u>Moral transformation as a process of change</u>	<u>Moral transformation as a process of change</u>
Do Now	Review the techniques of change of the individual's organism and of its processes, reflexes, pressures	Review the techniques of change of the individual	Review the techniques of change of the individual	Review the techniques of change of the individual
Lesson Steps	<p>Presentation and discussion from text reading on transcending forms of love techniques. Note there are 26 techniques reviewed in text.</p> <p>Begin review of 7 select main techniques of modification of human behavior from egotistic to altruistic behavior</p>	The technique of rational persuasion and scientific demonstration of advantages of friendship and disadvantages of enmity (e.g., crime does not pay, hatred undermines health and shortens life, it is profitable to be kind, contribution to the Community Chest is your best investment)	<p>The technique of direct life experience</p> <p>The technique of exposure to the friendship and love of others</p> <p>The technique of good deeds</p>	<p>The technique of private and public prayer</p> <p>The technique of private and public confession</p> <p>The technique of rearrangement of group affiliations</p>
Materials	Text: <i>The Ways and Powers of Love</i> , p. 287	Text: <i>The Ways and Powers of Love</i> , p. 309-312	Text: <i>The Ways and Powers of Love</i> , p. 316-331	Text: <i>The Ways and Powers of Love</i> , p. 334-354
Homework				
Assessment				
Notes:	Plans should be made for students to be involved in a research project. Options: prepare a report or presentation on a famous altruist such as Ghandi or Martin Luther King Jr. or an altruistic group such as the Peace Corps. These projects will be presented the last week of the course.			

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This begins the fourth module of the course. Students will take all the academic information they have learned and move it from their “heads” into their “hearts” as they begin to put into action what they have learned.

STEPS	Agape Week: Lesson 1	Agape Week: Lesson 2	Agape Week: Lesson 3	Agape Week: Lesson 4
Aim	The student will understand the definition of agape love.	The student will examine Scripture for references to agape love.	The student will be able to discuss the example of agape love in the movie <u>Shrek</u> .	The student will be able to discuss the example of agape love in the movie <u>Shrek</u> .
Do Now				
Lesson Steps	<p>1. Discuss the “Conditioning Love” article from Heartlight Magazine.</p> <p>2. Write a letter as though it were from God to you. Explain the kind of love He has for you and how He wants you to respond. Now read that letter to a classmate and talk to them about how it makes them feel and how they want to respond.</p>	<p>1. Students will make a list of Scriptures referring to agape love. They will choose one to memorize.</p>	<p>1. View first half of movie.</p>	<p>1. View second half of movie.</p>
Materials	Copies of article “Conditioning Love” (Article in Appendix II)	Bibles	<u>Shrek</u> movie	<u>Shrek</u> movie
Homework				
Assessment				
Notes:				

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STEPS	Forgiveness Week: Lesson 1	Forgiveness Week: Lesson 2	Forgiveness Week: Lesson 3	Forgiveness Week: Lesson 4
Aim	The student will examine some important distinctions in the definition of forgiveness.	The student will examine Scripture for references to agape love and forgiveness.	The student will demonstrate forgiveness through the story of the Prodigal Son.	The student will recognize the value of forgiveness.
Lesson Steps	<p>Use the points from the article on “What Interpersonal Forgiving Is and Isn’t” to prompt a class discussion.</p> <p>Find Scriptures that provide truths about forgiveness.</p>	<p>Students will make a list of Scriptures referring to agape love. They will choose one to memorize.</p> <p>Read the story of the Prodigal Son and discuss how agape love is illustrated.</p> <p>Have students prepare a skit of a modern version of the Prodigal Son.</p>	<p>Students will work on the skit and present it to classmates.</p> <p>Students will prepare a closing summary of how the story demonstrates unconditional love and forgiveness.</p>	<p>Students will review scientific data about the benefits of forgiveness and the harm done by unforgiveness.</p> <p>Students will review the Scriptural command to forgive and love.</p> <p>Students will summarize their knowledge in an essay and also make a commitment to apply this knowledge.</p>
Materials	Copies of article “What Interpersonal Forgiving Is and Isn’t”. (Article in Appendix II) Bibles	Bibles	Props, costumes...	Bibles, articles on scientific data from the internet
Homework	<p>Write your thoughts about forgiveness.</p> <p>Choose someone from your list and imagine a forgiveness conversation with him or her.</p>	Write a forgiveness letter to someone on your forgiveness list, and then write the response you’d like to receive from him or her.		
Assessment	.			Teacher will grade the essay for content and understanding.
Notes:				

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STEPS	Kindness Week: Lesson 1	Kindness Week: Lesson 2	Kindness Week: Lesson 3	Kindness Week: Lesson 4
Aim	Students will write compliments for classmates and discuss how they feel about receiving compliments.	Students will write a complimentary letter.	Students will design notes and cards for friends and family members that express appreciation.	Students will make a list of people that they encounter daily that invisibly impact their lives.
Do Now	List in your journal five things you do well.	List in your journal five compliments for your parent or guardian.	In your journal make a list of five people you appreciate and briefly explain why they are listed.	Write in your journal about how someone reacted to your appreciation note or card.
Lesson Steps	<ol style="list-style-type: none"> <li>1. Compliment several students as they enter the classroom (hair style, clothes, journal writing, etc.). Also, make a few critical remarks to some students (“bad hair day”, not putting forth much effort on journal writing, etc.)</li> <li>2. Briefly discuss students’ feelings when they received a compliment or a criticism.</li> <li>3. Have students quickly jot down three criticisms and three compliments about you, the teacher.</li> <li>4. Discuss how criticizing is often easier than complimenting others.</li> <li>5. Hand out the sticky notes with students’ names on them. Each student should receive three names of fellow classmates.</li> <li>6. Students should write a compliment on each sticky note.</li> <li>7. Have a student stand. Let the students that wrote compliments read them and stick them on the student.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask for volunteers to share their journal entries from homework or today’s Do Now.</li> <li>2. Have students think about a teacher they really liked and identify characteristics of this person. Make a list of the characteristics on the board. If students use general words like <i>nice</i> or <i>fun</i>, help them think of words that are more descriptive or specific.</li> <li>3. Have students make a list of five people that have been important in their lives. (This list may include living or deceased persons.)</li> <li>4. Have students write a complimentary letter to one person on the list. If possible the letter should be sent or delivered to the person. A letter to a deceased person may be kept or discarded later.</li> <li>5. Tell students you will ask for volunteers to read their letter in class tomorrow.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask for volunteers to read their complimentary letters.</li> <li>2. Share with students samples of cards that express appreciation.</li> <li>3. Discuss with students how recognizing others with simple expressions of appreciation can be done on a regular basis and does not require large amounts of time or expense. Examples: a small note left on the bathroom mirror of a parent that says, “I’m glad you’re my mom!” or “Thanks for buying take-out pizza last night”, a brief note written to a friend that says, “I’m praying for you,” or “Thanks for always letting me borrow pens or paper.”</li> <li>4. Have students make three or four simple appreciation cards for friends or family members and deliver the cards.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask for volunteers to share how people responded to their appreciation notes</li> <li>2. Discuss with students the concept of “random acts of kindness”.</li> <li>3. Lead students in a discussion of how people impact our daily lives so invisibly that we do not think about them regularly. Examples: bus drivers, cafeteria workers, cashiers, etc.</li> <li>4. Help students make a list of compliments that could be used to show kindness to these people. Example: Tell the cashier, “I hope you have a good day.”</li> <li>5. Tell students they will be participating in a behavior modification activity that will help them practice random acts of kindness. Give each student ten paperclips to put in his right pocket. Every time the student does a random act of kindness or gives someone a compliment a paperclip should be transferred to the left pocket. Encourage students to try to transfer all ten paperclips by the end of the day.</li> </ol>
Materials	Write each student’s name on three sticky notes.	Optional: blank note cards, colored stationary , envelopes, stamps for students to purchase	Funny and serious store-bought and hand-made cards that express appreciation. Materials for making appreciation cards: blank note cards, stickers, colored markers, sticky notes	Ten paperclips for each student.
Homework	Write in your journal how you felt about receiving compliments.	Complete complimentary letter. Bring mailing address for letter. Bring money to purchase a stamp.		Attempt the paper clip activity for two days
Assessment	Participation and journal entry	Letters do not have to be shared with the teacher or graded on content. Completion of the assignment should be verified.		Journal entry with student’s reflections about the activity
Notes:				

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STEPS	Eros Week: Lesson 1	Eros Week: Lesson 2	Eros Week: Lesson 3	Eros Week: Lesson 4
Aim	Students will identify characteristics they desire in a future mate and discuss the meaning of passionate love	Students will identify false, superficial concepts of love in popular entertainment	Students will compare Biblical romantic love to common popular love songs	Students will define dating and identify the advantages and disadvantages to dating
Do Now	Journal: List the top five characteristics you want you future mate to possess from the most important being #1	Perform a quick survey ‘Would you rather marry a mate with brains (intelligence) or beauty?’	Personal anecdote or humorous story about common pick-up lines Ex: Baby, I would walk the seven oceans for you” (Too bad there are only four)	Journal: Define your personal vie of dating and society’s view  (Class can volunteer answers )
Lesson Steps	<p>Compile number one from each student</p> <p>Define <i>eros</i> as passionate love, attraction between male and female</p> <p>*God’s design for marriage and sex (Genesis 2:24) “Two shall become one”</p> <p>Song of Songs(Solomon) 8:6-7</p> <p>*True love is unbreakable</p> <p>*God’s covenant</p>	<p>Most of popular society would say beauty (obsession)</p> <p>Read “Celebrity Minute Marriages”</p> <p>Use Jennifer Lopez as example of popular concepts of love (and divorce rate)</p> <p>Have students compare her older song “Waiting for Tonight”(1999) and more recent “I, Love” (2004</p> <p>Journal: What misconceptions does Lopez have about love? How is this evident in her relationships?</p>	<p>Journal: Students should select two of the suggested following songs and explain how each does and does not represent Biblical <i>eros</i></p> <p>“Because You Loved Me” Celine Dion</p> <p>“I Swear” Boys to Men</p> <p>“Iris” GooGoo Dolls</p> <p>“Truly Madly Deeply” Savage Garden</p> <p>“Thinkin’ About You” Britney Spears</p> <p>“If Your Not the One” Daniel Bedingfield</p> <p>“Everything I Do” Bryan Adams</p> <p>“When a Man Loves a Woman”</p>	<p>Genesis 2:24</p> <p>*If marriage is to become one with another, beware of what you are one with</p> <p>* Distinguish between casual dating, courtship, engagement and other terms</p> <p>Class composes a list of “Pros and Cons” of dating</p> <p>Listen to “Waiting for You” Rebecca St. James</p> <p>*Emphasize the importance of making the decision to marry.</p> <p>*Excessive dating can cause heartbreak. Be patient</p>
Materials	Bible Journal	Journals “Celebrity Minute Marriages” Lyrics	Journal Sheets with lyrics combined or a set number of each song to be shared	Song lyrics or CD Bible Journal
Homework				
Assessment	Journal effort	Journal effort Participation	Journal effort	Memory Verse Quiz (Genesis 2:24) Journal effort
Notes:				A suggestion is to have a “Shrek Day.” Students can wear green and make “ogre” food. These movies are excellent to show true love

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STEPS	TLC Week: Lesson 1	TLC Week: Lesson 2	TLC Week: Lesson 3	TLC Week: Lesson 4
Aim	Students will discuss ways to practice acts of unconditional love.	Students will discuss ways to practice acts of unconditional love.	Students will discuss ways to practice acts of unconditional love.	Students will discuss ways to practice acts of unconditional love.
Do Now	Write in your journal thoughts about giving and getting hugs.	Make a list of five major problems in the world.	Make a list of five major problems in our city.	
Lesson Steps	<ol style="list-style-type: none"> <li>1. Handout summary information from <i>Choose Peace and Happiness</i>.</li> <li>2. Allow students to discuss the ideas.</li> <li>3. Students should select two activities to be involved in during the week.</li> <li>4. Students will write about their activities in their journals and share with the class one of their journal entries in lesson 4 this week.</li> </ol>	<ol style="list-style-type: none"> <li>1. Check with students about their progress on activities assigned in lesson 1.</li> <li>2. Distribute copies of current newspapers. Have students look for incidents of violence that could have been prevented by practicing unconditional love.</li> <li>3. Lead students in a discussion of their findings.</li> </ol>	<ol style="list-style-type: none"> <li>1. Have students use their journal lists to make a combined list of local problems on the board.</li> <li>2. Put students in small groups and have them come up with a list of ways to help improve the situation based on unconditional love.</li> <li>3. Students will share their ideas during Lesson 4.</li> </ol>	<ol style="list-style-type: none"> <li>1. Have each student share one of their journal entries concerning the activity from <i>Choose Peace and Happiness</i>.</li> <li>2. Have each small group share their ideas from Lesson 3.</li> </ol>
Materials	Text: <i>Choose Peace and Happiness</i> Copies of ideas culled from this book. (located in the appendix)	Current newspapers		
Homework	Participate in an activity suggested in <i>Choose Peace and Happiness</i> .	Participate in an activity suggested in <i>Choose Peace and Happiness</i>	Participate in an activity suggested in <i>Choose Peace and Happiness</i>	
Assessment				Journal effort Participation
Notes:	Remind students that next week they will present their research projects. The last week may also be used for planning a major altruistic project that incorporates student involvement.			