









FOLLOWERS – LESSON PLAN

Age	Term	Mod.	Module Theme	Module Title	Lesson Number and Title
14	2	3	HOLINESS	THE CROSS	57: Sacrificial love

Use the syllabus framework to complete above. Infants: 20 minutes; Juniors: 30 minutes; Middles & Seniors: 45 minutes
(Mod. = Module Number, Module Theme - in the heading, Module Title - uppercase in the cell, Lesson Num [NO. column] and Title)

							
Verbal V <input checked="" type="checkbox"/>	Logical L	Spatial S <input checked="" type="checkbox"/>	Kinaesthetic K	Musical M	Intra - personal P1 <input checked="" type="checkbox"/>	Inter - personal P2 <input checked="" type="checkbox"/>	Natural N

Tick the appropriate box(es) above [copy this: ☒] for the modes of learning being used in this session.

Prayer: O Your divine and beloved and most sweet voice; You have truly promised that You would be with us unto the end of the world, O Christ; and we the faithful rejoice, having this as an anchor of hope (Canon of Pasha)

Starter: Share some examples of people who have died for others to save them. “Greater love has no one than this, than to lay down one’s life for his friends” (John 15:13)

Learning objectives: To understand that the greatest example of love is God’s sacrificial love, manifested on the Cross.

Core Activities and Learning

1. Reflection and starter: ask students how they can depict love? What does this mean to love somebody?
2. Love is... (see Resource Sheet 57): The Leader asks the students to share how they think that St Paul's teaching in 1 Corinthians 13 is reflected in the life, death and resurrection of Jesus Christ.
3. Activity Sheet 57 – in each box of the cross record and illustrate (if desired) something that the self-sacrificing love of Christ achieves for our salvation.

Resources: Resource Sheet 57, Activity Sheet 57, pens and art materials.

Review: Christ laid down His life for us, and we also ought to lay down our lives for our neighbors.

Follow Up: Ask students to considering doing something good for someone that costs them something in terms of time, talents, or money.