

MODEL UNIT
BAND B
LEVEL 3

GOOD NEWS/BAD NEWS

LIFE CONCEPT: GOD SAVES PEOPLE FROM SIN AND EVIL

YEAR: SUGGESTED DURATION: 4–5 weeks (135 minutes per week)

DATE OF USE: FAITH STATEMENTS: : ① ② 3

UNIT-SPECIFIC GOALS (highlighted)

1 SIN AND EVIL RUIN GOD'S CREATION

- 1a explore how sin entered God's creation
- 1b investigate ways sin breaks relationships
- 1c explore evidence and effects of sin and evil in the world

2 GOD RESCUES PEOPLE FROM SIN AND ITS CONSEQUENCES

- 2a explore God's promises of rescue to his people
- 2b investigate how Jesus fulfilled God's promise to rescue people
- 2c explore the impact of God's saving action for all people

3 GOD OFFERS ETERNAL LIFE TO ALL PEOPLE

- 3a investigate biblical teachings about eternal life
- 3b explore Jesus' promise to be with people always
- 3c identify the benefits of trusting in Jesus

STUDENT ASSESSMENT

ASSESSABLE STUDENT OUTCOMES

Select reports from the media which illustrate evidence of sin in the world. (1b,1c)

Summarise the events of Genesis 3. (1a)

Present a report which describes God's rescue of an Old Testament Bible character. (2a)

Record Bible verses which describe God's saving action for all people. (2b)

Describe the impact the 'good news' of Jesus' love has for Christians. (2c)

Write a personal response to God's saving action. (1b,1c,2b,2c)

ASSESSMENT STRATEGIES

⇒ poster

⇒ report

⇒ report

⇒ work sample

⇒ interview

⇒ journal entry

UNIT SUMMARY

The students identify evidence of sin in the world, in the lives of people in the Old Testament and in their own lives. They explore the 'good news' of God rescuing people in the Old Testament and the ultimate rescue God provided through Jesus. Students identify the impact of God's 'good news' on the lives of people, including their own.

UNIT NOTES

Students use media news reports to present their investigations of the 'bad' news brought about by sin and the 'good' news of God's saving actions.

Videotaped recordings of television news reports and copies of newspapers are important resources for this topic.

This unit could be taught in conjunction with a study of the Mass Media strand of English.

INTRODUCTION

1. BAD NEWS TODAY

Students search newspapers or television news reports for items they consider to be 'bad news' stories. Students draw stills from TV reports or cut out articles.

Discuss: What features make news 'bad'?

Students sort their articles into categories:

- bad news from natural causes
- bad news caused by people
- other bad news.

Students compile a chart of the 'bad news caused by people' items, listing: *Headline* and *What happened*.

Talk about the difference between the work of *reporters* who tell 'what happened' and the work of *investigative journalists* who look at possible reasons why things happen and the consequences.

Give an example of investigative journalism on one of your articles, eg

Headline: HOME BURGLED

What happened: Thieves broke into a home and took all appliances, CDs, jewellery, and some clothing.

Possible reasons: Boredom, jealousy, lack of basic needs.

Possible consequences: Family members hurt and angry about the loss; people in the neighbourhood become fearful; children have nightmares; robbers caught and imprisoned . . .

Students work in groups to do investigative journalism work on two or three examples of bad news. They may use Teacher Resource Sheet (TRS) B3/1 to record possible reasons for what happened and possible consequences.

Students make 'bad news' posters with the articles and the chart that lists them.

2. THE FIRST BAD NEWS

Refer to the students' investigative reports. Make a class list of words that occur in the 'possible reasons' column, eg jealousy, greed.

Tell students that as investigative journalists they need to dig even deeper and try to find out what causes people to be jealous and greedy, etc. They will look at the very first bad news story and find the answer to what causes these motives.

Students investigate the Bible's report of the first 'bad news' (Genesis 3), in which people decided to do things their own way rather than God's way.

Students prepare a presentation of their investigation into the story. They include what happened, why it happened and the consequences for the people in the story and for others. They will also look for an explanation of why people have motives that lead to bad news stories. Students choose from the following formats:

- a newspaper report including 'photographs'
- a videotaped television news report with filmed footage of the incident
- an in-depth interview with Adam and Eve.

Students share their presentations with the class.

Tell the students that this story describes the origins of sin. All the 'bad news' stories they will ever hear are a result of sin.

Reassure students that God did not leave people to suffer the consequences of sin forever, and that later in the unit they will be investigating God's 'good news' for all people.

DEVELOPMENT ACTIVITIES

3. MORE BAD NEWS

Tell students that they will be undertaking further investigative journalism into some 'bad news' stories in the Old Testament of the Bible. They will find the headline/title, what happened, why it happened, and the consequences.

Groups of students investigate only Part 1 (the Bad News) of the stories listed at the top of the next page. (In Section 4 they will look at the Good News.) They write notes about the story in preparation for writing a complete article. See TRS B3/2 Part 1.

Allow students to use Bible story books to help with their investigations of the story.

Person	Part 1 Bad News	Part 2 Good News
Cain	Genesis 4:1–12	4:13–15
Jacob	Genesis 27:1–41	27:42–45, 28:10–15
David	2 Samuel 11:1–27	12:1–13, 24, 25
Jonah	Jonah 1:1–17	2:1–4:11

4. GOOD NEWS FOR PEOPLE OF THE BIBLE

Good investigative journalists follow up on their stories. They see what happened a year later, or ten years later. Students read Part 2 of the Bible story they are investigating and find evidence of God's loving actions towards the people who got into strife by not following God's way. They will then be able to file a 'good news' follow-up report.

Students complete Part 2 of TRS B3/2 (Good News) before writing the final draft of their follow-up article.

Students display or present their BAD NEWS/GOOD NEWS reports to the class, using one of the formats suggested in Section 2.

5. GOOD NEWS FOR THE WORLD

Review the consequences of the first 'bad news' story from Genesis 3, (broken relationship with God, with each other, death). These are consequences not only for Adam and Eve but for all people. Explain to the students that although they have investigated stories in which God intervened to save people, they are about to discover what the Bible says is God's permanent solution to sin in the world.

Pairs of students select **one** of the following Bible passages which tells God's 'good news' for the world:

John 3:16,17	Acts 10:36–43
Romans 5:6–11	Galatians 1:4
Galatians 4:4,5	Colossians 1:19–22
1 John 2:1,12	1 John 4:9,10

Students cut coloured paper in cross-shapes. They write the words 'Good news' and their Bible passage or an important verse from the passage onto the crosses. They stick the crosses over the 'bad news' posters.

Explain that the Bible's good news is that although people are unable to live God's way, God sent Jesus to live God's way for us and to take the punishment that we deserve for doing things our way.

Each student interviews two Christians, eg teachers, principal, students from the school, members of the church, a pastor, friends, family about 'bad news' and 'good news' in their lives. Students ask the people they interview to give a written or verbal response to the questions on TRS B3/3.

Students share and discuss the responses. As a class, identify and list any common ideas in the responses.

RESPONSE

6. GOOD NEWS FOR ME

Students make a personal response to God's good news in the form of a newspaper item, eg

- a front-page 'good news' story
- a letter and response in a *What's your problem?* column
- a cartoon strip.

They use the questions on TRS B3/4 as an outline.

Students may share these responses with the class or the teacher. However, the personal nature of these responses must be respected.

An optional activity could involve the students in producing a class 'current affairs' report, which looks at the solutions to 'bad news' or sin in the world. This could be presented at a school worship or assembly.

Include these ideas in the report:

- the problems sin causes in the world
- the problems sin caused people in the Bible and what God did about them
- the permanent solution to sin God provided
- how God's solution is good news for the world.

YOU WILL NEED

- | | |
|---|--|
| <input type="checkbox"/> photocopies of TRS B3/1, B3/2, B3/3, B3/4 | <input type="checkbox"/> Bibles, Bible story books |
| <input type="checkbox"/> newspapers or videotape of television news reports | <input type="checkbox"/> coloured paper or cardboard to make crosses |
| <input type="checkbox"/> paper for posters and newspaper articles or video-recorder | |

INTEGRATING INTO OTHER CURRICULUM AREAS

ENGLISH: *Literature*: Explain and justify own opinions about texts. ***Mass Media*:** Monitor reporting of news for the way stories are presented. Know the features of texts—layout, headlines, how audience influences content. Produce a class newspaper, magazine, radio program. ***Everyday Texts*:** Develop discussion and problem-solving skills. Plan, prepare and present short talks.

THE ARTS: *Media*: Experiment with words, sounds, images for different effects and to present different points of view.

(from the National Statements and Profiles)

UNIT EVALUATION

Which activities worked well in this unit?

Which resources were useful in the implementation of this unit?

How did I respond to the range of students' understandings about sin and its consequences?

How did I respond to the range of students' attitudes to God's offer of rescue to all people?

What would I do differently if I was teaching this unit again?

How will I use and build on knowledge, understandings, skills, attitudes, and values students have developed in this unit?



BAD NEWS



BAD NEWS



HEADLINE	WHAT HAPPENED	POSSIBLE REASONS WHY IT HAPPENED	POSSIBLE CONSEQUENCES



BAD NEWS



1. Write the name of the story you intend to report.

.....

2. After reading Part 1 of the story complete the table.

HEADLINE	WHAT HAPPENED	POSSIBLE REASONS WHY IT HAPPENED	POSSIBLE CONSEQUENCES



GOOD NEWS



1. What did God do to rescue this person?

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2. How was this 'good news' for the person?

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3. Write the headline for your 'good news' story.....

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4. Describe the artwork you will include.

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.....

Your article needs to include answers to Who? What? When? Where? Why? How? of the story you are reporting.



GOOD NEWS FOR THE WORLD

Talk to Christians to find out about the ‘bad news’ of sin and ‘good news’ of Jesus in their lives. You could

- write their responses on this sheet, or
- ask the person to write their own answers.

INTERVIEW 1

1. What are some of the things that happen in your life as a result of sin?

2. How does this make you feel?-----

3. Why is Jesus’ death and resurrection ‘good news’ for you? -----

4. How does this ‘good news’ about Jesus affect the way you live? -----

INTERVIEW 2

1. What are some of the things that happen in your life as a result of sin?

2. How does this make you feel?-----

3. Why is Jesus’ death and resurrection ‘good news’ for you? -----

4. How does this ‘good news’ about Jesus affect the way you live? -----



GOOD NEWS FOR ME

What does sin look like in my life?

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What are the consequences of sin in my life?

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How do I feel about sin and its consequences?

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What is my reaction to the ‘good news’ of Jesus?

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What impact does this ‘good news’ have on my life?

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Present your responses to these questions as a newspaper item such as:

a front page GOOD NEWS story	a <i>What’s your problem?</i> letter and response	a cartoon strip
a <i>letter to the editor</i>	an advertisement	your suggestion

GOD SAVES PEOPLE FROM SIN AND EVIL