

**MODEL UNIT
BAND C
LEVEL 1**

RESCUE

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 the concept of original sin and what it means for all people

1b explore the impact of sin on people's relationship with God

1c investigate biblical teaching about the ongoing struggle against sin and evil

**2 GOD RESCUES
PEOPLE FROM SIN AND
ITS CONSEQUENCES**
2a investigate the recurring theme of God's rescue of his people in the Old Testament

2b explore biblical descriptions of God's unconditional love and forgiveness for all people

2c explore people's relationship with God in the light of Jesus' rescue

**3 GOD OFFERS
ETERNAL LIFE TO
ALL PEOPLE**
3a investigate Christian beliefs about death and eternal life

3b explore how the certainty and reality of eternal life affects the lives of Christians

3c investigate the Christian teaching that faith in Jesus is crucial for salvation

STUDENT ASSESSMENT
ASSESSABLE STUDENT OUTCOMES

Read Bible verses and record information relating to how sin affects all people. (1a)

Identify and record the effect of sin on people's relationship with God in the book of Judges. (1a,1b,2a)

Read and record biblical descriptions of God's love for people as his motivation for rescuing them. (2b)

Respond to Bible stories which describe God's rescue of people. (2c)

Record the Bible's explanations of what people need to do to be rescued by God. (3c)

ASSESSMENT STRATEGIES

⇒ TRS C1/4

⇒ work sample TRS C1/2 and C1/3

⇒ TRS C1/4 work sample

⇒ work sample and observation of work sample

⇒ TRS C1/4

UNIT SUMMARY

Students study the recurring theme of God's rescue of his people in the Old Testament book of Judges. Students explore the way in which God has rescued all people in Jesus.

UNIT NOTES

This unit could be integrated with Society and Environment topics such as war, rescue organisations, or great historical rescues.

INTRODUCTION

1. GREAT RESCUES

Immerse the students in the rescue theme.

- Share non-fiction and fiction resources about rescues.
- Arrange for a visit from a State Rescue Squad member.
- Display rescue symbols in the classroom, eg lifebuoy, SOS, Red Cross, Simpson and his donkey.

Encourage students to discuss and define the words: rescue, save, saviour.

Students read newspaper articles and stories, or view a video about great rescues. They discuss in groups:

- Why did the person need rescuing?
- What did the rescuer/saviour do?
- What was the relationship between the rescuer and the rescued?

Students might share experiences of times they were rescued, eg being found after being lost. Compile a list of 'rescue' terminology, eg rescuer, saviour, hero, lost, found, salvation.

DEVELOPMENT

2. THE BOOK OF JUDGES

Judges is one of the history books in the Bible. It contains the history of the Israelite people from the time Joshua led them to invade and defeat Canaan until the time of their first king.

Ask students if they know of any great rescue stories in the Bible. Tell students that the book of Judges contains a number of great rescue stories. Ask students to predict what kind of judges might be in the Bible and what their role might be in the rescue stories in the Bible.

Provide students with the fact file of the book of Judges, which sets the scene for the stories. See Teacher Resource Sheet (TRS) C1/1.

3. THE JUDGES

Students conduct an investigation of the judges. The judges studied in detail as a class are Deborah, Gideon, Samson. Students work in groups to read and report on some of the other judges. Each student prepares a character profile on one of the judges they have studied.

Introduce the investigation of the judges, using TRS C1/2. You may explore the stories of the major judges in the following stages:

1. Read the story in the Bible (divide longer stories into sections and read over a couple of sessions).
2. List key events in the story on TRS C1/2.
3. List the strengths and weaknesses of the judge on TRS C1/2.
4. Read different versions of the story in picture books and children's Bibles. Discuss the different authors' and illustrators' interpretations of the story.
5. Role-play the stories to explore the reactions of people in the story.

Emphasise the following in each story:

Deborah: In Bible times women had a low place in society and the family. A woman was considered to be owned by her husband and she looked up to him as her master. Deborah's story is remarkable considering the status of women at the time. Deborah had great leadership skills and wisdom. The insight and confidence God gave her makes her an outstanding person of the Bible.

Gideon: God used Gideon in spite of his fear that his limitations and weakness would limit God's ability to work through him. God did great things in spite of what seemed like ridiculous odds.

Samson: Samson's strength was derived from his commitment to his vow as a Nazirite, which required that he never cut his hair. Samson's weakness for women was his undoing. Although he had the potential to rescue Israel from the Philistines, Samson largely wasted his strength and life. In his final act he began to rescue the people of Israel as the temple crumbled and the Philistine leaders were killed.

At the completion of the investigation, use the key events sections on TRS C1/2 to discuss:

- What type of people did God use?
- What do you think caused the Israelites to keep turning away from God?
- Why do you think God kept sending someone to rescue them?
- What aspects of the relationship between God and the Israelites were repeated?

As a class, list the pattern of the relationship between God and the Israelites on a poster:

1. Israelites turn away from God.
2. God allows enemies to oppress the Israelites.
3. Israelites turn to God in their misery.
4. God sends a judge to rescue them.
5. Israelites are faithful to God until the judge dies.

Highlight that sin causes all people to turn away from God and do their own thing. Sin often leads to miserable consequences, and people are faced with the need of rescue.

Each student chooses a judge (from the list on TRS C1/3). They research and prepare a character profile on the judge, using study Bibles, Bible handbooks and encyclopedias.

After the investigation discuss as a class:

- What pattern in the relationship between God and the Israelites is apparent in these stories of the judges?
- What type of people did God choose to be judges?
- What do these stories teach us about God?
- What do the stories teach us about people?
- What does the Bible teach us about 'rescue'?
- What do you think will happen with the relationship between the Israelites and God after the events of the story?

Tell students that the pattern in the relationship between God and the Israelites continues through the Old Testament.

4. THE GREAT RESCUE

Assist students to understand that all people need rescuing. People are born sinful and with the instinct to keep on turning away from God. People need to be rescued not just from daily troubles but from an eternity separated from God. God has rescued them eternally in Jesus. Jesus has made it possible for people to be close to God and to be loved by him always.

Discuss with the students:

- Do you think people today need rescuing like the people of Bible times? Explain your answer.
- Why do you think people have this tendency to turn away from God and do their own thing?
- What would you do if you were God and the people you created and loved kept turning away from you?

Students use the first part of TRS C1/4 to explore why people need rescuing and why God wants to rescue them.

Discuss students' responses to the question: If you were God, what type of rescue would you plan to bring people back into a loving relationship with you?

Show students a picture of the baby Jesus in the manger and tell them that God's plan moves towards its climax with the birth of this baby. Discuss:

- Is this the type of rescue you had in mind?

Show students paintings or illustrations of Jesus' crucifixion. Discuss:

- Is this the type of rescue you had in mind?
- Is this what most people would imagine is a great rescue? Why?
- Why did Jesus have to die?

Tell students that the baby grew up to be the man on the cross. Christians believe that this man, Jesus, was God's own Son. God sent Jesus to rescue people and restore their relationship with God permanently. Students read the Bible readings and respond to the questions on the second part of TRS C1/4 to explore how Jesus fulfilled God's plan to rescue people.

RESPONSE

5. OUR RESCUE

Tell students that God wants to rescue them. Jesus told a story about how God wants to rescue all people and bring them back to him. Read the lost sheep parable (Luke 15:1–7) as students make themselves comfortable and listen. Allow time for students to meditate and imagine themselves in the story. After the meditation discuss the following questions:

- In what ways are we like the lost sheep?
- What does the story suggest is God's reaction to people who wander away from him?
- What message does the story have for you?
- In Jesus' time the picture of the sheep and shepherd was one to which people could easily relate. What picture do you think Jesus might use today to convey the same message?

Students reflect on God's rescue, choosing one of the following:

- Read Psalms 18, 32, 91 in different interpretations, eg *Australian Psalms*, *Psalms for Teens*. Students develop their own version of one of the psalms.
- Find songs in which people tell about or respond to God's rescue, eg *Amazing grace*. Read songs in hymnbooks or song books or listen to recordings of contemporary Christian music. Students write their own song to describe the Bible's message of rescue or to express their response to God's rescue.

YOU WILL NEED

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|--|---|
| <input type="checkbox"/> paper for time lines | <input type="checkbox"/> Contemporary Christian music which contains people's responses to God's rescue |
| <input type="checkbox"/> Bible | <input type="checkbox"/> photocopies of TRSs |
| <input type="checkbox"/> Bible encyclopedias and handbooks | |
| <input type="checkbox"/> books with the stories of the judges: Samson, Deborah, Gideon | |

INTEGRATING INTO OTHER CURRICULUM AREAS

ENGLISH: *Literature:* Explain and justify own opinions about texts. Find and cite elements of a text to support a point of view. Map plot structure. Compare different versions of traditional stories. Directed reading, reading alone. Write character profile. Editing skills. *Everyday Texts:* Consider needs of audience when speaking. Develop discussion and problem-solving skills. Use strategies for gathering, recording and reporting data. Report findings in speech and writing.

ARTS: *Drama:* Improvise and experiment in structured drama. Shape own drama — select and link scenes. *Music:* Improvise and compose music in response to psalms and moods. Listen, perform, talk about music composed for a purpose.

SOCIETY AND ENVIRONMENT: *Investigation, Communication, Participation:* Formulate questions, reflect on knowledge and understanding. Identify information sources. Gather, organise and interpret information using diagrams. Identify similar data. Draw conclusions. Identify, analyse and clarify values. Consider audience in presentation. Cooperation skills.

UNIT EVALUATION

Which activities worked well in this unit?

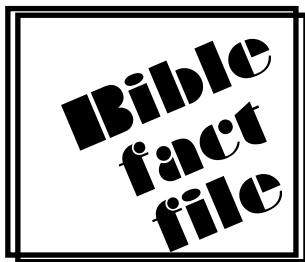
Which resources were useful in the implementation of this unit?

How did I respond to the range of students' abilities during the reading and research activities?

How did I respond to the range of students' attitudes towards people's need for God's rescue?

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?



The Book of Judges

The book of Judges is one of the historical books of the Bible. It traces the history of the Israelites, God's chosen people, from the time they invaded Canaan up until Israel had its first king. The events described in the book span approximately 150 years, between 1200 and 1070BC. The stories take place in the land of Canaan.

The Book of Judges follows directly after God rescues the Israelites from Egypt. The Israelites had been led by Moses to the promised land, Canaan. Under the rule of Joshua the Israelites were able to invade Canaan and defeat the people who had lived there. Read Joshua 21:43–45 and Joshua 24:14–28.

God had delivered them the promised land and given them instructions for moving into the land of Canaan. Read Deuteronomy 7; Joshua 23:3–13.

After reading these passages, describe what you think the relationship between God and the Israelites will be like. _____

Do you think the people of Israel will live in the relationship that God wants? _____

Why/why not? _____

The first chapters of Judges reveal that when the Israelites had invaded Canaan they had not followed God's command to drive out the people already living there. As a result, some Canaanites stayed, and the Israelites became influenced by the practices of the Canaanites (read Judges 2:11–13).

The Canaanites' religion was very different from that of the Israelites. The Canaanites believed in a number of gods and goddesses. They believed that the god Baal, whose name means 'lord', controlled the weather. The Canaanites believed that worship of Baal was the key to good harvests. Baal's father El was the chief of gods. Baal's wife Astarte, also known as Anat, was the goddess of love and war. The Canaanites offered sacrifices to the gods to persuade them to act favourably. The worship of the Canaanite gods was much less demanding than the strict Israelite worship laws and rituals.

The Israelites were not a nation in the new land as we imagine nations today. At this time the Israelites had no elected leader, and each of the twelve tribes acted separately under guidance of the elders. There was no system of government at all to guide the Israelite people. They were united in faith and ancestry.

During this divided time they often fell victim to attack and cried in desperation for God to rescue them. The book of Judges presents a repeated pattern of the relationship between the people of Israel and God. As we read, think carefully about what the pattern was.

🌀 🌀 🌀 The Judges 🌀 🌀 🌀

As a class we will read and investigate the judges Deborah, Gideon, and Samson.

🌀 **Deborah** Judges 4:1 – 5:31

List the key events in the story of Deborah, the judge.

What were Deborah's strengths and weaknesses?

What did God do to rescue his people?

🌀 **Gideon** Judges 6:1 – 8:35

List the key events in the story of Gideon, the judge.

What were Gideon's strengths and weaknesses?

What did God do to rescue his people?

🌀 **Samson** Judges 13:1 – 16:31

List the key events in the story of Samson, the judge.

What were Samson's strengths and weaknesses?

What did God do to rescue his people?

KEY EVENTS

Study the key events in the story and discuss with your group:

- 🌀 What aspects of the stories are repeated?
- 🌀 Describe the pattern in the relationship between God and the Israelites.
- 🌀 What do the stories teach us about God?
- 🌀 What do the stories teach us about people?
- 🌀 What do the stories teach us about the types of rescue God plans?

Character Profile

You will be creating a character profile of your favourite Old Testament judge.

You will need to read about your judge in the Bible and make notes.

In your final profile you will need to include the following:

Your judge's

- ◇ name
- ◇ family history
- ◇ personal characteristics
- ◇ major achievements

and

- ◇ a time line of key events in the judge's life
- ◇ a drawing of the judge in action

More Judges!

Here is a list of some of the judges and where you can read about them in the Bible.

You may choose any one of them for your profile.

Circle the name of the judge you chose.

✂ Othniel	Judges 3:7–11
✂ Jephthah	Judges 10:6 – 12:7 (this one is for extra speedy readers)
✂ Ehud	Judges 3:12–30
✂ Abimelech	Judges 9:1–57 (this one is for speed readers)
✂ Deborah	Judges 4:1 – 5:31
✂ Gideon	Judges 6:1 – 8:35
✂ Samson	Judges 13:1 – 16:31

When your profile is complete, you will share it with a group and discuss the following questions:

- ◇ What kind of people did God use in his rescue missions?
- ◇ The story of Israel followed a pattern: turning away — suffering — calling for help — being rescued — being faithful. What parts of this pattern can be seen in the story of your judge?
- ◇ What have the stories of these judges taught you about God's rescues?
- ◇ What have the stories of these judges taught you about what God is like?
- ◇ Why do you think God kept rescuing his people?

THE GREAT RESCUE

God's plan in the Bible is often described as a great rescue.

Use the following readings to explore what the Bible says about people's need for rescue.

1. Why do people need rescuing? What consequences do people face because of sin?

Romans 3:23 Romans 6:23 Isaiah 59:2 Ephesians 2:1–3 Ecclesiastes 7:20

2. In *Romans 5:12, 18, 19* Paul describes 'original sin'. What is original sin? What does it mean for all people?

3. After reading about the Israelites' relationship with God in the book of Judges, how would you describe the effect sin has on people's relationship with God?

4. Why does God want to rescue people?

Deuteronomy 4:37; 23:5; 33:3 Jeremiah 31:3 Malachi 1:2a Ephesians 2:4–10

THE GREAT RESCUE COMPLETE!

Work with a partner and divide the readings between you.

1. What did God do to rescue people?

Galatians 1:4

Galatians 4:4, 5

Colossians 1:19–23

1 John 2:2

John 3:16

Ephesians 1:7, 8

1 John 4:9, 10

Romans 5: 6–11

Ephesians 2:4–10

2. What does God's rescue mean for people?

John 11:25, 26

Acts 10:43

2 Timothy 1:10

Colossians 1:13, 14

1 John 2:25

The Second Part of the Apostles' Creed

Galatians 5:1

1 John 5:13

3. What do people have to do to be rescued?

Acts 16:30, 31

Romans 3:21–24

Mark 16:16a

Romans 10:9

John 3:15–17

Galatians 3:26