

MODEL UNIT
BAND C
LEVEL 3

THE GREAT WAR

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

Record information from Genesis 3 about the impact of sin on people's relationship with God. (1b)

Record the Bible's teaching about the effect of the first sin on all people. (1a)

Record and present information relating to the Christian belief in the ongoing struggle against sin and evil in the world. (1c)

Describe the Bible's teaching about what Jesus' death and resurrection achieved for all people. (2c)

Reflect and record how the Bible's message of God's love, forgiveness and gift of eternal life affects the way Christians live. (3a,3b)

ASSESSMENT STRATEGIES

⇒ TRS C3/4

⇒ TRS C3/4

⇒ Video or news presentation

⇒ TRS C3/6

⇒ TRS C3/6

UNIT SUMMARY

Students consider the presence of 'good' and 'evil' in the world and the war between God and Satan which rages in the world today. They use the information they gather to develop a video about 'The Great War'. Students also explore the Christian belief that because Jesus defeated sin, death and the devil, his people can be sure of final victory.

UNIT NOTES

Students act as war correspondents researching the war between good and evil in the world today. They file news updates after each session. In the updates they record both what they have learnt and their thoughts and feelings about it. (See glossary for information on journal writing.) Encourage an investigative atmosphere and be sensitive to students' reactions: some will find this topic engrossing, others may find it frightening.

INTRODUCTION

1. GOOD AND EVIL

Use these activities to gauge the students' understanding of good and evil and to arouse interest in the topic.

View a film in which 'good' and 'evil' characters are portrayed, eg the film *Star Wars*. Discuss:

- How have the film-makers presented the forces of good and evil?
- Why do you think good and evil are presented in this way?
- What does each force want to do?

Use the following questions to lead into the investigation. Students can respond to the questions in their journals.

- Is there a war between 'good' and 'evil' in the world today? Explain your answer, giving evidence of the forces of 'good' and of 'evil' in the world.

DEVELOPMENT

2. THE GREAT WAR

You may arrange a visit from a journalist to outline the process of investigating a story.

Tell students they are about to become war correspondents reporting on the great war which Christians believe involves the forces of good and evil fighting against each other in the world. They will use the information as the basis for a video or printed news report of the great war. After each session students file a 'News from the Front' update with the editor (teacher). In this update students record interesting information they have gathered plus their own comments and questions.

Discuss with students the aspects of war they need to investigate, eg the enemies, battlefields, weapons, tactics.

Distribute *The Great War* information sheet, Teacher Resource Sheet [TRS] C3/1, also *News Update* sheets (TRS C3/2) which students complete at the end of each session.

The archenemy

Emphasise that Jesus wants to bring people back into a loving relationship with God, but Satan wants to destroy the relationship.

Students develop profiles of God and the devil by investigating names and images of the two archenemies. See TRS C3/3 for activities to help students investigate the archenemies. The information could be presented on two war posters with pictures and Bible verses.

Students file news updates (TRS C3/2).

The outbreak of war

In the Genesis 3 story highlight the power struggle between God and the devil. The devil fights to gain control over God's world and God's people. Although the devil appears to have succeeded in his takeover bid, by plunging the whole world into sin, God does not give up.

Students read or review the Bible story of God's peaceful creation in Genesis 1:31; 2:4–25. Discuss with students what it would have been like at the beginning when God was ruling over his creation.

Students read and investigate the Bible story of the first temptation and sin as the outbreak of war, Genesis 3:1–24. Students use TRS C3/4 to explore the story.

Students file news updates (TRS C3/2).

Jesus comes into battle

Tell students that God did not give up on people and the world. He was determined to win them back and regain control. God did something extraordinary: God sent his Son to go into battle with the devil.

Students read and investigate the stories of Jesus' temptation and Jesus driving out demons. See TRS C3/5. Discuss:

- Who wins the victory in these battles?

Students file news updates (TRS C3/2).

The decisive victory

Students work in pairs to read about Jesus' death and resurrection in Matthew 27:15–66 and John 20:1–31. Students use the questions on the first part of TRS C3/6 to consider the implications of the victory.

Students file news updates (TRS C3/2).

The great war continues even though victory has already been achieved. The devil has been defeated but he will not accept defeat. Acknowledge students' concerns and fears about the ongoing battle.

The ongoing battle: the battlefield

Students look in newspapers for evidence of the forces of 'good' and 'evil' in the world.

Students use stories and pictures from newspapers to create collages of both forces in action in the world, eg headlines of murder contrasted with images of an organisation such as the Salvation Army caring for others.

Students include in their news updates (TRS C3/2):

- Which force appears to be most active in the world?
- How could the presence of evil and suffering be used to the devil's advantage?

The ongoing battle: tactics

Students describe the tactics of the opposing forces. Encourage students to consider which force fulfils his promises.

- Students investigate the Bible's images of strategies used in the great war. Students read and draw the image of Ephesians 6:10–18 and 1 Corinthians 10:13.
- Students read Part three of the third letter in C S Lewis' *Screwtape Letters* to explore the tactics the devil may use in the war. Students write their own letter of a junior devil to a senior devil.

Students file news updates (TRS C3/2).

The ongoing battle: weapons

Students consider the way in which the two forces use music, games (video and other) and magazines as weapons in the war. Students compare and record the messages presented in Christian and secular music, games and magazines, using the following guiding questions:

- What do the messages from either side encourage you to do?
- What do the messages say about you and how you can achieve happiness / success / fulfilment?
- Which message appears the most appealing? Why?
- Which force appears to have the greatest range of weapons in action?

Students file news updates (TRS C3/2).

Living in a war-torn world

Students read 1 Peter 5:8 and discuss:

- How does the Bible describe the devil's continuing presence in the world?

Students investigate Bible passages that provide Christians with confidence and strategies for living in a war-torn world. See the last part of TRS C3/6.

Students discuss and record on their filed news update (TRS C3/2) their responses to:

- Which message from the Bible do you think would speak most strongly to Christians? Explain why.
- How do you think the Bible's message affects the way Christians live in the world?

V-Day celebration

The final victory will occur when Jesus returns to bring all creation together.

View a video or show photos of V-Day celebrations at the end of a war. Discuss the images of jubilation and what people might hope for when victory is achieved.

Tell students that the Bible presents images of what it will be like when Jesus returns and the final victory over evil is achieved. Students read some Bible images of the new creation: Isaiah 11:1–9; Revelation 20:10; Revelation 21:1–7.

In their news update (TRS C3/2) students draw or describe what they imagine it will be like when the war is completely over.

RESPONSE

3. THE GREAT WAR REPORT

Students may present their war report as either a current affairs or a newspaper report. If videoing, timetable groups to use the video camera and arrange for a teacher assistant/parent to work with groups to ensure they use appropriate techniques.

Students investigate the features of television or newspaper reports, using TRS C3/7. They work in groups to prepare and present their reports. Students assess their report using TRS C3/8.

Viewing of the news reports provides the opportunity further to develop students' understanding. Discuss issues that relate to the students' lives. Ensure that students are aware that God loves them and has already won the battle for them.

YOU WILL NEED

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|---|--|
| <input type="checkbox"/> Video of a film about the forces of good and evil such as <i>Star Wars</i> | <input type="checkbox"/> Bible |
| <input type="checkbox"/> pictures, cartoons, films with images of the devil | <input type="checkbox"/> <i>The Screwtape Letters</i> by C S Lewis |
| <input type="checkbox"/> a video or photos of V-Day celebrations | <input type="checkbox"/> videotaping and playing (and, if possible, editing) equipment |

INTEGRATING INTO OTHER CURRICULUM AREAS

ENGLISH: *Literature* Explain and justify own opinions about texts. Challenge stereotypical and simplistic portrayals of people in texts. Write with consideration of characters, setting and point of view. Identify stereotypes in the media and construct own media texts. Monitor the reporting of news for ways stories are presented. Identify text features and utilise the features in their own writing.

THE ARTS: *Drama* Sustain dramatic roles within a variety of dramatic situations and forms. Talk and write about drama using appropriate language and terminology. Express opinions about own and others' drama based on observation and feelings. Experiment with settings, costumes and equipment. Shape own drama and present a coherent drama. *Media* Experiment with words, sounds, images for different effects and to present different points of view. Use media technology and demonstrate knowledge of program conventions by structuring practical work. Use media language to discuss how the media functions and how media products are constructed.

SOCIETY AND ENVIRONMENT: Reflect on knowledge and understanding and gather, organise, interpret information. Organise group work democratically and efficiently to promote participation and resolve conflict.

(from the National Statements and Profiles)

UNIT EVALUATION

Which activities worked well in this unit?

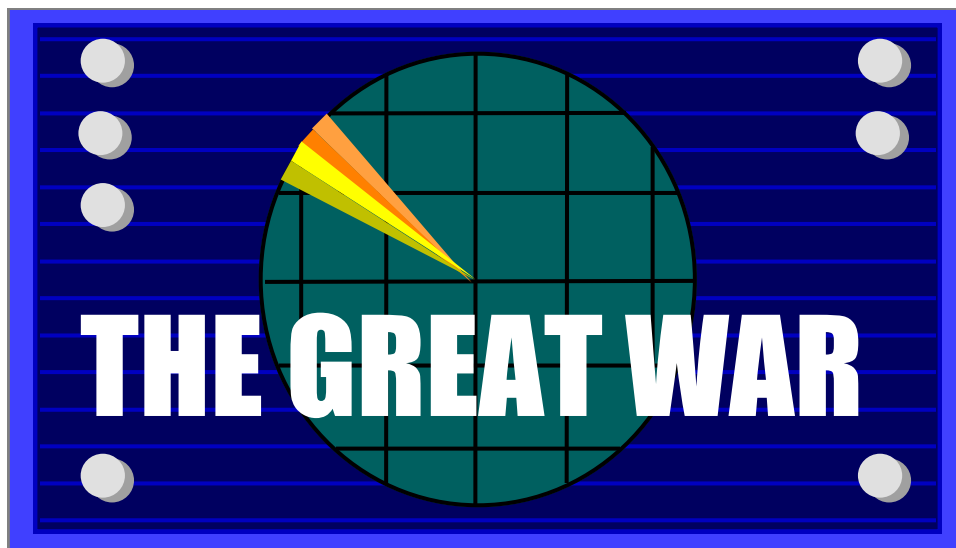
Which resources were useful in the implementation of this unit?

How did I respond to the range of student's attitudes towards evil?

How did I respond to the range of student's understanding of God's power over evil?

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?



You will be working as a war correspondent who has been given the task of reporting on the 'great war', the war between 'good' and 'evil'.

This war has raged since the beginning of time and yet is largely unknown by the world.

Your task is to expose this war in a news report to the world.

You will need to investigate the following aspects of the war:

- the archenemies
- the tactics of the opposing forces
 - the weapons
 - the battlefield
- who wins the victory
- what the victory means for people

You will research the war, using a range of resources, and file a news update with the editor (teacher) each session. In this news update you are to include your notes from the session and your comments, thoughts and questions.

You will work in a group to present your information in a current affairs news report that will be videoed and shown to the class.

As the managing editor, I expect you to file an update after each session. I will keep your update sheets for you to use to write your news report later.

NEWS UPDATE
from the front



TO: The managing editor FROM: _____
SUBJECT: THE GREAT WAR _____
DATE: _____ UPDATE No: _____
Source consulted: _____
Information relating to the: (please circle)
arch enemies battlefield weapons tactics victory.....other

THE J FORCE

THE D FORCE

Additional comments:

As the managing editor, I expect you to file an update after each session. I will keep your update sheets for you to use to write your news report later.

NEWS UPDATE
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TO : The managing editor FROM: _____
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THE J FORCE

THE D FORCE

Additional comments:



THE ARCHENEMIES

Christians believe that the archenemies in the great war are the devil, who is the cause of all 'evil', and God, who is perfect and created a 'good' universe that has been ruined by sin.

OPTION 1: IT'S ALL IN THE IMAGE

Gather as many pictures as you can find of the archenemies. Record in your news update:

- What do the images lead us to think?
- How accurate are the images?
- How can the devil use these images to his advantage?
- What do images of God lead us to think about him?

OPTION 2: IT'S ALL IN THE NAME

Read the following. Record the names of the devil and the actions attributed to him.

BIBLE REFERENCE	NAME AND ACTIONS OF THE DEVIL
Revelation 9:11	
1 Peter 5:8	
John 8:44	
Genesis 3:1–3	
Colossians 1:13	
Ephesians 6:16	

Summarise what the names reveal about the devil and his purpose.

Read the following. Record the names of God and actions attributed to him.

BIBLE REFERENCE	NAME AND ACTIONS OF GOD
Genesis 1:1,2	
Psalms 46	
Matthew 6:25–34	
Psalms 91	
1 John 4:16	
Isaiah 45:19	
Isaiah 12:2	
1 Corinthians 14:33	

Summarise what the names reveal about God and his purpose.

In your news update describe what effect each force might have on a person.



THE OUTBREAK OF WAR

Work with a partner to explore the outbreak of war between the forces of good and evil.

Read Genesis 3:1–24

What happened in the story?

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What does the story suggest is the devil's aim right from the outset?

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What effect do the devil and sin have on the relationship between Adam and Eve and God in the story?

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What tactics does the devil use in this story?

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What evidence is there that God did not give up on people, even though they sinned?

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Read Romans 5:12. How does the Bible describe the effect the first sin has had on all people?

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THE ARCHENEMIES: FACE TO FACE

With a partner read **Luke 4:1–13** or **Matthew 4:1–11** and try to imagine yourself in Jesus' shoes.

Discuss and record:

1. How would you have felt if you were Jesus?

2. What strategies of attack does the devil use?

3. In what ways are the devil's strategies similar to those used in the outbreak of war? In what ways are they different?

4. Why do the devil's strategies seem to be a good idea?

5. What strategies of defence does Jesus use?

Read about two major battles in the war.

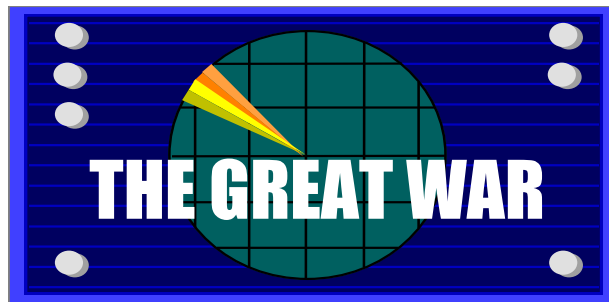
In each of these battles the two forces are battling for control of a person.

Mark 5:1–20 and **Mark 9:19–27**

1. Who won each battle?

2. Describe the person involved in the battle before and after they were under the control of Jesus.

3. What do the stories suggest about who has the greatest power?



THE DECISIVE VICTORY

Read Matthew 27:15–66

- Who do you think achieved victory through Jesus' death? Explain your answer.
- Why do you think Jesus had to die?

Read John 20:1–31

- Who do you think achieved victory through Jesus' resurrection? Explain your answer.

With a partner read and discuss the following verses.
What do the verses say about who won the greatest battle?

Romans 8:38 1 Corinthians 15:54,55 2 Timothy 1:10 Hebrews 2:14,15 1 John 2:13

LIVING IN A WAR-TORN WORLD

1. Although the devil has been defeated, he has not been destroyed. Read 1 Peter 5:8
 - What do you think the devil still tries to achieve?
 - How does the devil's activity make you feel about living in the world?
2. Christians can be confident and secure about living in the world because of promises in the Bible. Read the following passages and choose three to feature in the closing section of your report about the great war.

Romans 5:1 Romans 8:1,2 Romans 8:35–39 Colossians 1:13,14
2 Timothy 1:7 1 John 4:4 1 John 5:18 Hebrews 12:1,2
1 John 5:4,5 1 Corinthians 15:51–57
- What promises and assurances does the Bible provide?
3. Interview a mature Christian whom you know, or arrange to see the local pastor to discuss their views about the great war and how he or she lives in the war-torn world. What promises are important to them?

Record in your news update:

- In what ways do Christians share in Jesus' victory?
- How do these passages make you feel about living in the world?

OUR NEWS REPORT

Watch a current affairs program or study newspaper special features. Make a list of the features involved in the production of the news stories, eg interviews with people who have different viewpoints, background music, video footage of live action; or newspaper headlines, photos, eyewitness accounts.



What kind of language is used?

Read newspaper stories about war. How are war reports presented?

Discuss the following with your group.

Aspects of the war	What message do we want to give?	How will we present the message?
The enemies		
The tactics		
The weapons		
The battlefield		
The victory		

What features of a current affairs news report will be included in the news presentation (eg background music, interviews, footage of events, language appropriate to the audience)?

My responsibilities include writing:

My responsibilities include organising:

The group members are:



NEWS REPORT

Self-assessment

List the features of your current affair news presentation or newspaper special feature in the checklist below. Assess how effectively your group used the features in your news report.

Features of news presentation	Outstanding	Competent	Needs developing

What was the best part of your news report? What made it the best part?

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What would you do differently another time?

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List three things you will remember about the 'great war'.

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2

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