

**SCHOOL-DEVELOPED
SAMPLE UNIT
FOR LEVEL 1**

THE PROBLEM OF EVIL

LIFE CONCEPT: GOD SAVES PEOPLE FROM SIN AND EVIL

YEAR: FAITH STATEMENTS: ① ② 3

DURATION OF UNIT: 7–12 hours DATE OF USE:

UNIT-SPECIFIC GOALS (highlighted)

1. SIN AND EVIL RUIN GOD'S CREATION

1a explore how the biblical account of the fall explains the existence of evil in the world today

1b explore Christian beliefs concerning human nature and compare them with non-Christian beliefs

1c explore ways in which human beings attempt to overcome evil and its consequences

2. GOD RESCUES PEOPLE FROM SIN AND ITS CONSEQUENCES

2a investigate Israel's exile and return as an example of God's gracious rescue

2b explore the Christian understanding that Jesus is the divine response to the problem of sin and evil

2c explore the Christian concept of reconciliation between God and human beings

3. GOD OFFERS ETERNAL LIFE TO ALL PEOPLE

3a compare Christian beliefs on death and life beyond death with what other religions teach

3b explore the Christian concept of renewal and freedom

3c contrast with other teachings about salvation the Lutheran understanding that there is nothing that humans can do to rescue themselves

Note: Optional activities in the unit address goals 1b, 2a, 3a and 3c.

STUDENT ASSESSMENT

ASSESSABLE STUDENT OUTCOMES

Compile a chart in which they record information about

- their observation of evil in the world (1a)
- their ideas of how people can deal with evil (1c)
- the Bible narrative about how sin came into the world (1a)
- the Bible explanation that Jesus saves people and the world from evil. (2b)

ASSESSMENT STRATEGIES

chart

UNIT SUMMARY

Students investigate the theme of evil and salvation in a variety of narratives: The Lorax (by Dr Seuss), Genesis, the world as they know it, and, optionally Israel's exile and a non-Christian religion. They examine the Apostles Creed as a clear statement of Christian belief about God's rescue of people and the world from evil.

UNIT NOTES

Throughout this unit students develop a chart which compares several stories of rescue from evil. Teacher Resource Sheet (TRS) D1/1 is a framework for your chart. You may copy it on an OHT or a large sheet of paper for class work or provide copies for individual students.

INTRODUCTION

1. THE LORAX

Read aloud to the class the book *The Lorax* by Dr Seuss. Or if you have enough copies, students can read the book in small groups.

In groups students work through questions on Teacher Resource Sheet (TRS) D1/2.

Bring the class together and introduce the chart (TRS D1/1). Write 'The Lorax' at the top of the first column and work together to complete Boxes 1,2,3,4 of the Lorax column.

Alternatively, use a video of *The Lion, the Witch and the Wardrobe* by C S Lewis for this introduction.

DEVELOPMENT

2. A WORLD WITHOUT EVIL

MY WORLD: Prepare students for a time of relaxation. They lie flat on their backs, arms by their sides and eyes closed. Begin with about five minutes of general relaxation, relaxing each part of the body. Then have students imagine themselves in a perfect place — a world without evil. Ask them questions about what they see, hear, feel, using rhetorical questions.

Gradually 'wake' students, and then have them journal what they experienced.

Bring the class together and look at the chart. Write 'My world' at the top of the second column. Some students may share their meditation experiences and provide key thoughts to put in the first box of this column.

GENESIS Students discover the Bible's account of a perfect world by reading through Genesis 2.

As a class identify what made the world perfect in the beginning. Particularly focus on any relationships that exist: God/man, man/woman, human/earth.

Write 'Genesis' at the top of the next column of the class chart and record information about the perfect relationships described in Genesis in Box 1 of the column.

3. EVIL IN THE WORLD

GENESIS: Read the account of the fall in Genesis 3:1-24.

Form groups and assign each group a character from the Genesis account: the snake, the man, the woman, God. Groups work through TRS D1/3.

As a whole class discuss students' findings and fill in Boxes 2 and 3 of the 'Genesis' column of the class chart

MY WORLD Give each student a piece of paper with the word 'EVIL' written in large letters at the top. Individually they spend about fifteen minutes doing the following:

- Draw what they think of when they hear or see the word EVIL;
- Write words they associate with EVIL.

Students share their ideas in groups of four. One student then acts as a spokesperson and reports back to the whole class, explaining similarities and differences they found within the small group.

As a class list the most common ideas in Box 2 and 3 of the 'My world' column of the class chart. Discuss:

- Where do these ideas of evil come from?
- Who generates the ideas/images?
- Where did you first encounter the ideas?

Go on to discuss:

- Where does evil come from?
- Who or what does evil affect?

Give each student a card approx 10X20 cm. For the next session they are to write on their card a suggestion of one way they can deal with evil they see in their world.

4. DEALING WITH EVIL

Quickly review information recorded on the class chart. Note common elements in the columns.

MY WORLD In small groups students share the suggestions on their cards about dealing with evil. They consider:

- Is the suggestion something that a person can actually do? Why or why not?
- Would the suggestion lead to a long-term or a short-term solution?

- Would the suggestion deal with the symptoms or the cause?

Groups pick their best suggestion. A spokesperson for the group reports to the class and adds the suggestion to the third box under 'My World' on the chart.

GENESIS (and the rest of the Bible)

Referring to the class chart, quickly review the Genesis story of how evil came into the world,

Direct students' attention to Genesis 3:15. This verse is the first hint of how God dealt with the problem of sin.

OPTIONAL: Students work in groups or individually to construct a *Job and Person Specification* for the 'seed of the woman who would crush the head of the snake'. Introduce the activity with the example on TRS D1/5. After the following Bible research activity, they can compare their *Job and Person Specification* ideas with the job and person described in the Bible.

In groups students read Bible passages that help to explain Genesis 3:15. Groups discuss the verses and prepare a statement to go into Box 4 in the 'Genesis' column of the class chart. See

John 12:30-33	Acts 26:14-18
Romans 5:18,19	Galatians 4:4,5
Hebrews 2:14,15	1 John 3:8.

Groups read their statements to the whole class. Write a composite statement on the chart.

5. OTHER STORIES (OPTIONAL)

Depending on the time available and the goals for the unit, students can create other columns for the class chart, eg

- a column about Israel's exile after reading the account in a Bible story book and/or a Bible handbook;
- a column which reflects the 'story' of evil and the overcoming of evil of a non-Christian religion of their choice.

6. THE WHOLE STORY

Write 'Christians Believe' at the top of a column on the class chart. Either as a whole class or in pairs, fill in this column using

information from the Apostles' Creed and Luther's explanation of it.

- Summarise the first part of the creed in Box 1 of the column.
- The creed does not have specific information for Box 2 and 3. Circle what you have in those boxes under 'My world' and 'Genesis' and draw arrows bringing all that information into this column.
- The explanation of the second part of the creed provides information to go into Boxes 4 and 5 of the column.
- If you want to consider the third part of the creed, it provides extra information for Boxes 4 and 5.

You may complete the class chart by circling Boxes 4 and 5 in the 'Christians Believe' column and drawing arrows showing that the 'heaven' information is the final answer in both 'My world' and the 'Genesis' stories.

When the chart is complete, students choose an appropriate title for it.

You may at this point use the completed chart as a framework for giving a brief testimony about the impact this whole story has on your life.

RESPONSE

7. THE LORAX, GOD AND ME

Students can respond to what they have discovered in this unit by

- revisiting the Lorax story in light of the other stories that have been discussed and responding to: If the Once-ler can be seen as 'all humans', and God wants to warn humans about their actions, who would you say the Lorax is and whom would the last Truffula seed represent? They go on to write 'the next page' of the story which tells what happens when the Truffula seed is planted and fill in Boxes 4 and 5 of the Lorax column of the chart;
- preparing a personal statement titled: 'The Lorax, God and Me';
- preparing a devotion to present for others in their year level or younger, explaining God's rescue of people from evil. TRS D1/5 provides an outline for preparing a devotion..

YOU WILL NEED

- | | |
|--|--|
| <input type="checkbox"/> Bibles | <input type="checkbox"/> journal for student responses |
| <input type="checkbox"/> TRS D1/1,2,3,4 | <input type="checkbox"/> paper and pens |
| <input type="checkbox"/> chart paper or OHT | <input type="checkbox"/> relaxation music |
| <input type="checkbox"/> copy/copies of <i>The Lorax</i> by Dr Seuss | |

INTEGRATING INTO OTHER CURRICULUM AREAS

Find out what students are doing in other curriculum areas in regards to topics and skills associated with this unit:

Topics

Environmental degradation/reclamation _____

Skills

Comparison of related texts _____

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' attitudes to good and evil?

How did I respond to the range of students' understanding of personal responsibility?

How did I respond to the range of student's acceptance of the Christian message of salvation through Jesus Christ?

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 story	The Lorax			
1 The world: the way it was intended to be				
2 Why the world is spoilt				
3 The world: when evil takes hold				
4 Dealing with evil				
5 The world: restored				

THE LORAX

by Dr Seuss

Work through the questions as a group. Each student must record the answers on his/her own sheet.

1. What was 'the world' like at 'the far end of town' before the Once-ler arrived?

2. a) Which of the book's characters brought evil into the area? _____

b) Describe what form that evil took, using four descriptive words. _____

3. Complete the table:

THINGS AFFECTED BY EVIL	HOW THEY WERE AFFECTED
Truffula trees	
Brown Bar-ba-loots	

4. One creature attempted to rescue the environment from the evil. Who was that creature, and what did it do? _____

5. At the end of the story, things look pretty glum. But there are some positive notes.

First, the Lorax leaves a message. What is it? _____

And secondly the Once-ler contributes something. What is it? _____

Explain how these two things are connected to leave the story with a positive ending.

EVIL ENTERS THE WORLD

Genesis 3:1-24

Name of the character you have chosen to study : _____

Re-read Genesis 3:1–24 as a group, with your character in mind and fill out the following table after discussing each question.

What can you learn about your character (eg they are loving, angry, bitter, sorry etc)

<p>... from what they say?</p> <p>.....</p> <p>.....</p>
<p>... from what they do?</p> <p>.....</p> <p>.....</p>
<p>... from how they relate to other characters?</p> <p>.....</p> <p>.....</p>
<p>... from how they react to situations?</p> <p>.....</p> <p>.....</p>

2. What do you think motivates your character to act in the way they do? (that is, are they acting out of hatred or love or greed?) _____

3. Think of three possible new titles for the story recorded in Genesis 3:1–24 (not using the headings in the Bible).

* _____

* _____

* _____

Select the title you think is the most appropriate (true to the content and likely to make people want to read it) and explain why you chose it.

Best title: _____

Explain: _____

Be prepared to discuss your answers with the rest of the class.



JOB AND PERSON SPECIFICATION

THE POSITION

Junior crew member at Jay's Fast Feasts in Middle Brook Road, Edington.

JOB SPECIFICATION

The person appointed will work as part of a team, preparing food and serving our customers. They will be directly responsible to the crew manager, and will follow the crew manager's directions. Tasks will include:

- taking orders from customer
- using a cash register
- food preparation
- general kitchen duties
- cleaning of eating areas

PERSON SPECIFICATION

- Applicants must be able to show evidence of previous experience in working as a member of a team.
- Previous experience in the use of a cash register
- Friendly, outgoing personality
- Good verbal communication skills
- Neat and clean personal presentation
- Need to be able to work from 8am until 5pm weekdays, and be available for extra weekend shifts, one weekend each month
- Driver's licence and own vehicle essential.

This position will initially be for six months on probation, after which time a permanent position may be awarded.

The Lord God said to the snake:
'... one of the woman's descendants will strike you on the head'.
(from Genesis 3:15)

Using the sample above as your model, develop a *Job and Person Specification* for the person who could carry out that promise.

DEVOTION PLANNING SHEET

GROUP MEMBERS: _____

DEVOTION TITLE: _____

PLANNING CHECK:

	Included yes/no	Person responsible	Resources and notes (or special requirements)
Opening prayer			
Introduction			
Bible passage			
Activity			
Explanation of message			
Closing prayer			
Other			

GOD SAVES PEOPLE FROM SIN AND EVIL