

MODEL UNIT
BAND D
LEVEL 2

THE DREAM MADE REALITY

LIFE CONCEPT: GOD SAVES PEOPLE FROM SIN AND EVIL

YEAR:.....GOALS DEALT WITH: ① ② ③

SUGGESTED DURATION OF UNIT:...4–5weeks..... 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

STUDENT ASSESSMENT

ASSESSABLE STUDENT OUTCOMES

Students plot the movement from 'dream' to 'nightmare'. (1a)

Students evaluate the effectiveness of 'dream catchers', write a radio advertisement, write a series of warnings. (1c)

Students write an assessment of human nature from Jesus' perspective. (1b, 3c)

Students present an explanation of the work of Jesus, using nightmare and dream imagery. (2b)

Students create God's 'dream world'. (3b)

ASSESSMENT STRATEGIES

⇒ TRS D2/1

⇒ work sample
TRS D2/3

⇒ work sample

⇒ TRS D2/4, work sample

⇒ displays

UNIT SUMMARY

Using the concepts of dream and nightmare, students make an assessment of the current human condition, investigate different ways people seek to create peace and happiness, and examine the Christian belief that Jesus is the only one who can bring lasting peace and happiness.

UNIT NOTES

The focus of this unit is that God alone can rescue people from sin and its consequences. The imagery of 'dream' and 'nightmare' is used to describe God's original intentions for human beings and the tragedy of the Fall. (While this dream/nightmare imagery can be effective, take care not to push it too far.)

God's 'dream' for people was that they should live with him in perfect peace and harmony. That dream was shattered by an act of disobedience. It became a nightmare in which people are trapped by their self-centredness and rejection of God.

However, people need not live in despair since God sent Jesus who makes the dream a reality once more for this life and eternity. Jesus fulfils the conditions of the dream and through his death and resurrection dispels the nightmare. Jesus invites people to come out of the nightmare and into God's dream — new birth and eternal life.

INTRODUCTION

1. GOD HAS A 'DREAM'

All human beings are on a similar quest for peace and happiness. Christians believe that God's original intention is for all people to experience peace and harmony, and God created a world where that was a reality.

Note that 'dream' is defined as a carefully thought through vision for the future.

Students brainstorm the meaning of words and phrases such as *ideal, vision, goal, wish, hope, plan, dream*. Share with students examples of people's desire for peace and happiness, eg

- Martin Luther King's *I have a dream* speech
- Isaiah 11:1–10, Micah 4: 3,4 which look forward to a world of justice and peace
- a modern expression of hope for a better world, eg the section of the film *Contact* when Jodie Foster reaches the alien world.

Students think what their 'dream world' was at the ages of five and twelve. Lead students through a guided recall to help them identify elements of their 'dream'. They write or draw their 'dream' world as they perceive it now. What is important for their personal lives? family relationships? global harmony? survival of the earth? future generations?

God creates a 'dream' Students read the two creation stories in Genesis 1 and 2 and write God's 'I have a dream' speech.

DEVELOPMENT

2. THE 'DREAM' SHATTERS

This section examines how God's 'dream' was shattered, recounted in the story of the Fall and subsequent chapters in Genesis.

Students collect news articles which highlight the mess the world is in. In groups of six they

- categorise the events (eg crime, political unrest, wars, family conflicts, poverty, natural disasters), identifying how peace and harmony are ruined;
- draw a rough sketch of the world on a large sheet of paper and describe the prevailing conditions of the world in appropriate places on the map;
- each select a different article and complete a cause-and-effect analysis of the situation described in the article.

Students discuss what can be concluded from the articles about the existence of peace, justice, equality, family life, community well-being, happiness. Who or what is responsible for the problems that exist?

Students reflect on how the *reality of the world* affects their personal hope for the future.

- What are their fears for themselves? their families? community? the world?
- How does this make them feel about their 'dream' world (described in section 1) becoming a reality?

Students refer to questions on TRS D2/1 as a guide for three activities:

- plotting the consequences of the snake's visit to Eve in the garden of Eden
- recording the consequences of the shattered 'dream' for all people
- summarising what has happened by the end of Genesis 11 to the relationship between God and people, community life, the use of the earth's resources, peace, happiness.

ALTERNATE APPROACH *Lord of the Flies* is a novel which explores the theme of the 'darkness of the human heart'. (Two different film versions are available.) This novel is an excellent parallel to Genesis 2 – 11 and can be used to examine the consequences of God's shattered dream and discuss the biblical view of sin and sinful nature (refer to TRS D2/2).

To conclude this section, students respond to:

People are good. Since people are the product of their environment, all you need to do is give all people a good education and the problems of the world will be solved.

Students' responses should take into account both the news articles they have read and the Genesis stories.

3. DREAM CATCHERS

While people may achieve some degree of peace and happiness, they are powerless to recapture the 'dream' or to deal with sin in their lives. This section demonstrates that people on their own cannot make the dream of peace and happiness a reality.

Students consider:

- Who or what holds the answer to people's quest for happiness and a better future?
- What will best help people of war-torn countries, people contemplating suicide, unemployed people, the abused, the poor, the hungry etc?

Students brainstorm ways people try to achieve peace and happiness. They examine various ways people have tried to solve their problems and create a better future. They evaluate the effectiveness of each approach in achieving peace and happiness (see TRS D2/3).

The message contained in the next activity will be confronting for students, as it is for all people. Be sensitive to student responses. Allow students to voice their anxiety and scepticism and to present the work completed so far as the testing ground for the Bible's assertions about the human condition.

The real problem The Bible is very definite about human beings' inability to rescue themselves from sin and evil. Students read

Psalm 51:5	Isaiah 59:1,2, 15–17
Mark 7: 14–23	Mark 10:17–22
John 3:3,5,6	Romans 3:23
Ephesians 2:1	James 1:13–15.

Students write what they think would be the Bible's response to the *People are good* . . . statement discussed above.

4. THE 'DREAM' FULFILLED

Jesus makes the dream of peace and happiness a reality. Jesus obeyed God perfectly, thus fulfilling the conditions necessary to make the dream come true. On the cross Jesus took on people's sin, suffering and separation from God. Reconciled to God, people who rely on Jesus are in fellowship with God and experience his peace

Students examine how Jesus brought God's 'dream' to fulfilment, analysing some selected Bible passages and Luther's explanation of the second part of the Apostles' Creed. The exercise in TRS D2/4 prepares students for a discussion about the significance of

- Jesus' humanity
- Jesus' identity as God
- Jesus' fulfilment of the law
- Jesus' death and resurrection.

Students determine to what extent Jesus can be considered as a *dream catcher*. In what ways is he not a *dream catcher*? Use questions listed under Task A in TRS D2/3 to evaluate the impact of faith in Jesus in people's lives.

RESPONSE

5. THE 'DREAM' IS FOR ME

The Bible readings in this section invite every individual to live in the fulfilment of God's 'dream' both now and in eternity.

In pairs students look up one or two Bible passages which describe what is available to those who accept Jesus' offer to be part of God's dream (TRS D2/4). They identify what is available for all people to help them experience peace and happiness in this life and life after death. Students create a collage of ideas on a large sheet of paper.

Individual response Luther's explanation of the second part of the Apostles' Creed is a personal affirmation of faith — what this means for me. Students write their own 'what this means for me' in their journals. They begin by referring to their 'dream' world (Section 1). They review what they have learnt about God's intention for all people and what God has done in order that everyone can be part of his 'dream' by responding to Jesus.

Optional extension activity Students create *God's Dream World* to display in the school library. A range of items can be included in the display: a diorama of heaven, an identity kit for a citizen of heaven, short plays depicting forgiveness at work in this life, harmony between different peoples, etc. Students can work in groups or individually. Encourage them to use their individual talents and skills.

Alternatively, students create a logo for God's 'dream world' incorporating the main themes discussed in the unit, using appropriate images, symbols and colour. Students write an explanation of their logo.

YOU WILL NEED

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|---|--|
| <input type="checkbox"/> TRS D 2/1,2,3,4 | <input type="checkbox"/> newspapers |
| <input type="checkbox"/> Bibles | <input type="checkbox"/> large sheet of paper |
| <input type="checkbox"/> <i>Lord of the Flies</i> William Golding | <input type="checkbox"/> journals for student reflection |
| <input type="checkbox"/> <i>I have a dream</i> speech by Martin Luther King | |

INTEGRATING INTO OTHER CURRICULUM AREAS

Find out what students are doing in other curriculum areas in relation to issues dealt with in this unit.

Topics

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' ability to deal with the 'dream' imagery?

How did I respond to the range of students' understanding of 'good' and 'evil'?

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 'dream' shatters

Use the different groups of questions to help you complete three activities:

ACTIVITY 1: Read Genesis 3 and plot the consequences of the snake's visit to Eve in the garden of Eden.

ACTIVITY 2: Read Genesis 4:1–16; 6:5,6; 6:11,12; 11:1–7, recording the consequences of the shattered dream for all people

ACTIVITY 3: Summarise what has happened by the end of Genesis 11 to the relationship between God and people, community life, the use of the earth's resources, peace, happiness.

God (see Genesis 2; Genesis 3, especially verses 9,11,13a,14,16–19, 21–24)

- 1) What has God done for Adam and Eve (prior to the snake's visit)?
- 2) How does God show he enjoys Adam and Eve's company?
- 3) What is God's immediate reaction to Adam and Eve's disobedience?
- 4) What reasons does God have for sending them out of Eden?
- 5) How does God show his continued interest in human beings after Eden?
- 6) How is God affected by human beings' actions?
- 7) What promises does God make to human beings?

the snake (see Genesis 3, especially verses 1,4,5)

- 1) What kind of questioning technique does the snake use?
- 2) What is his interest in Adam and Eve?
- 3) How does he represent God to Adam and Eve?
- 4) What do you think is the snake's chief purpose in coming to Eden?

Adam and Eve (see Genesis 2, Genesis 3, especially verses 2,3, 6–8, 10,12,13, 23,24)

- 1) What is Eve's relationship to God?
- 2) What is Eve's initial response to the snake?
- 3) What appeals to Eve about the snake's suggestions?
- 4) What is Adam's response to the snake's suggestions?
- 5) What happens to the way Adam and Eve see themselves, each other and God after they have eaten the fruit?
- 6) What are the long-term consequences of their actions?

Cain (see Genesis 4:1–16)

Noah (see Genesis 6: 5,6 and 11,12)

Babel (see Genesis 11:1–7)

- 1) Against whom and what has Cain done wrong?
- 2) What kinds of evil do human beings commit?
- 3) What characterised Noah's days?
- 4) What was people's motivation in building the tower of Babel?
- 5) How would you describe the relationship between God and people by chapter 11?

What has happened to community life and the use of the earth's resources by the end of chapter 11?

Lord of the Flies

Lord of the Flies is a novel by William Golding. It describes the breakdown of a community of English schoolboys who are marooned on a tropical island after the plane taking them home during a wartime evacuation is shot down.

The plot of the story can be interpreted as a nightmare
out of which a dream is born
which turns into a worse nightmare.

In this exercise you are to compare the video version of *Lord of the Flies* with the story of the shattering of God's 'dream' in Genesis, chapters 2 – 11.



1. What 'dream' do the boys have when they find each other on the island after the crash?

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2. When the first meeting is called after the first sign of trouble among the boys, Ralph says: 'Things are beginning to break up. I don't know why.' What do you think is the reason for the break-up?

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3. The boys believe that there is a mysterious and dangerous beast inhabiting the island. (There is actually a much more logical explanation for it.) When things turn really bad among the boys, young Simon suggests: 'Maybe there is a beast. What I mean is, maybe it's only us.' What does Simon mean? Do you agree with him?

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4. Dismayed by the attitudes and actions of the boys, Piggy claims: 'Grown-ups know things. They ain't afraid of things. They'd meet and have tea and discuss, then things would be alright.' Is Piggy right? Would things have been better if there had been adults on the island with the boys?

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5. The choirboys are often heard singing the Christian chant 'Kyrie eleison' which is Greek for 'Lord, have mercy'. How do these words fit in with what is happening to the boys?

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6. What points of comparison can you find between *Lord of the Flies* and the stories of

◆ Adam and Eve?

◆ Cain and Abel?

◆ Noah and the flood?

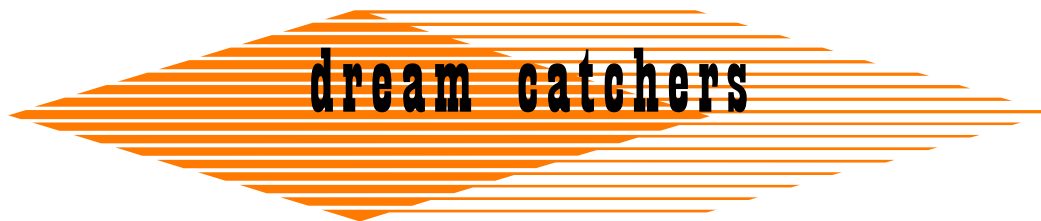
◆ the tower of Babel?

7. From *Lord of the Flies*, does it seem as if the dream can be recaptured? (explain your answer)

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From Genesis 2 – 11 does it seem as if the dream can be recaptured? (explain your answer)

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dream catchers are part of some Indigenous American traditions. They are hung in the homes and are designed to catch the dreams which are believed to be present in the air at night. Bad dreams are caught in the web of net until morning when the daylight dissolves them. Good dreams pass through the gaps in the dream catcher, filling the home with well-being.

People look to many different 'dream catchers' to help bring peace and happiness to their lives and to their community.

You are to complete a series of activities which will help you evaluate the effectiveness of any approach to achieving peace and happiness. Working individually, in pairs or in larger groups, you can examine all or just a few of the *dream catchers* listed.

♦ the good life	♦ world peace	♦ lifestyle	♦ psychology	♦ reincarnation
♦ positive thinking	♦ drugs and alcohol	♦ humanitarian, charitable deeds	♦ happy families	♦ material possessions
♦ the Olympic games	♦ conservation of the world's resources	♦ economic growth	♦ space exploration	♦ improved transportation
♦ living the way indigenous people lived in the past	♦ government, eg from a dictatorship to a democracy	♦ occult practices, eg consulting mediums, using crystals, astral travel	♦ living in religious communities, eg Amish	♦ improved agricultural methods
♦ medical research	♦ computers	♦ Baha'i religion	♦ cryonics	♦ knowledge of past history
♦ 100% employment	♦ genetic engineering	♦ education for all people	♦ greater knowledge	♦ technological advances
♦ worry beads, worry dolls, wearing medals	♦ self-improvement	♦ eradication of poverty and hunger	♦ good health and fitness	♦ cultural awareness and experiences

TASK A

Select a *dream catcher*. How does it contribute to

- ♦ world peace?
- ♦ harmonious relationships in family and community?
- ♦ providing for the daily needs of people?
- ♦ a person's physical, emotional and mental well-being?
- ♦ justice for all people?
- ♦ righting wrongs?
- ♦ a person's spiritual hunger?

Record the results of your thinking/discussion under three columns with the headings:

1. Positive contributions
2. Negative contributions
3. Limited contributions.

TASK B

Select any three problems you have identified in news articles.

To what degree can the *dream catcher* you have investigated help the situations described in the newspaper articles? Could this approach worsen the situation in any way? How?

1 Write a radio advertisement which promotes the contribution the *dream catcher* can make to the situations described in the newspaper articles.

2 Write a series of warnings to people in the situations described about the dangers of the *dream catcher*.

the dream becomes reality

Luther's explanation of the second part of the Apostles' Creed is written as a series of belief statements about Jesus. Read the Bible references and match them with the belief statements about Jesus. Write a brief summary of the content of the Bible passages beside each statement from the creed.

God sends Jesus to make the dream a reality

Mark 9:7	Luke 2:25–32	Luke 8:38,39	Luke 10:22	John 1:1,14
John 3:16,36	John 6:38, 51	John 7:16,17		

The dream as Jesus tells it

Mark 10:45	Luke 4:18,19	Luke 15:8–10	Luke 18:31–33	Luke 19:10
John 3:17	John 10:10,11	John 12:46,47		

Jesus makes the dream a reality

Isaiah 53:4,5	Matthew 5:17	John 1:29	Romans 5:8
2 Corinthians 5:19, 21	Galatians 3:13	Galatians 4:4,5	Colossians 2:13–15
Hebrews 2:14–18	Hebrews 4:15,16	1 John 2:1,2	

MATCHING BIBLE REFERENCES

I believe that

Jesus Christ is my Lord.

He is truly God —
he has always been the Son of the Father.

He is also a real human being,
the Virgin Mary's son.

Jesus rescued me
when I was lost and sentenced to death.

He set me free from all my sins,
from death,
and from the power of the devil.

It cost him more than gold or silver;
it cost him his life.

Even though he was holy and innocent,
he suffered and died for me.

Jesus did this so that I can belong to him,
and he can rule over me as my king.

I can live under him and serve him,
innocent and happy forever,

just as he was raised to life,

and lives and rules forever.

This is certainly true.



No eye has seen, no ear has heard,
no mind has conceived what God has prepared for those who love him —
but God has revealed it to us by his Spirit.
1 Corinthians 2:9,10 (NIV)

help in time of need

2 Corinthians 9:8 Hebrews 4:16

new life

Romans 6:4–7 2 Corinthians 5:17 Titus 3:4–7

children of God

John 1:12,13 Galatians 3:26,27 1 Peter 2:9,10 1 John 3:1,2

peace

Romans 5:1 Galatians 5:22 Philippians 4:7 2 Thessalonians 3:16

forgiveness

Acts 10:43 Ephesians 1:7 1 John 1:9

equality before God

Galatians 3:28

freedom

John 8:35,36 Galatians 5:1

reconciliation

Romans 5:10 2 Corinthians 5:18,19

purpose

Ephesians 2:10

citizens of heaven

Ephesians 1:3 Ephesians 2:6,19 Philippians 3:20 Hebrews 12:22–24
1 Peter 1:3–5 1 Peter 2:11

seated in the heavenly places

Ephesians 2: 6,7 Colossians 3:1,2

victory over death

Romans 8: 31–39 1 Corinthians 15:42–44, 52–57 Colossians 2:13–15 Revelation 1:8,17–18

living in hope

1 Corinthians 15: 56–58 2 Corinthians 5:1–4 Colossians 3:1–4 1 Thessalonians 4:13–18
1 Thessalonians 5:1–11 2 Peter 3:11–13

eternal life in heaven

2 Corinthians 5:1 Revelation 4:1–4 Revelation 7:9–17 Hebrews 12:22–24
1 Peter 1:3–9 1 John 3:1–3