**CB 4.3 Sin and grace – Grace revealed on Life’s highway**

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| **UNIT TITLE/TOPIC**  **The ‘hidden God’ in suffering** | | | | | **BAND**  C  **YEAR GROUP** Yr 6/7 | | | **DURATION OF UNIT TIME ALLOCATION** 8 weeks |
| **CB**  **4.3 Students examine and reflect on the impact of sin evil and grace in the world** | **CC** | **CL** | **CW** | | KEY IDEA(S)  **3. A Christian worldview is shaped by the biblical teaching of sin and grace** | | | **LEARNING STATEMENT**  According to the Bible, the fruit of sin – disharmony, judgment, death – is evident in all areas of life, the created world, human relationships and individual self-concept. The repercussions have been devastating and cumulative, traced from one generation to the next. God’s love and forgiveness beaks the destructive cycle of sin bringing hope and an overflow of goodness and grace. |
| **UNIT OVERVIEW (PERSONAL SCOPE STATEMENT)**  Life is full of ups and downs, and Christian’s see God’s revelation of grace through all these times. We see examples of this in the Bible and through life. This units works to develop in students an understanding that the Christian God does not use evil as punishment; he can work through all experiences and that he is always with them and for them in times of suffering and of joy. The Christian God doesn’t abandon people suffering from sin/evil and death. He suffers along with them. He knows what it is to suffer, feel afraid and alone. He knows the pain of death. He works through people to support, comfort, help and pray for people who are suffering. The Christian God is a ‘hidden’ God who is revealed though the mire of hurt and suffering. | | | | | | | | **LINKS TO OTHER CURRICULUM AREAS**  Geography – aid connections with Asia, global inequality  Science – natural disasters  Health and PE – Social and familial relationships, Resilience  Literacy – it’s a given |
| **DEEP UNDERSTANDING/S**  **God’s relationship with people/creation influences the way people view the good and bad experiences in life.**  God loves all people and does not want them to suffer.  God strengthens and comforts people always.  God does not send suffering, suffering is caused by sin and evil.  God does not want his people to suffer.  God is revealed through suffering.  For Christians, death is not a terrible thing.  God does not use suffering to punish  God may permit evil but he is not the cause???  Crying out and complaining to God is an expression of faith in him as a source of comfort.  God can even override the use the evil of others to achieve ultimate good.  When people carry someone’s burden, they may be called suffer too.  God’s ultimate way of dealing with sin and suffering is through the innocent suffering and death of his Son.  Greater glimpses of Grace through hindsight? | | | | | | ESSENTIAL QUESTION  What do the ups and downs of life say about God’s relationship with people?  What does God’s revelation through suffering say about me, others, the world?  Where is God when good and bad things happen?  Why do people keep sinning even when they don’t want to?  Why do people suffer because of the sins of Adam and Eve?  How does God use people to help counter the evil in the world?  How does hindsight enable people to see glimpses of God’s grace? | | **ASSESSMENT (AS, OF, FOR)**  Prior knowledge  Look back on your personal highway and identify the best experiences/worst experiences of your life. Find/create images to represent these times. What do you think this experience tells you about God’s relationship with you?  Message/ email/video/ role play/story board/song to a friend/themselves in the future/person in one of the images. Imagine that a close friend is suffering loss, fear or hardship. Describe the situation and how they are or may be feeling. Convey a message of comfort from a Christian’s perspective of God’s grace in the world (email, video, role play, story board, song etc). |
| **LEARNER PROFILE(S)**  Middle years students who are aware of the evil and injustice in the world and are asking questions, forming self-identify, questioning the role of God in their lives and in the world, beginning to develop views about sin and grace based on worldly cultural views. | | | | | | **STUDENT QUESTIONS**  Why does God let evil happen?  Why do bad things happen to good people?  If God made everything why did he make sin?  Where is God in that?  Does God punish people by letting bad things happen?  Does he test people? | | **RESOURCES /LINKS TO LIFE**  God saves people from sin and evil  Band D Level 1  *Be strong and courageous* Colin Buchanon |
| **CONTRIBUTION TO LIFELONG QUALITIES for LEARNERS (LQL)** | | | | | | | | |
| ✓Investigators and learners  ✓problem solvers and implementers  producers and contributors | | | | communicators and facilitators  leaders and collaborators  ✓supporters and advocates | | | These will be evidenced /skills to be developed (we will be advocating when ….)  We will be investigating and learning when we explore stories and develop understanding about God’s work through suffering and joy.  We will be problem solvers and implementer when we develop strategies for comforting others in times of suffering.  We will be supporters and advocates when we take action to support those who are suffering (eg from disasters). | |

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| **IDENTIFY SPECIFIC KNOWLEDGE AND ELABORATIONS NEEDED TO SCOPE CONTENT OF UNIT ("students know…knowledge and elaborations")**  **Students know:**  Images of good and evil – grace – sin-grace; a broken world; origins of sin; human strengths and limitations of character  Impacts of sin and evil – breakdown of creation, broken relationships, human and environmental disasters  Evidence of grace- God uses people to inspire, comfort and support others; comfort, grace and forgiveness, resolution, reconciliation, restitution | **SEQUENCE OF LEARNING OPPORTUNITIES**  **Differentiation/links to Lifelong Qualities for Learners**  1. View film clip *Cars* <http://www.youtube.com/watch?v=jURRsAMGuZk>  from Life is a highway? What happens on the highway?  Does everyone want to ride the highway? What messages about life does this give you? What would your highway look like? What words would you associate with driving on a highway? Draw/map your highway so far. Birdseye view, side view?  2. Look back on your personal highway and identify the best experiences/worst experiences of your life. Find/create images to represent these times. What do you think this experience tells you about God’s relationship with you?  3. Explore Joseph narrative Genesis 37, 39 - 50 (don’t look at Genesis 38 yet!!)  What would it be like to walk in Joseph’s shoes? What about the brothers shoes? What did the people do? What do you think motivated them? Why did they do what they did?  How did they relate to other characters?  How did they react and respond? Map his highway eg As a whole group, illustrate significant events on white thongs. As a class, display in a way that maps the shape of his ‘highway’, the ups and downs.  4. Further analyse. What sort of God is revealed through this story?  Where does evil come from?  Whom and what does it affect?  Where is grace? **Genesis 50:20**  Organise thinking in a graphic way eg on a Cause and Effect Tree  5. Immerse yourselves in scripture, analyse and map how they think the highways of other people looked using the same questions as above eg :  eg Students choose:  Jesus’ death and resurrection – focus – what’s God’s relationship with all this suffering? (God not only suffers not only with his creation and for his creation). Why does God let suffering occur (refer to Deep Understandings as above and Malcolm Bartsch’s *A God who speaks and acts*.  Daniel  Shadrach, Meshach and Abednego  Martha  widow of Nain  the man born blind  Paul to Saul  Hannah and Samuel  Jonah  Peter  6. Invite members of the community (including people who’ve been involved in disasters) to speak to the students about how they see the **ups** and downs in their highway through their Christian perspective.  Where was God? How did they see God working in their lives?  NB Include new mothers, artists, people who’ve celebrated milestones, funeral directors (eg non-Christian and Christian funerals), aid workers (natural disaster), people who’ve experienced relationship breakdown and healing, people who’ve experienced disease.  Pull out the different ways Christians respond to the bad and good times. What is helpful? What is not helpful?  How do we know Jesus is with people in joy and suffering?  7. Invite pastors, pastoral assistants etc in to be interviewed regarding what they say to someone who is dying or in need of great comfort. How do you know what to say? How does a Christian perspective shape your words of comfort? What bible passages, prayers, songs, hymns etc do they find helpful.  8. Put your thinking caps on! Explore images of life’s realities (eg NB Teachers – locate images of grace amidst suffering egTuria Pitt on Women’s Weekly cover; Bethany Hamilton; soldier helping kid at Berlin Wall; Tiananmen Square protester and tank going around, helicopter rescuer of flood victim, fuzzy wuzzy angel and soldier, nursing elderly, comfort in school yard, Gift of Grace catalogue image etc). Consider and describe how Christians would see grace in these pictures. Include more how God works though non-Christians.  9. Message/ email/video/ role play/story board/song to a friend/themselves in the future/person in one of the images. Imagine that a close friend is suffering loss, fear or hardship. Describe the situation and how they are or may be feeling. Convey a message of comfort from a Christian’s perspective of God’s grace in the world (email, video, role play, story board, song etc). | **IDENTIFY THE LEARNING THAT STUDENTS WILL HAVE THE OPPORTUNITY TO DEMONSTRATE (“students can…ways of knowing”)**  **Assessment as, for, of**  - imagine and express God’s response to how people/groups deal with social and environmental issues  - describe the difference of God’s love and forgiveness can make to God’s people whose lives have been affected by sin and evil.  - investigate and present the difference knowledge of God’s promises makes to the way people have chosen to view God’s works in their lives.  - reflect on the actions of God on a person’s life journey, identifying God’s grace in their experiences  - investigate how forgiveness and mercy being healing and wholeness to relationships. |
| EVALUATION OF UNIT | | |