

Year 9 Term 1

Title: Suffering and Resilience

| Lesson | Lesson Summary |
|--------|-----------------------------------|
| 1 | Our basic needs |
| 2 | Resilience |
| 3 | Different religions and suffering |
| 4 | God's response to our suffering |
| 5 | The suffering God |

Introduction:

This unit begins Stage 5 SRE by exploring a topic relevant to students in this stage of their cognitive and social development. Current research shows empathy needs to be taught to adolescents (Fuller, 2010). This unit is designed to develop deep thinking and empathy. By examining how the Bible engages with a real-life issue, students will see the application of and reality of God's word. Students will be able to compare the Bible's view on suffering with other religions/worldviews. Students will participate in analysis and evaluation of what the Bible says; that God cares when we suffer and ultimately that he himself has taken part in suffering for our sake. This unit must be taught with sensitivity, recognizing that some students may have experienced significant suffering.

Aim

The aim of this unit is to explore the Christian understanding of suffering and how the Bible helps us to endure hard times. Wise and sensitive practice is to be maintained in a climate of rapport and safety.

Expected Outcomes

A Student:

- Explores and analyses the idea of deepest need in life- to be connected to God: the source of life
- Evaluates their personal response to suffering

- Explores and analyses the deepest need in life - to be connected to God: the source of life
- Recognises the necessity of a strong foundation in order to be resilient and consider the foundation Jesus offers
- Compares and contrasts the different approaches that different worldviews/religions take to explain the problem of suffering
- Examines the narratives of suffering characters in the Bible
- Recognises the Bible's claim that God himself has experienced deep suffering and evaluates the importance of this claim
- Critiques and analyses the Christian worldview in light of other worldviews, and other worldviews in light of the Christian worldview (5.6)
- Evaluates the relevance of the Christian faith to their lives and engagement with society (5.7)

Teaching Points:

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
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| <p>What do we need in life? <i>Intro:</i> -Give students sheet of paper with a simple drawing of a desert island- students draw the things they would want to have with them if they were stuck on a desert island, then some share with the class <i>Activity:</i> -Have students list on the board the things that we need to survive (eg water, food, shelter etc) -Make another list of things that we need to flourish (eg friendships, goals, purpose etc) -Use example of a cut flower (have one in a vase of water in</p> | <p>Resilience <i>Intro:</i> -What is resilience? Ask students to answer and record on board -Why do we need resilience? Watch reading of children's book: <i>Who sank the boat?</i> By Pamela Allen (show that sometimes we have a full boat in terms of the things that we are coping with in our life and it can be the small thing that tips us over the edge) -Brainstorm what kinds of suffering exists in the world (eg sickness, losing someone you love, heartbreak, hunger, homelessness etc) Exercise sensitivity as students may share</p> | <p>Different religions and suffering <i>Intro:</i> -Ask students what they know about different religions in the world <i>Activity:</i> -Each religion around the world seeks to answer the big questions and issues that we have as humans... one of those is the question of why there is suffering in the world. -Give handouts with basic information on the view of suffering according to Buddhism, Hinduism, Atheism and Christian. Have students read through info in groups or individually and answer the</p> | <p>What does God think when we suffer? <i>Intro:</i> -Recap past weeks -Explain that today we'll be thinking about what the things we've learnt about suffering actually means for our day-to-day life? How does God actually respond to us when we go through hard things and how should we respond to him? <i>Activity:</i> -The Bible doesn't leave us to figure this one out on our own, there are many examples of people in the Bible who are grappling with the same question. -Read Psalm 13 -Read Habakkuk 1:1-4</p> | <p>The suffering God <i>Intro:</i> -recap of past weeks -Ultimately, we can go to God with our suffering because he himself has experienced it through Jesus' life and death <i>Activity:</i> -Read Matthew 27:27-50 -Read Ch3 (<i>The Suffering God</i>) of <i>When God Weeps</i> by Joni Eareckson Tada -Discuss responses. This chapter is quite emotive so be aware of students' responses. -How could this help us in our suffering? -God used this suffering to bring about good for the world. We can know that even though suffering is awful and we</p> |

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| <p>the classroom as an example, if possible). We can do things to make this flower last longer if it has been cut (we can give it water etc) but ultimately, it is cut off from its source of life and it will not survive. We, ultimately, also need to be connected to the source of life- God. We can do things that help us survive- water, food etc, but ultimately the thing we need to live life the full is to be connected to the source of life. -Read John 15:5- Jesus is the vine and his followers are the branches- he is our life-source. <u>Conclusion:</u> -Jesus says that he has come so that we may have life and have it to the full (John 10:10). Although there are lots of things in the world that we need, ultimately, the Bible says that we need Jesus</p> | <p>personal experiences. <u>Activity:</u> -In order to cope in hard situations, we need to have a firm foundation- eg a giant tree can only survive a ferocious storm because of its deep and strong roots- if it had shallow, weak roots, the storm would knock it down, no matter how strong the tree looks. -We are the same- we may look strong on the outside, but we do need to have a firm foundation if we are to remain resilient in a storm. -Read Matthew 7:24-27 and/or Luke 6:46-49 (parable of the wise and foolish builders) Discuss its meaning and how it relates to having a firm foundation. Knowing God and building our life on him can give us resilience because although everything can change around us, he doesn't. <u>Conclusion:</u> -Read Matthew 4:35-41. Jesus is the one who has power to calm the storm, so knowing him can help us when we feel like we're in the middle of a storm.</p> | <p>following questions:</p> <ul style="list-style-type: none"> • What is this religion's view of suffering? • What makes sense to you about this view? • What doesn't make sense to you about this view? <p>-Read summary of Genesis 1 and 3 and discuss what this has to say about why there is suffering in the world <u>Conclusion:</u> -One of the big questions that humanity (and therefore religion) has always tried to answer is the question of why there is suffering in the world. The bible provides reason for suffering and ultimately teaches that suffering will one day end, that there will be no more crying, mourning or pain (Revelation 21)</p> | <p>-Read Matthew 26:36-46 -Discuss each and what they mean for how each person relates to God in their suffering. Jesus was sinless and still able to cry out to the Father in his pain and ask that it be taken away (only in line with God's will) <u>Conclusion:</u> -The Bible does not assume that we have to "keep our chin up" when we suffer, rather, we are encouraged by these examples to go to God with our suffering.</p> | <p>can cry out to God in pain, he will also use suffering for good. <u>Conclusion:</u> -Jesus has experienced great suffering in our place. He endured the pain and shame of the cross to take the punishment for our sin so that we don't have to. We can now have peace with God and eventually be with him in heaven where there is not more suffering, mourning, crying or pain (revelation 21)</p> |
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Year 9 Term 2

Title: The Bible

| Lesson | Lesson Summary |
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| 1 | Old and New Testament |
| 2 | How did the Bible Come to be? |
| 3 | Can the Bible be trusted? |
| 4 | How do we read it? (genre, author, audience) |
| 5 | How do we read it? (meaning, context) |

Introduction:

Although the students have engaged with passages of the Bible in all previous units, this unit focuses on what the Bible is and how to engage with it more deeply. They will be handling Bibles each week in order to understand the library of the Bible: 66 different books in the Old/New testaments. Students will be taught how to approach different books of the Bible, understanding the genre, author, audience, context and meaning and how these elements impact the way they read and understand it.

Aim

The aim of this unit is to introduce students to what the Bible is, where it came from, its relevance for us today and how to engage with it.

Expected Outcomes

A Student:

- Becomes familiar with the physical format of the Bible and is able to locate references within it
- Identifies and describes the differences between the Old and New Testaments
- Examines the Historical accuracy of the Bible

- Analyses a Biblical text by exploring: genre, author, audience, meaning and context
- Practises finding books of the Bible
- Practises reading Biblical texts appropriately
- Describes and sequences the main events in the biblical narrative, explains the main purposes, and locates individual texts within the sequence and themes of the narrative (5.1)
- Uses a variety of skills and communication to analyse the meaning of a biblical text, recognizing the historical context, place in the biblical narrative and literary genre, and applies it to a present day Christian (5.2)

Teaching Points:

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
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| <p>Old and New Testament <i>Intro:</i> -Ask students what they know about the Bible and list everything they can think of on the board -Introduce unit- exploring the Bible; its origins, its reliability and its relevance throughout this term. <i>Activity:</i> - Distribute Bibles -Ask students what they know about the Old Testament and the New Testament. Ask if they know which one is about Jesus. Ask about characters/stories that have been covered throughout HS SRE and which testament they</p> | <p>How did the Bible come to be? <i>Intro:</i> -Many people say that the Bible can't be trusted, that it is like Chinese whispers with ideas being passed on inaccurately to have what we currently call the Bible -Play game: Chinese Whispers Pictionary. Give each student a stack of post-it note sized pieces of paper (they should have the same number of pieces as students in the class eg 10 students=each student has 10 sheets of paper). Students have to write down a phrase or sentence on the first sheet. Each student then passes their whole stack of paper to the student to their left. This student reads the phrase then puts the top sheet of paper to the bottom. On the next sheet they draw a picture that shows the phrase. Then they</p> | <p>Can the Bible be trusted <i>Intro:</i> -Play game: Heads/Tails. All students stand up. Read out trivia statements and students put their hands on their heads if they think it's true or their hips if they think it's false. Reveal the answer and students sit down if they got the answer wrong -Truth is important, especially when it comes to some of the massive claims the Bible makes. One of the biggest claims the Bible makes is about Jesus' life, death and especially his resurrection. <i>Activity:</i> -First consider the question: Did Jesus really exist? Show quotes from Jewish writer Josephus and Roman writer Tacitus that refer to Jesus (showing that there are non-Biblical sources that support the story of the Bible)</p> | <p>How do we read it? <i>Intro:</i> -The genre of a piece of writing informs how we read it -Read snippets of different genres (eg a newspaper article, a narrative, a text message, a letter, a poem etc). Students race to see work out what kind of writing it is. (individually or in groups, students have a "buzzer" sound that they can make when they know it) <i>Activity:</i> watch: https://www.youtube.com/watch?v=oUXJ8Owes8E -pause throughout to note the different genres- some of it is a bit academic but still valuable with some explanation</p> | <p>How do we read it? <i>Intro:</i> -recap and questions about last week. Ask who remembers what genre the books were from the list and ask why genre, author and audience are important -Explain that this lesson is about providing tools so that if they ever want to read the Bible in the future, they can pick one up and have a go at understanding it <i>Activity:</i> -Give framework for reading the Bible: COMA C-Context (is it Old or New Testament? What does that mean? What genre is it? Can you find the author/audience?) O- Observation (What do you</p> |

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| <p>are in.</p> <p>-Play Bible search game (this is the same as term 1 in yr 7): Write a reference from the Bible (Book Ch:Verse) and have students race to find it then read it out and if appropriate quickly discuss (choose the Bible verses beforehand- choose ones that make sense without the surrounding context and ones that may help teach students what the Bible is about)</p> <p>-Have students turn to the end of the OT/start of the NT- get them to take note of where in the Bible it is.</p> <p>Conclusion: -The New and Old Testaments are both important to the Christian faith. If you are reading the Bible for the first time, a good place to start is the New Testament with one of the "gospels" (biographies about Jesus' life) because this is the core of the Christian faith.</p> | <p>pass their whole stack to the left. The next student looks at the picture, moves the top sheet to the bottom and on the fresh sheet writes a phrase that they think matches the picture. The next student reads the phrase and draws a picture- this continues, alternating drawing and writing, until students end up with their own stack back. Each student shares what their phrase was and what people drew/wrote in their stack.</p> <p>Activity: -Ask students how they think the Bible came about and whether they would consider it accurate.</p> <p>-watch: https://www.youtube.com/watch?v=ak06MSETeo4 (5:47) While watching, students have Bibles open to contents page to see which books the video is talking about.</p> <p>Pause video to explain as necessary</p> <p>-Ask: So should we trust what the Bible has said about Jesus? Was it all just made up later? Are the writings of the New Testament legitimate historical documents?</p> <p>-Use table below to discuss:</p> <ul style="list-style-type: none"> • The number of ancient copies of the New Testament in comparison to other ancient writing that are generally not disputed • The earliest copies of these ancient writings and the time span between the original and the copy. • The accuracy of the copies <p>-Discuss what this says to the idea of the</p> | <p>-Did Jesus come back from the dead? His body was never found, so what are the possible options? Ask students for ideas and list on board. Some may be:</p> <ul style="list-style-type: none"> • His disciples stole the body and claimed to have seen him alive in order to keep the religion going • He didn't really die (they didn't have very good medical knowledge then, perhaps they buried him before he was actually dead) • Jesus' followers hallucinated- that's why they claimed to have seen him after his death • The accounts of Jesus' life (the gospels) aren't meant to be taken as true- they are myth only <p>-Have students stage a debate for each one- get 2 students to come up the front, one arguing the statement on the board and the other trying to refute it. (they may not have much to argue, that's ok, this activity will engage their critical thinking)</p> <p>-after each statement has been debated, give some more reasons that they may not have thought of. Try to use logic and reason eg for the statement that the disciples hid the body and lied, explain each of the disciples ended up dying for their faith; have students consider whether that is what you would do if you had made the story up etc.</p> <p>Conclusion: -Encourage students to continue thinking about the evidence and reason around this question. What is the most likely scenario around Jesus' alleged resurrection?</p> <p>-If Jesus really did rise from the dead, it is a</p> | <p>Genre:</p> <p>-Give examples of different books to show how to tell the genres</p> <ul style="list-style-type: none"> • Psalms- poetry (look at how the writing is structured) • Romans- letter (see v1- writer identifies himself, v7 identifies this as a letter to a group of people) • Luke- narrative (telling a story) <p>-In pairs or groups, assign students a list of Bible books to find and write down what genre they think it is</p> <p>-Share with class</p> <p>Author and audience:</p> <p>-Give examples to show the importance of knowing who the author of something is (eg a text message that you think is from your mum but is actually from a friend might not make much sense)</p> <p>-Use the same examples as above (Psalms, Luke, Romans) to try and find clues about who the author and audience are and what we can find out about them</p> <p>Conclusion: -It is necessary to understand the genre, author and audience of literature if we want to understand the meaning. The Bible is a library of different books with different genres, authors and audiences. It won't make sense if we don't understand these literary aspects.</p> | <p>notice about the passage? What do you think the main points are? Do you have any questions?)</p> <p>M-Meaning (What do you think the meaning of this part of the Bible is? What does it teach us about Jesus or God? How would you sum up the passage in your own words?)</p> <p>A- Application (Does this challenge or change my understanding about God/Jesus/myself/the world? Is there anything that I would change because of this?)</p> <p>-Go through an example passage together as a class</p> <p>-give students a part of the Bible (possibly a story from a gospel) and have them go through the COMA framework and write down answers.</p> <p>-Share with the class</p> <p>Conclusion: -Throughout the Term, we've seen that the Bible is a very important historical book. This lesson has helped us be equipped to read it ourselves. It's not always easy to read and understand as it was written a long time ago in different context but it has important things to say if we are willing to listen.</p> |
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| | <p>Bible being like Chinese whispers <i>Conclusion-</i> While there is helpful evidence for the reliability of the Bible, none of this tells us whether what it says is true. We have to read it for ourselves, knowing that it is a reliable historical document, to decide whether we believe what it says.</p> | <p>claim that we can't ignore and means that the Bible is worth our attention and consideration.</p> | | |
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| Author | Date Written | Earliest Copy | Approximate Time Span between original & copy | Number of Copies | Accuracy of Copies |
|---------------------|--------------------|---------------|---|------------------|--------------------|
| Lucretius | died 55 or 53 B.C. | | 1100 yrs | 2 | ---- |
| Pliny | A.D. 61-113 | A.D. 850 | 750 yrs | 7 | ---- |
| Plato | 427-347 B.C. | A.D. 900 | 1200 yrs | 7 | ---- |
| Demosthenes | 4th Cent. B.C. | A.D. 1100 | 800 yrs | 8 | ---- |
| Herodotus | 480-425 B.C. | A.D. 900 | 1300 yrs | 8 | ---- |
| Suetonius | A.D. 75-160 | A.D. 950 | 800 yrs | 8 | ---- |
| Thucydides | 460-400 B.C. | A.D. 900 | 1300 yrs | 8 | ---- |
| Euripides | 480-406 B.C. | A.D. 1100 | 1300 yrs | 9 | ---- |
| Aristophanes | 450-385 B.C. | A.D. 900 | 1200 | 10 | ---- |
| Caesar | 100-44 B.C. | A.D. 900 | 1000 | 10 | ---- |
| Livy | 59 BC-AD 17 | ---- | ??? | 20 | ---- |
| Tacitus | circa A.D. 100 | A.D. 1100 | 1000 yrs | 20 | ---- |
| Aristotle | 384-322 B.C. | A.D. 1100 | 1400 | 49 | ---- |
| Sophocles | 496-406 B.C. | A.D. 1000 | 1400 yrs | 193 | ---- |
| Homer | 900 B.C. | 400 B.C. | 500 yrs | 643 | 95% |

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| (Iliad) | | | | | |
| New Testament | 1st Cent. A.D. (A.D. 50-100) | 2nd Cent. A.D. (c. A.D. 130 f.) | less than 100 years | 5600 | 99.5% |

<https://carm.org/manuscript-evidence>

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Year 9 Term 3

Title: Gospel of Mark

| Lesson | Lesson Summary |
|--------|--|
| 1 | Bible in our language. Reading of Mark 1-3 |
| 2 | Reading of Mark 4-6 |
| 3 | Reading of Mark 7-10 Primary and secondary sources |
| 4 | Reading of Mark 11-13 |
| 5 | Reading of Mark 14-16 |

Introduction:

In a classroom climate of respect, sensitivity and academic freedom, this unit allows students to read/hear an entire book from the Bible. The oral reading can be differentiated to cater for different levels of literacy and confidence in the student cohort. This unit gives the opportunity to explore the life of Jesus as recorded by a writer who used Peter's eyewitness accounts.

Aim

The aim of this unit is to read/listen to a complete oral reading of a Gospel and interact with the text.

Expected Outcomes

5.3 Assesses the implication of the main events in the life of Jesus, his human and divine natures, and his central role in the Christian faith.

Students will:

- Read and listen to the reading of the whole of Mark's Gospel

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- Explore questions as they arise from the students
- Retell a selected story from within the Gospel using the technique outlined in Dillon, C., *Telling the Gospel Through Story*, InterVarsityPress 2012

Teaching Points:

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
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| <p><u>Intro:</u> Teacher introduces unit: -Best-selling and most widely distributed book in the world is the Bible (Guinness World Records). -Translated into more languages than any other book. New translations occurring today. -5 billion copies have been printed. Before the invention of the printing press, hardly anyone owned a Bible, very few people could read and it was not written in a language that people spoke. Then Reformation and language of the people. -Today, in Australia we have freedom of religion and Bibles - Library, online etc. Many homes in Australia have a Bible. They can be found in hotels, motels, hospitals and prisons. <u>Activity:</u> -Students locate Mark 1-3 and share reading aloud -Teacher leads class discussion</p> | <p><u>Intro:</u> -recap from last week- teacher asks students what they recall from what was read <u>Activity:</u> -Students locate Mark 4-6 -Teacher begins reading parables. (Jesus calms the storm, Jesus heals people. Jesus is rejected. Sending the 12 apostles) -Teacher leads discussion. Discussion questions: 1. Which bit of the reading do you like? Why? 2. What questions might someone have about this story? REMEMBER: Don't answer their questions yet. 3. What does this story tell us about people? 1. What does this story tell us about Jesus? 2. What is something that you want to think about or do this week as a result of hearing THIS story? 3. Is there someone you can tell this story to this week? <u>Conclusion:</u> Ask for volunteers to prepare to read aloud next lesson/ delegate passages to confident readers.</p> | <p><u>Intro:</u> recap from last week- teacher asks students what they recall from what was read <u>Activity:</u> -Primary and secondary sources activity: Ask three trustworthy students to step outside and complete a short task such as delivering books to the library, while the rest of the class is privy to an unusual event e.g. a toy or gimmick and the reaction in the classroom. Invite those outside to come in and find out what they missed by interviewing around the room. Interviewers then give their report on what they understand to have happened. -Complete questions: WHAT has happened? WHEN did it happen? Who was involved? HOW did the class react? Explain that those who saw and heard it are primary sources. Those that did not experience it directly but listened to the first hand accounts, are secondary sources. Mark interviewed Peter who was there with Jesus. -Students locate and read Mark 7-9</p> | <p><u>Intro:</u> recap from last week- teacher asks students what they recall from what was read <u>Activity:</u> Students locate and read Mark 11-13 -Teacher leads discussion. Discussion questions: 1. Which bit of the reading do you like? Why? 2. What questions might someone have about this story? REMEMBER: Don't answer their questions yet. 3. What does this story tell us about people? 1. What does this story tell us about Jesus? 2. What is something that you want to think about or do this week as a result of hearing THIS story? 3. Is there someone you can tell this story to this week?</p> | <p><u>Intro:</u> - This last section of Mark's Gospel is a secondary account of the final days of Jesus and his resurrection. <u>Activity:</u> -Students locate Mark 14-16 in Bibles and listen to reading. - Sensitivity is required in this account of the death and resurrection of Jesus. <u>Conclusion:</u> -Reflect on the experience of reading a whole book of the Bible.</p> |

Year 9 Term 4

Title: Salvation and Forgiveness

| Lesson | Lesson Summary |
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| 1 | What is forgiveness and how does it work? |
| 2 | God's forgiveness |
| 3 | Corrie Ten Boom |
| 4 | Corrie Ten Boom |
| 5 | Forgiving others |

Introduction:

At the centre of Christianity is the belief that believers can be forgiven by God through Jesus death in our place. This unit seeks to unpack what forgiveness looks like; exploring both God's forgiveness and also our ability to forgive others.

Aim

The aim of this unit is to help students understand what forgiveness is, how Jesus' forgiveness works and how people can forgive others

Expected Outcomes

A Student:

- Defines the term "forgiveness" according the Bible
- Identifies the cost that always comes with forgiveness
- Explains the mechanism of God forgiving through Jesus death
- Evaluates the Biblical motivation to forgive others because of Jesus' forgiveness

- Assesses the implication of the main events in the life of Jesus, his human and divine natures, and his central role in the Christian faith. (5.3)
- Analyses and applies the core doctrines of the Christian faith, including the nature of God, the Person and work of Jesus, faith, repentance and forgiveness. (5.4)

Teaching Points:

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 |
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| <p>God's salvation for his people- the Passover <u>Intro:</u> -If possible (ie depending on time and availability before lesson starts and class numbers) set up room as one big table that everyone can sit around together. Have a tablecloth on the table and (where appropriate after discussion with head teacher) some flatbread and dip. -Have students come in and sit around table without explaining. <u>Activity:</u> -Explain that we'll be thinking about a Jewish celebration called Passover. -Give introduction to Passover story (when it happened, who God's people were, why they were in Egypt, why it happened etc) -Verbally tell Passover story (This story should be told with sensitivity and summarized where necessary) -Explain that the Jewish nation were instructed to celebrate this</p> | <p>God's salvation for his people- Jesus <u>Intro:</u> -Tell riddles related to escaping a bad situation- either ask riddles to individual students with a time limit to answer or ask to the entire class. (Check out Escape Riddles on Youtube https://www.youtube.com/channel/UCe7vrl00SMTibg2ciuPi3Vw for ideas- some work and others don't; be sure to find appropriate examples) -Explain that today we'll hear a story about a man who was in a terrible situation and could have escaped but chose not to. <u>Activity:</u> -Read the remainder of Matthew 26 (picking up from where we finished last week in verse 30) and Matthew 27. -Ask students- Why did Jesus die? (They may answer that the chief priests hated him, Pilate allowed them to kill him, because he claimed to be King etc) -Draw attention to Matt 26:50-54. Jesus could have called down</p> | <p>Forgiveness for you <u>Intro:</u> -Have 2 Etch-A-Sketches; get two students up the front and give them one minute to draw a picture of the other person's face, but they aren't allowed to look at what they are drawing, they have to keep their eyes on the face. After they have drawn it, erase the drawing, it's gone. Have multiple students try this. <u>Activity:</u> -Read out Matthew 26:28- the reason that Jesus died was so that many people could be forgiven. -Explain that God wants to forgive- he wouldn't have sent Jesus to die if he didn't want everyone to be forgiven and he will never refuse someone who truly wants forgiveness. -Read Psalm 51 (give a little background, that it is probably the prayer of a King called David who sinned against God). -Discuss how God will never refuse someone who is sorry</p> | <p>Corrie Ten Boom <u>Intro:</u> Explain that we'll be talking about forgiving others today. Show Ghandi quote: "The weak can never forgive. Forgiveness is the attribute of the strong." Ask students what they think and whether or not they agree <u>Activity:</u> -Tell, read or watch the story of Corrie Ten Boom (Use excerpts from <i>The Hiding Place</i> book to read or parts of the movie, watch <i>The Torchlighters</i> episode on Corrie Ten Boom, or verbally tell the story depending on the particular students) -Have a handout and read together the excerpt from <i>the Hiding Place</i> about her encounter with the guard and her</p> | <p>Forgiving others <u>Intro:</u> -Trivia quiz on comparisons. Ask questions like: which is heavier, a whale or a bus? Which country is bigger, Australia or America? etc <u>Activity:</u> -Read Matthew 18:21-35 -Emphasise the size of the debts- the first man's 50 million silver coin debt was cleared but he wouldn't even forgive another man's 100 silver coins. The first man's debt was 500,000 times more than the second man's. (other translations suggest the first amount was worth 200,000 years of a laborers wage and the second was worth 100 days of a laborers wage). Ask students whether it would have been possible for this man to pay his debt. -Explain that the story is saying that Christians who have experienced God's forgiveness are like the man whose debt was cleared- when a debt like that has been forgiven, it doesn't make sense to withhold forgiveness from others. -discuss- what makes it hard to forgive someone? When is it easier to forgive? -Ask questions- <ul style="list-style-type: none"> • Does forgiveness mean you are saying that what someone did to you didn't hurt? (no) Then what does it mean? (acknowledging that you have been hurt but choosing to let it go and not hold it </p> |

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| <p>one event every year (it's a bit like Easter) to remember how God rescued and saved his people. Emphasise that their salvation came through the protection of the blood of the lamb</p> <p>-Explain that much later in the Bible, when Jesus comes, he is described as the Passover lamb or the Lamb of God (1 Corinthians 5:7, John 1:29).</p> <p>-Ask why he might be described this way?</p> <p>-Jesus also celebrated the Passover, it's also known as "the Last Supper". Show <i>The Last Supper</i> by Leonardo Da Vinci</p> <p>-Hand out Bibles and read Matthew 26:17-30</p> <p>-Explain that Jesus is referring to himself as the Passover lamb whose body and blood will protect and save his followers just as the lamb protected and saved God's people in the Passover.</p> <p><u>Conclusion:</u> We'll see next time how Jesus body and blood protect and save his people through forgiveness.</p> | <p>angels to defend him- he could have stopped it all at any point in time. So why did he die?</p> <p>-Tell students to think back to last week and the Passover lamb. Ask- why did the lamb have to die?</p> <p>-Jesus, like the lamb, died as a sacrifice in our place to save us from death.</p> <p>-Reminder of the story of Adam and Eve at the start of the Bible- the people disobeyed God and the punishment was death. (try illustrating the story on the board and you retell it) It is the same for us. We have all disobeyed God and the punishment is death.</p> <p>-Jesus dies in the place of all who follow him- because he takes the punishment that people deserve, it is now possible to be forgiven for rebellion against God.</p> <p>-Read 1 Peter 3:18- "Christ died once for our sins. An innocent person died for those who are guilty. Christ did this to bring you to God."</p> <p>-Encourage students to ask questions</p> <p><u>Conclusion:</u> All religions have their way to salvation. This is the Christian way. It is through forgiveness that comes through Jesus death; the sacrifice of the perfect lamb in place of sinful people.</p> | <p>and comes to him for forgiveness (v17).</p> <p>-Discuss how God's forgiveness is like wiping away our sin (v1-2). Use the Etch-A Sketch as an example- write sin on it and then wipe it clean- it's gone and we don't need to be controlled by it anymore.</p> <p>-Discuss how it is hard sometimes to accept forgiveness for ourselves- even if we might be very forgiving to others. But God is kind and loves to forgive.</p> <p>-Give students a few minutes to quietly reflect on what they have heard.</p> <p>-Offer a time for students to talk, or direct them to a counselor or trusted adult if any issues have been raised for them.</p> <p><u>Conclusion:</u> -No matter what we've done, God is willing and loves to forgive our sin- we just have to ask him. It can be hard and takes a lot of courage to do this.</p> | <p>experience of forgiveness (this excerpt can be found easily online)</p> <p>-discuss How she was able to forgive in such a situation.</p> <p><u>Conclusion:</u> -Corrie had to forgive something so big- she couldn't do it on her own. She could only do it through forgiveness from God and knowing that he had forgiven her. But forgiveness actually gave her freedom and joy and love.</p> | <p>against them)</p> <ul style="list-style-type: none"> • Does forgiving someone mean the relationship goes back to how it was? (maybe, but also maybe not... things might have to change if there has been a breach of trust etc) • Can you only forgive if someone is sorry? (no- forgiveness is as much for you as it is for the other person. You will be enslaved by bitterness if you don't forgive) • Is it best to tell the person you have forgiven them? (In most cases, yes- if the person is sorry and accepts your forgiveness it can mean that you can heal the relationship. If it is unsafe for you to talk to that person, it is still good to forgive and possibly write them a letter expressing your hurt and your forgiveness. In some cases, it may be necessary not to send the letter, or you may not know how to contact the person, but it is still an important process for you to express your forgiveness.) <p><u>Conclusion:</u> -Forgiveness is a precious gift that we can give to someone. It sets both them (if they accept it) and us free. This is why forgiveness from God is such a good gift- it can free us from guilt and fear about the bad things we've done. It is good that we can also share that gift with others.</p> <p>-Acknowledge that there may have been some hard-hitting ideas and personal issues may have been raised through this lesson. Offer a time for students to talk, or direct them to a counselor or trusted adult if any issues have been raised for them.</p> |
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