

Week 19: Sin, Part 2

Subject Matter

This lesson is week 19 of a 24 week unit. (If the curriculum is being shortened, this lesson would be week 11 of 15.)

The students have finished a week of learning about Sin according to reformed theology, as well as Scripture. This particular lesson is a continuation of the previous lesson, looking at sin through the lens of humanity and our sinful nature.

Main Idea

As humans we fall short of the glory of God, but we are still loved and desired by God. We have turned away from God, and each other, in search of our own personal and societal gains. As sinners, we have gone against “the way it’s supposed to be.” We are unable to turn ourselves back toward God and unable to make our relationship with God and one another right.

Using selections from *The Giver* by Lois Lowery that the students have read in preparation for class, we will begin to look at how we are living and desiring to live that isolates us from God and one another. We will also use local and national newspaper clippings to create collages that will be used again in the following week’s discussions on Salvation.

Lesson Goals

By the end of this lesson, the students will be able to:

- Recognize sinful behavior and actions in fabricated communities
- Identify sinful behavior and actions in our world at large, using newspapers
- Interpret an understanding of sin through the Scriptures
- Begin to recognize sinful behavior and actions in our own persons
- Look for the hope that we have through God’s love in Jesus Christ

Space, Setup & Materials

- Tables and chairs with enough seating for all students
- Local and national newspapers
- Scissors, tape or glue sticks, markers, pens
- One piece of large, thick foam board
- TV, DVD Player, *Harry Potter & the Sorcerer’s Stone* movie
- Copies of selected readings from *The Giver*
- Bibles
- Learners will have their own notebooks

Learning Style & Multiple Intelligences

- Story Experience learning style

Opening (5 minutes)

- Welcome
- Announcements & Topic Introduction
- Morning Prayer

Feeling into the Story (10 minutes)

- Introduction through video

Show “The Boy Who Lived” clip from *Harry Potter & The Sorcerer’s Stone* movie
In this clip, students will see Harry’s flashback to the night that his parents were killed by Voldemort but he lived. Students may exhibit feelings of fear, anger, disgust, frustration and dislike.

- Transitioning...Another Community

Remind the students that in Harry Potter the wizard community stands for working for good in the world, but Voldemort, a member of the community, has turned evil and is starting to regain power after many years of being dormant. In this situation, Harry works against Voldemort to silence the evil and regain as much good as possible within the community.

Have the students recall that in *The Giver*, the community itself is living outside of the natural order of creation, having gone as far as genetically engineering its citizens. In this case Jonas becomes the “outsider” because he wants to work for change since he has realized the problems with society.

Meeting with the Story (20 minutes)

- Discussion of selected pre-readings from *The Giver*
The students should have read a few selected readings from *The Giver* in which they learned a bit about life in the community as well as Jonas’ frustrations with living in the community. Ask the following questions as a group to start the discussion. Keep an eye on the clock so that there is time for the next activity.
- Suggested Questions:
 - Why do we think that we would do a better job of being in control than God?
 - What made Jonas’ society broken?
 - Did God create us to all be the same?
 - How do you know that God doesn’t want us to be the same?
 - Do you see any pieces of Jonas’ broken society in our own society today? What?
- Comparison of *Harry Potter & The Giver*
Have the students share, based upon their understanding of Sin from the previous week’s discussions, how these two stories are representations of sin. Encourage everyone to participate.

Students may focus on one particular character, or one particular aspect of the community. That is fine. Allow them to share their thoughts and include probing questions linked to reformed theology as necessary. Remember the reformed understanding of Sin for this discussion.

Responding Out of the Story (20 minutes)

- Ask a volunteer to read Galatians 3:3-4 aloud to the class.
- Newspaper Clippings
Place in front of the youth the local and national newspapers, along with scissors and tape or glue sticks. Instruct them that they will have 10 minutes to scan the papers for examples of sinful behavior and actions within our own world; times when people are living outside of what God created for all of God's creation. Have the students then glue or tape their clippings onto one (group) poster board. It is supposed to be a collage and a bit chaotic, so encourage them to be a bit messy.
- Personal Actions
After 10 minutes, place thick black markers in the center of the table and ask the youth to stop and take moment to reflect. Have them think about what in their personal lives they may consider to be sinful behavior; behavior that may cause them to be "turned away" from God or living outside of God's call for creation. Ask them to write them in large letters on top of the newspaper clippings. Allow about 3-4 minutes for them to write personal reflections.
- Hope, in the midst of Sin
Have everyone sit down and have one of the teachers hold up the "sin board" created by the students. Ask the students to give a one word response to the following question as they are focusing on the board they have just completed: "If this is our reality, what is our hope?"
Ask each student and teacher to give only a one word answer to the question. Go around the room and have each person share their answer with the rest of the class.
Say: "Our hope is in Jesus Christ."

Remind the students that the lesson next week will begin to look at our Salvation.

Closing (5 minutes)

- Announcements/Reminders
- Handouts, if necessary
- Close in prayer

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