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| **Unit Title**:  Human Life: The value of? | **Essential Statement:** Human Life – the value of it and what it means for us.  We’re worth it! | **Year Level:** 9/10 | | **Duration:** 6-7 weeks  **Time Allocation:** 3 lessons/week | |
| **Christian Beliefs**  **Key Idea 3:** A Christian worldview is shaped by the biblical teaching of sin and grace as it relates to human worth.  **Band D:** Students apply Christian beliefs about the intrinsic value of human life within the context of sin and grace. | **Unit Scope:** The aim of this unit is for students to gain an understanding of their value and worth and the positive contribution they can have to society. Humans are created for goodness in God’s image, but sin in the world breaks down the relationship between God ad humans and distorts our view of human worth. God’s grace provides a way for humans to become right with God and His creation. This leads to everyone having a sense of value and worth individually and in society.  **Outcome** (intended understandings obtained by the end of the unit)  Students understand the concepts of sin and grace and how this relates to God and our relationship with God and others.  Students understand human life and the value of it, having explored in detail some specific examples of how individuals/groups have enhanced the value of human life.  Students demonstrate an understanding of ways they can support the worth of others. | | | | |
| **Students know…**  **Basis of sin and grace**  Everyone is a sinner  Human sin has consequences for God’s creation  Sin effects the relationship between God and humans (when sin occurs, the relationship is affected God – human and human - human  Everyone can experience God’s grace  There’s nothing you can do to earn God’s grace – it’s freely given  God gives people talents and abilities equipped for their role on earth.  **Christian Beliefs on the worth of the individual**  Everyone is a unique creation of God  Made in the image of God  Loved by God  Human worth does not depend on people’s talents, abilities or achievements; illness, handicap or age, race colour or gender. | **Deep Understandings:**  Life sucks sometimes but I’m worth it and we are worth it!  Understand concepts of sin and grace.  How sin and grace relates to the value of human life.  What value humans are to God  Students see the value of human worth and how that shapes their world view  See value of their own worth | | **Student Questions:**  What is sin and grace? What do they mean for us as individuals?  Valuing human worth means…?  Why and how is human life not valued? Why and how is human life valued?  Are there people who value life more than others (e.g. professions – doctor, male/female)?  How can I as a teenager have a positive impact on the value of human life? | | |
| **Sequence of learning opportunities**  **Introduction**  Look at a range of images, videos, news stories that show the joy and despair of life, different challenges of life (foetus, mother/child, aged, physically challenged, family love) lack of value of human life (war, ISIS) to stimulate discussion on human life and its value.  Or  Use pairs of images to discuss which human is of more value, eg  Cell stage of embryo and foetus  Principal and gardener  Two popular boys from school  Child and aged person  Poor and a homeless person  Celebrity and celebrity  Sport people  Brainstorm – Human life – what is it worth? (use Wordle.net)  Discuss what shapes our views about the value of human life? Are some lives more valuable than others? What makes life valuable?  How do questions of human life and its value create questions and issues for them? Everybody is equal… What is their experience of this? What things/values benefit society – the common good.  Students develop their own questions about the value of human life.  **Going Deeper**  Students brainstorm their current understandings about Christian beliefs on human worth? They list questions they may have at this point.  Students investigate the culture and beliefs in Biblical times about the value of human life and understandings about sin and grace.  Pharisees had made an art form out of rules to show worth (perfectionism) Pharisee and tax collector  Who culturally were considered ‘unclean’ what was the value of their lives?  What are parallels today?  In OT time what were understandings of sin and grace? (Job)  Biblical principles (e.g. the 10 commandments) Examine the ten commandments to identify what God values.  Assign different Jesus stories to students explore how Jesus challenged thinking. There may be video clips of some stories or you tube videos that show cultural context, eg Skit guys, texts such as Christ files eg Stories where Jesus turns things upside down lepers, women, children. Sermon on the Mount, specific stories to explore Jesus teaching on the value of human life, eg woman caught in adultery, compassion for the widow. They will need to research cultural context of stories to identify the significance of teaching for people in Jesus time. They can synthesise what message it might have for people today. Who might Jesus want us to reach out to today?  Students interview a range of people who have experienced suffering or life challenges such as unemployment to explore Christian perspectives on how Christians make sense of life, their worth, sin and grace. How does sin and grace shape the way we see our own value and the value of others, eg sickness, disability,  Define and comment on elements of sin and grace and how they affect the relationship between God and humans – what is the relationship worth? How God sees each person – their worth and value  You may include groups who work to support people’s worth, eg Lutheran community care, refugee associations etc.  Discuss or blog responses to:   * What motivates people to support other’s worth and value? * What this means for us and our role in society. * What talents/abilities they can bring to society.   Students investigate two individuals who have contributed to the value of human life in society.   * What did they do? * What was their motivation? * What effect did it have on society? Is that effect ongoing?   Show examples of actions that have contributed positively to the value of human life.  Discuss how working to support the worth and value of others impacts on people’s relationship with God and others.  Students complete a reflection activity to share their thinking on:  How do they feel about their own worth?  Has the unit contributed to their thinking on the value of human life? Explain. | | **Resources**  Contrasting images to simuklate discussion on the value and worth of human life  Use online tool such as Wordle.net for class brainstorming.  Organise panel or interviews with people (see Going deeper for detail)  Resources to explore the cultural context of Bible times, OT and NT, eg  Bible encyclopaedias  <http://catholic-resources.org/Bible/Jewish_Groups.htm>  <http://www.resourcemelb.catholic.edu.au/module.cfm?m=2929&pid=715>  *Into the Desert*  Bibles  Copies of 10 commandments  An example like Alexandrena Parker – young CF sufferer who fought for approval of medication on the PBS and won. Videos from “Sunrise”. | | **Assessment**  **Formative assessments**  Students can explain how sin and grace affects the relationships between God and individuals and between individuals and individuals. (OT and NT)  Students identify questions that challenge young people around the value of human life.  Students identify ways people  **Summative assessments**   1. Investigate an issue that deals with human worth, eg poverty 2. Identify key Christian understandings that speak to this issue, eg this may include beliefs about suffering, sin, grace and human worth. What Jesus stories might support these teachings? 3. Investigate an individuals / a group who have responded to and enhanced the value of human life. Explain their motivation (mission and vision statements, ethos) and how the outcome of the action affected the person / people involved. 4. Use the information gathered to formulate an action plan that indicates how you could enhance the underlying value of human life. |
| **Unit Evaluation** | | | | | |

Assessment task