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# SOME MODELS FOR WHOLE-SCHOOL PLANNING

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The LIFE Mapping Tool supplied at the back of this section may be photocopied and enlarged.

It is intended that teachers will mark and use copies of the Mapping Tool for each class.

This listing is an appendix to LIFE, a Christian Studies curriculum developed for Lutheran schools.

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# DEVELOPING A WHOLE-SCHOOL PLAN
## FOR *LIFE CURRICULUM*

Creating a LIFE whole-school plan can involve four basic tasks:

### 1 ASSIGN LIFE BANDS TO SCHOOL YEARS

In order to provide teachers with the appropriate LIFE materials, schools need to determine which school years will be working in which LIFE bands.

- Band A is typically associated with lower primary years.
- Band B is typically associated with middle primary years.
- Band C is transitional, with students in middle school or moving through upper primary into secondary years.
- Band D is typically associated with lower secondary years.

See page 4 for more about working in bands.

### 2 ALLOCATE LIFE CONCEPTS TO SCHOOL YEARS

In order to meet the general LIFE guidelines, a school needs to allocate LIFE Concepts to school years. The guidelines recommend

- teaching material from each Theological Foundation every year, and
- teaching all the Concepts (and Faith Statements) in every band.

There are many ways this can be achieved. The planning models beginning on page 5 are examples of the ways the Concepts can be allocated.

### 3 ALLOCATE LIFE FAITH STATEMENTS TO SCHOOL YEARS WITHIN BANDS

Within each LIFE Concept there are three Faith Statements. Once you have decided on a general plan for LIFE Concepts, you will need to consider how you will teach all the Faith Statements in a band.

- If your general plan involves teaching a Concept just once in a band, the unit should look at all three Faith Statements for the Concept.
- If your general plan involves teaching a Concept twice in a band, the Faith Statements can be divided between the units. However, the key Faith Statement should be included in each unit.

See page 12 for more about working with Faith Statements.

LIFE model units for each Concept provide examples of units built around three Faith Statements and units built around two Faith Statements.

### 4 ORDER CONCEPTS WITHIN THE YEAR

The model whole-school plans are not intended to prescribe the order in which LIFE Concepts are to be dealt with in the course of the school year. That decision could be made either as part of whole-school planning or by individual teachers. See page 13.

If your school has developed a Christian Studies curriculum that you are happy with, consider retaining elements of your current program in your LIFE program. The flexibility of LIFE will allow you to do so.

# WORKING IN BANDS

Assigning LIFE bands to particular school years may be as simple as following the general rule (see page 3). However, the rule is not meant to be fixed and/or predetermined. Not all classes fit the norm. After looking at the goals identified for each band (and the learning activities described in the menus and model units), a school will assign bands for school years according to the context of the particular school.

LIFE provides model units for two or three levels within each band. If teachers will be working from model units, schools need to assign levels to specific school years. Try to keep this flexible, as there are likely to be variations within the class during the year.

Not all students have the same background in Christian Studies knowledge. Therefore, teachers of older classes will sometimes need to address goals listed for Band A or Band B. They can do so by modifying menu activities suggested in the age-appropriate band for their students.

## *EARLY CHILDHOOD*

There are diverse approaches to early childhood education from state to state and from school to school within states. The diversity includes:

- differering terminology, eg kindergarten, pre-school
- some programs attached to schools and some in a separate setting
- a variety of criteria for intake into Year 1.

Because of this diversity, special attention should be given to the assignment of levels within Band A.

Early childhood teachers need to look at the model units for Levels 1, 2, and 3 and determine which level seems most appropriate for their students. They may find that working from the menu is more appropriate than using model units.

Despite the variations in the early years, generally schools will find that most students are ready for Band B when they reach Year 3.

# PLANNING MODELS

## *TWO-YEAR ROTATION* MODEL

- All rotation models allow for the entire school to study a LIFE Concept at the same time. However, they do not require that schools do so.
- In the *Two-year rotation* model each LIFE Concept is taught once in two years. Six Concepts are studied by all classes one year, the other six Concepts are studied by all classes the next year.
- The rotation is repeated every two years.
- Most units will last six to seven weeks.
- In a two-year rotation the twelve LIFE Concepts can be arranged in any order, so long as at least one Concept from each of the five Theological Foundations is studied each year.
- LIFE model units can be used as the basis for units in this model.

An example of a *Two-year rotation* plan

| | CREATES | SAVES | HELPS | CALLS | GATHERS | |
|---|---|---|---|---|---|---|
| **FIRST YEAR** | UNIVERSE | RESCUE | PRAYER | SERVICE | CHURCH | RELATIONSHIPS |
| **SECOND YEAR** | PEOPLE | JESUS | BIBLE | DISCIPLES | WORSHIP | HOLY SPIRIT |

# *THREE-YEAR ROTATION* MODEL

- All rotation models allow for the entire school to study a LIFE Concept at the same time. However, they do not require that schools do so.
- In the *Three-year rotation* model, each LIFE Concept is taught once in three years. One Concept is taught each term as a major unit.
- A short minor unit can also be taught each term. Individual teachers develop the minor units based on observed needs and interests of the students. In the course of the year, at least one of the minor units should deal with material from the Theological Foundation not taught as a major unit.
- The rotation of major units is repeated every three years.
- Major units last about seven weeks. Minor units fill the remaining weeks of the term.
- In the *Three-year rotation* model the twelve LIFE Concepts can be arranged in any order, so long as at least one Concept from each of the five Theological Foundations is studied each year.
- LIFE model units that cover all three goals for a Concept* can be used as the basis for major units in this model.

An example of a *Three-year rotation* plan

| | CREATES | SAVES | HELPS | CALLS | GATHERS |
|---|---|---|---|---|---|
| **FIRST YEAR** | UNIVERSE | RESCUE | HOLY SPIRIT | SERVICE | |
| | *Minor units: chosen by individual teachers, including some work from 'God gathers . . .'* | | | | |
| **SECOND YEAR** | RELATIONSHIPS | | BIBLE | DISCIPLES | CHURCH |
| | *Minor units: chosen by individual teachers, including some work from 'God saves . . .'* | | | | |
| **THIRD YEAR** | PEOPLE | JESUS | PRAYER | | WORSHIP |
| | *Minor units: chosen by individual teachers, including some work from 'God calls . . .'* | | | | |

***** LIFE model units which cover all three faith statements are:

| | CREATES | SAVES | HELPS | CALLS | GATHERS |
|---|---|---|---|---|---|
| **Band A** | People 2, 3 Universe 3<br>Relationships 3 | Jesus 1, 2, 3 Rescue 2<br>Rescue 3 | Bible 1, 2, 3 Prayer 3<br>Holy Spirit 3 | Service 3 Disciples 3 | Worship 1 Church 2, 3 |
| **Band B** | Universe 1, 3 People 1, 3<br>Relationships 3 | Rescue 1, 2<br>Jesus 1, 2, 3 | Prayer 1 Holy Spirit 2<br>Bible 2, 3 Prayer 3 | Service 1 Disciples 2 | Worship 2, 3 Church 2, 3 |
| **Band C** | Universe 1 People 3<br>Relationships 3 | Rescue 1, 2, 3<br>Jesus 1, 2, 3 | Prayer 1, 2, 3<br>Holy Spirit 2, 3 Bible 2 | Service 2, 3<br>Disciples 2, 3 | Worship 1, 2, 3 Church 3 |
| **Band D** | Universe 1 People 1 | Rescue 2 Jesus 1 | Holy Spirit 1 Bible 2<br>Prayer 1 | Service 2 Disciples 2 | Church 2 Worship 1 |

# *ONGOING ROTATION* MODEL

- All rotation models allow for the entire school to study a LIFE Concept at the same time. However, they do not require that schools do so.
- In the *Ongoing rotation* model, two Concepts are taught each school term.
- Most units last five weeks.
- The twelve LIFE Concepts are completed in 1½ years, and then Concepts are repeated.
- In the *Ongoing rotation* model the twelve LIFE Concepts can be arranged in any order, so long as at least one Concept from each of the five Theological Foundations is studied each year and Concepts are not duplicated in the year when the rotations overlap.
- LIFE model units can be used as the basis for units in this model.

An example of an *Ongoing rotation* plan

| | CREATES | SAVES | HELPS | CALLS | GATHERS |
|---|---|---|---|---|---|
| **FIRST YEAR, Term 1** | UNIVERSE | RESCUE | | | |
| **FIRST YEAR, Term 2** | | | HOLY SPIRIT | SERVICE | |
| **FIRST YEAR, Term 3** | PEOPLE | | | | CHURCH |
| **FIRST YEAR, Term 4** | | JESUS | BIBLE | | |
| **SECOND YEAR, Term 1** | | | | DISCIPLES | WORSHIP |
| **SECOND YEAR, Term 2** | RELATIONSHIPS | | PRAYER | | |
| *The rotation begins again in Term 3 of the second year.* | | | | | |
| **SECOND YEAR, Term 3** | UNIVERSE | RESCUE | | | |
| **SECOND YEAR, Term 4** | | | HOLY SPIRIT | SERVICE | |

# *ALL IN ONE YEAR* MODEL

- In the *All in one year* model short (three-week) units on each of the twelve LIFE Concepts are done in one year.
- Although this may appear to be the simplest model for organising LIFE Curriculum, it is not recommended for use across a whole school, as it allows for only a superficial consideration of the Faith Statements.
- However, it may be appropriate to use the *All in one year* model for one year level of a school that uses another overall model.

An example of the *All in one year* plan

| | CREATES | SAVES | HELPS | CALLS | GATHERS |
|---|---|---|---|---|---|
| **FIRST TERM** | PEOPLE | | BIBLE | SERVICE | |
| **SECOND TERM** | | JESUS | PRAYER | DISCIPLESHIP | |
| **THIRD TERM** | RELATIONSHIPS | RESCUE | | | CHURCH |
| **FOURTH TERM** | UNIVERSE | | HOLY SPIRIT | | WORSHIP |

# *ALL IN THREE YEARS* MODEL

- In the *All in three years* model each class does one LIFE Concept each term over a three-year period.
- Teachers need to ensure that some aspect of the Theological Foundation not examined as a unit is incorporated into the year's program (see example).
- The *All in three years* model may be implemented in any three-year period. It is the simplest model for secondary schools which plan an overall program for years 8, 9, 10.
- The *All in three years* model differs from the *Three year rotation model* in that each Concept is assigned to a specific school year.

An example of an *All in three years* plan

| | CREATES | SAVES | HELPS | CALLS | GATHERS |
|---|---|---|---|---|---|
| **YEAR 8** | UNIVERSE | RESCUE | HOLY SPIRIT | SERVICE | |
| | an element of WORSHIP is incorporated into each of these Concepts | | | | |
| **YEAR 9** | PEOPLE | JESUS | PRAYER | | CHURCH |
| | an element (possibly a practical project) of SERVICE is incorporated into the year's program | | | | |
| **YEAR 10** | RELATIONSHIPS | | BIBLE | DISCIPLESHIP | WORSHIP |
| | an aspect of JESUS and/or RESCUE in incorporated into each of these Concepts | | | | |

# *SPECIAL EVENTS* MODEL

- In the *Special events* model each class does eight units per year (two per term); five are based on LIFE Concepts, three are teacher-designed to coordinate with, for example
  - holidays (Easter, Christmas),
  - a major school event (concert, sports carnival, book week)
  - major community events (art or music festivals) historic celebrations.
- Scheduling of units in this model will be determined by the timing of the special events.
- LIFE Concept units can be done in any order, so long as one Concept from each Theological Foundation is studied each year and all Concepts are taught within each band.
- With the *Special events* model a buddy system can be set up with students in two or three school years doing the same LIFE Concept unit or special event unit at the same time.
- LIFE model units can be used for the five LIFE Concept units in this model.
- Teacher-designed special units can use material from menus for a number of Concepts.

An example of a *Special events* plan

| | CREATES | SAVES | HELPS | CALLS | GATHERS | SPECIAL |
|---|---|---|---|---|---|---|
| PREPARATORY | UNIVERSE | RESCUE | HOLY SPIRIT | SERVICE | CHURCH | THREE |
| YEAR 1 | PEOPLE | JESUS | BIBLE | DISCIPLES | WORSHIP | TEACHER- |
| YEAR 2 | RELATIONSHIPS | RESCUE | PRAYER | SERVICE | CHURCH | DESIGNED |
| YEAR 3 | UNIVERSE | JESUS | HOLY SPIRIT | DISCIPLES | WORSHIP | UNITS |
| YEAR 4 | PEOPLE | RESCUE | BIBLE | SERVICE | CHURCH | EACH |
| YEAR 5 | RELATIONSHIPS | JESUS | PRAYER | DISCIPLES | WORSHIP | YEAR |
| YEAR 6 | UNIVERSE | RESCUE | HOLY SPIRIT | SERVICE | CHURCH | |
| YEAR 7 | PEOPLE | JESUS | BIBLE | DISCIPLES | WORSHIP | |
| YEAR 8 | RELATIONSHIPS | RESCUE | PRAYER | SERVICE | CHURCH | |
| YEAR 9 | UNIVERSE | JESUS | HOLY SPIRIT | DISCIPLES | WORSHIP | |
| YEAR 10 | PEOPLE | RESCUE | BIBLE | SERVICE | CHURCH | |

# *YEAR THEME* MODEL

- In the *Year theme* model the school or individual teacher determines an overall theme for each year in Christian Studies and allocates the five (or more) Concepts most appropriate for the year's theme. Teachers keep in mind the overall theme as they plan units around each Concept.

  Alternatively, if the whole school is developing a *Year theme* program, specific Faith Statements rather than general LIFE Concepts, could be assigned as they relate to the year's theme.

- LIFE Concepts for the year can be studied in the order most appropriate for developing the theme.
- LIFE model units may be used as the basis for units, however they may need to be adjusted to emphasise the theme.

The *Year theme* idea can be used in conjunction with other models and can be developed to some extent by any teacher using any model.

*An example of a Year theme* plan

| | **THEME** | **RELATED CONCEPTS** | | | | |
|---|---|---|---|---|---|---|
| | | **CREATES** | **SAVES** | **HELPS** | **CALLS** | **GATHERS** |
| PREPARATORY | *Celebration* | UNIVERSE | RESCUE | HOLY SPIRIT | DISCIPLES | WORSHIP |
| YEAR 1 | *I am special* | PEOPLE | JESUS | PRAYER | SERVICE | CHURCH |
| YEAR 2 | *Bible People* | RELATIONSHIPS | RESCUE | BIBLE | DISCIPLES | WORSHIP |
| YEAR 3 | *Friends* | RELATIONSHIPS | JESUS | BIBLE | SERVICE | CHURCH |
| YEAR 4 | *Heroes* | UNIVERSE | RESCUE | HOLY SPIRIT | SERVICE | CHURCH |
| YEAR 5 | *Bible times* | PEOPLE | JESUS | PRAYER | DISCIPLES | WORSHIP |
| YEAR 6 | *Time line* | UNIVERSE | JESUS | BIBLE | SERVICE | CHURCH (NT) |
| YEAR 7 | *God file* | RELATIONSHIPS | JESUS | HOLY SPIRIT | DISCIPLES | WORSHIP |
| YEAR 8 | *Through the Catechism* | PEOPLE | RESCUE | PRAYER | SERVICE | CHURCH |

# WORKING WITH FAITH STATEMENTS

Each of the twelve LIFE Concepts is supported by three Faith Statements.

Of these, one Faith Statement is an overarching or defining statement.
The other two Faith Statements highlight specific aspects of the Concept.

*An example of a LIFE Concept and supporting Faith Statements*

| **LIFE CONCEPT*: GOD CALLS PEOPLE TO BE JESUS' DISCIPLES*** | | |
|---|---|---|
| **FAITH STATEMENT 1:** | God calls people to follow Jesus | (the defining, overarching statement) |
| **FAITH STATEMENT 2:** | Jesus' disciples are forgiven and forgiving | (one specific aspect of Disciples) |
| **FAITH STATEMENT 3:** | Jesus' disciples live by God-given ethics and values | (another specific aspect of Disciples) |

**All LIFE units should incorporate the first (or key) Faith Statement.**

**ONCE IN A BAND** If a LIFE Concept is taught just once in a band, the unit should include goals from all three Faith Statements.

For example:

A once-only unit for the Concept GOD CALLS PEOPLE TO BE JESUS' DISCIPLES would look at

(1) God calls people to follow Jesus
and
(2) Jesus' disciples are forgiven and forgiving
and
(3) Jesus' disciples live by God-given ethics and values.

**MORE THAN ONCE IN A BAND** If the LIFE Concept is studied twice in a band, the first unit looks at the key Faith Statement and one of the other Faith Statements; the second unit looks at the key Faith Statement and the remaining Faith Statement.

For example:

The first of two units on the Concept GOD CALLS PEOPLE TO BE JESUS' DISCIPLES looks at

(1) God calls people to follow Jesus
and
(2) Jesus' disciples are forgiven and forgiving.

The second unit (taught in another year) looks at

(1) God calls people to follow Jesus
and
(3) Jesus' disciples live by God-given ethics and values.

# ORDERING UNITS IN THE SCHOOL YEAR

The order in which a class deals with the LIFE Concepts/Faith Statements assigned to it can be determined by

- the class teacher
- the teachers in the band working together
- the whole school, under the direction of the Christian Studies key teacher.

## *PLANNING BY CLASS TEACHERS*

There are advantages in allowing each class teacher to plan his or her own program, eg

- Teachers who plan their own program may find it easier to work around such variables as camps, and to respond to specific needs, eg a death in the family of one of the students.
- Teachers may spend time on a Concept as determined by the needs of their students rather than working to an externally determined schedule.
- Some teachers may be more keen than others to plan a program that reflects the church calendar and other seasonal considerations.
- Some teachers may have strong feelings about the most appropriate order in which to look at Concepts. This becomes a particularly important issue for teachers whose classes have intakes of students with limited Christian background or knowledge.

## *PLANNING IN BANDS*

There are advantages to planning in bands, eg

- Teachers planning together can arrange programs to spread the resources of the school.
- Teachers planning together can arrange programs to maximise the use of resources from outside sources.

## *PLANNING AS A SCHOOL*

There are advantages for your school if all classes work on the same Concept at the same time, eg

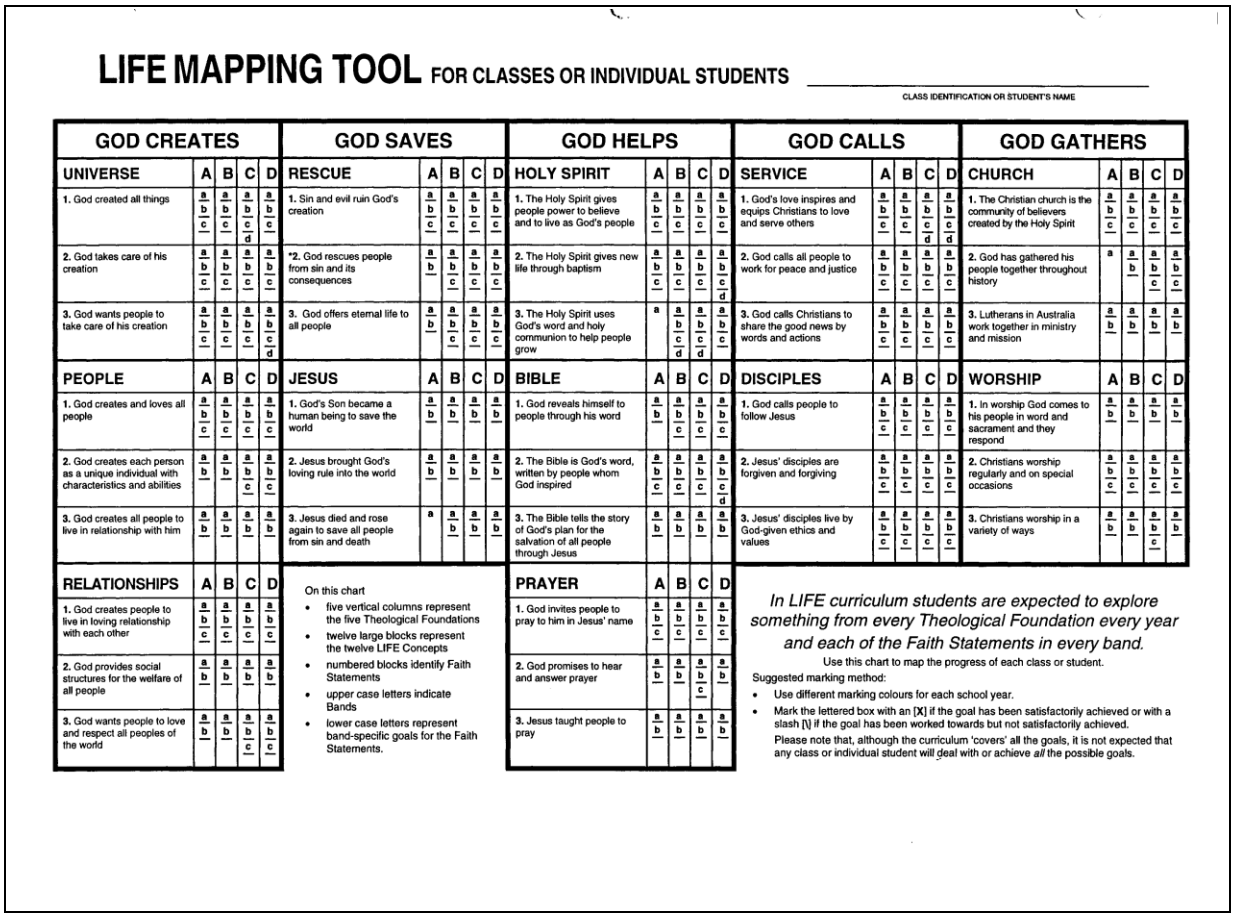
- Teachers can work together to develop their own understanding of each Concept through studies and sharing of faith experiences led by a pastor or Christian Studies key teacher.
- Families with more than one child in the school can be encouraged to talk about and do activities related to the Concept.
- Studies on the Concept being used across the whole school can be arranged also for parents (the Background Notes for Teachers pages can be a starting point).
- Various buddy class arrangements can be made for peer teaching and sharing.
- Whole-school activities related to the Concept can be planned (including worship services).
- Teachers can work together in planning learning activities.

Disadvantages of doing the same Concept at the same time include:

- limited flexibility for teachers
- a strain on resources.

# THE LIFE MAPPING TOOL

The LIFE whole-school planning chart is a multipurpose tool. It can be used as a planning instrument and/or as an instrument for recording what actually happens.



## LIFE MAPPING TOOL FOR CLASSES OR INDIVIDUAL STUDENTS

CLASS IDENTIFICATION OR STUDENT'S NAME

| GOD CREATES | A | B | C | D |
|---|---|---|---|---|
| **UNIVERSE** | | | | |
| 1. God created all things | a/b/c | a/b/c | a/b/c/d | a/b/c |
| 2. God takes care of his creation | a/b/c | a/b/c | a/b/c | a/b/c |
| 3. God wants people to take care of his creation | a/b/c | a/b/c | a/b/c/d | a/b/c |
| **PEOPLE** | | | | |
| 1. God creates and loves all people | a/b/c | a/b/c | a/b/c | a/b/c |
| 2. God creates each person as a unique individual with characteristics and abilities | a/b | a/b | a/b/c | a/b/c |
| 3. God creates all people to live in relationship with him | a/b | a/b | a/b | a/b |
| **RELATIONSHIPS** | | | | |
| 1. God creates people to live in loving relationship with each other | a/b/c | a/b/c | a/b/c | a/b/c |
| 2. God provides social structures for the welfare of all people | a/b | a/b | a/b | a/b |
| 3. God wants people to love and respect all peoples of the world | a/b | a/b | a/b/c | a/b/c |

| GOD SAVES | A | B | C | D |
|---|---|---|---|---|
| **RESCUE** | | | | |
| 1. Sin and evil ruin God's creation | a/b/c | a/b/c | a/b/c | a/b/c |
| *2. God rescues people from sin and its consequences | a/b | a/b/c | a/b/c | a/b/c |
| 3. God offers eternal life to all people | a/b | a/b/c | a/b/c | a/b/c |
| **JESUS** | | | | |
| 1. God's Son became a human being to save the world | a/b | a/b | a/b | a/b |
| 2. Jesus brought God's loving rule into the world | a/b | a/b | a/b | a/b |
| 3. Jesus died and rose again to save all people from sin and death | a | a/b | a/b | a/b |

On this chart

- five vertical columns represent the five Theological Foundations
- twelve large blocks represent the twelve LIFE Concepts
- numbered blocks identify Faith Statements
- upper case letters indicate Bands
- lower case letters represent band-specific goals for the Faith Statements.

| GOD HELPS | A | B | C | D |
|---|---|---|---|---|
| **HOLY SPIRIT** | | | | |
| 1. The Holy Spirit gives people power to believe and to live as God's people | a/b/c | a/b/c | a/b/c | a/b/c |
| 2. The Holy Spirit gives new life through baptism | a/b/c | a/b/c | a/b/c | a/b/c/d |
| 3. The Holy Spirit uses God's word and holy communion to help people grow | a | a/b/c/d | a/b/c/d | a/b/c |
| **BIBLE** | | | | |
| 1. God reveals himself to people through his word | a/b | a/b/c | a/b/c | a/b/c |
| 2. The Bible is God's word, written by people whom God inspired | a/b/c | a/b/c | a/b/c | a/b/c/d |
| 3. The Bible tells the story of God's plan for the salvation of all people through Jesus | a/b | a/b | a/b | a/b |
| **PRAYER** | | | | |
| 1. God invites people to pray to him in Jesus' name | a/b/c | a/b/c | a/b/c | a/b/c |
| 2. God promises to hear and answer prayer | a/b | a/b | a/b/c | a/b |
| 3. Jesus taught people to pray | a/b | a/b | a/b | a/b |

| GOD CALLS | A | B | C | D |
|---|---|---|---|---|
| **SERVICE** | | | | |
| 1. God's love inspires and equips Christians to love and serve others | a/b/c | a/b/c | a/b/c/d | a/b/c/d |
| 2. God calls all people to work for peace and justice | a/b/c | a/b/c | a/b/c | a/b/c |
| 3. God calls Christians to share the good news by words and actions | a/b/c | a/b/c | a/b/c | a/b |
| **DISCIPLES** | | | | |
| 1. God calls people to follow Jesus | a/b/c | a/b/c | a/b/c | a/b/c |
| 2. Jesus' disciples are forgiven and forgiving | a/b/c | a/b/c | a/b/c | a/b/c |
| 3. Jesus' disciples live by God-given ethics and values | a/b/c | a/b/c | a/b/c | a/b/c |

| GOD GATHERS | A | B | C | D |
|---|---|---|---|---|
| **CHURCH** | | | | |
| 1. The Christian church is the community of believers created by the Holy Spirit | a/b/c | a/b/c | a/b/c | a/b/c |
| 2. God has gathered his people together throughout history | a | a/b | a/b/c | a/b/c |
| 3. Lutherans in Australia work together in ministry and mission | a/b | a/b | a/b | a/b |
| **WORSHIP** | | | | |
| 1. In worship God comes to his people in word and sacrament and they respond | a/b | a/b | a/b | a/b |
| 2. Christians worship regularly and on special occasions | a/b/c | a/b/c | a/b/c | a/b/c |
| 3. Christians worship in a variety of ways | a/b | a/b | a/b/c | a/b |

*In LIFE curriculum students are expected to explore something from every Theological Foundation every year and each of the Faith Statements in every band.*

Use this chart to map the progress of each class or student.

Suggested marking method:

- Use different marking colours for each school year.
- Mark the lettered box with an [X] if the goal has been satisfactorily achieved or with a slash [\] if the goal has been worked towards but not satisfactorily achieved.

Please note that, although the curriculum 'covers' all the goals, it is not expected that any class or individual student will deal with or achieve *all* the possible goals.

## USING THE CHART AS A PLANNING TOOL

Make a copy (enlarged, if possible) and record decisions made by the whole school about:

- assigning LIFE bands to school year levels
- allocating LIFE Concepts (or Faith Statements) to school year levels.

## USING THE CHART AS A VISUAL REMINDER of the whole-school plan

- Make a large copy of the plan that has been decided upon (consider laminating it) and display if for easy reference by all teachers.
- Make smaller copies of the plan for teachers to keep in their LIFE folders.

## USING THE CHART AS A RECORDING TOOL To map the progress of classes or individual students through LIFE:

- provide a blank chart for each class;
- at the end of each unit of work in Christian Studies, teachers record the goals which they have covered in the unit;
- at the end of the school year, the teacher hands on the class's chart to the next year's class.

The more flexibility a teacher has in devising units of work, the more important it is that the class's chart be regularly updated so that subsequent teachers know what has been done before.

In schools with two or three streams which annually regroup students, even more care will be needed in mapping and passing on what has been done.

# LIFE MAPPING TOOL FOR CLASSES OR INDIVIDUAL STUDENTS

_____

CLASS IDENTIFICATION OR STUDENT'S NAME

| GOD CREATES | A | B | C | D |
|---|---|---|---|---|
| **UNIVERSE** | | | | |
| **1.** God created all things | a b c | a b c | a b c d | A b c |
| **2.** God takes care of his creation | a b c | a b c | a b c | a b c |
| **3.** God wants people to take care of his creation | a b c | a b c | a b c | a b c d |
| **PEOPLE** | | | | |
| **1.** God creates and loves all people | a b c | a b c | a b c | a b c |
| **2.** God creates each person as a unique individual with characteristics and abilities | a b | a b | a b c | a b c |
| **3.** God creates all people to live in relationship with him | a b | a b | a b | a b |
| **RELATIONSHIPS** | | | | |
| **1.** God creates people to live in loving relationship with each other | a b c | a b c | a b c | a b c |
| **2.** God provides social structures for the welfare of all people | a b | a b | a b | a b |
| **3.** God wants people to love and respect all peoples of the world | a b | a b | a b c | a b c |

| GOD SAVES | A | B | C | D |
|---|---|---|---|---|
| **RESCUE** | | | | |
| **1.** Sin and evil ruin God's creation | a b c | a b c | a b c | a b c |
| ***2.** God rescues people from sin and its consequences | a b | a b c | a b c | a b c |
| **3.** God offers eternal life to all people | a b | a b c | a b c | a b c |
| **JESUS** | | | | |
| **1.** God's Son became a human being to save the world | a b | a b | a b | a b |
| **2.** Jesus brought God's loving rule into the world | a b | a b | a b | a b |
| **3**. Jesus died and rose again to save all people from sin and death | a | a b | a b | a b |

On this chart

- five vertical columns represent the five Theological Foundations
- twelve large blocks represent the twelve LIFE Concepts
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| GOD HELPS | A | B | C | D |
|---|---|---|---|---|
| **HOLY SPIRIT** | | | | |
| **1.** The Holy Spirit gives people power to believe and to live as God's people | a b c | a b c | a b c | a b c |
| **2.** The Holy Spirit gives new life through baptism | a b c | a b c | a b c | a b c d |
| **3.** The Holy Spirit uses God's word and holy communion to help people grow | a | a b c d | a b c d | a b c |
| **BIBLE** | | | | |
| **1.** God reveals himself to people through his word | a b | a b c | a b c | a b c |
| **2.** The Bible is God's word, written by people whom God inspired | a b c | a b c | a b c | a b c d |
| **3.** The Bible tells the story of God's plan for the salvation of all people through Jesus | a b | a b | a b | a b |
| **PRAYER** | | | | |
| **1.** God invites people to pray to him in Jesus' name | a b c | a b c | a b c | a b c |
| **2.** God promises to hear and answer prayer | a b | a b | a b c | a b |
| **3.** Jesus taught people to pray | a b | a b | a b | a b |

| GOD CALLS | A | B | C | D |
|---|---|---|---|---|
| **SERVICE** | | | | |
| **1.** God's love inspires and equips Christians to love and serve others | a b c | a b c | a b c d | a b c d |
| **2.** God calls all people to work for peace and justice | a b c | a b c | a b c | a b c |
| **3.** God calls Christians to share the good news by words and actions | a b c | a b c | a b c | a b c |
| **DISCIPLES** | | | | |
| **1.** God calls people to follow Jesus | a b c | a b c | a b c | a b c |
| **2.** Jesus' disciples are forgiven and forgiving | a b c | a b c | a b c | a b c |
| **3.** Jesus' disciples live by God-given ethics and values | a b c | a b c | a b c | a b c |

| GOD GATHERS | A | B | C | D |
|---|---|---|---|---|
| **CHURCH** | | | | |
| **1.** The Christian church is the community of believers created by the Holy Spirit | a b c | a b c | a b c | a b c |
| **2.** God has gathered his people together throughout history | a | a b | a b c | a b c |
| **3.** Lutherans in Australia work together in ministry and mission | a b | a b | a b | a b |
| **WORSHIP** | | | | |
| **1.** In worship God comes to his people in word and sacrament and they respond | a b | a b | a b | a b |
| **2.** Christians worship regularly and on special occasions | a b c | a b c | a b c | a b c |
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Use this chart to map the progress of each class or student.

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# LIFE MAPPING TOOL FOR CLASSES OR INDIVIDUAL STUDENTS

_____

CLASS IDENTIFICATION OR STUDENT'S NAME

| GOD CREATES | A | B | C | D |
|---|---|---|---|---|
| **UNIVERSE** | | | | |
| **1.** God created all things | a b c | a b c | a b c d | a b c |
| **2.** God takes care of his creation | a b c | a b c | a b c | a b c |
| **3.** God wants people to take care of his creation | a b c | a b c | a b c | a b c d |
| **PEOPLE** | | | | |
| **1.** God creates and loves all people | a b c | a b c | a b c | a b c |
| **2.** God creates each person as a unique individual with characteristics and abilities | a b | a b | a b c | a b c |
| **3.** God creates all people to live in relationship with him | a b | a b | a b | a b |
| **RELATIONSHIPS** | | | | |
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| GOD SAVES | A | B | C | D |
|---|---|---|---|---|
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