

**SCHOOL-DEVELOPED
SAMPLE UNIT
FOR LEVEL 2**

**CREATED TO BE
RESPONSIBLE**

LIFE CONCEPT: GOD CREATES HUMAN BEINGS

YEAR: FAITH STATEMENTS: ① ② ③
 DURATION OF UNIT: 10 – 11 hours DATE OF USE:

UNIT-SPECIFIC GOALS (highlighted)

1. GOD CREATES AND LOVES ALL PEOPLE

1a explore the Christian understanding of what it means to be human

1b examine the implications of their sexuality as a gift of God

1c examine how Jesus valued and unconditionally accepted people of all walks of life

2. GOD CREATES EACH PERSON AS A UNIQUE INDIVIDUAL WITH CHARACTERISTICS AND ABILITIES

2a explore the Christian belief that the diversity and complexity of human beings is part of God’s design

2b explore the gospel’s message about people’s identity and value

2c investigate ways people can use and develop their gifts and abilities

3. GOD CREATES ALL PEOPLE TO LIVE IN RELATIONSHIP WITH HIM

3a investigate biblical examples of how God forms relationships with people

3b investigate how religion responds to people’s questions about God and the meaning of life

STUDENT ASSESSMENT

ASSESSABLE STUDENT OUTCOMES

Describe how Jesus showed that he valued every human being highly. (1c)

Summarise Bible teachings about personal responsibility for using and developing talents and abilities. (2c)

Make a presentation to the class about the need of all people to be in relationship with God. (3b)

Give a Christian position statement on a contemporary social issue. (1b,2c,3b)

ASSESSMENT STRATEGIES

⇒ report

⇒ report and discussion

⇒ presentation

⇒ position statement

UNIT SUMMARY

Students look at several aspects of the Christian belief that God creates human beings: God creates people in the image of God and values them highly as his creatures; God gives people talents and abilities to use responsibly; God creates people to be in relationship with God. Students apply what they learn about these beliefs to a contemporary social issue.

UNIT NOTES

This unit explores the Christian concept that human beings are created by God in his own image. They have been blessed by the Creator with gifts and abilities. This means also that human beings have responsibilities towards their Creator and his creation.

At the conclusion of the unit students consider the implications of this Christian belief for various social issues. See the note under RESPONSE and look for opportunities to integrate this study with what is happening in other subject areas.

INTRODUCTION

1. ME

Give each student a 'Me Sheet' (Teacher Resource Sheet [TRS] D2/1). Allow five minutes for students to write on their sheet as many words or phrases as they can which describe themselves. Explain that they are to keep the Me Sheet and add comments to it during the course of the unit.

DEVELOPMENT

2. CREATED IN THE IMAGE OF GOD

Christians believe that human beings are distinct from other creatures because they are made in the image of God. They are not just physical creatures; they are also spiritual beings.

Students read and analyse Genesis 1:26-31 and Genesis 2:7-25 to determine what it means that human beings were created in the image of God. They underline all the words which describe God's action towards human beings and God's instructions to them. Students describe

- the difference between the creation of human beings and of animals
- God's intention for human beings (their relationships with each other and with him, their sexuality and community life)
- God's provision for human beings
- the relationship between God and human beings (refer to Background Notes).

As a class summarise what Christians mean when they say people have been created in the image of God. In what ways is bearing the image of God both a privilege and a responsibility?

Optional: In pairs students think of someone they know whom they find hard to think of

as being made in the image of God. What implication does the belief that all people *are* made in God's image have on a Christian's attitude towards the person?

Allow a minute or two for students to add comments to their Me Sheets as a response to this section.

3. CREATED TO BE IN RELATIONSHIP WITH GOD

Christians believe that God intends that human beings whom he created in his own image as spiritual beings should be in harmonious relationship with their Creator.

Students find an asterisk on their Me Sheets any words that refer to their relationship with God.

In pairs or small groups students investigate what evidence exists for a view commonly held by Christians that all human beings were created to be in relationship with God. Each group does the first and one other of the following activities:

- Examine Acts 17:16-32; Acts 19:23-27; Romans 1:18-23,28-32. Draw a picture or diagram illustrating what the passages say about people and their need for God.
- Christians believe that people who don't believe in God put other things or people in God's place in their lives. Identify how in Australia sport functions as a religion in the lives of many people.
- Discuss and report on the observation that even though many Australians do not seem to practise traditional religion, they still show signs of being religious (eg by their superstitions and interest in the supernatural).
- Read what prominent Christians such as Darren Beadman or Joni Eareckson-Tada say about the circumstances which led them to turn to God (see Christian biographies).

Students present to the class their conclusions about the need of all humans to be in a relationship with God and answers to people's questions about life that 'religion' provides.

Allow a minute or two for students to add comments to their Me Sheets as a response to this section.

4. CREATED WITH RESPONSIBILITIES

Students find and highlight on their Me Sheets any words that relate to their talents and abilities.

Christians believe that with the gifts the Creator gives, he equips human beings to carry out various responsibilities.

Students work in groups. Assign one of the following Bible contexts to each group. Groups examine how the theme of personal responsibility (and accountability) for the gifts and abilities people possess is developed in various ways in the Bible contexts. They list on large sheets of paper the main ideas that emerge about how people are to view their gifts and talents and how they are to use them.

- God gives human beings responsibility over creation Genesis 1:26-31
Genesis 2:15,19,20
- God gives human beings responsibility for each other Genesis 2:22-24
Genesis 4:9,10
- Moses reminds God's people of their responsibility to God Deuteronomy 6:1-9; Deuteronomy 28:1-6,15-19
- an example of responsibility from nature Proverbs 6:6-11
- Jesus speaks about responsibility Matthew 16:25,26
Matthew 25:14-30; Luke 12:48
- the gift of human sexuality is more than an animal instinct Genesis 2:20-25
Ephesians 5:28 1 Corinthians 6:18-20

Each group displays and speaks briefly about their summary sheets. A scribe can circle any common themes that emerge.

Allow a minute or two for students to add comments to their Me Sheets as a response to this section.

5. THE CHALLENGE OF RESPONSIBILITY

Christians believe that God's Son Jesus Christ came to the world to be the kind of responsible human being God intended all humans to be.

The story of the healing of the blind man in John 9 is an example of the value Jesus placed on human beings whom others ignored and overlooked. The story contrasts the mercy of Jesus with the attitude of the Pharisees and Jesus' disciples.

Students read the story and analyse what was of greatest concern to each character in the story: the disciples, the Pharisees, the blind man's parents, the blind man, Jesus. How is this reflected in the way each person/group treats the blind man? What prevents people from responding to the blind man with mercy?

Students examine other examples where Jesus demonstrates love and mercy instead of condemnation. See

Zacchaeus Luke 19:1-10

The thief on the cross Luke 23:35-43

A woman caught in adultery John 8:1-11.

Students prepare a report on: How did Jesus show that he valued every human being highly?

Allow a minute or two for students to add comments to their Me Sheets as a response to this section.

RESPONSE

This response activity can be developed to any extent you wish.

- It can be a superficial look at the issue, involving one session of research and one session of presentation.
- It can be an in-depth whole-class study of a single issue, eg follow up the introductory activity *Fringe Dwellers* with the development activity *Jesus Breaks the Barriers* (see the Response Activities Menu for a model study of *Abortion*).
- It can be a Christian Studies response to an issue or issues being investigated in other subject areas.

6. ISSUES

Students individually or with partners select one of the issues listed on TRS D2/2. They consider the implications this study can have for people trying to determine their personal position in relation to the issue. They should take into consideration each of the aspects of the unit treated so far.

Students give a three-minute (A4 page) position statement following this pattern: 'I think that an appropriate Christian position on the issue of ... is ... because ...'

YOU WILL NEED

- | | |
|--|---|
| <input type="checkbox"/> copies of TRS D2/1,2 | <input type="checkbox"/> information about a current social issue or issues |
| <input type="checkbox"/> Bibles | |
| <input type="checkbox"/> large sheets of paper and markers | |

INTEGRATING INTO OTHER CURRICULUM AREAS

Find out what students are doing in other curriculum areas in relation to issues dealt with in this unit.

Topics

Social issues (see list on TRS D2/2 _____)

Skills

Working in groups _____

UNIT EVALUATION

Which activities worked well in this unit?

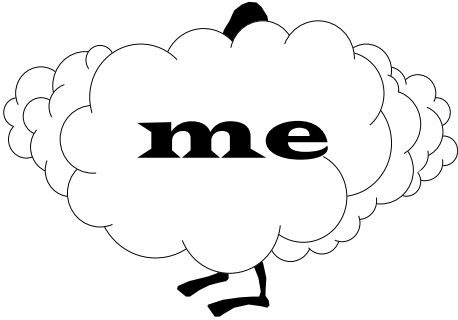
Which resources were useful in the implementation of this unit?

How did I respond to the variety of students' feelings of self-worth?

How did I respond to the variety of students' perceived relationships with God?

What would I do differently if I was teaching this unit again?

How will I use and build on knowledge, understandings, skills, attitudes, and values students have developed in this unit?



I•S•S•U•E•S

In this unit we have looked at a number of Christian beliefs about you as an individual and about all human beings:

- GOD CREATES PEOPLE IN THE IMAGE OF GOD
- GOD GIVES PEOPLE RESPONSIBILITY TO USE THEIR TALENTS AND ABILITIES
- GOD CREATES PEOPLE TO BE IN RELATIONSHIP WITH GOD
- GOD VALUES EVERY HUMAN BEING HIGHLY

If we were to take these beliefs seriously, what difference would they make to the way we deal with current issues? Your final assignment for the unit is to prepare a one-minute position statement on one of the issues listed here (or another of your own choosing) in light of what we have been discussing.

- gun (weapons) control • nuclear stockpiling/disposal
- genetic engineering • performance-enhancing drugs
- pornography • alcohol use/abuse • abortion
- capital punishment • racism • tobacco use/abuse
- euthanasia • legalising prostitution
- homosexual marriage • overseas aid

I think that an appropriate Christian position on the issue of _____ is _____

because _____
