

CHRISTIAN LIVING

LEARNING STATEMENTS: CONTENT KNOWLEDGE AND WAYS OF KNOWING

| Key Idea 1: Christians believe that God creates people to live in relationship with him and with each other | | | | |
|---|---|--|---|--|
| Learning Statement | Beginning | Band A | Band B | Band C |
| <p>CL 1.1 Children describe ways God cares for individual people</p> <p>The Bible teaches that God invites people to have a relationship with him because he is their creator and he loves and cares for each person. He has created the world to provide each person with life's necessities. God gives families and communities to help each person grow and thrive. God uses other people to demonstrate his love and care.</p> | <p>CL 2.1 Students investigate and represent people's relationships with God and with each other</p> <p>Christians believe God's love and care of his created people stems from his desire to be in relationship with them. A relationship with God instructs and motivates people on how to live with one another. Relationships nurture people and enable them to develop their gifts and in turn nurture others.</p> | <p>CL 3.1 Students examine and reflect on the belief that God creates people to live in community</p> <p>Christians understand people are created to live in community, so they play an important and responsible role in being co-creators and co-carers with God. Communities are places where people grow and learn to live with one another, interdependently.</p> | <p>CL 4.1 Students draw conclusions about the influence of the other on self-identity in light of Christian beliefs about the worth of the individual</p> <p>The health of communities is dependent on each individual having a clear sense of personal value and dignity. Christians accept that human worth comes from God and is not dependent on appearance, actions, good and bad or on others' perceptions. God's unconditional acceptance of each individual liberates each to relate to others, all the while maintaining his/her self-identity.</p> | <p>CL 5.1 Students analyse Christian beliefs about the responsibilities of living in relationship with God, self and others</p> <p>Christians believe a strong healthy self-concept derives from a relationship with God and positive community life. The continuing development of self-identity involves examining the purpose of life and the contribution that can be made to others. This shapes how relationships are conducted and decisions about personal direction and action.</p> |
| <p>scope statements</p> <p>God made and loves each person as special and unique</p> <p>Attributes and features that make each person special and unique</p> <p>God wants to have a relationship with each person</p> <p>God has created a world which provides for people's needs</p> <p>Bible stories that show God cares (eg. Ruth and Naomi, Jesus and Jairus's daughter, God lets Adam name the animals, Jesus spends time with children)</p> <p>God gives individuals people they can trust and who care for them</p> <p>In Jesus God demonstrates trustworthiness, love and care of others</p> | <p>The relationship between God and people</p> <ul style="list-style-type: none"> human beings share a special relationship with God God creates, knows and loves each person as a unique individual people are precious because God made them and loves them God wants a special relationship with each person - love, trust, communication <p>The relationship people have with each other</p> <ul style="list-style-type: none"> human relationships are part of God's plan for people God is shown to us through the ordinary lives of people God wants people to love and respect one another God helps people to live in relationship through the gift of his Holy Spirit Jesus has demonstrated how we can live in relationship with God and others people need each other to meet their needs | <p>God creates people</p> <ul style="list-style-type: none"> God creates and loves all people - male/female, young/old, Christians/non-Christians, all cultures all people are equal because they are made by God - unique individuals with gifts and talents God creates people with the ability and freedom to make choices God places individuals in different communities <p>God's plan for community living</p> <ul style="list-style-type: none"> community is part of God's plan for people people need community - community builds individuals people in community respect one another - their uniqueness and difference people help each other and learn from one another in community there are responsibilities for living in community <p>There are broken communities because people are sinful</p> <p>God gave the ten commandments to protect and build community and to teach people how to live together</p> <p>God forgives people who fail in community</p> | <p>People are created in the image of God</p> <ul style="list-style-type: none"> God's view of people can be significant in shaping a person's self-concept (eg. 'God don't make no junk') people are creative and have free will sin does not devalue the person God has redeemed the person God has given the gift of the Holy Spirit to sanctify each person <p>Role and purpose of people's gifts and abilities</p> <ul style="list-style-type: none"> service to others glory to God <p>God gives all people special gifts and abilities</p> <ul style="list-style-type: none"> physical emotional intellectual spiritual social <p>Influence of the other on self</p> <ul style="list-style-type: none"> how society including media impacts on our construct of who we are how our interactions with others influence and shape our self-identity what can happen when perceptions of self and others are out of alignment giving and receiving affirmation the 'other' is precious and sacred and deserving of respect | <p>Christianity involves an active relationship with God lived out in relationship with others</p> <p>The Christian life is not without its struggles</p> <ul style="list-style-type: none"> God's will for people's lives is opposed to selfish desires and wants Christians are both saint and sinner God intended that relationships be of mutual benefit to human beings humans are not capable of living in perfect relationships <p>Causes and consequences of personal and interpersonal conflict and strategies for dealing with conflict in a variety of situations (eg. depression, suicide, family breakdown, anorexia/bulimia, substance abuse)</p> <p>Forgiveness</p> <ul style="list-style-type: none"> God offers forgiveness and healing to all people when failure is experienced in relationships God empowers people to forgive each other Jesus came to restore the broken relationship between human beings and God and at the same time to redeem all human relationships <p>There are various relationships or connections between human beings - such as physical, emotional, spiritual, sexual or social - all with their own unique responsibilities, challenges and benefits</p> |
| <p>students know... (knowledge and elaborations)</p> <p>Identity</p> <ul style="list-style-type: none"> a Christian is both saint and sinner individuals need laws and structures in society belief about self is an important determinant of identity God's esteem (value) for each individual person is shown in Jesus' teaching and actions people are created in and for community/relationships importance of confession, repentance and renewal <p>God works in and through structures to fulfil his will - marriage, family, government, social order</p> <ul style="list-style-type: none"> protection of individual and community life preservation of peace and good order <p>God works through the Law</p> <ul style="list-style-type: none"> protects all of life points to human failure guidance for Christian life <p>Gospel</p> <ul style="list-style-type: none"> Jesus' teaching on love and forgiveness restoration renewal <p>Jesus' interpretation of commandments and structures (eg. family, government, personal conflict)</p> <p>Factors influencing individuals and community life</p> <ul style="list-style-type: none"> sexuality, work, gender roles, money, possessions, social codes, fashion, use of time technological and medical advances, racism/sexism/disability, radical individualism, consumerism, economic/political structures and systems | <p>Band D</p> <p>CL 6.1 Students evaluate ways God-given structures foster the proper functioning of individual and communal life</p> <p>Christians understand that a healthy self-concept is only one factor in creating a peaceable, well-functioning society. Laws and structures such as family and government enable individuals to flourish and enrich the wellbeing of one another and their communities. A relationship with God enables personal renewal and vision to influence communities and bring positive change.</p> | <p>Band E</p> | | |

| Students can... (ways of knowing) | | | | |
|--|--|--|---|--|
| <ul style="list-style-type: none"> express that they are unique through a variety of mediums share their thoughts on God's relationship with people (eg, draw, scribe their thoughts, tape an interview of their thoughts) listen to Bible stories relating to God's love and reflect on their understanding identify experiences of friendship, love and care identify the many ways people care for them name people who love them and discuss how this love is expressed in their life begin to explore the concept of trusting relationships compare experiences of fear and trust participate in trust activities identify ways people believe God cares for them | <ul style="list-style-type: none"> describe how God has created people with similarities and differences between individuals (eg, gender, ethnicity) create a picture of how God sees uniqueness in his creation list similarities and differences between human beings and animals discuss what being special means for them investigate Bible stories of the friendship God initiates with people investigate ways people express their relationship with God retell stories of friendship that illustrate the biblical teaching on healthy relationships describe the aspects of friendship that make them feel good about themselves identify actions which demonstrate love and respect in personal relationships explore pictures the Bible uses to help people relate to God identify people who are important to them and record their understanding of the importance of other people in their lives reflect on and demonstrate ways people show love and care for others express God's gift of people through the arts (eg, mural) share stories that illustrate God's love and reflect on ways people can show love to others | <ul style="list-style-type: none"> examine themselves and reflect on how they can use their gifts and talents to build community in the school, family and wider community use Bible passages and stories to examine the Christian belief that all people are equal share information about roles and responsibilities of living in families, including God's family list and compare the characteristics and roles of people in different types of communities (eg, family, school, sporting team) collate information from Bible stories about ways people use their talents and abilities to care for others explore stories of Jesus interacting with outcasts in his community and identify how he helped to restore them to their community reflect on the ability to make choices as a gift from God and what this means for living in community investigate the Christian belief that social structures and authority are given by God for the welfare of people and give examples investigate the Christian belief that love and forgiveness are the basis for positive relationships and healthy communities describe what the Bible says about the way God wants people to live and the reasons he created 'family' present the findings of an investigation of Bible passages dealing with the concept that 'all people are precious to God' reflect on the ways Christians respond to God's love for each person respond to the concept of living in community through the arts create a code of conduct for 'living in community' in the classroom | <ul style="list-style-type: none"> gather information on the gifts and abilities they possess, using surveys, personality tests, questionnaires, and self-concept and the ways in which they could use their gifts and abilities to help others identify how artists and musicians have responded to God (eg, Michelangelo and the Sistine Chapel) retell the parable of the talents (Matthew 25:14–30) using a modern context and record the message in the story classify people's roles in life (family, work, social) and analyse the way they serve others through these roles (eg, father, worker, club secretary) investigate media portrayals of the 'ideal' pre-teen – interests, looks – and critique from a variety of stakeholder perspectives explore the difference between 'knowing self' and 'self-centredness' identify/research the people who influenced/challenged Jesus (and how he responded) and evaluate his responses visually map interactions with others and the impact on 'me' over a specified period of time, then focus on what they have learned about themselves identify ways an individual can make judgments about how other people can influence them and find support from various sources explain how the ten commandments promote self-identity create motivational slogans which focus on God's view of a person create and present a reflection on individual worth describe the effect of peers on a person's developing understanding of self reflect on the difficulties and benefits of 'being yourself' | <ul style="list-style-type: none"> describe the advantages and disadvantages of relationships and identify the factors which contribute to conflict within people's relationships (change, stress, selfishness, ignorance, stereotyping) investigate the impact and influence of individual decisions on others' lives role play scenarios that show the cause of conflicts and arguments (eg, not doing chores or homework, type of music being listened to) and propose possible solutions to reduce the conflicts develop skills of conflict management and strategies for dealing with conflict in a variety of situations consider the things that Jesus valued about people and relationships and analyse how he restored broken relationships explore the various degrees of intimacy in relationships and propose the values and beliefs that underpin a responsible approach and development of healthy relationships report on an interview with several Christians about their relationship with God and its influence on their relationships at home, in the workplace, with friends evaluate the importance of God's commands (eg, the ten commandments) in becoming a responsible person |
| | <ul style="list-style-type: none"> describe how Jesus' relationship with God brought hope and positive change to people he met and suggest how this might be possible in contemporary contexts propose a model for a fair and just society underpinned by Christian principles where the dignity and value of human life is promoted reflect on the challenges of personal and societal renewal communicated by the gospel identify links between laws used in contemporary society and the ten commandments identify the relationship between belief and action in the lives of some biblical characters (eg, prophets, Esther, King David, Paul, Jesus) differentiate between Christian, societal and personal responses to selected issues apply the radical message of Jesus (to love God and others) to world issues examine how Jesus' esteem for each person was interpreted and put into practice by New Testament writers and propose how these can be expressed in the students' own context critically review the contradictions between what is said and done in the media and/or Christian practice and/or personal choices contrast the factors that contribute to mental wellbeing with the biblical teaching on God's esteem of individuals identify the events, people, ideas that have shaped and influenced a student's choices in relation to selected issues explore the contributions of the marriage relationship to the wellbeing of individuals and society | | | |

Achievement standards for each band comprise concepts and content drawn from Learning Statements and Scope Statements together with evidence of student learning demonstrated through ways of knowing.

Key Idea 2: Christians are called to love and serve all people

| Learning Statement | Band A | Band B | Band C | Band D | Band E |
|---|--|---|--|--|--|
| <p>CL 1.2 Children hear stories about God's helpers and discuss ways they are helped and can help others</p> <p>Christian service happens in the context of relationship with God and others. Being a friend and helper of others is being the hands, feet and voice of God in the world. An understanding of God's love and grace is communicated in the love, friendship and help people give to one another.</p> | <p>CL 1.2.2 Students gather information about how God helps all people and describe how God equips people to help others</p> <p>Lutherans believe God uses people and structures to achieve his purposes in the world. They are God's blessing to all people. God gives each person gifts and abilities to respond to human need and for the benefit of all humankind. Christians see this as God's specific call to how they are to live their lives and relate to others.</p> | <p>CL 3.2 Students investigate and analyse how God motivates, equips and uses Christians to serve others</p> <p>Christians believe they are called to live as disciples of Jesus Christ. It is a lifelong learning process whereby the Holy Spirit transforms Christians to reflect the attitude and love of Jesus for others. Christians view service to one's neighbour as a joyful response to the mercy and love God has shown them through the gift of Jesus.</p> | <p>CL 4.2 Students analyse the concept of Christian love and service as a response to faith</p> <p>Christians believe that serving God, others and the world is the gospel in action. Christian love and service is a response to God's self-sacrificial love. Servanthood, in Jesus, is characterised by humility, unselfishness and death to self. God's generosity results in thanksgiving.</p> | <p>CL 5.2 Students reflect on the concept of Christian vocation and its significance for self and others</p> <p>Christians view their calling as God's gift to the world. Their redeemed, renewed selves pave the way to transform community living as they bring a God-breathed approach in all dimensions of life. Their commitment to love and service of individuals and communities - vocation - opens doors to tell God's story of redemption and for God to heal a broken world.</p> | <p>CL 6.2 Students analyse and respond to ways in which Christians and others are challenged to serve, respect and value all people</p> <p>The Bible teaches that Christian service turns natural human endeavour on its head. Its call for selfless, self-sacrificing giving chafes against the false demarcations and practices in society. Christians are challenged to live and speak into being the principles and ways of the kingdom of God such that God's will is done on earth as in heaven.</p> |
| <p>God's love for people enables them to love others</p> <p>Stories of Jesus' friends and helpers</p> <ul style="list-style-type: none"> Jesus shows people how to live with others through the things he said and did (eg. actions and words of love, care, forgiveness, kindness) Jesus wants people to be a friend to others Jesus had disciples and they were his helpers and friends <p>Examples of friendship and service</p> <p>Stories of people who help and care for others</p> <p>God's helpers today</p> | <p>God helps and equips all people</p> <ul style="list-style-type: none"> God sustains them through the gift of the created world, families, communities, governments God gives each person unique characteristics, abilities and gifts through which others can be helped God gives guidelines and rules (commandments) that show how he wants people to live God forgives people their sin God shares the good news of his love (gospel) to others through the words and actions of his followers <p>Examples of how structures such as families, schools, hospitals both help and equip people</p> <p>Ways different roles in society and life help and equip people (eg. parent, teacher, friend, sibling, doctor, manager)</p> | <p>Christian disciples</p> <ul style="list-style-type: none"> learn from Jesus about discipleship live by the law of love - to love the Lord with all your heart and to love your neighbour as yourself obey and serve God by using their gifts to serve others show love, compassion and respect forgive and ask for forgiveness love their enemies tell others about God's love are empowered by the gifts of the Holy Spirit have the gift of the church and the Bible to help them grow in their faith and knowledge of God's love <p>The role of mission in serving and meeting people's needs</p> <ul style="list-style-type: none"> practical help proclaiming God's word assisting community structures <p>People God chose to be special messengers - prophets, disciples and current/historical Christian figures</p> <ul style="list-style-type: none"> motivation for service ways of serving God impact of service lifestyle lessons to be learnt | <p>Servanthood of Jesus</p> <ul style="list-style-type: none"> motivated by God's love for all people inclusive, compassionate, just challenged unjust authorities and practices death to self <p>Christian service is total giving</p> <ul style="list-style-type: none"> God gives out of his abundance <p>Christian service demonstrated in mission and service</p> <ul style="list-style-type: none"> each Christian shares the task of telling others the good news Lutherans in Australia work together in mission and ministry: <ul style="list-style-type: none"> local church programs Lutheran World Service, Lutheran Community Care Missionary activities (eg. Papua New Guinea) Christian charity organisations work towards serving others (eg. St. Vincent de Paul, Salvation Army) | <p>The transforming power of the Holy Spirit who gives a new heart and new spirit that enables people to love God and neighbour</p> <p>Christians are ambassadors for Christ by the way they live their lives</p> <p>Christian vocation</p> <ul style="list-style-type: none"> God does his work in the world through people whether they recognise it or not. Christians recognise this as vocation everything a person does can be seen through the lens of vocation - living sacrifices for God Christians view their calling, job and vocation as a way in which they can serve, help and benefit others discipleship and Christian service - an alternative approach to a secular way of life Christians serve by attempting to meet the needs of others more than 'occupation' - includes non-salaried 'work'. It is part and parcel of all the roles in life (eg. sister or brother, son or daughter, student or teacher, friend) gives meaning and purpose for life <p>Work is an order of creation</p> <p>Notion of enjoyment of work, daily routine as a gift from God</p> <p>God uses everybody for service</p> <p>Importance of balance, rest</p> | <p>Biblical teaching on a selfless life</p> <ul style="list-style-type: none"> Jesus' teaching on love, forgiveness and service as the basis for a serving attitude Christian freedom and servanthood Sermon on the Mount biblical view of the neighbour (eg. to whom am I a neighbour?) place of good works biblical teaching on the value of all people and the respect needed in caring for others as expounded in New Testament letters biblical teaching on the cost of discipleship call for Christians to live a sanctified life with regard to sexuality, marriage, the outsider, family, employer/employee, political, economic <p>Beliefs and actions have consequences for others</p> <ul style="list-style-type: none"> what an individual believes about others is an important determinant of how s/he treats others the rights and responsibilities of individuals within a community responsibility to God in all things responsibility to governments <p>Relationship between individual and society/ community</p> |
| <p>students know... (knowledge and elaborations)</p> | | | | | |

| <p>students can... (ways of knowing)</p> | | | |
|---|--|--|---|
| <ul style="list-style-type: none"> • use a variety of ways to retell the stories of Jesus helping and being a friend to others • model cooperation and consideration to others (eg, willingly take turns using puppets, finger plays) • brainstorm ways friends help each other • participate in a group discussion about what it means to be a friend • participate in games focusing on the giving of positive comments • contribute as a group member to develop a list of acceptable behaviours for the group • listen to Bible stories about Jesus' disciples and discuss ways they helped Jesus • role play the ways they see adults helping others • use problem-solving skills to help others • participate in a service activity (eg, visit an old-age facility, picking up rubbish) | <ul style="list-style-type: none"> • re-enact stories from the Bible which show how Jesus cared for and treated others with love • participate in a project to support people in the community who need care • identify and describe how they can use their unique characteristics and abilities to help others in the context of family and school communities • list the different roles people play in life, identify the care and help they provide others and list the qualities they need • discuss how the gifts of the Spirit equip people to express their care for others • research social structures that God has provided to care for people and consider their personal role in these structures • investigate and report on how Jesus' disciples continued his work of sharing God's love • identify situations in which people tell others about Jesus in the world today • discuss and reflect on ways Jesus loved and cared for others • report on ways they help out in the family • examine common rules and describe how they support positive relationships | <ul style="list-style-type: none"> • explore and report on the concept of discipleship through an investigation of Jesus' work • compile profiles of different people who have been God's messengers, showing the link between motivation and action • identify the fruit of the Spirit and explain how they equip Christians to serve others • describe how Christians throughout history have been inspired and guided by the Holy Spirit to serve • report on the outcomes resulting from a life of obedience and/or disobediences in the lives of biblical characters • discuss the various ways people love their neighbour, and show the link with God's guidelines and rules • investigate and document the service given by missionaries to people • explore and show the many ways Christians serve God and people in all dimensions of life • participate in service activities linked to local congregations/community | <ul style="list-style-type: none"> • present the range of responses different people had to Jesus' acts of service • compare the mission statements of various Christian service organisations to consider biblical basis and motivation for service • analyse Jesus' response to unjust treatment of others • identify people who are treated unjustly in the local and global community • generate ways of serving each other and others in the local community (eg, visiting the elderly, bottle and can drives) • research ways famous and other people have used their gifts and abilities to serve others to consider how God uses all people to serve • research the mission and various agencies of the Lutheran church and make connections with Christian beliefs about service and discipleship (eg, missions, aged-care, Lutheran Community Care) • examine and report on various Lutheran institutions and their role within the community (eg, Australian Lutheran World Service, Lutheran Community Care) • investigate and present information about the work and motivation of Christians and Christian service organisations • describe and compare Christian love with societal views of love |
| | | | <ul style="list-style-type: none"> • research and report on the challenge of Christian discipleship for people today • explain, providing examples, the concept that being a disciple of Jesus requires total commitment • investigate Christians' experience of the transforming work of the Holy Spirit in their lives and describe the changes in their lives • research the importance of a sense of vocation in the lives of Christians and compare this with the concept of vocation for non-Christians • reflect on how the events of life and attitudes towards work and service shape the sense of direction and purpose in life • illustrate how a Christian with a desire to serve others might formulate ways to respond to the needs of others • compare and contrast the purpose and direction in life expressed in the lives of Christians and non-Christians and construct a mission statement that outlines a person's values, beliefs and purpose in life • propose ways they can create a supportive environment in the classroom that reflects a Christian view of service • explain Christian understandings of vocation and analyse them in relation to their own lives and others • identify needs, design and implement an action plan to serve the needs of others |
| | | | <ul style="list-style-type: none"> • use information from print, electronic sources and biblical text to demonstrate the link between personal choice and its impact on service to others • examine and report on how some Christian communities (eg, monastic, congregations, schools, families) have endeavoured to live out the challenge to serve • identify and defend the beliefs and practices that contribute to a healthy environment in which to raise and educate a child • apply biblical teaching on service to a range of contexts (eg, leadership, career, leisure, friends, partners, dream/goals, parenting) • investigate and give reasons Christian teaching on rights and responsibilities challenges and motivates individuals to be actively involved in the community (eg, in the political/economic systems) • propose changes to the treatment of the marginalised if God's will is done • propose a plan of action to value all members of the school in a demonstrable way • debate the viability of life based on Jesus' Sermon on the Mount • report on Christians who have lived out the challenge of costly discipleship |

Achievement standards for each band comprise concepts and content drawn from Learning Statements and Scope Statements together with evidence of student learning demonstrated through ways of knowing.



Key Idea 3: Christians have a responsibility in and for the world

| Learning Statement | | Band A | | Band B | | Band C | | Band D | | Band E | |
|---|--|--|--|---|---|---|--|--|--|--|--|
| CL 1.3 | Children discuss their experiences of God's world and demonstrate how they can care for it | CL 2.3 | Students explore and describe what it means to live and care for the world | CL 3.3 | Students explore and respond to the Christian belief that God has given people responsibility for the world | CL 4.3 | Students explore ways Christians interpret and act on their calling as stewards in God's world | CL 5.3 | Students apply principles of Christian stewardship to social, political, environmental and economic issues | CL 6.3 | Students critique Christian, individual and community responses to the needs of the world and defend a personal position |
| <p>Christians view creation as an act of God's love. It holds great wonder and awe and gives an insight into the goodness, majesty and complexity of God as creator. He invites people to not only enjoy and benefit from the fruits of creation but to also join him in caring for his creation.</p> | | <p>Christians believe people are a separate and different creation of God yet share a common creator with the rest of creation. The respect and care that people show to their own kind is to be given to all of God's creation. The health of the world is dependent on people's treatment and use of creation.</p> | | <p>Christians believe that God has given the world for people's enjoyment and survival and entrusted people with the care of the world for its survival. This requires a sense of awe, appreciation, foresight and community consciousness so that wise decisions will be made for the good of present and future generations of people and the world.</p> | | <p>Christian stewardship views the world and people with God's eyes. It is about restoring and healing damage, sustaining life and goodness, developing and enriching life that it may grow and multiply. It reflects the same love, care and responsibility Christians have for people to bring hope and life where there is darkness. It is living the gospel message.</p> | | <p>Beliefs about people, rights and responsibilities are linked to justice issues. Christians believe they are called to be God's ambassadors representing his passions and concerns, resisting oppression and injustice in all dimensions of life and in the created world. They recognise that repentance and God's forgiveness are steps towards justice. They trust in God's continuing goodness in the world.</p> | | <p>Christians believe the health of the world, communities and individual people must move beyond theory and words to action. God's continued love and care for the world and humanity is evident in the litany of good works, laws and organisations created to respond to suffering and damage. Christians find their inspiration and a way to live and act in the life and death of Jesus.</p> | |
| <p>God created all creatures and the environment All that God made is good Creation stories and descriptions of the world recorded in a range of Bibles in particular children's Bibles. God has given people responsibility for looking after the world People's actions impact on the world People care for the world in different ways</p> | | <p>The world belongs to God • it is God's blessing to people • it is for people to enjoy • it teaches people about the wonder and mystery of God • it provides for people's needs • it is interdependent • it is self-sustaining People live in relationship with the world • God wants people to take care of his world with him People's actions impact on the world and other people • God has placed people in community to love and care for others • one way of caring for others is to care for the world • misuse of the created order has adverse effect on both creation and human life Biblical stories of creation</p> | | <p>God's creation • God's creation is for all people - past, present and future • God wants all people to experience dignity and meaning in life • God continues to create • biblical descriptions of people's relationship to creation Responsibility to care for the world • God wants humans to enjoy the world and to take charge of and look after the world • God equips humans to take care and be responsible for the world - people are accountable for honouring and respecting the natural and built environments • abuse and misuse of the earth • people care for the world in many ways</p> | | <p>God wants people to be responsible caretakers of creation (eg. improve land quality, preserve endangered species) Stewardship in the local community Rights and responsibilities in the community Christi an stewardship • appointed by God to serve the interests of his created world • managers not owners, servant role • values for living, choices for action • trustworthiness, applying wisdom • community consciousness • Christians are God's representatives on Earth God calls people to work for justice and harmony • poverty, equality, gender, ethnic issues • God has created a world that could meet all people's needs if resources were distributed fairly Responsibility to respond to injustices • personal justice • justice in and for community • all people were created in the image of God • all people have the right to thrive - develop their capabilities, work, be treated with dignity and respect, free to speak and act according to their conscience and beliefs • God wants all people to be saved</p> | | <p>Responsibility to the global community • Christians strive to establish and maintain peace and justice for all. • social justice issues in the global community (eg, refugees, common wealth for common good, globalisation, political and religious oppression, access to health, treatment of indigenous communities, war, weapons of mass destruction.) • Christian social action may move beyond secular law • the gospel as a means for bringing peace and justice to a broken world • equity in the workplace, social structures, home Relationship between justification and justice Bible's teaching on a just and loving response to the poor and oppressed Care for the environment • in the short term for the long term • responsible decision-making in the use of the earth's resources • environmental sustainability • biblical teaching on stewardship of creation • interdependence of human life and the environment</p> | | <p>Beliefs and actions have consequences (positive and/or negative) for the community as a whole Sociological, historical, indigenous and popular concepts of community which influence what communities believe about themselves and others The Christian perspectives on community that are counter-cultural (to whom are we a neighbour?) The challenge of Christian teaching for people's role in the community The role stewardship plays in the Christian and wider community Involvement in the community • supporters and advocates for others, community, environment, global village • Christians in government Old Testament prophets on justice Involvement in God's continuing work of creation Examples of Christians who have worked to liberate people from oppression Justice and mercy is part of radical Christian discipleship Salvation values - reconciliation, reformation, renewal, transformation, repentance Wisdom versus foolishness • suffering as a direct result of human sin and folly</p> | |
| <p>students know... (knowledge and elaborations)</p> | | | | | | | | | | | |

| students can... (ways of knowing) | | | |
|---|--|---|---|
| <ul style="list-style-type: none"> produce a pictorial record of the beauty and complexity of the created world create a display of favourite natural objects list ways of caring for God's world and apply the list in their setting investigate and describe ways people care for the environment (eg. disposing of their rubbish, recycling used materials, sick wildlife) demonstrate the care of pets and other creatures comment on science experiments that explore the wonders of God's world participate in games and activities to practise ways to care for God's world contribute to the establishment and care of a garden talk about how people look after creatures and their pets | <ul style="list-style-type: none"> retell the stories of creation (eg. Genesis 1, 2; Psalm 104), highlighting the blessings God has given people through his creation identify ways that God continues to look after his creation list different ways people in the community care for the environment explore ways they can respond to God's creation plan and develop strategies to care for natural resources or address an environmental issue in their community imagine and describe future scenarios in which all people take responsibility to care for the earth explore ways they can take care of people or places in the school environment plan and participate in a celebration of thanks and praise for God's created world | <ul style="list-style-type: none"> explore and describe ways that God has equipped people to care for the world (eg. skills, and abilities people have) promote the role people have been given to care for the world propose actions that can be taken by either the school community or themselves to care for the world gather and represent information from various sources about ways people care for the world show connections between people and the environment and discuss the significance of this relationship consider the ways people use the environment and reflect on the ways people maintain a balance between using, enjoying and caring for the environment respond to environmental issues in the community summarise biblical views and descriptions of creation develop protocols for care of the environment | <ul style="list-style-type: none"> examine God the creator's role in the world today and how people play a part in maintaining God's creation identify and compare what motivates environmental groups to take care of the environment select existing community projects that reflect Christian stewardship of the earth and its people list areas of need in the world and suggest ways these could be met develop an action plan to take care of people in need or the environment (eg. collecting food for homeless, organising recycling programs) discuss and react to indigenous issues (eg. saying sorry to Indigenous peoples for the way they have been treated in the past, the Stolen Generation, removal from land) formulate and present procedures for helping refugees and other marginalised people based on compassion and justice (eg. design a manual for the Immigration Department) use role play to investigate and present findings on Jesus' teaching about social justice (eg. modernise a Bible story) compare and analyse profiles of advantaged and disadvantaged groups in the world develop and implement a school community action plan |
| | | | <ul style="list-style-type: none"> identify and analyse personal experiences or situations that have led to an unjust outcome define and elaborate on global injustices in communities and explore ways to maintain peace and justice highlight a social justice issue and use evidence to make an inference as to the church's position on the issue gather evidence of and formulate a response to the church's voice in a current social justice issue differentiate between secular law and Christian social action and form an opinion as to whether the church has a role within the boundaries of the law investigate ways Christians respond to controversial global issues such as the uneven distribution of wealth in the world support a community project addressing issues of injustice and report on what they learnt from the experience analyse biblical material on God's view of poverty and oppression draw conclusions about the link between attitudes to the environment and poverty present a rationale for care of the environment based on biblical principles develop multiple responses to an environmental issue, examining biblical principles, short-term and long-term effects and the impact of solutions on people and animals apply Jesus' teaching on 'loving one's neighbour' to economic and environmental sustainability |
| | | | <ul style="list-style-type: none"> show the link between how a community defines itself and how it treats people identify the different communities to which students belong and assess how they exercise their rights and responsibilities within those communities analyse the reasons for the problems that exist in the community apply the challenge of Jesus' teaching on love, care, responsibility and service to a range of contexts (eg. school, treatment of asylum seekers, friendship, the marginalised in society, Aboriginal ministries) evaluate the degree to which service organisations fulfil Jesus' mandate to love and serve others in the way that they approach the problem and minister to the whole person analyse the actions taken to meet the needs of people (eg. the poor) within the community and predict the long-term consequences of such actions present an action plan to address a current need in the community debate Christian involvement in politics promote understanding and action for a community project assess the viability of Old Testament responses to injustice for current issues |

Achievement standards for each band comprise concepts and content drawn from Learning Statements and Scope Statements together with evidence of student learning demonstrated through ways of knowing.



