

Time Frame & Section	CSCF Key Ideas CB 5.3, CL 5.1& 5.3, CW 5.1 & 5.3	Questions & Concepts	Study Area Core Dimension	Content, Resources & Teaching Ideas
Week one Introduction		What sort of person do I want to be? What sort of world do I want to live in?	All areas	Sophie Scholl – DVD & worksheet
Week 2-4 Decision Making & Ethical Frameworks (see list page 60/61 of theological notes) In looking at Christian Ethics, there are two focuses – law & gospel, and as a subset of that, Justice.	Introduction of Ideas <ul style="list-style-type: none"> • God’s will & human freedom • Law & Gospel (this is a key Lutheran teaching which is shown throughout scripture. God shows grace when he reaches out to Abraham. It wasn’t until hundreds of years later that the law is given to Moses; the story of the woman caught in adultery is a wonderful example of Jesus concern both for the law and for grace) • People are good and evil • God is just & requires that people do justice • The community & individual are both important • God offers forgiveness & people are also required to • Community life comes with rights & responsibilities • Stewardship applies to all areas of life • The Bible offers a perspective on how to live an ethical life, as do other beliefs and frameworks & applying this to everyday situations • Holy Spirit guides people & helps them • Christianity & Philosophy (eg. natural law) • Modern philosophies which influence people’s ethical decision making 	Who has/is making a positive impact on their world? What is the process for making good & ethical decisions? What advice/perspective does the Bible present? How do ethical frameworks help people make decisions? What are my core values? Do I want to make a difference? How? What is right & wrong? What motivates my moral choices? Do I need ethical guidelines? Are there moral absolutes?	Emphasis on personal & spiritual	As well as the materials collated, you may find some of the activities in last year’s booklet relevant Role play a range of moral responses to everyday situations. Conduct simulation games that explore personal responsibility, the effects of moral issues etc. Use the film, <i>Chocolat</i> to investigate Law & Grace. This can be compared with <i>The Count of Monte Cristo</i> . Passages from The Sermon on the Mount, & John 8 will also aid in investigating ideas about law & Grace. TEAR Australian publications can also support this discussion. Select a current topic reported in the newspaper and create a flow chart tracing its evolution, analysing news reports, opinion columns, letters to the editor and feature articles. The Josephson Institute www.josephsoninstitute.org is an interesting way to investigate a non religious look at values. Write a description of a fictional society in which there are no ethical or moral restraints. Organise a forum in which students take on the character of an ethical “expert” or a stakeholder, and present a perspective on a particular moral issue. Produce a table or diagram to illustrate findings such as how many groups have a religious, political or other motivation for their activities? Investigate the work of outreach, welfare and caring centres such as Micah Challenge, TEAR, World Vision, Salvos, Vinnies, Caritas, Rosies, Buddhist Compassion Relief Tzu Chi Foundation, Lifeline, Teen Challenge, Medecins Sans Frontières, Karuna Hospice Service, Fred Hollows Foundation, Greek Welfare Centre, Jewish community organisations, Islamic community organisations. Compile and print a brochure to promote a local welfare group. Collect poems, song lyrics about social justice. Consider what they highlight to be the cause of injustice and the challenge they give to individuals and communities. (<i>ask Wes if you want some suggestions for music</i>) Australian Story – Dumb & Dumber; Children of a Lesser God
Week 5-6 Conflict, Rwanda, UDHR	Application of Ideas <ul style="list-style-type: none"> • God is the creator of human life and therefore the source of a person’s identity, security, meaning & value 	How do moral choices impact at a communal & global level? What are the causes of conflict in the world?	Personal & relational	Compare the Universal Declaration of Human Rights with basic moral principles as found in the Ten Commandments, Buddha’s teaching, the Koran and the gospel teachings of Jesus. Students prepare a report on how well the Universal Declaration of Human Rights is being followed in their school community.

	<ul style="list-style-type: none"> • Sin: people experience separation from God, each other & themselves • Human failure does not negate human worth • People are to love their enemies; God helps people forgive • People are incapable of perfection • Philosophy of UDHR 	<p>Who is the United Nations?</p> <p>What is the UDHR about?</p> <p>Who was responsible for the genocide?</p> <p>How do Christian beliefs support the UDHR?</p> <p>What went wrong in Rwanda?</p> <p>What explanation does Christianity give for the root cause of the genocide?</p> <p>What difference can one person make?</p> <p>Stakeholders?</p> <p>Whose voices are heard in public discourse on ethical matters?</p> <p>Are people's rights all equal?</p> <p>Individual rights vs group rights?</p>		
<p>Week 7-8 Globalisation</p> <p>MDG's</p>	<p>Application of Ideas</p> <ul style="list-style-type: none"> • God is the creator & sustainer of the universe • Nature functions interdependently (including humans) • Christian Stewardship – use of resources on a personal & global level • Christians have the task of establishing & maintaining peace & justice for all • Obey God rather than man (eg. human rights action in China) 	<p>What is globalisation?</p> <p>What are the positive and negative outcomes of globalisation?</p> <p>Who/what is exploited within current structures of globalisation?</p> <p>Who is/should be responsible for justice on a global level?</p> <p>What can be done to support international justice?</p> <p>Aid or structural change?</p> <p>What does environmental justice look like?</p> <p>How does Christian scripture teach social & environmental justice?</p> <p>Compare equity & equality</p>	<p>Personal & relational</p>	<p>Present a flow chart identifying the stages of a character's decision-making process on a moral problem, illustrating steps, choices and consequences.</p> <p>Make a list of the societal and economic laws and mores that reinforce injustice in a society.</p> <p>Find examples of some strategies for social change used by different religious and community groups.</p> <p>Investigate Jesus' story of the day labourers from Matthew 20. Compare this with itinerant workers in economies such as the US.</p> <p>Define disadvantage in your own school. Identify types of marginalised students within your own school and/or the marginalised youth in a city or local area.</p> <p>Compare and contrast the values in their lives against human needs of the impoverished.</p> <p>Map the impact of social justice and/or social injustice on individuals/communities/the environment.</p> <p>How many fair trade products can you find in your local supermarket?</p> <p>http://foodwise.com.au/</p> <p>Compare & contrast charity & justice</p>

				What is liberation theology? (how did this inform Bishop Romero's actions?)
Week 9 - Buffer?				



GRACE
LUTHERAN
COLLEGE
EST. 1978