

Equip I ePortfolio



LCA
Website

[https://www.lca.org.au/
about-us/lutherans-
worldwide/what-
lutherans-believe/](https://www.lca.org.au/about-us/lutherans-worldwide/what-lutherans-believe/)

Malcom
Bartsch
(2013)

[https://
www.lutheran.edu.au/
download/a-god-who-
speaks-and-acts/](https://www.lutheran.edu.au/download/a-god-who-speaks-and-acts/)

Lutheran Theology

'Lutherans believe that we are saved 'by grace, for Christ's sake, through faith'. In other words, there is nothing we can do to earn God's favour or to gain eternal life. Through His death and resurrection, Jesus Christ has won all this and more for us.' (LCA Website) Malcom Bartsch (2013) goes so far as to say, *'the teaching of justification by grace, through faith, on account of Christ is the central emphasis of Lutheran theology.'* It is this fundamental view that is brought to students within Lutheran schools through the teaching of Christian Studies.

From time to time, the Lutheran Church of Australia will also produce statements that reflect their understanding of various social issues (eg. same sex marriage, ordination of women and men etc). These views are not integral to the teaching of Christian Studies, particularly in a lower primary school setting such as my own but may become more relevant to students in upper primary and secondary school settings who are developing a more personalized view of God and their own beliefs.

Definition of God

Definition of God:

Lutherans believe that God created the universe and everything in it, and that he created humans as the crown of creation and as moral beings for a life of worship and service to God (Isaiah 43:7, Psalm 100). 'In fact, they are seen as the climax or crown of God's creative work (Gen 1:26-30), the result of a specific decision by the creator God.' (Bartsch, 2013)

Nature
of God

Character
of God

Work of
God

Our
Relationship
with God

Nature:

God is one, but He exists in three persons – the triune God: Father, Son and Holy Spirit. God is infinite (1 Timothy 1:17), incomparable (2 Samuel 7:22), unchanging (Malachi 3:6), exists everywhere (Psalm 139:7-12), omnipotent (Isaiah 40:28) and has all power and authority (Ephesians 1).

<https://bootsandbible.info/wp-content/uploads/2016/05/Knowing-God-JI-Packer.pdf>

Knowing
God by J.I.
Packer

Character

God reveals himself to us through the Bible. As humans, we cannot ever fully comprehend his full character, however, as we grow deeper in our own faith, God reveals more of himself to us. As an individual grows in their relationship with God, they are reminded that 'God has not left individuals to work out for themselves who God is, how God feels about them, what God has done for them and what God expects from them in return... This is a God who finds us.' (Bartsch, 2013) God is just, loving, truthful and holy. He shows compassion, mercy and grace. God judges sin, but also offers forgiveness.

Work:

We cannot understand God, without understanding His works because what He does is part of who He is. God created and sustains the world, He has an eternal plan, full of His grace, to redeem and save His people through His Son, Jesus Christ. His work is the main focus of CSCF Beginning Band and Band A, which is the main area of focus for myself as a Christian Studies teacher.

Our Relationship:

Through Jesus becoming incarnate, humans are reconciled with God and thus, given the gift of eternal salvation. By looking at Jesus' time on Earth, we gain a clearer picture of who God really is.

CSCF

[https://
www.lutheran.edu.au/
download/cscf-2015/?
wpdmdl=1276&refresh=5d
59312e8f0061566126382](https://www.lutheran.edu.au/download/cscf-2015/?wpdmdl=1276&refresh=5d59312e8f0061566126382)

Christian
Beliefs
Key Idea 1

Christian
Beliefs
Key Idea 2

Christian
Beliefs
Key Idea 3

Christian Studies Curriculum

Framework (CSCF)

The Christian Studies Curriculum Framework is divided into four key strands; Christian Beliefs, Christian Church, Christian Living, Christianity in the World. For the purpose of addressing the question of 'Who is God?' and a Lutheran view of this question, I have chosen to focus on the Christian Beliefs strand which addresses 'the trinitarian nature of God – Father and creator, Son and saviour, Holy Spirit and helper'.

CB Key Idea 1

Key Idea 1 looks at the view 'Christians believe God is one God: Father, Son and Holy Spirit'. It is through this area of learning, students at a Beginning and Band A level develop an 'understanding of who God is. This is central to and forms the basis of all exploration and understanding of the Christian faith for students.' This introduction to Christian beliefs gives students a basis from which to form their own understanding of who God is and assists them in developing their unique relationship with God. It allows students to explore the nature of God through the Bible. Through use of an inquiry pathway, students gain knowledge of how God's love, grace and mercy is revealed through Jesus, the Holy Spirit and the Bible. The inquiry model allows students to create an authentic, personal relationship with God.

CHRISTIAN BELIEFS					
Key Idea 1: Christians believe God is one God: Father, Son and Holy Spirit					
Strand	Strand 1: The Christian God	Strand 2: The Christian Church	Strand 3: Christian Living	Strand 4: Christianity in the World	Strand 5: Christian Beliefs
Strand 1: The Christian God	<p>Key Idea 1: Christians believe God is one God: Father, Son and Holy Spirit</p> <p>Strand 1: The Christian God</p> <p>Key Idea 1: Christians believe God is one God: Father, Son and Holy Spirit</p> <p>Strand 1: The Christian God</p> <p>Key Idea 1: Christians believe God is one God: Father, Son and Holy Spirit</p>	<p>Strand 2: The Christian Church</p> <p>Key Idea 2: Christians believe in the Christian Church</p> <p>Strand 2: The Christian Church</p> <p>Key Idea 2: Christians believe in the Christian Church</p>	<p>Strand 3: Christian Living</p> <p>Key Idea 3: Christians live by the Christian faith</p> <p>Strand 3: Christian Living</p> <p>Key Idea 3: Christians live by the Christian faith</p>	<p>Strand 4: Christianity in the World</p> <p>Key Idea 4: Christians live by the Christian faith</p> <p>Strand 4: Christianity in the World</p> <p>Key Idea 4: Christians live by the Christian faith</p>	<p>Strand 5: Christian Beliefs</p> <p>Key Idea 5: Christians believe in the Christian faith</p> <p>Strand 5: Christian Beliefs</p> <p>Key Idea 5: Christians believe in the Christian faith</p>
Strand 2: The Christian Church	<p>Strand 2: The Christian Church</p> <p>Key Idea 2: Christians believe in the Christian Church</p> <p>Strand 2: The Christian Church</p> <p>Key Idea 2: Christians believe in the Christian Church</p>	<p>Strand 2: The Christian Church</p> <p>Key Idea 2: Christians believe in the Christian Church</p> <p>Strand 2: The Christian Church</p> <p>Key Idea 2: Christians believe in the Christian Church</p>	<p>Strand 3: Christian Living</p> <p>Key Idea 3: Christians live by the Christian faith</p> <p>Strand 3: Christian Living</p> <p>Key Idea 3: Christians live by the Christian faith</p>	<p>Strand 4: Christianity in the World</p> <p>Key Idea 4: Christians live by the Christian faith</p> <p>Strand 4: Christianity in the World</p> <p>Key Idea 4: Christians live by the Christian faith</p>	<p>Strand 5: Christian Beliefs</p> <p>Key Idea 5: Christians believe in the Christian faith</p> <p>Strand 5: Christian Beliefs</p> <p>Key Idea 5: Christians believe in the Christian faith</p>
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CB Key Idea 2

In CSCE Christian Beliefs Key Idea 2, students make connections between the person and work of Jesus Christ and how this is central to Christianity. This area of Christian belief is key to gaining a clearer picture of who God really is. Time given to investigate Jesus' birth, life and death through a multitude of platforms, allows students to gain a clearer understanding of the love and care God has for each person. The goal of a Christian Studies classroom is for students to learn that *'Jesus is more than a good person or role model. His death and resurrection demonstrates God's power over sin and makes it possible for people to be made right with God.'* God reveals His true self to learners as they make links between Jesus and salvation. This Key Idea also gives Jesus relevance in students' daily lives as they investigate how He *'continues to be an advocate, to lead, encourage and save people.'*

[illegible]

CB Key Idea 3

Finally, in CSCF Christian Beliefs Key Idea 3, students learn that a Christian worldview is shaped by the biblical teaching of sin and grace. A key belief of the Christian church (and specifically the Lutheran church) is that God is a gracious God of love. This area of learning aims for students to reach an understanding that no person, regardless of their actions, can alter the love God has for them. *'God cares for all people, not only those who believe in him. All people are his children since he has created them.'* (Bartsch, 2013) Inquiry pathways will allow Early Years students time to explore the idea of a broken world made right by God's love. It introduces the concept of *'innate sin'* and that *'people often repeat their mistakes, needing continual forgiveness and guidance'* which fits well with the Restorative Practice behaviour management process that we follow across our school.

All of the Key Ideas explored in CSCF Christian Beliefs allow students to gain a deeper understanding of who God is by exploring a number of areas of His multifaceted character.

CHRISTIAN BELIEFS					
Key Issue 2: A Christian worldview is shaped by the inherent teaching of sin and grace					
Topic	Definition	Key Concepts	Key Concepts	Key Concepts	Key Concepts
Sin	Definition: A state of being or an action that is contrary to the will of God or the principles of Christianity. Key Concepts: • Original Sin: The sin inherited from Adam and Eve, which is passed down to all humans. • Personal Sin: Sin committed by an individual, which can be forgiven through repentance and faith in Jesus Christ. • Sin as a condition: A state of being that separates humans from God and requires redemption.	Definition: A state of being or an action that is contrary to the will of God or the principles of Christianity. Key Concepts: • Original Sin: The sin inherited from Adam and Eve, which is passed down to all humans. • Personal Sin: Sin committed by an individual, which can be forgiven through repentance and faith in Jesus Christ. • Sin as a condition: A state of being that separates humans from God and requires redemption.	Definition: A state of being or an action that is contrary to the will of God or the principles of Christianity. Key Concepts: • Original Sin: The sin inherited from Adam and Eve, which is passed down to all humans. • Personal Sin: Sin committed by an individual, which can be forgiven through repentance and faith in Jesus Christ. • Sin as a condition: A state of being that separates humans from God and requires redemption.	Definition: A state of being or an action that is contrary to the will of God or the principles of Christianity. Key Concepts: • Original Sin: The sin inherited from Adam and Eve, which is passed down to all humans. • Personal Sin: Sin committed by an individual, which can be forgiven through repentance and faith in Jesus Christ. • Sin as a condition: A state of being that separates humans from God and requires redemption.	Definition: A state of being or an action that is contrary to the will of God or the principles of Christianity. Key Concepts: • Original Sin: The sin inherited from Adam and Eve, which is passed down to all humans. • Personal Sin: Sin committed by an individual, which can be forgiven through repentance and faith in Jesus Christ. • Sin as a condition: A state of being that separates humans from God and requires redemption.
Grace	Definition: The unmerited favor and love of God towards humanity, which is essential for salvation. Key Concepts: • Unmerited: Grace is not earned or deserved by humans; it is a gift from God. • Love: Grace is an expression of God's love for humanity. • Salvation: Grace is the means by which humans are saved from sin and brought into a right relationship with God.	Definition: The unmerited favor and love of God towards humanity, which is essential for salvation. Key Concepts: • Unmerited: Grace is not earned or deserved by humans; it is a gift from God. • Love: Grace is an expression of God's love for humanity. • Salvation: Grace is the means by which humans are saved from sin and brought into a right relationship with God.	Definition: The unmerited favor and love of God towards humanity, which is essential for salvation. Key Concepts: • Unmerited: Grace is not earned or deserved by humans; it is a gift from God. • Love: Grace is an expression of God's love for humanity. • Salvation: Grace is the means by which humans are saved from sin and brought into a right relationship with God.	Definition: The unmerited favor and love of God towards humanity, which is essential for salvation. Key Concepts: • Unmerited: Grace is not earned or deserved by humans; it is a gift from God. • Love: Grace is an expression of God's love for humanity. • Salvation: Grace is the means by which humans are saved from sin and brought into a right relationship with God.	Definition: The unmerited favor and love of God towards humanity, which is essential for salvation. Key Concepts: • Unmerited: Grace is not earned or deserved by humans; it is a gift from God. • Love: Grace is an expression of God's love for humanity. • Salvation: Grace is the means by which humans are saved from sin and brought into a right relationship with God.
Salvation	Definition: The process of being saved from sin and brought into a right relationship with God. Key Concepts: • Faith: A belief in Jesus Christ and His sacrifice for the forgiveness of sins. • Repentance: A turning away from sin and a commitment to live a life of righteousness. • Justification: The act of God declaring a sinner righteous through faith in Jesus Christ.	Definition: The process of being saved from sin and brought into a right relationship with God. Key Concepts: • Faith: A belief in Jesus Christ and His sacrifice for the forgiveness of sins. • Repentance: A turning away from sin and a commitment to live a life of righteousness. • Justification: The act of God declaring a sinner righteous through faith in Jesus Christ.	Definition: The process of being saved from sin and brought into a right relationship with God. Key Concepts: • Faith: A belief in Jesus Christ and His sacrifice for the forgiveness of sins. • Repentance: A turning away from sin and a commitment to live a life of righteousness. • Justification: The act of God declaring a sinner righteous through faith in Jesus Christ.	Definition: The process of being saved from sin and brought into a right relationship with God. Key Concepts: • Faith: A belief in Jesus Christ and His sacrifice for the forgiveness of sins. • Repentance: A turning away from sin and a commitment to live a life of righteousness. • Justification: The act of God declaring a sinner righteous through faith in Jesus Christ.	Definition: The process of being saved from sin and brought into a right relationship with God. Key Concepts: • Faith: A belief in Jesus Christ and His sacrifice for the forgiveness of sins. • Repentance: A turning away from sin and a commitment to live a life of righteousness. • Justification: The act of God declaring a sinner righteous through faith in Jesus Christ.
Heaven	Definition: The eternal dwelling place of God and the righteous, where believers will spend eternity. Key Concepts: • Eternal: Heaven is a permanent state of being, lasting forever. • Righteous: Only those who have lived a life of righteousness and faith in Jesus Christ will enter Heaven. • Joy: Heaven is a place of perfect happiness and peace.	Definition: The eternal dwelling place of God and the righteous, where believers will spend eternity. Key Concepts: • Eternal: Heaven is a permanent state of being, lasting forever. • Righteous: Only those who have lived a life of righteousness and faith in Jesus Christ will enter Heaven. • Joy: Heaven is a place of perfect happiness and peace.	Definition: The eternal dwelling place of God and the righteous, where believers will spend eternity. Key Concepts: • Eternal: Heaven is a permanent state of being, lasting forever. • Righteous: Only those who have lived a life of righteousness and faith in Jesus Christ will enter Heaven. • Joy: Heaven is a place of perfect happiness and peace.	Definition: The eternal dwelling place of God and the righteous, where believers will spend eternity. Key Concepts: • Eternal: Heaven is a permanent state of being, lasting forever. • Righteous: Only those who have lived a life of righteousness and faith in Jesus Christ will enter Heaven. • Joy: Heaven is a place of perfect happiness and peace.	Definition: The eternal dwelling place of God and the righteous, where believers will spend eternity. Key Concepts: • Eternal: Heaven is a permanent state of being, lasting forever. • Righteous: Only those who have lived a life of righteousness and faith in Jesus Christ will enter Heaven. • Joy: Heaven is a place of perfect happiness and peace.
Hell	Definition: The eternal place of punishment for those who reject God and live in sin. Key Concepts: • Eternal: Hell is a permanent state of being, lasting forever. • Punishment: Hell is a place of suffering and torment for those who have rejected God. • Rejection: Those who have rejected God and lived in sin will be cast into Hell.	Definition: The eternal place of punishment for those who reject God and live in sin. Key Concepts: • Eternal: Hell is a permanent state of being, lasting forever. • Punishment: Hell is a place of suffering and torment for those who have rejected God. • Rejection: Those who have rejected God and lived in sin will be cast into Hell.	Definition: The eternal place of punishment for those who reject God and live in sin. Key Concepts: • Eternal: Hell is a permanent state of being, lasting forever. • Punishment: Hell is a place of suffering and torment for those who have rejected God. • Rejection: Those who have rejected God and lived in sin will be cast into Hell.	Definition: The eternal place of punishment for those who reject God and live in sin. Key Concepts: • Eternal: Hell is a permanent state of being, lasting forever. • Punishment: Hell is a place of suffering and torment for those who have rejected God. • Rejection: Those who have rejected God and lived in sin will be cast into Hell.	Definition: The eternal place of punishment for those who reject God and live in sin. Key Concepts: • Eternal: Hell is a permanent state of being, lasting forever. • Punishment: Hell is a place of suffering and torment for those who have rejected God. • Rejection: Those who have rejected God and lived in sin will be cast into Hell.

Worlds of the Text in my classroom

Worlds of the Text

Using the 'Worlds of the Text' Bible study method allows readers to interpret a Bible passage (or any other text) by consciously using their own prior knowledge and experiences as well as information available to them about the writer and time of writing. This method asks students to think about three aspects to any piece of writing;

- 'The world BEFORE the text' gives some context to the history and culture at the time of writing
- 'The world OF the text' looks at genre
- 'The world IN FRONT of the text' allows readers to look at different interpretations of the text over time or how it might be used by different religious communities

Worlds of the Text

<http://extranetportal.bne.catholic.edu.au/re/PLREd/Pages/REd-Three-Worlds-of-the-Text.aspx>

Considerations & Context

When using the Worlds of the Text method with young students, a teacher needs to take into account a number of factors including age of students, reading ability and student concepts of time ie. 7-year-old students have a hard time imagining the time passed in the 2000+ years since Jesus lived on Earth. To this end, I have found this method most successfully applied in my Year 1 Christian Studies classroom when looking at New Testament texts using a range of sources such as short Bible passages, artworks and picture book interpretations. In Upper Primary and Secondary years, students would be able to follow a much more text-based approach to this method in line with their abilities.

Over the course of a term, our class was able to use Jesus' Parables to look at 'Who God Is' and how this affects our own lives or the decisions we make within them. The class looked at two main categories of parables, those which teach us about God's nature and those which teach us how to live as God's children. Students were given the opportunity to work in small groups of mixed reading abilities to choose their own parable to interpret.

Following is an example path of inquiry for a Year 1 student using the Parable of the Lost Sheep (Luke 15:3-7) and assisting students in gaining an understanding that it is God who looks for those who are not in relationship with him, and seeks them until he finds them and by his grace restores that relationship.

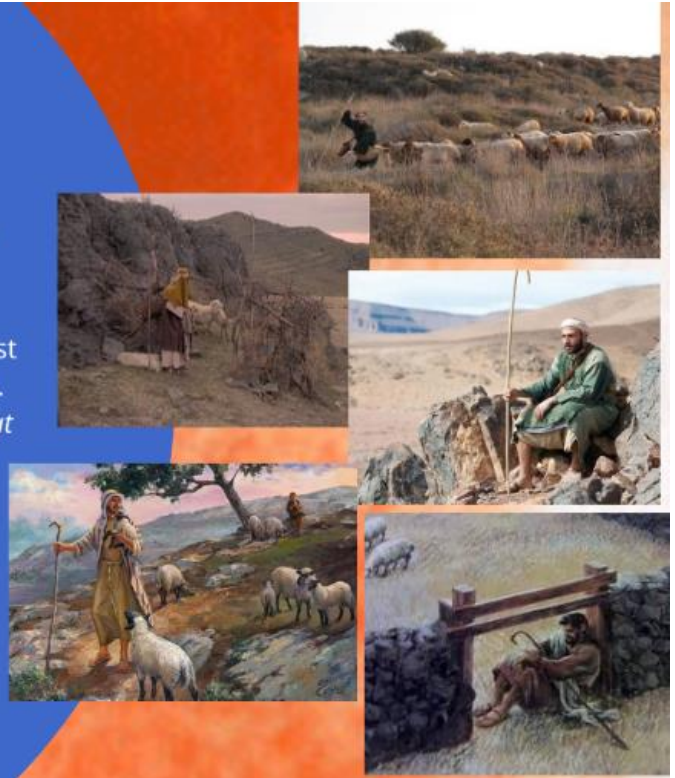
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the text

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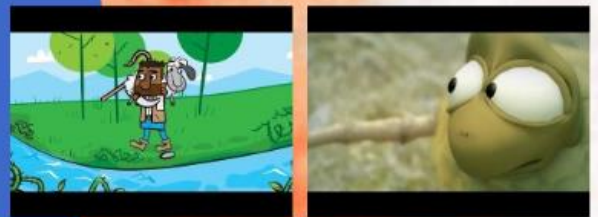
World BEFORE the Text

Students are invited to view a range of illustrations of shepherds during the time Jesus was on Earth. This would include pictures of their housing, the landscape they live in, clothing etc. Students are asked to study, then discuss what they notice from the pictures. The teacher may choose to provide some questions to assist with discussion and then presentation of their findings. eg. *What would life have been like for the shepherds? What kind of environment are they living in? How are the sheep controlled or kept safe? Are there any dangers for the shepherd or sheep? Would this have been an easy or challenging life for the shepherd? For the sheep? What would happen if a sheep was hurt, lost or in danger? Students present their findings as a group in a range of ways.*



World OF the Text

Students are given a number of versions of the Parable of the Lost Sheep. This might include a number of Bible versions, picture books, videos etc. Within their group, students take turns reading/viewing 2-3 versions each and then discussing their findings. Each small group will use a mind map to show the similarities and differences between each version. The teacher may lead their inquiry using discussion questions. eg. *Can you give a summary of the story? What was the same between each version? What was different? How does your research into the life of a shepherd and his sheep help you understand this story?*



Luke 15:3-7 International Children's Bible (ICB)

Then Jesus told them this story: "Suppose one of you has 100 sheep, but he loses 1 of them. Then he will leave the other 99 sheep alone and go out and look for the lost sheep. The man will keep on searching for the lost sheep until he finds it. And when he finds it, the man is very happy. He puts it on his shoulders and goes home. He calls to his friends and neighbors and says, 'Be happy with me because I found my lost sheep!'"

7 In the same way, I tell you there is much joy in heaven when 1 sinner changes his heart. There is more joy for that 1 sinner than there is for 99 good people who don't need to change.

<https://youtu.be/tyWZeOlaRo4>

<https://youtu.be/r4hkHg6XnDA>

World IN FRONT of the Text

Using knowledge gained from their inquiry into the history/context of the passage and looking at different versions of the same Biblical text, students are invited to make interpretations of the story and how it might apply to Jesus teaching. (It is important to note that this is using the 'World in front of the Text' aspect quite differently to how it might be used in later years of schooling.) The teacher will ask students to interpret who is represented in this parable. Students will also be asked to think about each character/animal in the story at different stages throughout its development eg. *What happens to the sheep who have stayed with the flock while the shepherd goes to find the lost sheep? Is the lost sheep more important than the other sheep that have stayed with the shepherd? What does this story teach us about what God is like?*

Making use of the Worlds of the Text method enables an inquiry approach to any Bible study. Using this method looks very different across the primary and secondary year levels, but each gives students a much deeper understanding of the text than methods used in a Christian Studies classroom in the past.

[https://
www.enterthebible.org/](https://www.enterthebible.org/)

For Teacher &
Upper Primary/
Secondary
Reference

Demonstrate a critical understanding
of the purpose of Christian Studies in
a Lutheran school or ECS

Purpose

Expectations

Connections

Pedagogy

What is the purpose of Christian Studies?

Lutheran schools in Australia make no apology for being unashamedly Christian in their approach to the teaching and learning of students as they seek to *'nurture individuals, who are aware of their humanity, open to the influence of the Holy Spirit, and growing in and living according to a cohesive worldview'* (LEA Website). As a result of this stance, a Christian worldview forms an essential and important part of the educational program within a Lutheran school. While Christian Studies is a stand-alone subject, it also refers to the whole life of a school and the way in which their community approaches *'all teaching and learning activities, the worship program, pastoral care for students and staff, behaviour management policies and practices, voluntary Christian groups and activities that address the personal spirituality of staff and students'* (CSCF).

While Lutheran schools were originally a place for German immigrants to preserve their culture and faith for a new generation, time has seen an increase in the religious and cultural diversity within our schools. Christian Studies allows a space where members of the school community can safely ask the question, 'Who am I?' being confident that others will respectfully journey with them into that discovery (Rev James Winderlich, 2015). It is the purpose of a Christian Studies classroom to shed light on this question from God's viewpoint, allowing each student to begin (or continue) to form their own relationship with God and His love for them if they desire.

LEA
Website

[https://
www.lutheran.edu.au/
about/lea-vision-purpose-
and-core-values/](https://www.lutheran.edu.au/about/lea-vision-purpose-and-core-values/)

CSCF

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Rev James
Winderlich

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CSCF

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Stephen
Rudolph

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What are the expectations of Christian Studies in a Lutheran School?

A Christian Studies teacher is aware that *'Lutheran schools are attended by students who reflect the diverse range of cultural and religious/faith positions in Australia, including a variety of religious traditions, non-religious perspectives and Christian denominations'* (CSCF). While in the past, Christian Studies in a Lutheran school was simply teaching the Lutheran viewpoint on a given topic, our teaching has evolved to make way for this new context and range of learners. As we cater for each student individually, Christian studies makes use of an Inquiry model so each student can begin his/her journey from their own unique starting point. Classroom conversations are no longer the should or shouldn't of Lutheran beliefs, but inclusive of each student's context to allow authentic questions *about* (and possibly relationships *with*) God to grow out of classroom experiences and learning. The dialogue of a Christian Studies classroom is always respectful of each child's experiences and allows for academic and spiritual growth from their individual starting point.

Lutheran Education Australia expects that schools allocate a significant portion of time to the teaching of Christian Studies. Teachers have high flexibility when planning units of work, in order to cater to the individual needs of the students within their context. Units of work are to be dynamic and unfolding, in line with the inquiry method of teaching and adapting to student needs and interests.

CSCF

[https://
www.lutheran.edu.au/
download/cscf-2015/?
wpdmdl=1276&refresh=5d
59312e8f0061566126382](https://www.lutheran.edu.au/download/cscf-2015/?wpdmdl=1276&refresh=5d59312e8f0061566126382)

Malcom
Bartsch
(2013)

[https://
www.lutheran.edu.au/
download/a-god-who-
speaks-and-acts/](https://www.lutheran.edu.au/download/a-god-who-speaks-and-acts/)

How is the Christian Studies classroom connected to the world beyond?

While the main focus of Christian Studies is leading students to grow in their understanding of what God wants for their lives, it also gives students the opportunity to develop their own worldview in a collaborative learning environment that respects their background, needs and interests.

According to CSCF, students will:

- *become articulate, empathic and discerning members of their communities*
- *listen to and identify the issues underlying discussion*
- *enter open, respectful dialogue with people whose religious, philosophical, ethical views are different*
- *present an informed, well-defended personal position*

Through an inquiry model, Christian Studies is a platform for acquiring these qualities and skills through discussion and reflection on God's word. Bartsch recognized that '*theology needs to be analysing, interpreting and responding to issues which arise*'. This view allows a Christian Studies classroom to be responsive to the needs and interests of its students and current issues within society. The teacher can encourage students to develop their own critical view on relevant topics informed by God's grace which will gradually underpin their understanding and reasoning.

Kath
Murdoch

[https://
static.squarespace.com/
static/55c7e4eae4b0f5d2463be
2d1/
t/55ca9b31e4b0cf5cb3c4ba2e/1
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inquirylearning.pdf](https://static.squarespace.com/static/55c7e4eae4b0f5d2463be2d1/t/55ca9b31e4b0cf5cb3c4ba2e/1439341361238/inquirylearning.pdf)

Parker J.
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Talk-About-Good-
Teaching.pdf](http://www.couragerenewal.org/PDFs/Parker-Palmer_Good-Talk-About-Good-Teaching.pdf)

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Teaching.pdf](http://www.couragerenewal.org/PDFs/Parker-Palmer_Good-Teaching.pdf)

What is the pedagogy of Christian Studies?

All teaching and, in particular, Christian Studies teaching within Lutheran schools strives to be learner centred as students develop their own unique worldview. Using an authentic, rich inquiry approach enables teaching to be flexible and adaptive to the needs within each classroom. Kath Murdoch briefly summarises inquiry based learning as a method which allows students to '*draw on several ways of investigating and expressing their growing understandings – integrating skills and content from multiple disciplines or learning areas*'. As we aim for students to develop their own world view, what better way to implement their learning than from real-life issues and context?

Christian Studies is a platform for students to develop into lifelong learners within an '*exciting, supportive, inclusive and collaborative*' learning environment. Teachers learn alongside their students as they grow in their understanding of and relationship with God and the wider world. Palmer recognises that teachers can never *know* all the content there is to know in a subject area, instead, the best teachers, authentically engage with their students as they learn alongside each other. The same is true of a Christian Studies teacher, when we show our true selves to the student we teach, they are more willing to deeply dive into the topics being discussed and find the answers *with* their learning community.

Annotated Unit of Work

Critically reflect on Christian
Studies in their context



Our school has already started to incorporate Learning Intentions into our classrooms and planning. This is one change indicated by my reflections on this unit.

I now know, in an inquiry classroom, students work collaboratively to develop new questions and understandings.

The teacher takes on a supporting and guiding role.



Christian Studies Unit 2019

PDF
Link

[https://](https://documentcloud.adobe.com/link/track?uri=urn%3Aaid%3Acsd%3AUS%3A11ec3ff6-5477-469c-827d-3b9e5100033a)

documentcloud.adobe.com/link/track?uri=urn%3Aaid%3Acsd%3AUS%3A11ec3ff6-5477-469c-827d-3b9e5100033a



If I could teach this unit again, I would give students more opportunities to teach/present to their peers. Students retain more of their learning if given the chance to 'teach' someone else.



St John's Lutheran School – Geelong

2019 Term 2 Christian Studies Planner

<u>Unit Title / Topic</u> Christian Beliefs				<u>Band A</u> <u>Level 2</u>	<u>Date</u> Term 2, 2019 <u>Duration of Unit</u> 10 Weeks
CB	CC	CL	CW	<u>Teacher(s)</u>	
<u>Key Idea (s)</u> Key Idea 2 The person and work of Jesus Christ is central to Christianity				<u>Outcome (s)</u> CB 2.2 Students gather and present information about the life and teachings of Jesus	
<u>Unit Overview</u> For Christians Jesus is more than a good person or role model, His death and resurrections demonstrates God's power over sin and makes it possible for people to be made right with God. God invites people to place their trust and faith in Jesus for their Salvation. Jesus continues to be an advocate, to lead, encourage and save people.					
<u>Essential / Guiding Questions</u> Who is Jesus? What can we learn from the teachings of Jesus? What can we learn by reading the Parables Jesus told us? What are the names given to Jesus? What are the major events in Jesus life?				<u>Resources</u> LIFE folder CSCF Documents A vision for learners and learning in Lutheran schools The Bible Collection of Parable stories in box set Beginners Bible stories in video on YouTube	
<u>Links to Lifelong Qualities for Learners</u> ➤ Self Directed, Insightful investigators ➤ Discerning, resourceful problem solvers & implementers ➤ Adapt, creative producers & contributors ➤ Open, responsive communicators & facilitators ➤ Principled, resilient leaders and collaborators ➤ Caring and steadfast supporters & advocates				<u>Links to LIFE</u> <ul style="list-style-type: none">• God saves people through Jesus• God saves people from sin and evil• God helps people by his word• God helps people pray• God calls people to be Jesus' disciples	
				<u>Links to other curriculum areas</u> <ul style="list-style-type: none">• Humanities and Social Studies• Literacy• Technology	

Commented [KH1]: This unit is written and used by three teachers across two classrooms of Year 1 students. The unit was written prior to beginning my Equip 1 coursework, but in conjunction with other teachers who have completed Equip courses in the past. I think the unit demonstrates some elements of an Inquiry approach to Christian Studies, however, I have also noted a number of ways this might be approached differently in the future, knowing what I now know about the nature of learners and learning.

Commented [KH2]: When writing a unit, we often make the 'duration' of the unit fit the number of weeks in a term. In light of my learning, I would keep the duration at the same length, but alter the way we write the unit. Rather than planning week-by-week, I would allow for blocks of time to accommodate each stage of the Inquiry process. eg. Wk 1 & 2 – Tuning In, Wk 3 – posing questions, Wk 4, 5, 6 & 7 – Investigating, Wk 8 – Sharing, Wk 9 – Reflecting, Wk 10 – Taking Action

Commented [KH3]: This unit fits within the Christian Beliefs strand of CSCF and lends itself to students exploring the question of 'Who is God?' through the exploration of Jesus' life and teachings.

Commented [KH4]: At an Early Primary level, students are beginning to develop their understanding of who God is and, in some cases, beginning or developing their relationship with God. This unit aims to use the life and teachings of Jesus to demonstrate God's power over sin and the possibility we now have for a life with God in heaven.

Commented [KH5]: Students come to this unit from a range of backgrounds and experiences. In our class of 22, we had 6 students who were completely new to the Lutheran school system at the beginning of the year. This unit presents a Christian view of Jesus, his life and

Commented [KH6]: In order for this unit allow for more inquiry by students, the guiding questions need to be more open-ended. The first 3 questions allow for more inquiry and a range of answers/justifications.

Commented [KH7]: Our school is incredibly well resourced through the library, Click View, internet accessibility and a generous Christian Studies budget. While we usually list resources within the planner, this list changes as the unit evolves and new ideas come to light.

Commented [KH8]: As I aim to take on a more Inquiry based approach to my Christian Studies teaching, I would use this box differently in future. Instead of merely listing subjects associated with the unit, I would use this section

<p>Identify specific knowledge students need to achieve the outcome (students know...)</p> <p><i>Jesus as human and Son of God</i></p> <ul style="list-style-type: none"> * Jesus' birth, childhood * Jesus' adult life * Jesus death, burial, resurrection * Jesus at God right hand <p><i>Jesus' ministry</i></p> <ul style="list-style-type: none"> * Jesus' teaching about love, forgiveness * Jesus' teaching about the way to live * Jesus interacted with all kinds of people * Jesus helped and healed people 	<p>Identify what students will have the opportunity to demonstrate</p> <ul style="list-style-type: none"> • Role play major events in the life of Jesus • Identify a special event in Jesus' life and retell or illustrate the story • Describe the people that Jesus met and how he showed love for them • Explore and present findings of the way artists, songwriters, films and books portray Jesus • Identify the different messages found in Jesus' teaching and illustrate their understanding • Construct scenarios which explore what Jesus might do in selected situations • Create symbols to illustrate Jesus' role and purpose • Explain and reflect on the importance of Jesus in Christmas and Easter celebrations • Discuss the message of some of the parables that Jesus told
<p>Sequence of Learning Opportunities</p> <p>**Key Resources:</p> <ul style="list-style-type: none"> - The Jesus Storybook Bible - The Beginner's Bible - Saddleback Kids Youtube 'Stories of the Bible' <p>Week 1: Jesus as Human and Son of God – Jesus Birth/Childhood - Jesus in the Temple</p> <p><i>WALT: We are learning that Jesus was a child on earth, just like me!</i></p> <p>Tuning in: Find out what the students know about Jesus. * Could break them into small groups for a few min to record on post-it notes what they know and display these in the room.</p> <p>Who was Jesus? Where can we find out more about Jesus? What are some of the important things that happened while Jesus was on Earth? (Jesus birth, Easter events, miracles, parables etc)</p> <p>Tuning In: <i>Jesus Early Life</i> - Where was Jesus born? Where did he grow up? Jesus learned about his father in heaven by listening to Priests in the Temple.</p> <p>Read: Luke 2: 41 -52 Jesus is Lost! Beginner's Bible pg. 296-302 and/or "Jesus found in the Temple" The Children's Illustrated Bible pg. 200</p> <p>View: https://www.youtube.com/watch?v=LW_YxmtQQzQ (3.22-6.30 for children) (7.35 onwards for teacher!) and/or PowerPoint presentation: Jesus in the temple (Twinkl Resource)</p> <p>Activity: Sequencing Activity (Twinkl Resource) pg. 3-4 or 5-6 depending on level of students</p> <p>Week 2: Jesus as Human and Son of God – Jesus' Adult Life - Jesus and the Children</p> <p><i>WALT: BLM We are learning that Jesus wants to welcome children like me into His family – Luke 18:16</i></p> <p>Tuning In: Sing 'Jesus Loves the Little Children' https://www.youtube.com/watch?v=TkCrDRbubIE What is the message in this song?</p> <p>Read: Mark 10:13-16 Beginner's Bible pg. 409-412</p> <p>Discuss: What did Jesus do in this story? What was Jesus showing those around him? How can we use this story to help us make decisions?</p> <p>Activity: In small groups, give students a range of social scenarios. Have them choose one for their group to act out, with one of the characters being Jesus. What would Jesus do in this situation? *It might be helpful to do one as a whole class to begin with. Final presentations to class might be filmed and loaded onto Seesaw.</p>	

Commented [KH10]: Knowing what I now know about inquiry learning and assessment, I would use this section of the planner differently. Inquiry gives students the opportunity to share their learning with their peers and find ways to use this new knowledge for the greater good – usually a project or reaction to their new knowledge/understandings. This section might use sections of the CSCF document, but move further into ways students will be able to present their learning and then possible projects/activities that will come out of their learning. eg. Students would still learn about Jesus and the parables he taught. They would still reflect on what each parable is trying to teach them, but they would then look at ways this might change their behaviour moving forward. *How is my life going to be different because I now know God is continually searching for me (and others) to join my family?* This might instigate a creative response or action that the individual student or class can undertake.

Commented [KH9]: This information is directly from the CSCF document. As mentioned, we had a large number of new students in our class this year, meaning prior knowledge could not be guaranteed. Reading Bible stories and picture books to children gave room for discussion and information sharing to ensure all students were given a chance to share their understandings.

Commented [KH11]: Learning Intentions are something our whole school is trying to incorporate more frequently in our teaching and learning. These fit well into the Inquiry model and give children outcomes in their own words.

Commented [KH12]: The first two weeks were a great way to assess prior learning and give students a base from which to start their learning. In future, I would make this more collaborative with students/teacher involvement and allow more time for students to share prior learning and understandings.

Week 3-5: Jesus' Ministry (Jesus as a teacher) – Parables, Jesus Teaching about Love, Forgiveness & The Way to Live

Week 3: The Parable of the Two Builders/The Wise and Foolish Builders

WALT: Jesus is my firm foundation – listen to, trust and obey Him.

Tuning In: Parables in the Bible are stories that Jesus told about real life situations. Jesus told these stories so that we can learn from them. The New Testament has many Parables. Why are these stories only in the New Testament? (The New Testament is about Jesus' life and ministry) We can learn about God's love for us through some of the Parables. Parables also tell us how to live our life in a Christ-like way. Over the next few weeks, we are going to be looking at a few of the parables Jesus told during his ministry.

Ask a small group to construct a simple house, using Lego blocks. Go out into the sandpit and make a foundation for a house, by mounding the sand up. Pour some water on the foundation. What happens? Now place the same house on the asphalt and pour the water under the house. What happens? Ask the children to comment on what they notice.

View: <https://www.youtube.com/watch?v=VIPMid7ScU0> to reiterate the experiment you have just completed outside.

Read: 'The House on the Rocks' by Nick Butterworth and Mick Inkpen and/or <https://www.youtube.com/watch?v=I6S3cRVLmfQ> Is this parable teaching us how much God loves us or how to live in a Christ-like way? How can we apply this to our own lives when making choices?

Sing: The Wise Man Built His House Upon the Rock <https://www.youtube.com/watch?v=zAjEjX-DhA>

Activity: Students are given 10 rocks to decorate with the verse 'The Lord is my Rock, in Him I will trust' (one word per rock)



Week 4: The Parable of the Lost Coin

WALT: Jesus rejoices when just one sinner turns from sin to follow Him

Tuning In: Discuss Parables and where to find these stories. (New Testament) Since the beginning of time, before there were pencils or tablets of stone to write on people talked in stories to pass messages about life, on to other generations. The stories got repeated and repeated down through the years. Like our bed time stories. What are some of the stories that you can remember and retell?

Role Play: Teacher pretends they're about to get out a story prop and one of the coins is missing. They get the whole class involved in looking for the lost coin for a few minutes. Eventually, the teacher (or even a student) finds the lost coin and the teacher is overjoyed. The teacher calls another teacher on the phone to tell them the good news.

Read: 'The Ten Silver Coins' by Nick Butterworth

View: <https://www.youtube.com/watch?v=4vgqn48DAVg> for the message within the story. Is this parable teaching us how much God loves us or how to live in a Christ-like way? How can we apply this to our own lives when making choices?

Activity: Students create their own silver (foil) coins and write names of people who are special to them. They might make a purse to keep these in with the Bible verse 'Celebrate with me! I found my lost coin!' Count on it—that's the kind of party God's angels throw every time one lost soul turns to God' Luke 15:10

Week 5: The Good Samaritan

BLM: WALT I am a godly neighbour when I extend God's love to all others.

Tuning In: Brainstorm what a parable is, where we can find them, where they came from and what their purpose is. *You might like to display this in your classroom.*

Read: 'The Good Samaritan' *there are several versions in the book tub and/or Role Play: Have children act out this story using costumes, puppets or masks.

Samaritan = person from Samaria. Culturally, Jews and Samaritans hated each other.

Context: the man of the law (Jew) was testing Jesus when he asked Jesus who his neighbour was. He wanted to show that he knew the laws.

List the characters in this story: the beaten-up man, priest, Levite (priest's assistant), Samaritan. Attribute words to describe each of these characters.

How can we apply this to our own lives when making choices?

View: <https://www.youtube.com/watch?v=MLzdQtetedc>

BLM: Complete Beginning/Middle/End text response together, as a class.

Commented [KH13]: Weeks 3-5 content lends itself well to making use of the 'Worlds of the Text' strategy. Rather than having the whole class focus on one parable each week, having them break off into smaller groups and inquire about a parable themselves is more in line with the inquiry model.

Below is an example path of inquiry for a Year 1 student using the Parable of the Lost Sheep (Luke 15:3-7) and assisting students in gaining an understanding that it is God who looks for those who are not in relationship with him, and seeks them until he finds them and by his grace restores that relationship.

'World Before the Text' – Students are invited to view a range of illustrations of shepherds during the time Jesus was on Earth. This would include pictures of their housing, the landscape they live in, clothing etc. Students are asked to study, then discuss what they notice from the pictures. The teacher may choose to provide some questions to assist with discussion and then presentation of their findings. eg. *What would life have been like for the shepherds? What kind of environment are they living in? How are the sheep controlled or kept safe? Are there any dangers for the shepherd or sheep? Would this have been an easy or challenging life for the shepherd? For the sheep? What would happen if a sheep was hurt, lost or in danger?* Students present their findings as a group in a range of ways.

'World of the Text' – Students are given a number of versions of the Parable of the Lost Sheep. This might include a number of Bible versions, picture books, videos etc. Within their group, students take turns reading/viewing 2-3 versions each and then discussing their findings. Each small group will use a mind map to show the similarities and differences between each version. The teacher may lead their inquiry using discussion questions. eg. *Can you give a summary of the story? What was the same between each version? What was different? How does your research into the life of a shepherd and his sheep help you understand this story?*

'World in front of the Text' – Using knowledge gained from their inquiry into the history/context of the passage and looking at different versions of the same Biblical text, students are invited to make interpretations of the story and how it might apply to Jesus teaching. (It is important to note that this is using the 'World in front of the Text' aspect quite differently to how it might be used in later years of schooling.) The teacher will ask students to interpret who is represented in this parable. Students will also be asked to think about each character/animal in the story at different ...

Weeks 6, 7 & 8: Jesus' Ministry on earth – Jesus Helped and Healed People

Week 6: Jesus & Zacchaeus

WALT: Jesus showed mercy to sinners and calls us to do the same.

Tuning In: Jesus interacted with all kinds of people. eg. He healed the sick (performed miracles) & associated with outcasts. Today we will learn about a man who was despised – Zacchaeus.

View: <https://www.youtube.com/watch?v=5BjtbJfz2ug> and/or <https://www.youtube.com/watch?v=Fe7dTNID6h8>

Read: Beginner's Bible pg. 413. Jesus interacted with many types of people. Jesus was King of Kings and yet he chose to talk with and hang out with people that were not royalty or particularly special or talented in any way.

Sing: Zacchaeus was a Wee Little Man <https://www.youtube.com/watch?v=bkd-QFD7vMA>

BLM: Complete 'The Puzzle' – The Problem & The Solution Text Response sheet

Week 7: Jesus Heals Ten Lepers

WALT: Jesus rewards a grateful heart.

Tuning In: Bring in a variety of supplies from a typical first aid box, Band-Aids, gauze, aspirin, etc. Let the children discuss them; what they are used for, etc. Then talk about how Jesus can help you feel better when you are sick or hurt. Discuss how Jesus wants us to be well, not sick, just like our parents. Use this to start discussing the healing miracles Jesus did. From healing people with diseases, people dying, blind people, paralysed people, the deaf, the young to the old, etc.

Read: The story of Jesus healing the 10 lepers (Luke 17:11-19) The Beginner's Bible pg. 405-408.

Discuss: Explain what a leper is and why everyday people would never go near them. Discuss how these men were not even thankful to Jesus for healing them except for one. Only one of the men, when they learned they were healed, was grateful enough to return and praise Jesus. Do you think he was the only one that was happy? He wanted to be declared clean by the priests so he could return to his family, his job and his friends. But he was thankful enough to stop right then and thank Jesus and praise God for this wonderful gift. What excuses could the other nine have given for not returning and thanking Jesus?

Activity: Students create a Thank You Card(s) for someone in their lives. These could be posted to make them extra special. Emphasise the importance of taking time and care, thinking about all this person does for you and not taking it for granted (like the nine lepers). *There is a beautiful, art example <https://theimaginationtree.com/mini-masterpiece-thank-you-cards/>

Week 8: Jesus Heals a Paralysed Man Luke 5:18-25

WALT: Jesus rewards a faithful heart. Faith is trusting in God, no matter what!

Tuning In: What are some of the things Jesus did while he was on Earth? How treat people? How did he help people? Some of the things Jesus did during his ministry are called 'miracles'. A miracle is something that really could not happen without God's power.

Read: A Hole in the Roof! Beginner's Bible pg 327.

View: <https://www.youtube.com/watch?v=Tut0XHDOWJA> (*15min video that explains the overview of our last two weeks – a good summary) Why did Jesus heal this man and other people?

(Jesus could see that these people had faith in him and rewarded them).

Begin Assessment

Week 9: Jesus as Human and Son of God – Jesus Death, Burial and Resurrection – The Easter Story

We are learning that: Jesus is God's Son.

Tuning In: What is the most important thing Jesus did in His time here on Earth? (He died and rose again). Why is this so important? (Because this demonstrates God's power over sin and makes it possible for people to be made right with God). Hand out pictures of scenes throughout the Easter story, from Palm Sunday until Jesus resurrection, and have children order themselves. As you look through their order, read/tell the story of Easter.

Record in books: Learning Intention Statement & Key stages of the Easter Story

Complete Term 2 Assessment BLM

Commented [KH14]: The activities (especially Week 7) are very prescribed and now understanding what I know about Inquiry learning, this would have been a great opportunity for a 'reaction' from students based on their learning. One of my major 'take-aways' from Equip 1 is that we are done with the days of everyone in the class producing identical crafts and sticking them up on the wall. Inquiry learning looks different for each person and assessment tasks need to leave space for each student to produce something which they identify with. ie. One student may create a beautiful thankyou card in response to learning the story of Jesus healing the ten lepers. Another might look at a more global view on gratefulness and identify something they are thankful for in their own life. This might instigate a fundraiser raising funds for those who do not have the luxury the student feels grateful for.

Commented [KH15]: Again, Weeks 6-8 could lend itself well to a smaller Inquiry rather than being so 'teacher led' as described in this planner.

Week 10: Jesus as Human and Son of God - Jesus at God's Right Hand – Ascension

We are learning: the Holy Spirit is our special helper – He helps us live for and love God

Tuning In: What happened to Jesus after he had risen from the dead? Tell the story of ascension.

Read: The Beginner Bible pg. 466. Explain significance of Jesus' ascension – God gave us the Holy Spirit (God's special helper), to replace Jesus' physical presence on earth. All believers receive the HS as a gift, which enables us to live for Him in our lives.

Tuning In: What happened to Jesus after he had risen from the dead? Tell the story of ascension.

Read: The Beginner Bible pg. 466 *Teacher Notes: https://www.youtube.com/watch?time_continue=130&v=0ES4gc_4seQ

Ask: Where do you think Jesus went? How do you know? Look at artworks depicting Jesus at God's right hand. Explain that Jesus sits there, triumphant over death and sin, advocating for us.

Activity: Children make 'Jesus Goggles'. We imagine they are what God wears when He looks at those who believe Jesus died on the cross for our sins. When God looks at us *through* Jesus, He sees perfect, wonderful children who will come to live with Him in Heaven.

Assessment

- *Observations*
- *Group Activities*
- *Discussions*
- *Work samples*
- *Assessment Rubric/ student assess sheet & Reflection*

Evaluation

What activities worked well in the unit? Why?

What activities didn't work well? Why?

What approach would you take, if different when the unit is planned again?

Commented [KH16]: Due to the term and time of year, the Easter story fit well within this unit. By trimming this out and moving the unit to another time in the year in future, this might make room for greater inquiry and less teacher prescribed tasks.

Commented [KH18]: Questions I have moving forward: How would our planning time need to be scheduled differently to allow for adaptive teaching/learning moving forward?

How would I approach a more inquiry unit if the other teacher in my level is not open to this type of learning? Could this unit fit more easily into a larger unit for the year level, rather than trying to have a Christian Studies, Integrated Studies and English inquiry all happening simultaneously?

As a classroom teacher only teaching one day per week, what does inquiry look like? Can it be done?

Commented [KH17]: As mentioned above, this area can be more adaptive, rather than described in initial planning. As it becomes clear where student learning is going, a rubric might be produced that fits a range of final presentations of learning. This would allow for each student/group to show their learning in a variety of ways. Assessment can also take place at various points throughout the unit. One summative task does not fit with a adaptive, malleable Inquiry unit.



	Outcome	Exceeds expectations	Meets expectations	Not yet meeting expectations (To be addressed before accreditation can be awarded)	Comments
Equip 1	Articulate an understanding of key Lutheran theological concepts related to the question 'Who is God?'	Sophisticated discussion of key theological concepts with reference to appropriate scholarly commentary beyond core readings.	Discussion of key theological concepts with reference to core readings (CSCF, Bible, Bartsch) which demonstrates adequate working knowledge of the nature of the Christian God.	Discussion of key theological concepts requires further development.	Clear articulation of key concepts in the CSCF and other readings
		Insightful application of the strategy 'worlds of the text' enabling deeper engagement with biblical texts that are connected to key theological concepts and support inquiry.	Use the strategy 'worlds of the text' to engage with selected biblical text that are connected to key theological concepts.	Superficial and / or minimal engagement with Scripture.	
	Demonstrate a critical understanding of the purpose of Christian Studies in a Lutheran school or ECS	Insightful reflection on inquiry experiences, providing a succinct and discerning articulation of the purposes and practices of Christian Studies including the use of inclusive conversations and respectful dialogue.	Reflection on inquiry experiences and clear articulation of the purpose and practice of Christian Studies including the use of inclusive conversations and respectful dialogue.	Limited reflection / basic articulation or inaccurate understanding of the purpose of Christian Studies.	Competent It would have been helpful to hear your personal reflections (I think... I question...) on LEA and CSCF statements about Christian Studies.
	Critically reflect on Christian Studies in their context	Analysis, with justification, of the nature of learners, learning and the learning environment and the implications, challenges and opportunities for teaching and learning. Presents and evaluates a variety of effective solutions.	Describe the nature of your learners, learning and learning environment, including the implications, challenges and opportunities for teaching and learning. Presents a variety of possible solutions.	Limited description of the nature of one or more of the learners, learning and learning environment.	Annotations clearly describe the changes you will make to the unit. What artefacts or evidence could you have provided from your classroom practice, eg video of students, work samples
		Informed analysis of the connections and synthesis of the CSCF key ideas, underlying theology and the developmental stages of learners with reference to appropriate scholarly commentary (eg, Fowler, Kohlberg, Piaget)	Identifies clear connections between one or more CSCF key ideas, the underlying theology and the developmental stages of the learners.	Connections between CSCF key ideas, theological concepts and learners are superficial or unsubstantiated.	

Equip 2	Articulate an understanding of the Key theological ideas and concepts related to the question “Who are we?”	Sophisticated discussion of key theological concepts with reference to appropriate scholarly commentary beyond core readings.	Discussion of key theological concepts with reference to core readings (CSCF, Bible, Bartsch) which demonstrates adequate working knowledge of the nature of being human.	Discussion of key theological concepts requires further development.	
		Demonstrate use, and evaluation, of at least two alternative approaches to ‘worlds of the text’ to engage with biblical texts. Connects learning to the identified key theological concepts.	Demonstrate use, and commentary, on at least two alternative approaches to ‘worlds of the text’ to engage with biblical text. Connects learning to the identified key theological concepts.	Uses one approach to engage with biblical text during Equip unit activities.	
	Critically reflect on the use of inquiry processes in their Christian Studies context.	Evaluate, using specific examples of practice and discuss how the learner, learning, learning environment and teachers interact to create inquiry and demonstrate authentic learning in Christian Studies.	Discuss how the learner, learning, learning environment and teachers interact to create inquiry in their Christian Studies.	Partial discussion requiring further development	