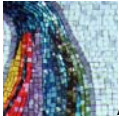


# Facilitator Resources

## **Resource: Short Trails**

Available online at [www.lutheran.edu.au](http://www.lutheran.edu.au)

Login to the member area and then select *Resources/publications* then *Pathways* then *TRIAL MATERIAL ONLY Pathways: theological focus*



### Art Short Trail

In this *Short Trail* a number of representations of our biblical narrative are presented. They span quite a few centuries and illustrate multiple perspectives. View them in conjunction with the following segments of your *Participant theological notes*:

- *Aspects of theology of sin and grace and Christian freedom: the gospel and faith as 'gift'*

Use the following questions as starting points for studying them:

- What aspect/s of the story has the artist chosen to highlight? What has been left out? Why might this be?
- What evidence of cultural context can you detect in each painting? (where known the dates are given)
- Would you say any are making a political statement? Suggest reasons.
- How are the figures portrayed? Arranged? What message does this send? What emotions are transmitted? Engaged?
- All paintings were sourced from a 'prodigal son' search. Why might this be a commonly used title for the story? Which title, of those you know, do you prefer?
- Which one best represents the essence of the biblical narrative for you?

Record your responses on the *Handout: Art Short Trail response* and take this to your discussion group.

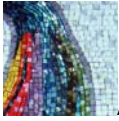
Having read the biblical narrative, and reflected on it through these works of art, how would **you** paint the story? In what context would you place it?



**Emile Salome**

1833 – 1881

<http://www.1st-art-gallery.com/Emile-Salome/The-Prodigal-Son.html>



## Art Short Trail

(...cont)



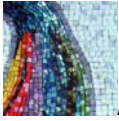
**Albrecht Durer**

1496

[http://www.backtoclassics.com/gallery/albrechtdurer/the\\_prodigal\\_son/](http://www.backtoclassics.com/gallery/albrechtdurer/the_prodigal_son/)

**Mafa People, Cameroun, West Africa**  
<http://www.socialtheology.com/art.htm>





### Art Short Trail

(...cont)



All things beautiful blog

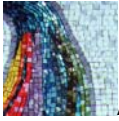
2006

[http://www.allthingsbeautiful.com/all\\_things\\_beautiful/2006/01/europes\\_appease.html](http://www.allthingsbeautiful.com/all_things_beautiful/2006/01/europes_appease.html)

James Jacques Joseph Tissot  
1836-1902

<http://www.1st-art-gallery.com/James-Jacques-Joseph-Tissot/The-Return-Of-The-Prodigal-Son.html>





### Art Short Trail

(...cont)



**Romare Bearden**

1967

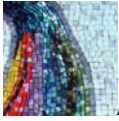
[http://www.negroartist.com/negro%20artist/romare%20bearden/pages/Romare%20Bearden%20Return%20of%20the%20Prodigal%20Son%201967\\_.jpg.htm](http://www.negroartist.com/negro%20artist/romare%20bearden/pages/Romare%20Bearden%20Return%20of%20the%20Prodigal%20Son%201967_.jpg.htm)

**Rembrandt**

1606-1669

<http://metes.wordpress.com/2009/03/25/the-prodigal-son/>





### Art Short Trail

(...cont)



**Pierre Puvis de Chavannes**

1824-1898

<http://www.oceansbridge.com/oil-paintings/product/7571/theprodigals>  
[on](#)

**Aldo Saurini**

1998

[http://aldosaurini.com/other\\_paintings.htm](http://aldosaurini.com/other_paintings.htm)





### Music Short Trail

Many musicians have been inspired to write lyrics, and arrange music, and so capture the essence of the biblical narrative for today's context. Select some of the songs, reflect on the works, and compare the lyrics with the theological key words, phrases and statements in relevant segments of:

- *Aspects of theology of sin and grace and Christian freedom*

Use the *Handout: How alike?* To record your work and take it to your discussion group.

#### Prodigal

*Casting Crows*

<http://www.youtube.com/watch?v=JIMtvN9CxeE&feature=related>

'Prodigal'

Living on my own, thinking for myself  
Castles in the sand, temporary wealth  
Walls are falling down, storms are closing in  
Tears have filled my eyes, here I am again

Chorus:

And I've held out as long as I can  
Now I'm letting go and holding out my hand  
Daddy, here I am again, will you take me back tonight  
I went and made the world my friend, and it left me high and dry  
I dragged Your name back through the mud  
That You first found me in  
Not worthy to be called Your son  
Is this to be my end?  
Daddy, here I am  
Here I am again

Curse this morning sun, drags me in to one more day  
Of reaping what I've sown, of living with my shame  
Welcome to my world, and the life that I have made  
Where one day you're a prince, the next day you're a slave

Lyrics source: <http://www.sing365.com/music/lyric.nsf/Prodigal-lyrics-Casting-Crowns/6B773C9C8F3BD39C48257074000E175B>





### Music Short Trail

(...cont)

#### The prodigal son

*Coldplay*

<http://www.youtube.com/watch?v=nxfdChYCKYA&feature=fvw>

'Fix You'

When you try your best, but you don't succeed  
When you get what you want, but not what you need  
When you feel so tired, but you can't sleep  
Stuck in reverse

And the tears come streaming down your face  
When you lose something you can't replace  
When you love someone, but it goes to waste  
Could it be worse?

Lights will guide you home  
And ignite your bones  
And I will try to fix you

And high up above or down below  
When you're too in love to let it go  
But if you never try you'll never know  
Just what you're worth

Lights will guide you home  
And ignite your bones  
And I will try to fix you

Tears stream down on your face  
When you lose something you cannot replace  
Tears stream down on your face  
And on your face I...

Tears stream down on your face  
I promise you I will learn from my mistakes  
Tears stream down on your face  
And on your face I...

Lights will guide you home  
And ignite your bones  
And I will try to fix you

Lyrics source: <http://www.azlyrics.com/lyrics/coldplay/fixyou.html>



### Music Short Trail

(...cont)

#### The prodigal son suite part 1

*Keith Green*

[http://www.youtube.com/watch?v=m1KoSU15e\\_c&feature=related](http://www.youtube.com/watch?v=m1KoSU15e_c&feature=related)

#### The prodigal son suite part 2

*Keith Green*

[http://www.youtube.com/watch?v=7dO4\\_34SJLw&feature=related](http://www.youtube.com/watch?v=7dO4_34SJLw&feature=related)

#### 'The Prodigal Son Suite'

I was done hoeing, out in the fields for the day,  
I was thinking of going, I had to leave right away,  
My life was just fading, and oh I felt so alone,  
The nearest young maiden was, a full day's ride  
from home.  
My father was reading, the Holy books in his room,  
My heart was just bleeding, I knew I had to go  
soon,  
He smiled and pointed at an old wooden chair,  
I wanted to hold him, but then I just wouldn't dare.  
I said, father, there's so much to know,  
There's a world of things to see,  
And I'm ready to go and make a life for myself  
If you give me what is mine,  
I will go, if I can have your blessing,  
But if you won't bless my journey, I'm gonna leave  
anyway.  
Son, I've always tried my best for you,  
And if you must be leaving home, then go with  
the blessing of God.  
Not too many days later, I was well on my way,  
I met a travelling stranger, who seemed to have  
much to say,  
He told me tales of the city, and all the women  
he'd had,  
I asked him, wasn't that sinful,  
He said, no, it isn't that bad.  
And then a few days later, on an old city road,  
We were drowning in laughter, and we had  
women to hold,  
And this went on quite a long time, my father  
gave me a lot,  
But when my pockets were empty, lo! My friends  
all left me to rot.  
Then a famine hit and drained the land,  
Everywhere I looked I saw starvation, and a job  
was nowhere to find,  
I wandered through the city streets, competing for  
the food of common beggars,

Until then I'd never known hunger, but now I wasn't  
too proud.  
I finally found some employment, feeding pigs on  
a farm,  
I wasn't treated to kindly, lo! I had to sleep in the  
barn,  
I had to eat with the swine,  
The bread I ate was like stone,  
It didn't take too much time until, I was dreaming  
of home.  
Oh, the servants there are better fed,  
If I could only have what my father gives them,  
I would truly need nothing more.  
Oh, I will go and say to him,  
I'm no longer worthy to be in your family,  
Will you take me as your servant, and let me live  
with them.  
It didn't take too long to pack my things,  
I left with only what I wore,  
And I prayed that I still had a home.  
I was near home, in site of the house,  
My father just stared, dropped open his mouth,  
He ran up the road, and fell to my feet, and cried,  
and cried,  
Father I've sinned, Heaven ashamed,  
I'm no longer worthy to wear your name,  
I've learned that my home is right where you are,  
Oh father, take me in.  
Bring the best robe, put it on my son,  
Shoes for his feet, hurry put them on,  
This is my son who I thought had died,  
Prepare a feast for my son's alive,  
I've prayed and prayed, never heard a sound,  
My son was lost, oh thank you God he's found,  
My son was dead and he's now alive,  
Prepare a feast for my son's alive,  
My son was dead,  
My son was lost,  
My son's returned in the hands of God.

Lyrics source : <http://www.sing365.com/music/lyric.nsf/The-Prodigal-Son-Suite-lyrics-Keith-Green/E7FE3142A06E4E2B48256AA2002E997F>



### Music Short Trail

(...cont)

#### **Come home**

*Annie Karto*

<http://www.youtube.com/watch?v=4Yo2nI2ING0&feature=related>

Lyrics are included in the clip

#### **Nothing without you**

*Bebo Norman*

<http://www.youtube.com/watch?v=SLeDySWGfOw&feature=related>

‘Nothing without you’

Take these hands and lift them up  
For I have not the strength to praise You near enough  
See I have nothing, I have nothing without You

Take my voice and pour it out  
Let it sing the songs of mercy I have found  
For I have nothing, I have nothing without You

Chorus:  
All my soul needs  
Is all Your love to cover me  
So all the world will see  
That I have nothing without You

Take my body and build it up  
May it be broken as an offering of love  
For I have nothing, I have nothing without You

All my soul needs  
Is all Your love to cover me  
So all the world will see  
That I have nothing  
But I love You

With all my heart  
With all my soul  
With all my mind  
With all the strength that I can find

Take my time here on this earth  
And let it glorify all that You are worth  
For I am nothing,  
I am nothing without You

Lyrics source: <http://www.sing365.com/music/lyric.nsf/Nothing-Without-You-lyrics-Bebo-Norman/F7AB04B39696074248256F4400111198>



### Music Short Trail

(...cont)

#### Grace flows down

*Christy Nockels*

<http://www.youtube.com/watch?v=gjaOgiYFZl8&feature=related>

Lyrics are included in the clip

*Several versions of the classic: Amazing grace*

#### Amazing grace

*Celtic Woman*

[http://www.youtube.com/watch?v=HsCp5LG\\_zNE](http://www.youtube.com/watch?v=HsCp5LG_zNE)

#### Amazing grace

*(in Cherokee)*

<http://www.youtube.com/watch?v=UvYljFtPOEk>

#### Amazing grace

*Soweto Gospel Choir*

<http://www.youtube.com/watch?v=ZoJz2SANTyo&feature=related>

'Amazing grace'

Amazing grace, how sweet the sound,  
That saved a wretch like me....  
I once was lost but now am found,  
Was blind, but now, I see.

T'was grace that taught...  
my heart to fear.  
And Grace, my fears relieved.  
How precious did that Grace appear...  
the hour I first believed.

Through many dangers, toils and snares...  
we have already come.  
T'was Grace that brought us safe thus far...  
and Grace will lead us home.

The Lord has promised good to me...  
His word my hope secures.  
He will my shield and portion be...  
as long as life endures.

Yea, when this flesh and heart shall fail,  
and mortal life shall cease,  
I shall possess within the veil,  
a life of joy and peace.

When we've been here ten thousand years...  
bright shining as the sun.  
We've no less days to sing God's praise...  
then when we've first begun.

Amazing grace, how sweet the sound,  
That saved a wretch like me....  
I once was lost but now am found,  
Was blind, but now, I see.

Lyrics source:

<http://www.littleleaf.com/amazinggrace.htm>



## Video Short Trail

In this *Short Trail* a number of perspectives on grace are presented. View them in conjunction with the following segments of your *Participant theological notes, Aspects of theology of sin and grace and Christian freedom*:

- the gospel,
- faith as 'gift'
- saint and sinner at the same time
- freedom from and freedom to
- free to serve

Use the *Handout: Observations and theological points* to record your work and take it to your discussion group.

### Lost and found prodigal son

*The Skit Guys*

<http://www.youtube.com/watch?v=xxWTEApjRfQ&feature=related>

What are the key theological points made in this video and the following one by the Skit Guys?

### Grace, we just don't get it

*The Skit Guys*

<http://www.youtube.com/watch?v=k9IOZfZBb4g&NR=1>

The next two videos capture reflections from Romanian hymnwriter, Nicolae Moldoveanu, as he shares life experiences and the impact they have had on his faith and his living out of that faith. What observations do you make of the man himself? First impressions? What connections does he make between his life and habits, and God's action in it? Note the pictorial language he uses to illustrate this. In the second video, look for the points he makes about liberty and freedom.

### Songs of grace

*An interview with Nicolae Moldoveanu (part 1)*

[http://www.youtube.com/watch?v=5N\\_1O8clRyM](http://www.youtube.com/watch?v=5N_1O8clRyM)

### Songs of grace

*An interview with Nicolae Moldoveanu (part 2)*

[http://www.youtube.com/watch?v=O\\_4IJCIITsU](http://www.youtube.com/watch?v=O_4IJCIITsU)

This video provides basic detail of the events that led to the writing of the well known song, *Amazing grace*.

### The story of 'amazing grace'

[http://www.metacafe.com/watch/653912/amazing\\_grace/](http://www.metacafe.com/watch/653912/amazing_grace/)



## Catechism Short Trail

Follow the links and read the material in conjunction with *Aspects of theology of sin and grace and Christian freedom*:

- The reality of sin
- God's two responses
- The law of God

in your *Participant theological notes*.

Refer also to your recorded work on the *Ten words* handout as you responded to the key words: law, gospel, sin, grace.

Use the *Handout: Ten commandments chart* to record your findings and take this to your discussion group.

### Ten commandments and meanings

Work through the commandments from four to ten. What is God calling people to do? What are the desired actions?

<http://www.iclnet.org/pub/resources/text/wittenberg/luther/little.book/web/book-1.html>

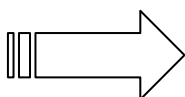
### Ten Commandments and grace

Nestingen writes...

It is God's idiom again, his wonderful way of leading the saints. For there is a graciousness about the commandments. They make explicit what is implicit in everyday life, bringing to hearing the fundamental requirements of life as a human being. In order to live as a creature, it is necessary to fear, love and trust your Creator, to use his name properly and listen to what he has to say. And in order to live among other people, it is necessary to observe some elementary human requirements—to honor parents, protect life and its genesis, to respect property, the communication among neighbors and the trust necessary to community life. These requirements, love of God and the neighbor, hold for believers and unbelievers alike. They are no mere pretext set out to drive us to something better. If they are disregarded, the consequences follow. There is life in these words.

But in sin, that which is gracious and life giving simply compounds the rebellion and the disasters that follow. The hope of Easter is that there will be a day when the commandments are heard for all the promise in the first one, simply as gift. Until then, they remain a Good Friday...

Retrieved from [http://www2.luthersem.edu/word&world/Archives/5-1\\_Emerging/5-1\\_Nestingen.pdf](http://www2.luthersem.edu/word&world/Archives/5-1_Emerging/5-1_Nestingen.pdf)



Add additional insights to your *Ten commandments chart*.

### The third article of the creed

Scroll down to the meaning of the third article. What are the actions of God that are reinforced here?

<http://bookofconcord.org/smallcatechism.php#creed>



### SMS Short Trail

Summarise, More views/thinking, Synthesise

#### Option 1

Respond to three or four of the following quotes in the light of the material you have read in the Participant theological notes: Aspects of theology of sin and grace and Christian freedom.

*How quickly grace can be overwhelmed by rules and regulations. By judgements and accusations. By our ever present tendency to believe the worst of others – and of our own selves. Grace may be the foundation upon which the Christian faith is built, but it can never be taken for granted. Worthing*

*Instead of forgiveness requiring forgetfulness, what it most requires is the constructive and intentional use of memory. Tolliday*

*We are Christians because God surprised us. Coming in water, God washed us and grafted us into Christ. Our identity for all the days of our life is set! We are children of God, priests of the King, disciples of Christ, a servant people, a holy nation, the communion of saints, the followers of the Way, proclaimers of the wonderful deeds of God. Erlander*

*I see no hope for the future of our people if they are dependent on the frivolous youth of today, for certainly all youth are reckless beyond words... When I was young, we were taught to be discreet and respectful of elders, but the present youth are exceedingly wise and impatient of restraint. Hesiod 800BC*

*"Lord of the flies" by William Golding (1954), describes Ralph's lament over the result of the missed opportunities for a new idyllic world: 'And in the middle of them, with filthy body, matted hair, and unwiped nose, Ralph wept for the end of innocence, the darkness of man's heart, and the fall through the air of the true, wise friend called Piggy.'*



*The point is, whether we want a gracious God or not – we do have a gracious God. A God who pardons when we would say 'condemn'. A God who gives another chance when we would say 'enough'. A God who says 'set them free' when we would say 'lock them up!' In short, a God who shocks our fallen and distorted sense of justice by treating us very differently than we would treat others. Grace may be fragile, but it is not without an incomparable power of its own. Worthing*

*If the disciplinary policy is such that its method of correction diminishes the individual and denigrates the person rather than the action, then any affirmation of Christian charity and justice will appear to be little more than lip service. There are schools in so-called 'problem' areas that have developed strong and effective systems of discipline without resorting to corporal punishment,...humiliation, or doing useless tasks such as writing lines. Crawford and Rossiter*

Record your thinking and take this to your discussion group.



### SMS Short Trail

Summarise, More views/thinking, Synthesise

#### Option 2

From the *Participant theological notes*, choose three or four statements that you found either:

- provocative
- helpful
- surprising
- reassuring
- confusing
- curious
- illuminating

Use the *Handout: Mind map* to record the thinking each of the statements generated for you. Take the mind maps to your discussion group.

#### Option 3

Formulate three or four questions that have arisen for you as a result of your engagement with the *Participant theological notes*.

Use the *Handout: Bubble map* to record your questions, and any further questions they may pose.

Take these to your discussion group.





### School Short Trail

In this *Short Trail* a number of options for exploration is offered. Review them in conjunction with the following segments of your *Participant theological notes: Responding to issues relating to Christian freedom in Lutheran schools*:

- Pastoral care and behaviour management
- Discipline
- The reality of sin
- The 'political use of the law' in the Lutheran school context
- Proclaiming the gospel
- The tension of 'saint and sinner'
- Approaches to behaviour management
- Communication with parents and caregivers
- Repeated offences, suspension and expulsion

Take all recorded work to your discussion group.

#### Option 1

You will need a copy of your school's behaviour management policy.

In the light of the information from this encounter what links can you make between the policy and Lutheran theology?

Compare this with Lutheran Education Australia's policy statement for behaviour management in Lutheran schools

<http://www.lutheran.edu.au/tools/getFile.aspx?tbl=tblContentItem&id=97>

What are the emphases? Are there any changes which you feel could be necessary or helpful?

Complete the *Handout: Behaviour management* and share your responses with one other person.

#### Option 2

You will need a copy of your school's documents relating to restorative justice.

In the light of the information from this encounter what links can you make between the content of the documents and theological understandings of this encounter?

Read also:

**The other 3 R's** *The Lutheran April 2009*

Consider:

- does the practice described mesh with the theological understandings of this encounter?  
How does it compare with your school document?
- note any statements that you find particularly significant

**Lauren and Niki** *The Lutheran April 2009*

Consider:

- what is the justification given for using restorative practice?
- map the emotional journeys for each participant (the map can take the form of a travelling line, with dips and peaks representing ups and downs)
- what were the outcomes?



Having considered all of these materials, what conclusions can you draw?



### Reading Short Trail

Engage with as many of these short readings as possible in the time available. Take your recorded work with you to your discussion group.

#### **The 7As of forgiveness** *The Lutheran May 2010*

- Highlight what you see as significant statements
- Design a way to make the 7As memorable

#### **Restoring relationships** *The Lutheran July 2010*

- What new insights have you gained?
- Choose some key statements you would share with the group
- Note any questions the reading raises for you

#### **The fragility of grace** *Australian Lutheran Education Yearbook 2000*

- What new insights have you gained?
- Choose some key statements you would share with the group
- Note any questions the reading raises for you

#### **The vital tension: discipline in the Gospel-centred school**

Pietsch S 1998 *The Gospel in our School* in Australian Lutheran Education Yearbook. LEA: North Adelaide. 1998 edition, volume 2.

The Gospel is centred on God's grace – the free and undeserved forgiveness and love offered to all through the death and resurrection of Jesus Christ. As we have seen, it is 'no strings attached' love. The Gospel is unconditional. How then can this Gospel coexist in a school with discipline – which is built on the law – on the principle of people getting their "just desserts"?

One of the problems in understanding this issue is that discipline is understood by many to be synonymous with punishment. This is spurious. The word 'discipline' comes from the same root as the word 'disciple', meaning 'student'. So discipline is fundamentally an education word and concept. Discipline is not aimed at redress but at learning. Discipline is not punitive action, but action taken to correct the learner so that he can learn effectively. Discipline, understood in this classical (Biblical) way, is not about punishment or retribution, but love. In a Lutheran school any other model of discipline is a betrayal of the Gospel.

In any Christian school you will find laws and rules providing structure and order in the school's life. And this is needed. But laws and rules can't do everything. They can control people's outward behaviour by compulsion and fear, which is needed sometimes. But the law cannot change the inner person. The law cannot effect a changed heart. The law cannot produce what we, as Christian educators, are really seeking: the inward transformation of people by the love of Christ, through the work of the Spirit. It is the Gospel alone which does this. More than the law ever can, the Gospel brings about a change in the life of a person, through which love drives them to live and act justly and rightly.

How do the thoughts and explanations in this extract resonate with what you have read and studied in your *Participant theological notes*?

- What new insights have you gained?
- Choose some key statements you would share with the group
- Note any questions the reading raises for you

## Resource: Talking circle strategy

Participants sit in a circle and take turns to express their ideas or feelings about a topic or a piece of work that they wish to discuss or explain.

### **Guidelines for *Talking circle strategy***

If working with a large group it is recommended that they are organised into an inner circle and an outer circle. Whoever is sitting in the inner circle can speak while those in the outer circle listen. They can take turns being in the inner circle.

During the circle time, people are free to respond however they want as long as these basic considerations are followed:

- all comments are addressed directly to the question or the issue
- silence is acceptable
- going around the circle in a systematic way invites each person to participate without a few vocal people dominating the discussion
- the group leader facilitates the discussion in a non-judgmental way. In other words, instead of responding with words like, *great* or *good*, the leader can acknowledge or clarify comments, such as, *I understand you are saying that ...*
- speakers should feel free to express themselves in any way that is comfortable: by sharing a story, a personal experience, by using examples or metaphors, and so on

(adapted from Learning Strategies documented in Catholic Education Archdiocese of Brisbane 2003 Religious Education Modules)

Resource: Consequences wheel

