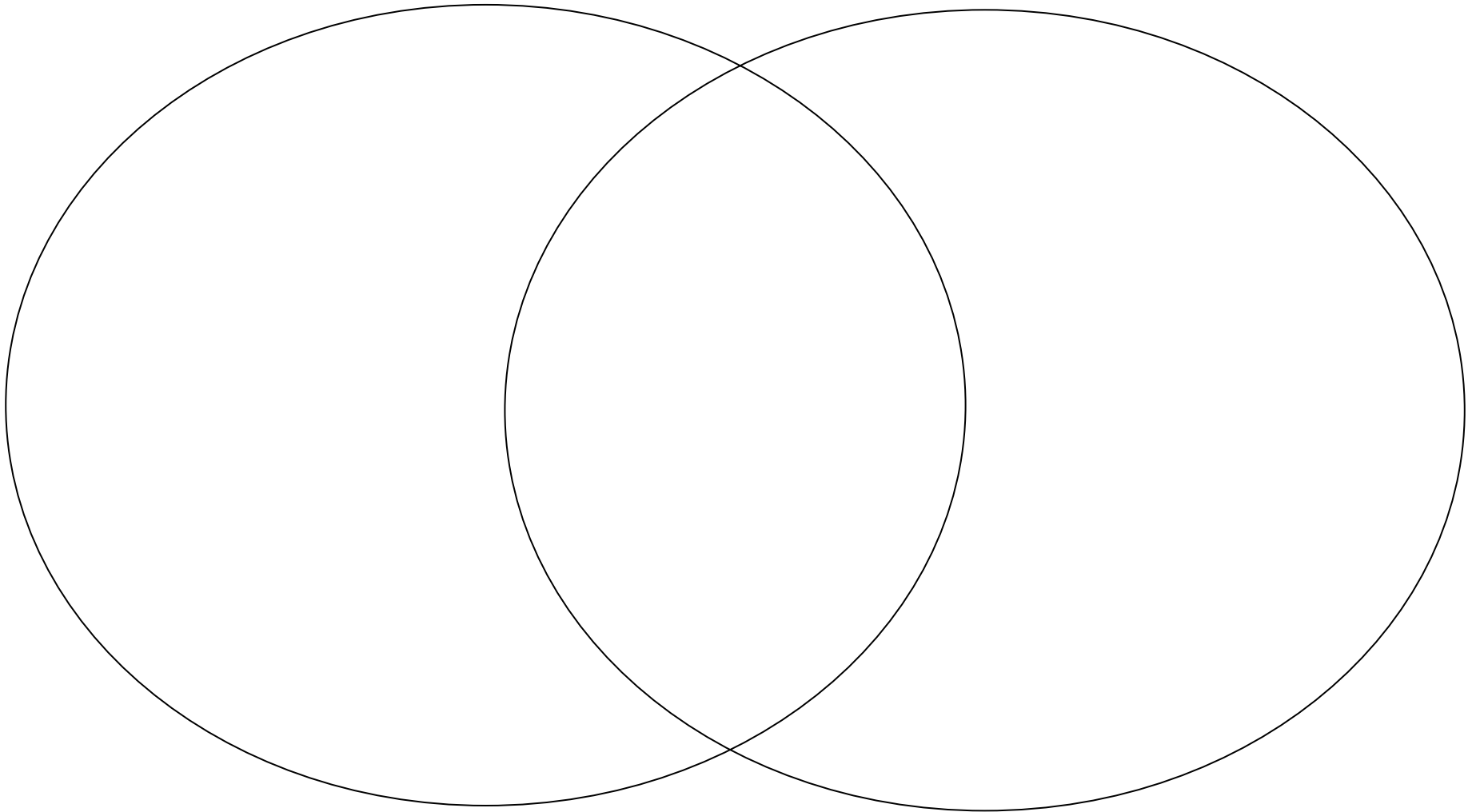


Facilitator Resources

Resource: Venn diagram



Resource: Ten word strategy

A ten-word strategy encourages participants in small learning teams to collaboratively synthesise meanings of paragraphs or sections of texts. Participants read or view a paragraph or section of static print text or dynamic text, eg, multimodal/multimedia texts and jointly construct a ten-word meaning for that paragraph or section. This strategy relies on the participant's capacity to make meaning, collaborate, interpret and synthesise texts.

Process for the *Ten word strategy*

1. Participants read or view a paragraph or section of static or dynamic text.
2. In learning teams participants discuss the meaning of the paragraph or section. Each team member should provide a meaning.

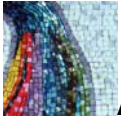
The learning team then negotiates a ten-word meaning for the paragraph or section. One person should record the meaning. All participants should be involved in creating the ten-word meaning. No more than ten words can be used for each meaning.

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

Resource: Short Trails

Available online at 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

Study the linked artworks and decide which ones represent God's 'left hand' care, and which ones represent God's 'right hand' care or elements of both – giving reasons for your choices. View in conjunction with your *Participant Theological Notes*:

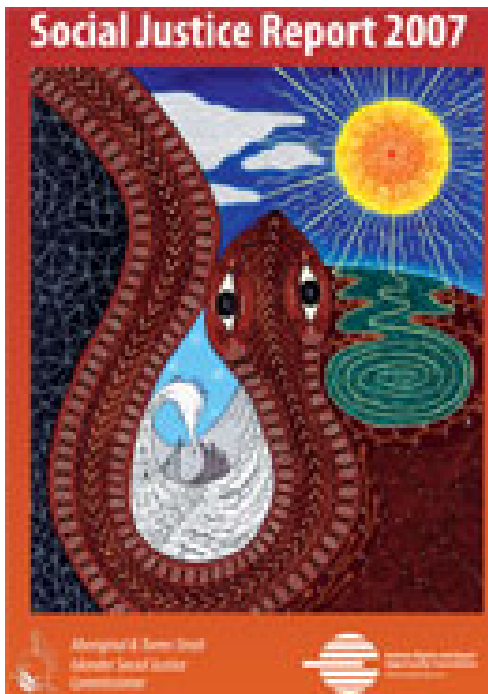
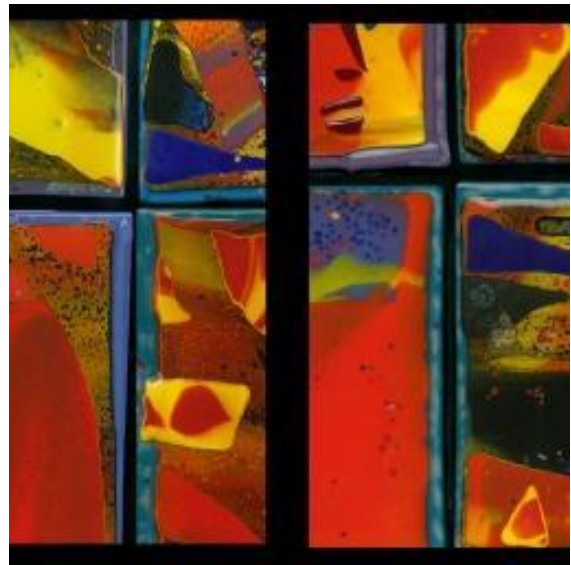
- *Aspects of the theology of the two ways God cares*

Use a *Venn diagram* or similar to record your thinking and bring it to the discussion group.

Ellen Miret

Intersecting lines of redemption

http://www.mobia.org/exhibitions/detail.php?exhibition_id=19



Helen Milroy

Restoring life and spirit: recovery from trauma

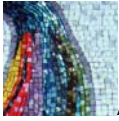
http://www.hreoc.gov.au/social_justice/sj_report/sj_report07/index.html

Benton

Return of the prodigal son

http://www.mobia.org/exhibitions/detail.php?exhibition_id=10





Art Short Trail

(...cont)



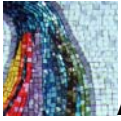
Anneke Kaai
Experiencing God's nature

www.annekekaai.nl/index2.htm

Michelle Cheng Cin Min
Let's care for the world

<http://www.iaea.org/About/Anniversary/content.html>





Art Short Trail

(...cont)

Unknown artist
Wheat and grapes

http://www.mobia.org/exhibitions/detail.php?exhibition_id=23



Beverly Brookshire
ICON, our lady of Sutton Place

<http://ecva.org/exhibition/inside-outside/brookshire.htm>



Music Short Trail

Listen to a selection of the songs via the YouTube links. Several of them show the lyrics. For those that do not, the lyrics are easily understood. Suggest ways that the lyrics, music and images link with *Aspects of the theology of the two ways that God cares* in your *Participant Theological Notes*. A branching diagram or *Tree map* could be used to record your ideas which you should bring to the discussion group.

Casting Crowns

East to west

<http://www.youtube.com/watch?v=s6zdihmwy1M>

Newsboys

Wherever we go

http://www.youtube.com/watch?v=VhgWS09e_Gk

400 Women of Victoria

Love and justice women's anthem

<http://www.youtube.com/watch?v=6HpCmdLRuF8>

Third Day

King of glory

<http://www.youtube.com/watch?v=6ExnRvGk9ZA>

Bebo Norman

Great light of the world

<http://www.youtube.com/watch?v=sdkmcUPxF4&feature=related>

gregqzr

God of justice

http://www.youtube.com/watch?v=DbyHtg-2sGU&feature=Playlist&p=OFB5BB9399A8AC15&playnext=1&playnext_from=PL&index=3



Reading Short Trail

Additional readings can be used to expand, extend and challenge your thinking about the two ways God cares.

Select from the listed readings. Record or highlight any significant statements that expand your thinking and add weight to the material you will find in your *Participant Theological Notes*

- *Aspects of the theology of the two ways God cares*
- *Responding to issues relating to the ways God cares in Lutheran schools*

TOPS

BLS (2001) Session 4 The two ways God cares. *Theological Orientation Program for Staff (TOPS)* 2nd edition (pp. 4-8) Adelaide: BLS.

The Lutheran school as a place of ministry and mission

LCA (2006) *The Lutheran school as a place of ministry and mission*. Available online <http://www.lutheran.edu.au/tools/getFile.aspx?tbl=tblContentItem&id=66>

The Lutheran Church of Australia and its schools

LCA (2001) *The Lutheran Church of Australia and its schools*. Available online <http://www.lutheran.edu.au/tools/getFile.aspx?tbl=tblContentItem&id=65>

CSCF theological notes

LEA (2005) Key idea 3 Christians have a responsibility in and for the world, *Christian Studies Curriculum Framework Theological Notes* (pp. 46-48). Adelaide: LEA.

Global challenges and currents in contemporary society

Noko, I. (2004) *Global challenges and currents in contemporary society*. ACLE Keynote Address. Available online <http://www.lutheran.edu.au/tools/getFile.aspx?tbl=tblContentItem&id=607>

Living faithfully in God's creation

Podlich, Rev A. *Living faithfully in God's creation* Adelaide: Lutheran Publishing House

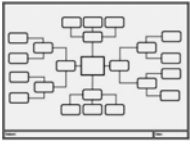
How socially just?

Samiec, G. (2000) How socially just? *SchoolLink* August 2000 Vol 6 No 3.

Several articles

Available online <http://www.elca.org/ELCA/Search.aspx?q=The+two+kingdoms>

Bring this to the discussion group.



Graphics Short Trail

Represent the theology of the two ways God cares graphically using a graphic organiser such as a *Mind map*, *Concept map*, *Double bubble map*, etc. Work with the material:

- *Aspects of the theology of the two ways God cares*

in your *Participant Theological Notes*

Then compare and contrast your map with another participant's, looking at and discussing the similarities and differences in your representations.

If you have time, go to the **Reading Short Trail** and engage with material there to expand your thinking and mind mapping. Bring your map/s to the discussion group.



Policy Short Trail

Study the Lutheran Church of Australia (LCA) policy document, *The Lutheran Church of Australia and its schools*, at <http://www.lutheran.edu.au/tools/getFile.aspx?tbl=tblContentItem&id=65> and identify the ways Lutheran schools respond to the two ways God cares.

Refer also to your *Participant Theological Notes*:

- *Aspects of the theology of the two ways God cares*
- *Responding to issues relating to the ways God cares in Lutheran schools*

The following documents can also be accessed via the Lutheran Education Australia (LEA) website:

- *The Lutheran school as a place of ministry and mission*

<http://www.lutheran.edu.au/tools/getFile.aspx?tbl=tblContentItem&id=66>

- *LCA support for government schools*

<http://www.lutheran.edu.au/tools/getFile.aspx?tbl=tblContentItem&id=79>

- *Policy statement for Lutheran early childhood education and care*

<http://www.lutheran.edu.au/tools/getFile.aspx?tbl=tblContentItem&id=83>

- *A framework for Lutheran schools from A vision for learners and learning in Lutheran schools*

<http://www.lutheran.edu.au/public/content/ViewCategory.aspx?id=329>

Findings can be recorded on a two column chart, such as a *T-chart*, and brought to the discussion group.



Christian Education Short Trail

All Lutheran schools in Australia are listed in the *School directory* on the Lutheran Education Australia (LEA) website <http://www.lutheran.edu.au/public/schoold.aspx?state=3>

Visit some of the school websites, looking at a cross section from around Australia. Study the visuals, read the homepages, mission and vision statements, values statements, sub-school pages, school improvement plans and other menu items.

Identify the ways Lutheran schools respond to the two ways God cares, organise your data on a two column chart, such as a *T-chart*, and bring it to the discussion group.

or

Highlight relevant sections, parts or sentences in your *Participant Theological Notes* that are evident in the websites you look at.

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: FALL strategy

The FALL strategy is an extension of the *Think-pair-share strategy*.

Individual group members privately **F**ormulate a response; **A**rticulate their ideas to the group; **L**isten in turn to other responses and **L**engthen the thinking during the subsequent discussion by systematically building upon and elaborating the ideas of others.

F formulate

A articulate

L listen

L lengthen

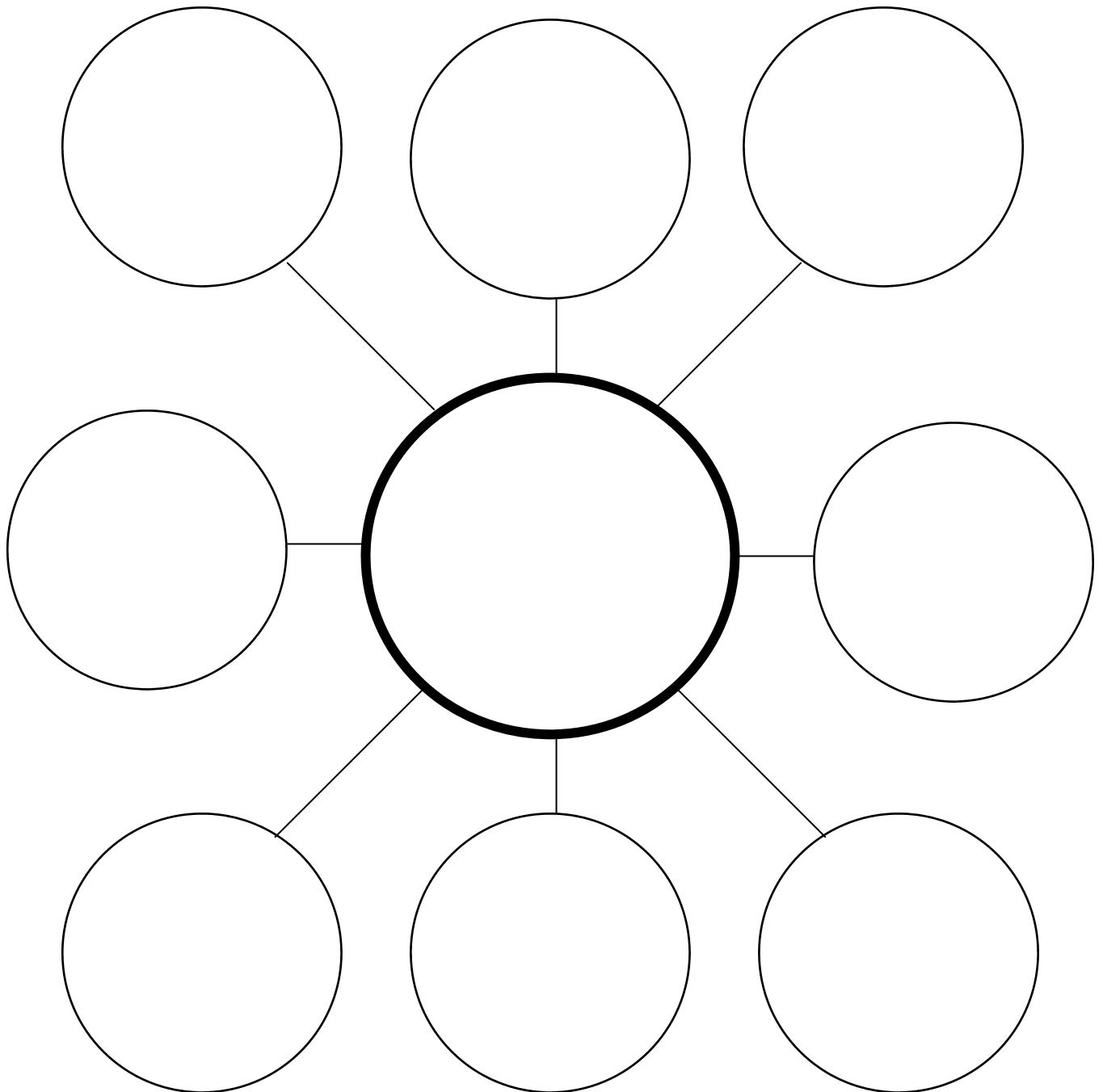
adapted from White, D; O'Brien, K and S.Todd, *Into the Deep: Rich Teaching Strategies for the Religious Education Classroom*. Marayong, NSW: K.D. Publications

Resource: Graphic organisers

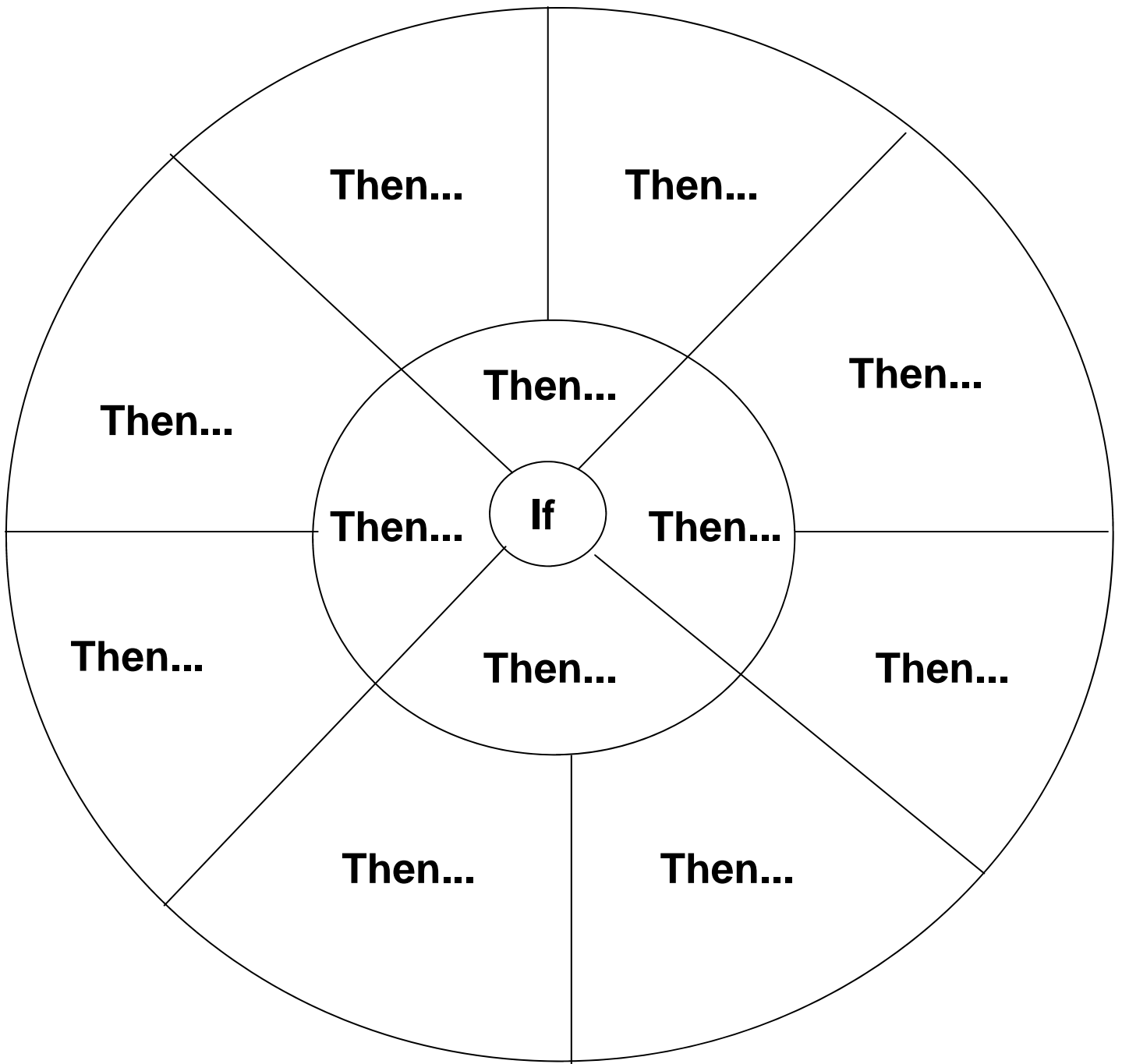
Templates included for

- Bubble map
- Consequences wheel
- Concept map
- Tree map
- Mind map
- Double bubble map
- T-chart
- Spider map

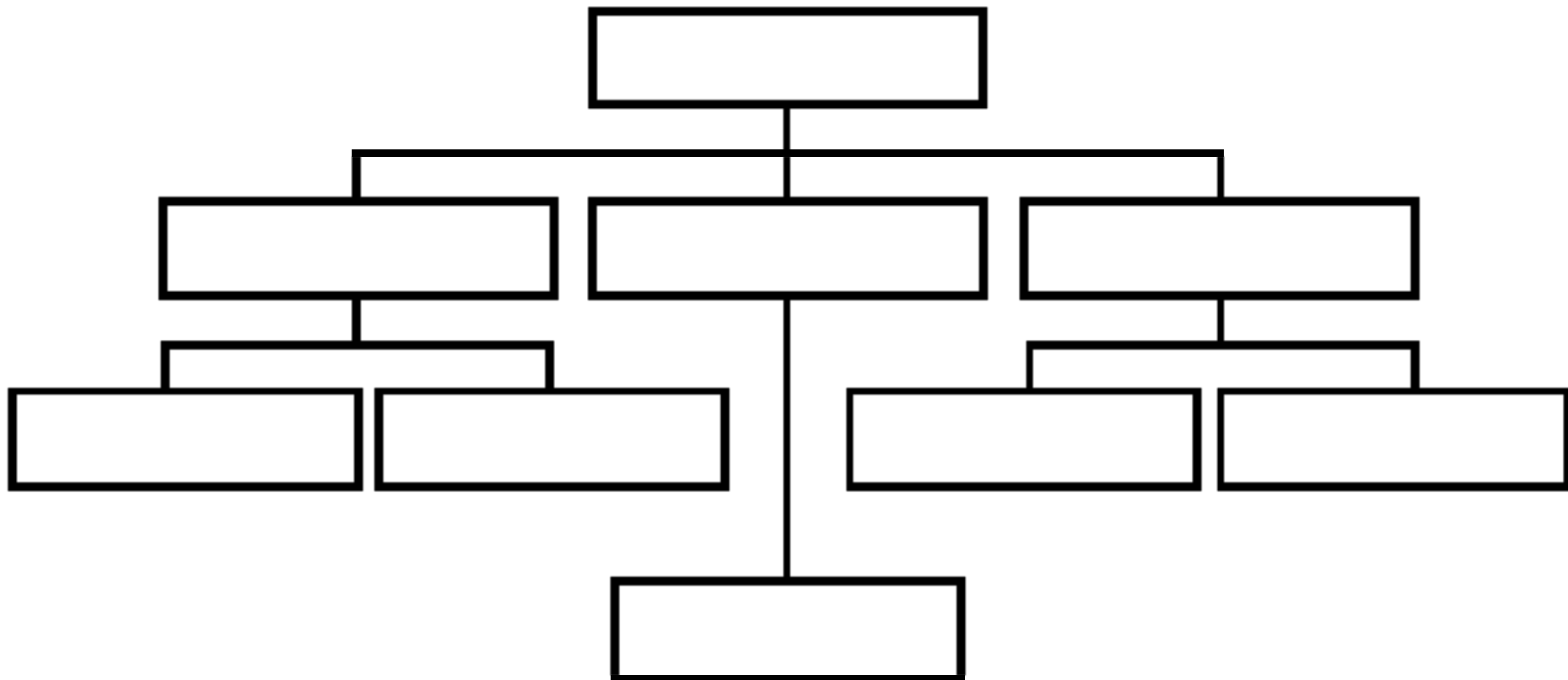
Bubble map



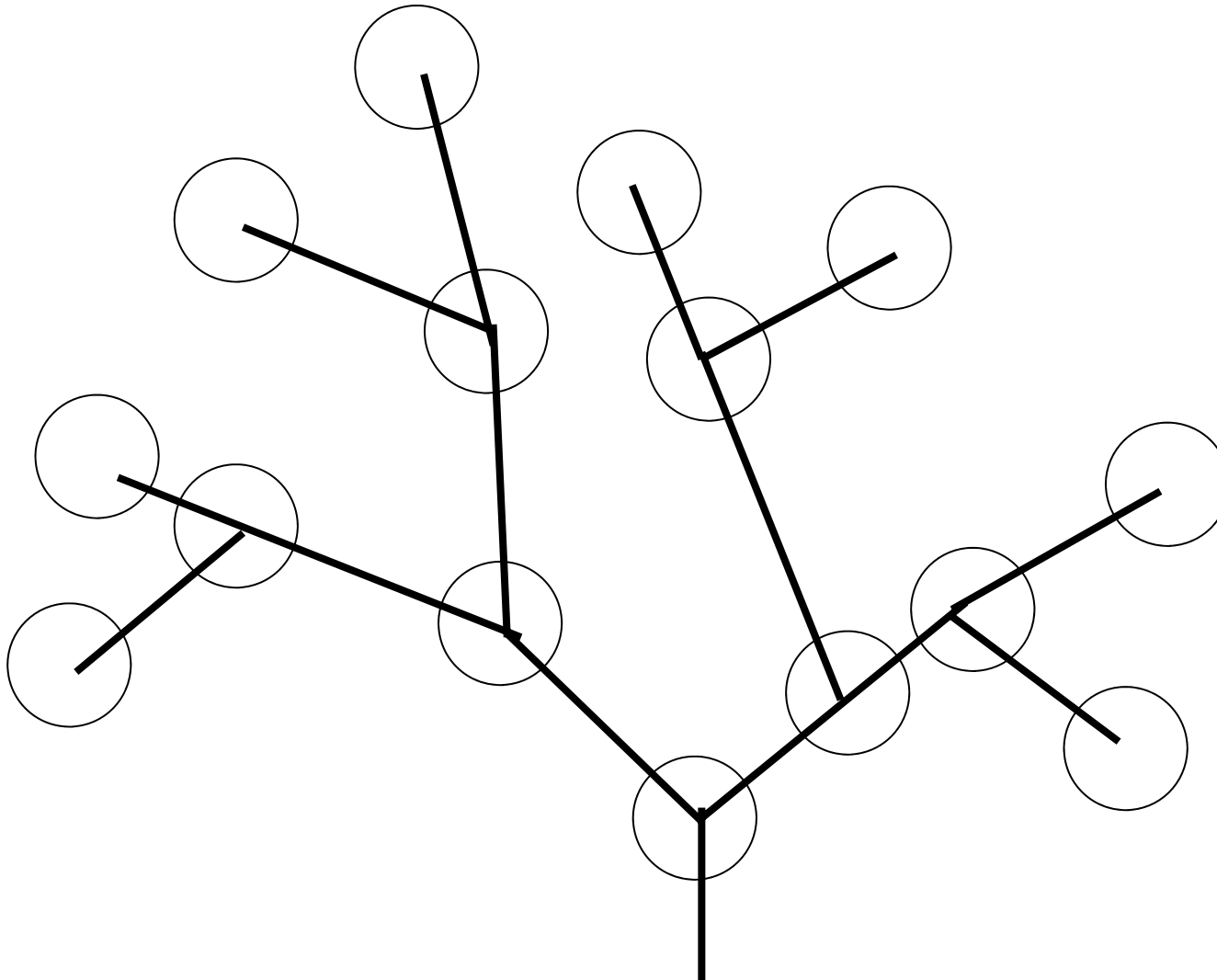
Consequences wheel



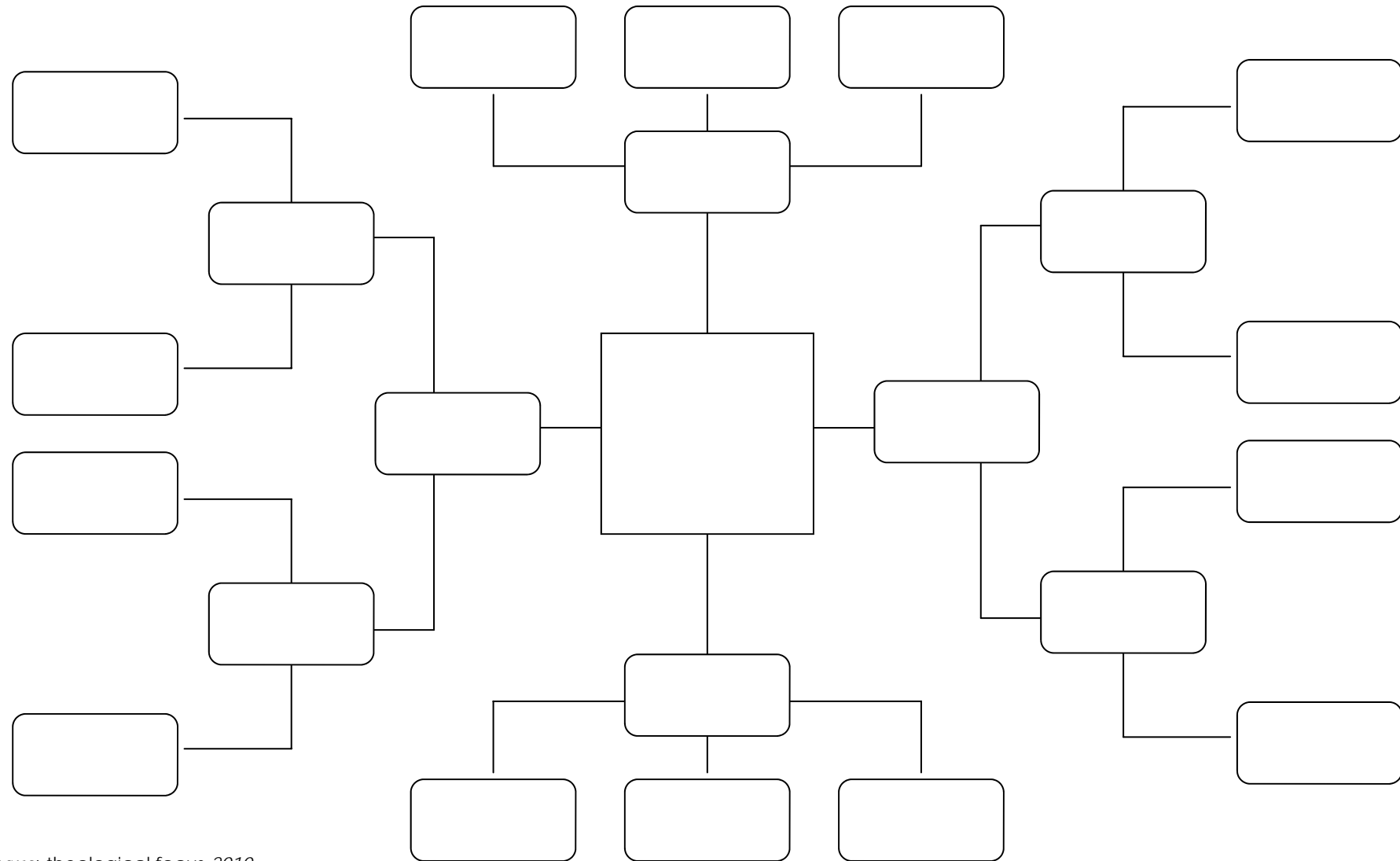
Concept map



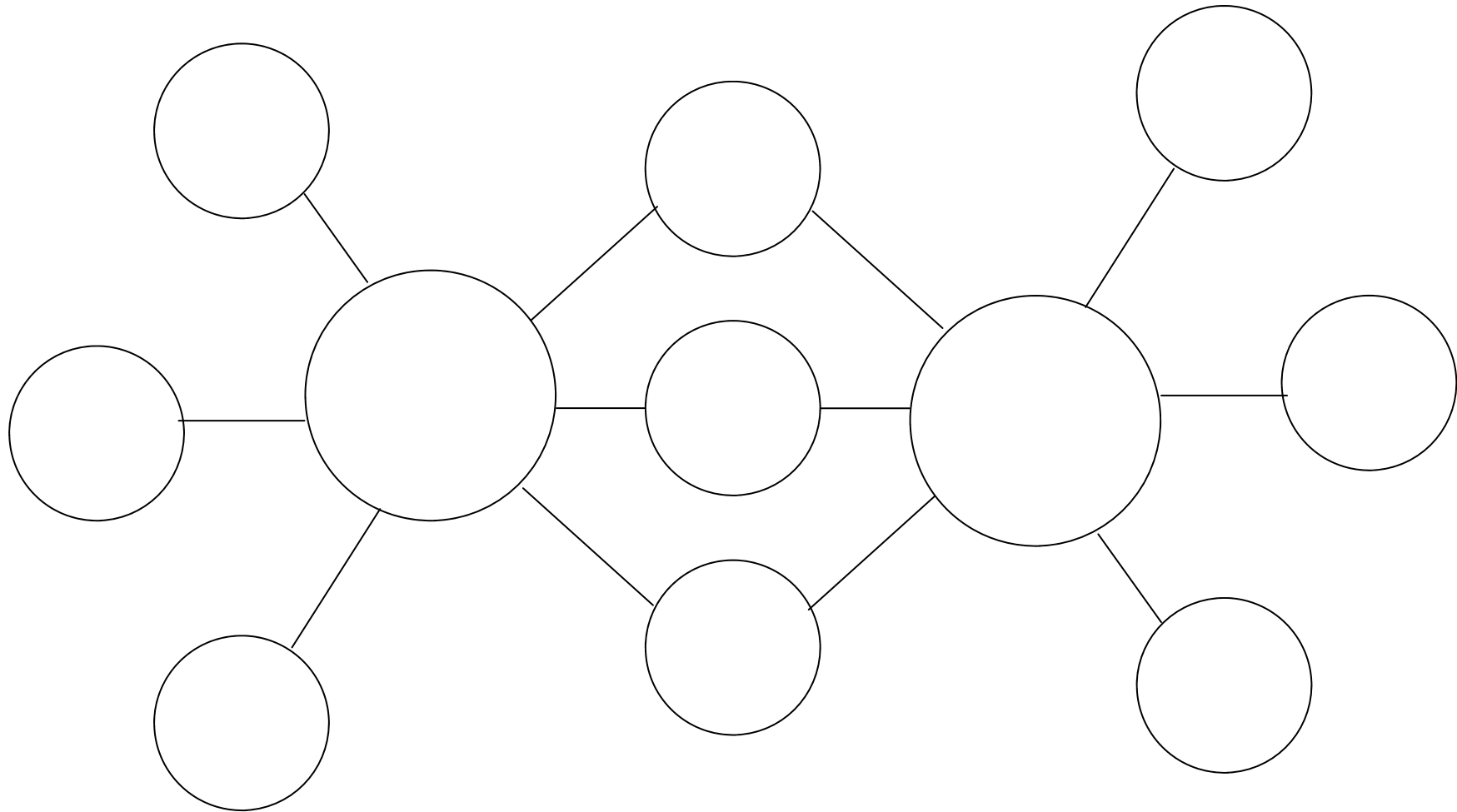
Tree map



Mind map



Double bubble map



T-chart

Spider map

