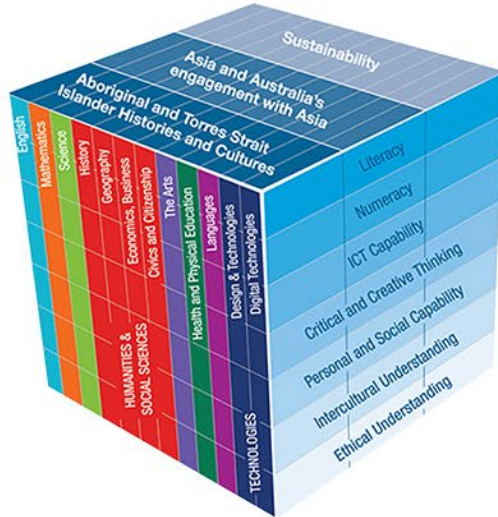




God's Big Story 2.0:

Asia and Australia's engagement with Asia



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A Christian School
context for teaching
Cross Curriculum Priority:
Asia and Australia's
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Preface

God's Big Story 2.0: Illuminating Education in Australian Christian Schools is a foundational curriculum document which introduces a suite of resources created to assist teachers to think through the why, what and how of developing quality curriculum from a biblical worldview. The "CCP Asia and Australia's Engagement with Asia" is another addition to this suite.

These resources are not intended to be a "one size fits all" approach. Some schools will choose to implement the ideas, concepts and processes as they are presented within the document. Others will use the materials to guide the development of school-based approaches. Others still will use these resources as a starting point for leadership and teaching team conversations.

The reference to "2.0" in this iteration of resources points to the resource's ongoing development and the future versions which will emerge over time. While the material presented may answer many questions and provoke useful conversations, we hope that it will ultimately challenge all schools to develop curriculum from a biblical worldview.

Dr Daniel Pampuch
CEO Christian Schools Australia

INTRODUCTION

This document is designed to assist teachers to explore and note the biblical and theological ideas that sit behind the “Australian Curriculum: CCP Asia and Australia’s Engagement with Asia”. It acknowledges, however, that it is not the only way for curriculum planners and classroom teachers to centre their approach to CCP planning and teaching from a Bible-based, Christ-centred worldview. By understanding the concepts and following the processes in this document, teachers and curriculum leaders will be able to develop units of work incorporating “Asia and Australia’s Engagement with Asia” which are thoroughly informed and shaped by biblical perspectives.

Where schools have already established planning processes for effectively integrating faith and learning in the curriculum and its delivery, this document will provide additional thoughts and ideas which may strengthen those existing processes.

The challenge for all educators is to have done the heavy intellectual and theological lifting before they enter the classroom. That means understanding how the content fits with God’s grand narrative, identifying the biblical precepts and truths that might be brought to the fore, and naming the action to which God might be calling us to individually and collectively when considering the contexts, relationships and history of Asia and Australia.

RATIONALE

It is a fundamental necessity for Christian teachers to grapple with the important “why” question in all areas of the Australian curriculum, so that our students have a thoroughly biblical worldview presented to them through all their learning.

Part of our work as educators in Christian schools is to encourage the development of kingdom-oriented good global citizens and for our students to understand their participation in the wider world and their impact on it. There is a biblical rationale for world citizenship which is not based on law, but on the ongoing redemptive transformation work of God in Christ – not just head knowledge, but heart as well (Romans 12.1-2).

John 3:16 encourages us that our creator God loved the world in such a way that he sent Jesus to reunite us with him. As Christians therefore, it is our responsibility, under the Great Commission of Matthew 28, to proclaim and reveal Jesus to the world. Furthermore, we are called as children of God to be peacemakers (Matthew 5:9) even with those who see things differently from us (Proverbs 16:7).

Given our geographical proximity to Asia, it is essential that teachers in Christian schools understand the impact of varied geography, cultures, languages, histories, customs, and religions of that region, if we are to engage well with our Asian neighbours.

The concept of being made in God’s image (*Imago Dei* – Genesis 1.26-28) which is fully realised in Christ (Heb 1.3, Rom 8.29) provides teachers and students with a foundational framing for an understanding of the humanity of all peoples in God’s eyes. Furthermore, with more than 3.5 million Australians claiming Asian ancestry (ABS 2016), we are not only seeking an understanding of our neighbours but are also gaining a deeper understanding of our own identity as Christians who live in Australia. For many of us, this understanding is tested at home as we grapple with our response to the arrival of refugees in our country.

Asian countries have millennia of history that interweaves with Australia’s own history. From colonisation to migration, to the great conflicts of the twentieth century, Asia and Australia have deep points of connection.

Some of these interactions have been powerfully beneficial, while others, because of ignorance and misunderstandings have caused damage, hurt and confusion. It is important that students dig deeply into this history as well as immerse themselves in the current tapestry of ideas and identities to discern their part in this unfolding story. To do so will allow for meaningful engagement and respectful dialogue. Additionally, it is from a desire to make the other known by seeking to understand, and through offering genuine hospitality, that we can both walk side by side and collaborate on writing a future story marked by grace.

A deeper understanding of the “Cross Curriculum Priority of Asia and Australia’s Engagement with Asia” from a biblical perspective underpins the capacity of our students to be active and informed citizens, working together to build harmonious local, regional, and global communities.

CHAPTER 1: THE AUSTRALIAN CROSS CURRICULUM PRIORITY OF ASIA AND AUSTRALIA'S ENGAGEMENT WITH ASIA

Overview

This document is Australian Curriculum (AC) compliant. Christian Schools Australia is looking to cover all the organising ideas from the Australian Curriculum in its implementation (see table below).



What regions does Asia encompass?

Asia can be defined in geographical terms, but it can also be described in terms of cultural, religious, historical and language boundaries or commonalities.

Australian schools may choose to pay particular attention to the sub-regions from Asia as follows:

- North-East Asia includes China, Taiwan, Japan, Mongolia, North Korea, South Korea.
- South-East Asia includes Brunei Darussalam, Cambodia, Indonesia, Laos, Malaysia, Myanmar (Burma), the Philippines, Singapore, Thailand, Timor-Leste, Vietnam.
- South Asia includes Afghanistan, Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan, Sri Lanka.
- Central Asia includes Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan.
- West Asia includes Bahrain, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, Palestinian Territories, Qatar, Saudi Arabia, Syrian Arab Republic, Turkey, United Arab Emirates, Yemen.

Geographic regions of Asia, or parts of it, can also be referred to as:

- Asia-Pacific describes countries across Asia, inclusive of Australasia and the Pacific Island nations.
- Indo-Pacific includes the combined Indian Ocean and Pacific Ocean, and the land masses that surround them.
- ASEAN (Association of South-East Asian Nations) includes nations which are part of a regional intergovernmental organisation comprising the 11 South-East Asian nations with Australia included as an ASEAN partner.



Code	Organising ideas
Knowing Asia and its diversity	
AAK1	Peoples of the Asia region are diverse in backgrounds, experiences, stories, religions, beliefs and perspectives.
AAK2	The interrelationships between people and the diverse environments and systems across the Asia region have global implications.
Understanding Asia’s global significance	
AAU1	The nations of Asia influence historical and contemporary global relationships, including international responses to global developments and events.
AAU2	The peoples of Asia shape human endeavour through aesthetic, creative, political, sporting, economic, technological and scientific domains.
Growing Asia–Australia engagement	
AAG1	Australia’s developing and deepening relationships with the peoples of Asia influence both mutual understandings and expressions of citizenship and culture nationally, regionally and globally.
AAG2	Australia and Asia are interdependent through a range of historical and contemporary connections.

Retrieved: <https://v9.australiancurriculum.edu.au/downloads/cross-curriculum-priorities>

CHAPTER 2: THE CHALLENGE

WHY ENGAGEMENT IS IMPORTANT TO AUSTRALIA:

Asia and Australia are inextricably linked. The twenty-first century has been touted the “Asian century”. Australians work, travel and live throughout the Asian region, drawing our countries together with overlapping ties and ongoing interests. Asia’s future will influence our future. Australia has a vital interest in the way the countries of Asia deal with political, economic, social and environmental challenges. However, we need to ensure that Australia’s interest and engagement with Asia is not “perceived as primarily self-serving [but rather] presents itself as an active and engaged partner in a mutually beneficial partnership of equals”. (<https://pursuit.unimelb.edu.au/articles/southeast-asia-matters-to-australia>).

As the AC states, that in order to develop informed and harmonious relationships, “young people need to develop the knowledge, skills, capabilities and attitudes to effectively navigate and contribute to our regional neighbourhood. (<https://v9.australiancurriculum.edu.au/teacher-resources/understand-this-cross-curriculum-priority/asia-and-australias-engagement-with-asia>)

Asia Literacy and engagement will be key requirements of young Australians as Australia seeks to strengthen its ties in the Asian region.

- **Cultural importance:** More than one million Australians claim Asian ancestry and Asian culture has an increasingly important influence in Australia. Australia is committed to a celebration of diversity. The AC states, “Australians require intercultural understanding, empathy and confidence to contribute to, and understand, Asia–Australia engagement”. (<https://v9.australiancurriculum.edu.au/teacher-resources/understand-this-cross-curriculum-priority/asia-and-australias-engagement-with-asia>). The AC also values Inter-cultural Understanding as a General Capability for all students. (<https://v9.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/intercultural-understanding?element=0&sub-element=0>). It is important to understand the significant impact that culture has on the way people do business and education, and the way people perceive one another.
- **Economic importance:** The strength of Australia’s economy reflects the country’s unique position in the world’s fastest-growing economic region – Asia. Economically, Asian nations are Australia’s largest trade partners. In recent years, strong Asian demand for Australia’s natural resources and agricultural products has been the main driver of Australia’s growth. Meanwhile, increased Asian demand for Australia’s education, tourism and other professional services has boosted Australia’s economy. Australian businesses, exporters and communities have expanded their footprint across the Asian region to capitalise on the demand for Australian goods and services. In 2017–18, trade with Asia represented about two-thirds (A\$526 billion) of Australia’s two-way trade in goods and services. Twelve economies out of Australia’s top fifteen trading partners are now in the region. (Source: <https://www.austrade.gov.au/news/economic-analysis/australia-s-trade-and-investment-linked-to-asia-s-powerhouse-economies>)
- **Educational importance:** Australia has become a global education nation. International students from the Asian region are the largest human interface of Australia’s engagement with Asia. Philip Ivanov, CEO of Asia Society Australia, points out that “while Australia’s international education does deliver economic contribution, migration, talent and foreign policy outcomes, it is also a story of educational values and capabilities-building, intellectual exchange and cultural discovery, human, geographic and social connectivity between Australia and Asia”. (<https://asiasociety.org/australia/australia-and-asia-2019>)
- **Environmental importance:** Recognising that environmental challenges such as greenhouse gas emissions, energy consumption, biological diversity, clearing of forests and recycling of waste products

will assume greater importance and urgency as the twenty-first century progresses, Australia and Asia will need to cooperate closely on a commitment to sustainable development and the mitigation of environmental impacts. Environmental education regarding the Asia-Pacific Region can be promoted through authentic classroom pedagogies and curricula, as well as engagement with experts in the field from both Australia and Asia in recognition that we share our region's challenges and can jointly celebrate our success stories.

- **Geographic importance:** Geographically, Asia is Australia's nearest neighbour. Asia literacy is increasingly a key requirement of our young people, as Australia seeks to strengthen its ties in the Asia region and be an effective contributor to the wellbeing of the region.
- **Historical importance:** There are many "shared history" stories worth investigating, including historical trade arrangements between Australia and Indonesia. The Yolngu people of the Northern Territory were trading with Makassar (now Indonesia) for hundreds of years before European settlement. According to oral history, Aboriginal people from the north coast of Australia were travelling to the far reaches of South East Asia long before white settlers ever arrived here.
(<https://www.abc.net.au/news/2018-01-16/aboriginal-people-asians-trade-before-european-settlement-darwin/9320452>)
- **Social importance:** Australia's engagement with Asia needs to be more than a business contract. It is important for Australians to establish social connections that are based on cultural understanding and friendships. Social competencies and social intelligence are increasingly seen as means by which mature and long-lasting relationships and partnerships with others are formed and maintained. Social values may be defined and exemplified in varying ways from one culture to another. For example, the value put on community or older people, or work can vary from one country to another. The AC includes personal and social capability as a general capabilities requirement
(<https://v9.australiancurriculum.edu.au/teacher-resources/understand-this-cross-curriculum-priority/asia-and-australias-engagement-with-asia>). Social capability is a means by which the likelihood of successful engagement with our Asian neighbours is enhanced.
- **Spiritual importance:** The Alice Springs (Mparntwe) Education Declaration, 2019 recognises the vitality of spiritual development in a holistic education program. Holistic education equips students to develop confidence and creativity, become successful lifelong learners, and active and informed participants in their families, communities and globally. Australia and the Asia region have myriad and diverse religious convictions and spiritual beliefs which affect all aspects of life. For the sake of intelligent dialogue and sensible reasoning, Australians need to recognise and understand the biblical principles which have shaped many of our country's values, as well as recognise and understand the multi-faith context of the Asian region, with Hinduism, Islam and Buddhism being the largest groups
(<https://www.worldatlas.com/articles/the-major-religions-of-asia>). This will better enable an analysis of our own beliefs and convictions, coupled with a reaching out towards the "other" with openness of heart and mind and spirit, in recognition of our common humanity and Creator God. Christian schools will emphasise that we are called to engage with other faith traditions by seeking to go beyond mere tolerance towards an attitude of genuine interest and love for neighbour. Learning about other religions enables Australian students to participate intelligently and effectively in a religiously plural world and to live in harmony with all people.
- **Strategic importance:** Many Asian nations are growing rapidly and are regionally and globally influential. The ASEAN (South-East Asia)-Australia strategic partnership, formalised in 2014, recognises the importance of working together to build mutual security and prosperity. Relationships between people and communities help underpin that partnership (<https://aseanaustralia.pmc.gov.au>). Japan, China, Singapore and Hong Kong have emerged as significant sources of foreign direct investment (FDI) into Australia (<https://www.austrade.gov.au/news/economic-analysis/australia-s-trade-and-investment-linked-to-asia-s-powerhouse-economies-13/03/2019>).

THE IMPORTANCE OF ENGAGEMENT WITH CULTURES AND RELIGIONS FOR TEACHERS IN CHRISTIAN SCHOOLS:

Every worldview or faith framework, whether Christian or non-Christian, deals with at least these important questions:

1. Where did we come from?
2. Why are we here?
3. What is wrong with the world?
4. How can we fix it?

To facilitate the intentional embedding of the Biblical, kingdom worldview in curriculum, CSA developed the *God's Big Story* approach in 2016 and we have been working over the past six years to provide frameworks and resources to assist teachers in CSA schools to "illuminate" or highlight *God's Big Story* in their curriculum planning. The GBS approach reframes the previous worldview questions using a Creation, Fall, Redemption, Restoration model as demonstrated below:





Creation Purpose	Fall Problem	Redemption Response	Restoration Hope
			
How do God's purposes illuminate this subject, idea, or concept?	What went wrong, and how has God's purpose been distorted?	How does God's grace save the world and call us to respond in love?	Where is hope found and what would restoration look like?
How do God's purposes illuminate the concepts and ideas in this subject, idea, or concept?	What went wrong, and how has God's purpose been distorted in the concepts and ideas in this subject, idea, or concept?	How does God's grace save the world and call us to respond in love in the concepts and ideas in this subject, idea, or concept?	Where is hope found and what would restoration look like in the concepts and ideas in this subject, idea, or concept?

Table 1: *God's Big Story 2.0 Framework*

Retrieved from: <https://www.csa.edu.au/CSA/Resources-and-Media/Resource-Library/Resource-Library-Search.aspx>

Further details of the CFRR model, including a step-by-step guide of how to use this framework to undertake curriculum planning and embedding Cross Curriculum Priorities can be found in Chapter 5 of this guide.

Education is never neutral. It is based on the worldview or beliefs of those influencing and writing the curriculum. In the education process, ideals and values are being communicated to students. What beliefs and values are children learning and observing at your school?

As Christians, we have a distinct response to the worldview questions posed above. We recognise that answering the questions: Where did we come from? Why are we here? What is wrong with the world? How can we fix it? is one way of addressing these worldview issues.

Where did we come from? Why are we here?

Christians are called by Christ to seek first and only the kingdom of God and his righteousness (Matt 6.33); to keep on seeing and seeking what God in Christ is doing in all cultures and contexts. As those who bear the Spirit of God, we are Jesus' agents of transformation of society; not only Asian society but equally Australian society.

Transformation is an ongoing process as we partner in covenant with God. Christian educators have a vibrant kingdom worldview.

Redemptive Christ-centred education promotes, and indeed demands, a reaching out with curiosity and empathy beyond self-interest and self-centredness. Students and teachers alike are encouraged to have the passionate growth mindset of genuine Jesus' followers, and to learn and understand with an openness of heart, mind and spirit. Disciples of Jesus acknowledge that God loved this world so much that he gave his only Son for its redemption and restoration. A global, kingdom mindset is an important priority in Christian schools, as is the concept of *shalom*.

The problem Christians, and all people, face (**What's wrong with the world?**) is that genuine humanity is only found in Christ. All cultures display both the glory of God in creation, as well as an incessant turn towards self in both personal and community fallenness. All cultures are both recipients of grace and participants in sin; so too God is at work in all cultures and at all times. A kingdom worldview sees the grace of God everywhere, and seeks to align words and deeds with his kingdom purposes. For example, many Asian cultures have an "honour-shame" culture, whereby people are careful to ensure that others do not "lose face." Western cultures could learn much from this. At the same time, "honour-shame" cultures might tend to avoid the difficult, truth-telling conversations that need to be had. Seeking first the kingdom requires great humility and discernment.

How do we fix it? We all see "through a mirror dimly ... [and] ... know in part" (1 Cor 13:12). While Jesus proclaimed that he is the way, the truth and the life, and no-one comes to the Father but through him (John 14:6), it is important for students to recognise that God's grace is at work everywhere and that self-righteousness and arrogance are human traits that are incompatible with a Christian understanding of grace. Because Jesus is our hope, Christians can recognise that good is everywhere and trust that God is at work in the world. Students need to learn that creation principles can be recognised amongst all cultures and religions.

For example, two of India's core values, based on Hindu texts, include:

- *Vasudaiva kutumbakam*: This is a Sanskrit phrase which means 'the whole world is one family'. The original verse appears in Chapter 6 of Maha Upanishad v1.71–73 and is engraved in the entrance hall of the parliament of India. This is a core moral foundation of Indian culture, and recognises the universal value of love and inclusivity, of care for others, and of sharing responsibilities.

While this is a Sanskrit phrase found in Hindu texts, it aligns in a number of ways with biblical teachings. For example, Ephesians 3:14–15 refers to the Father as the one "from whom every family in heaven and on earth is named." John 3:16 and 13:34 make it clear that God loves the whole world and requires humans to love one another in the way Jesus modelled love; a love that transcends cultural differences and expectations.

- *Atithi devo bhava*: This is a Sanskrit phrase which means "your guest is god". It is the Hindu-Buddhist basis for India's ancient tradition of great hospitality. Today this tradition continues more as a code of conduct, and tourists who spend time in India experience it wherever they go. The concept requires that guests, without distinction of who they are, have preferential treatment.

While Christians would not say their guest is God, hospitality is an essential biblical principle. The Old Testament contains many references to God commanding and commending hospitality. E.g., Lev 19:33–34: "The alien living with you must be treated as one of your native-born. Love him as yourself." In the New Testament, the Greek word translated "hospitality" literally means "love of strangers" and is again commanded and commended by Jesus (e.g., Luke 14:13, Matt 22:39, Rom 12:13).





For example, Indonesian people are well known as courteous people, very generous and open to strangers. The underlying value that is evident in Indonesia is 'gotong royong' and further information is available in this article <https://digitalpress.ugm.ac.id/article/341>.

The CCP has been developed around three key concepts:

1. **Knowing Asia and its diversity:** emphasises the need to appreciate the backgrounds, experiences, stories, religions, beliefs and perspectives within and among the nations of the Asia region and the interconnections with Australia. It is supported by understanding Asia and Australia's interconnected environments, natural, managed and constructed, and the political, financial and technological systems that drive relationships.
2. **Understanding Asia's global significance:** examines the ways in which different significant nations in Asia have effected change and contributed to global developments with human endeavour expressed through aesthetic, creative, political, economic and scientific pursuits. Highlighting key individuals, events, developments or nations reinforces how they have contributed to Asia's global significance.
3. **Growing Asia–Australia engagement:** examines the relationship-building contribution of Australians with Asian heritage and explore how active connections between young people and Asia's diverse communities can be deepened and contribute to global citizenship. Interaction builds empathy, respects cultural and linguistic differences, and leads to collaborative opportunities and outcomes. These active connections provide the lived experiences of global citizenship for young Australians, including through popular culture, and nurture relationships that reflect the historical and contemporary interdependency of Australia and the nations of Asia.

More information: <https://v9.australiancurriculum.edu.au/f-10-curriculum.html/cross-curriculum-priorities/asia-and-australias-engagement-with-asia?organising-idea=0>

Incorporating Asia and Australia's engagement with Asia CCP into Christian school curricula is easily aligned with a biblical worldview, as can be seen below. Further information on how to use this framework in your curriculum planning can be found in Chapter 5.

	 <p>What is God's intention for this learning area?</p>	 <p>What went wrong and how has God's purpose been distorted?</p>	 <p>How does God want us to respond and care?</p>	 <p>Where is future hope found and what would restoration look like?</p>
<p>Cultural Importance</p>	<ul style="list-style-type: none"> » God created every person uniquely but in His image and with intrinsic worth and dignity. » Jesus told the Good Samaritan parable to show how to treat people who are culturally 'other'. » What are the implications of this parable in the context of Australia's engagement with Asia? How do I show that I value and appreciate people who are different from me? » How can students from diverse backgrounds express their culturally diverse traditions and practices at school? How are these differences celebrated? 	<ul style="list-style-type: none"> » Making God into our image results in a diminished view of who He is. » Prejudice and racism are consequences of unfair judgement of a person or culture based on stereotypes, fear of the unknown or misrepresentation. » Why does cultural diversity challenge us and our preferred lifestyle? Where am I personally challenged by Asian cultures? » Is there evidence of prejudice or racism in Australia? Think about indigenous people, boat people, immigrants, or Australia's concerns about China. 	<ul style="list-style-type: none"> » We overcome prejudice and expand our life experience by building cross-cultural relationships & understandings. » What might a more intentional commitment to a deeper understanding of other cultures, look like: <ul style="list-style-type: none"> ~ In your family? ~ In your church? ~ In your school? ~ In your country? » Recognise and celebrate cultural diversity through stories / novels by Asian authors (English), Asian language studies (LOTE), or interview people about their Asian cultural heritage (HASS). 	<ul style="list-style-type: none"> » What would genuine multi-culturalism look like? » What insights might cross-cultural educational opportunities give us about working towards a more effective future? » Plan a whole-school celebration of Harmony Day. *Incorporate Asian cuisine into the school canteen. » Consider a school trip to an Asian country or a partner-school connection.
<p>Economic Importance</p>	<ul style="list-style-type: none"> » God is the owner of the rich diversity of resources He embedded within His creation (eg Ps 50:9-12) » These resources are for our benefit, but they are to be used in a sustainable manner, and shared generously (eg Parable of rich fool Luke 12:13-21) » For Christians, economic decisions are not about self-improvement but about making choices that please and honour God. Love, honesty and justice must govern our decisions. 	<ul style="list-style-type: none"> » When biblical principles are not followed, the rise of injustice, exploitation, greed, materialism, unfair work conditions and pay rates, poverty and slavery can occur. » What do cheaper Asian commodities (electronics, clothes, shoes etc), mean for Asian factory workers? 	<ul style="list-style-type: none"> » Investigate the effectiveness of programs and strategies which aim to eliminate poverty in Asia and Australia. » How can we seek justice for exploited Asian workers, both in Asia and Australia? » Jesus reminds us to be on our guard against all kinds of greed (Luke 12:14) – brainstorm and enact strategies for combating the temptation to be greedy. » Research, design, develop and deliver a scalable economic social justice awareness project 	<ul style="list-style-type: none"> » What does it look like when Australian business and trade with Asia provide both Australians and Asians with a better lifestyle? Find examples. » For teachers: What does a God-inspired financial literacy program for Australian students look like? How could the Asia CCP be incorporated into such a program?



What is God’s intention for this learning area?



What went wrong and how has God’s purpose been distorted?



How does God want us to respond and care?



Where is future hope found and what would restoration look like?

Educational Importance

- » A holistic education helps students grow in wisdom and stature, and in favour with God and man (Lk 2:52).
- » God wants each person to be transformed by the renewing of our minds (Rom 12:2) and to be thoroughly prepared for good works (2 Tim 3:17).
- » For teachers: How might a biblically-based Asia CCP better prepare students to understand, love and serve their Asian neighbours, and be equipped to build authentic connections with people in the Asia region?

- » Education becomes a means for individual gain at the expense of others. Where do we see evidence of people valuing education for economic and personal gain without locating it in the broader contexts of mission, service and stewardship?
- » Education can be used as a means of oppression or exploitation eg. Discrimination against girls in Pakistan and Afghanistan.
- » Schools can alienate the full participation of students from non-dominant cultures. In what ways?

- » The Bible affirms that true ‘knowing’ involves a response. How can something I have learned about Asia help me to make a positive difference or become a better global citizen?
- » What measures would ensure that fair access to education is financially available to all Australian citizens?
- » How, if at all, does Australia provide resources and education to the poor in developing Asian countries?
- » Many Asian students study in Australia. How can you make them feel welcome?

- » Authentic Christian education is transformational. Define the key words of this statement and consider the implications for your school. How might engagement with a Christian school in Asia be transformational for students of both schools?
- » To what extent are students from diverse backgrounds able to learn and experience Biblical values in your school?



Environmental Importance

- » God created an amazingly diverse and richly resourced world in which Asia and Australia’s environments are inter-connected. Consider God’s provision of eco-diversity and natural resources in Asia and Australia.
- » We can express awe at God’s creative handiwork. How?
- » Humans are called to be loving stewards of God’s good creation.
- » Interview someone you admire about the way they do this and the reasons for their commitment to environmental stewardship.

- » Because of sin in the world, environmental stewardship is hard work and bio-diversity is at risk.
- » What hinders governments and individuals from taking their stewardship responsibilities seriously? (eg apathy, self-interest, discouragement, inefficiency, carelessness)
- » Investigate: Poorer people are most affected by environmental issues such as climate change, pollution, water scarcity, land degradation. Find examples from Australia and Asia

- » How can Australians become more aware of environmental issues and their impact within Australia and in Asia?
- » What might we do to further address the challenges of climate-change?
- » What does it mean to redeem an environmental wasteland?
- » As stewards of God’s creation, in which areas do Australians need to become more intentional about a clean and safe environment?

- » Research a region in Australia and a region in Asia which are being restored to their original environmental state and consider to what extent restoration of God’s original creation is a realistic vision.
- » Poll the class to see who has been involved in environmental programs (planting trees, Clean Australia, recycling programs etc) and develop a new class or school project.

	 What is God's intention for this learning area?	 What went wrong and how has God's purpose been distorted?	 How does God want us to respond and care?	 Where is future hope found and what would restoration look like?
Geographic Importance	<ul style="list-style-type: none"> » Asia and Australia are neighbouring continents and God requires neighbours to love one another as He loves us. » For logical order and convenience, humans allocate time zones. Australia and many Asian countries have similar time-zones which enable day-time communication. » God's plan for us is to be hospitable and welcoming; Australia is richer for migration to and from Asian countries. 	<ul style="list-style-type: none"> » The effects of sin put God's intention for neighbouring countries under threat, leading to fractured relationships. Why does this happen? Where do you see evidence of it? » Consider forced migration, mega-urbanisation and destruction of geographically unique regions in Australia and Asia. » Which Asian countries are called 'developing' nations? Discuss whether such labelling is helpful or derogatory. » Consider biblical and other views of 'developing'. 	<ul style="list-style-type: none"> » An Asia region context for learning builds awareness of the diversity within and between Asian countries. » Investigate the long-term connections between the Torres Strait Islander peoples and Indonesian / Papua New Guinea island peoples. » What are the advantages of geographic and time-zone proximity? (eg for tourism, trade, school trips, relationship-building, communication) 	<ul style="list-style-type: none"> » Where have you seen evidence of Australians and Asians working alongside one another for mutual benefit? » What might restoration look like for indigenous Australians and for first peoples or minority groups in Asian countries? » Investigate sister city connections and their role in restorative relationship building (eg Himeji in Japan with Adelaide, Semarang in Indonesia with Brisbane)
Historical Importance	<ul style="list-style-type: none"> » While history has a beginning and an end, God is eternal and never changes. » Every person is looking for their place in the big story of life. » Create a timeline of pivotal events in history (personal, Australia, Asia). » Christians have a responsibility to help others find their place in God's big story because faith is activated and strengthened when we discover where our story connects with God's Big Story. 	<ul style="list-style-type: none"> » We can't undo the past, nor should it be whitewashed. To what extent do shame, guilt, unforgiveness and denial prevent us from moving forward together? » Ignorance of Asia's global significance throughout history lessens our current ability to engage respectfully and collaborate meaningfully with people of Asia. 	<ul style="list-style-type: none"> » Australia has a long history of interdependence with the Asia-Pacific region. What can be learned from Australia's past relationships with Vietnam, Timor Leste, Indonesia, Korea, China etc? » What attitudes and values will ensure that the history we make from here on is just, peace-making, and redemptive? » How are you being a history-maker? How do you want to be remembered? 	<ul style="list-style-type: none"> » Despite everything, there is hope for the world. God will make everything beautiful at the right time (Eccl 3:11). Where is true hope found? » History-makers join God in His work of restoration. Choose a history-maker from Australia and one from Asia, investigating their character attributes, visionary outlook, and restorative contribution.



What is God’s intention for this learning area?



What went wrong and how has God’s purpose been distorted?



How does God want us to respond and care?



Where is future hope found and what would restoration look like?

Social Importance

- » Social capital – putting effort into building my society - is a biblical principle (Haggai 1:1-2:19)
- » God calls me to love my neighbour as I love myself (Mk 12:30). How do you show love to yourself?
- » Who is your neighbour? What does love look like ... to the neighbour in your local area, to classroom neighbours, to our neighbouring countries?
- » Define love and tolerance. Which is the higher virtue? Give reasons.

- » What happens when I don’t love myself? Or when I don’t love my neighbour? *When I don’t invest in social capital, the community and I as an individual are diminished (Haggai 1:1-2:19)
- » Newness of life begins at the edge of our comfort zones, but comfort zones are comfortable places. What stops people from developing social competencies and viable, robust international relations?

- » What social values do Asians have that perhaps individualistic Australians do not have? Reflect on aged care and respect for the elderly; the value of community, deference to authority, the value of extended family, etc. What can we learn from these values? (eg build closer connection with local aged care home, hold a school community day for extended family participation).

- » Creative task: “Love looks like this”.
- » Neighbours offer restorative support in times of crisis – tsunami, fires, floods, earthquakes, famine – find examples where Australians and Asians have reflected God’s compassion and care towards one another during a time of crisis.





Spiritual Importance

- » God created humans to be spiritual beings (Gen 2:7) and put eternity into our hearts (Eccl 3:11)
- » God’s intention was always to redeem and restore the whole world. (John 3:16)
- » Jesus’ ministry goal was to proclaim God’s kingdom and heal the sick. Followers of Jesus, as the church, are called to do likewise.
- » The Cross and resurrection are the foundation of genuine Christian spirituality. How do we maintain these foundations while recognising and affirming different forms of spirituality, worldviews and faith practices?

- » Humans see through a mirror dimly (1 Cor 13:12), so we become judgemental and divided. On a larger scale, oppression and persecution occur. Give examples from Asia and Australia.
- » Investigate Asian-origin religions such as Hinduism, Buddhism and Islam. How do they depart from a biblical worldview?
- » What challenges to living an authentic Christian life might you face in your community? Consider the lure of ‘Western’ religions such as materialism and secular humanism.

- » Investigate the growth of Christianity in Asian countries and the growth of ‘Eastern’ spiritualities in Australia. What factors are contributing?
- » What can Australian / Asian interpretations of Christianity learn from one another? (consider rational and mystical expressions)
- » Investigate spirituality and Christianity amongst Aboriginal and Torres Strait Islander peoples.
- » Connect with an organisation such as Open Doors to learn more about supporting Christians who are being persecuted for their faith.

- » One day every knee will bow and every tongue confess that Jesus Christ is Lord (Phil 2:10-11).
- » Bart Millard’s Song “I can only imagine” - What do you think a multi-cultural heaven might look like?
- » Observing an authentic Christian life or church in action is highly impactful.
- » Where and how can you see Christians modelling authentic Christian spirituality in the multi-cultural melting pots of Australia and Asia?

	 What is God's intention for this learning area?	 What went wrong and how has God's purpose been distorted?	 How does God want us to respond and care?	 Where is future hope found and what would restoration look like?
Strategic Importance	<ul style="list-style-type: none"> » Christian leaders use strategic foresight to plan for the future, and commit those plans to the Lord (Prov 16:1-3) » In the light of Scripture, and the cross and resurrection of Jesus, what might the term "strategic" mean from a Christian perspective? » Biblical leadership is both strategic and relational. Consider the tension here in light of Jesus' example. » Common language is highly strategic for effective communication. Are Asian languages valued in your school? 	<ul style="list-style-type: none"> » The value put on diversity, contribution, and connection may be diminished by prioritising individual goals. » Poor strategic decisions may be made when biblical principles and priorities are not considered. God's ways are not our ways. (Isa 55:8-9) » Consider situations which seem difficult to resolve eg the US China relationship, nuclear arms proliferation, Pacific Island tensions, Taiwan's right to democratic independence. » To what extent do Australians assume others will learn English for our benefit? 	<ul style="list-style-type: none"> » God alone knows the end from the beginning. Commit difficult situations to God and pray for His wisdom and peace. » "Strategic" is often viewed in terms of mutual security and prosperity between countries. What weight do these terms carry for Christians who are to seek first the kingdom of God and his righteousness? » Creative task: <i>"What does peace look like to you? Is it something that you do? Is it something that you say? What does peace look like today?"</i> 	<ul style="list-style-type: none"> » All that is good, including peace and prosperity, will be restored. (eg Isa 2:1-4) *How can a biblical Christ-centred framework inform our stance on international strategies that Australia takes? » Using SMART goals and biblical principles, create a hope-filled strategic plan eg regarding the oppression of Uyghur people in China, genocide of Rohingya people in Myanmar, factory fires in clothing factories in Bangladesh, child slavery in India.

CHAPTER 3: CHRISTIANITY AND THE ASIAN REGION

CHRISTIANITY AND ASIA AN OVERVIEW

According to the Center for the Study of Global Christianity (2013, p. 34) Asia is “the least-Christian major area in the world by percentage.” Since 1970 Christianity has been the sixth-largest religious group in Asia, after Islam, Hinduism, Buddhism, agnosticism, and Chinese folk-religion. While Christianity has seen significant growth in the last century and is expected to continue to expand in the region, Asia remains the most religiously diverse continent in the world (Center for the Study of Global Christianity, 2013).

Christianity in Asia, 1970 to 2020

Region	1970			2020			Rate*
	Population	Christians	%	Population	Christians	%	
Asia	2,134,992,000	95,398,000	4.5	4,565,522,000	420,390,000	9.2	3.01
Eastern Asia	984,073,000	11,449,000	1.2	1,622,681,000	170,953,000	10.5	5.56
South-central Asia	778,833,000	27,222,000	3.5	2,009,512,000	81,374,000	4.1	2.21
South-eastern Asia	285,161,000	50,371,000	17.7	655,941,000	153,217,000	23.4	2.25
Western Asia	86,925,000	6,356,000	7.3	277,388,000	14,847,000	5.4	1.71

*Rate = average annual Christian growth rate, percent per year 1970–2020

Center for the Study of Global Christianity, *Christianity in Its Global Context*, June 2013

Any attempt to describe Christianity in Asia is complicated by the geographical and cultural diversity of the region. Andaya (2018) describes how Christian teachings have been adjusted to the local environment, to the point where “the proliferation of churches and the ecclesiastical diversity they represent have led some theologians to suggest that it is helpful to think of [Christianities] in Asia”.

While many of the cultural differences between Australia and Asia are obvious, it is also important to appreciate the differing value and thought systems between Western and Eastern cultures as well as that between different Asian cultural groups. An example of this is the individualistic culture of Australia versus the collectivist culture of many Asian countries. In individualistic cultures, value is placed on uniqueness, individual identity and achievement, while collectivist cultures focus on loyalty and self-sacrifice for the sake of family or tribe (Corbett & Fikkert, 2012). This has an impact on faith, as Christians in individualistic cultures will often focus on personal calling, while collectivist cultures will more deeply value their connection with a church family (Corbett & Fikkert, 2012).

In many Asian countries it is very hard to separate culture from religion, whereas most Australians believe there is a separation of the sacred and secular. The Biblical understanding is that body, mind, soul and spirit are all integral to being truly human.

DIVERSITY OF RELIGIONS AND ENGAGEMENT WITH CHRISTIANITY

Two of the critical questions to explore are: how does Christianity relate to the diversity of religions in Asia, and how do people of the Christian faith engage well in a cross-cultural context?

Firstly, it is important to understand that all religious beliefs and practices reflect a human longing for relationship, and the need to find a sense of meaning and purpose beyond ourselves. As such, it is certainly possible to find points of common ground between religions. It is also important to understand how people in different parts of the world attempt to answer the big questions of life, and the lens through which they make sense of the world. Nevertheless, it cannot be concluded that all religions are therefore the same. Rather, the exploration of other religious beliefs and practices should illuminate the uniqueness of Christ and the Christian

story. Apologists like Dr John Dickson make a strong argument against pluralism on the grounds that the core beliefs of the major religions often cancel each other out.

From an engagement perspective, missiologist Paul Hiebert proposes a helpful framework for critical contextualisation. This is a process that involves a careful examination of culture, a clear commitment to biblical authority, and a willingness to wrestle with how the Christian gospel can be contextualised within a specific cultural setting.

In determining *how* to critically contextualise the gospel, Hiebert (cited in Frost & Hirsch, 2003) suggests the following:

- Keep that which is not unbiblical
- Reject that which is unbecoming for Christians
- Modify practices to give them explicitly Christian meaning
- Reject current unbiblical practices and replace them
- Adopt rites drawn from the Christian heritage
- Create new symbols and rituals

Mark Taylor (ACSI India) states that “Our major religion is Hinduism with minorities of Buddhism, Islam and Christianity. Interestingly, Buddhism started in India and Christianity here can be traced back to the Apostle Thomas who was martyred in India. Religion is the most important influence on culture in India, and Hindu festivals and the caste system are a big part of that. There are hundreds of sub-cultures influenced by religious history and geography which produce a great diversity of costumes, languages, dances and foods.”

Oh Yen Nie (Universitas Pelita Harapan) also adds that in Indonesia, there is a unique state nation philosophy which has become the blueprint of the nation. Indonesia is a secular state with the philosophical foundation of ‘Pancasila’ in its constitution, which requires all citizens to acknowledge ‘The One and Almighty God’. Hence, atheism in Indonesia is not recognised and all Indonesians must state a religion on their identity card. This system in a way protects the existence of Christianity even though Indonesia is the largest Muslim nation in the world.

DEVELOPING RELATIONSHIPS WITH ASIAN REGIONS AND SCHOOLS

The Alice Springs declaration aims for all young Australians to become “confident and creative individuals, successful lifelong learners, and active and informed members of the community” (Goal 2, 2020 p.4) who “have empathy for the circumstances of others and work for the common good, in particular sustaining and improving natural and social environments” (Goal 2, 2020 p. 4) by becoming “Informed and responsible global and local members of the community who value and celebrate cultural and linguistic differences” (Goal 2, 2020 p. 5).

One of the key methods for achieving this goal and maximising experiential student learning and authentic engagement, is through initiating and strengthening partnerships and relationships within the Asian region. The concept of forming deep and genuine relationships is inherently biblical and an outworking of our journey together towards fulfilment and shalom.

Christian Schools Global Connect, has many links with other Christian schools and organisations in Asian countries (csglobalconnect.org). There are always opportunities for partnerships:

- For English and Asian language practice – orally, face-to-face or through penfriend/online communication

- For service and support. There are many Christian schools in Asian countries with scant resources which would be hugely encouraged by having a supportive partner school in Australia or who would welcome volunteer teachers for even short periods of time
- For Christian fellowship, shared prayer and mutual encouragement. Australians are often humbled and inspired by the depth of discipleship required in countries where Christianity is a minority religion and 'sitting on the fence' is not an option
- For personal and leadership development, eg. through teacher exchanges, global student leader events, virtual connections and conferences
- For cultural enrichment – e.g., through school trips, music collaborations and virtual exchanges

CHAPTER 4: TEACHING THE ASIA CCP IN CHRISTIAN SCHOOLS

Curriculum expert Basil Bernstein uses the imagery of vertical and horizontal discourses as a helpful way to understand how CCPs and the overall curriculum structure are reorganised (Whitty, Rowe, & Aggleton, 1994). The traditional curriculum (or the Learning Areas in the Australian Curriculum) should be seen as a vertical discourse. It has an “explicit progression, criteria and specific texts, which constructs its discipline and speciality”. On the other hand, the horizontal discourse exists as a form of an influencing idea or “quasi-subjects” that are designed to permeate the formal, or vertical, curriculum.

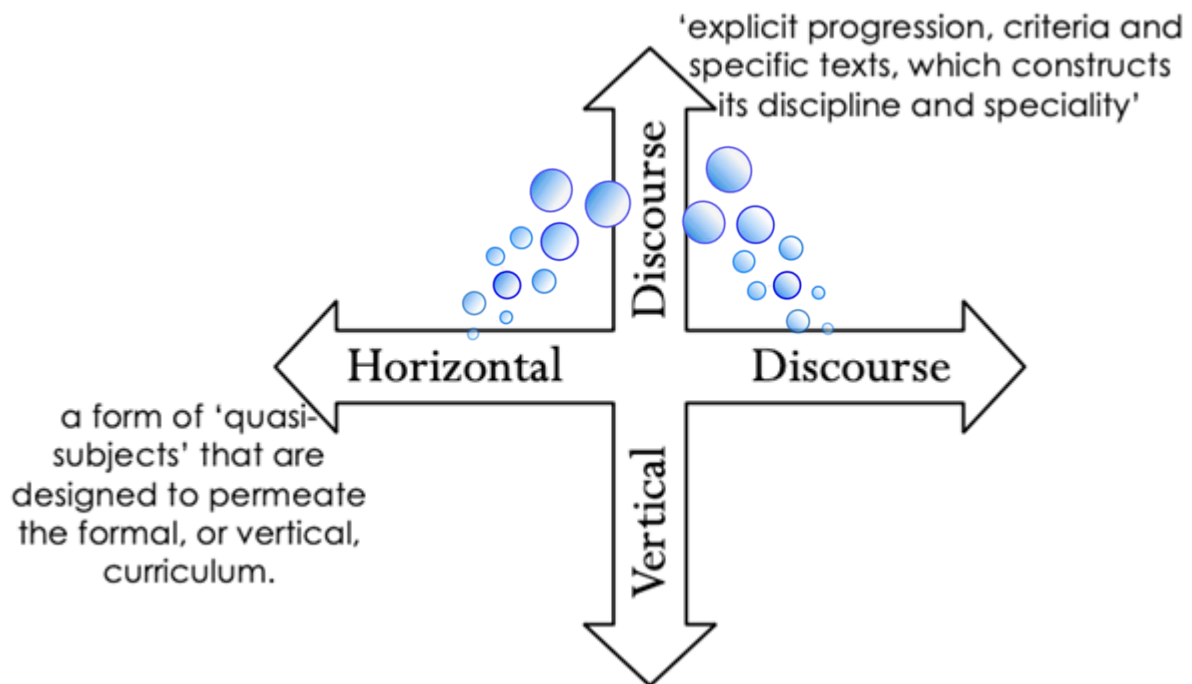


Figure 1: The interplay of how the “horizontal” discourse (CCPs) should “bubble up” and inform the “vertical” discourse (Learning Areas) in the Australian Curriculum

We now understand that there are four levels of knowledge that influence the way that education is delivered in the classroom: disciplinary (when disciplines work in isolation), multidisciplinary (disciplines working in parallel), interdisciplinary (disciplines are integrated) and transdisciplinary (no limits between disciplines) (Clark & Wallace, 2015). The Cross Curriculum Priorities exist as part of a horizontal discourse. This means, they do not constitute a singular curriculum document, but rather educators explore where the three key ideas of **Knowing Asia and its diversity**, **Understanding Asia’s global significance**, and **Growing Asia-Australia**

engagement (see Chapter 1) may be embedded within the AC Content Descriptions to add depth and richness to the learning experience.

The Australian Curriculum Version 9.0 incorporates the Cross Curriculum Priority across a range of content descriptors and elaborations for different key learning areas. These can be mapped by learning area and curriculum level, and found here: <https://v9.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/asia-and-australias-engagement-with-asia?organising-idea=0>

Further information highlighting how a school can effectively build a framework to ensure all aspects of Christian school life reinforces and develops their core Christian distinctive, values, beliefs and outcomes can be found in the following CSA resources:

- Pedagogies enabling Redemptive Learning (<https://www.csa.edu.au/CSA/Resources-and-Media/Resource-Library/Resource-Library-Viewer.aspx?ResourceID=16>),
- Christian Studies: Service Learning (<https://www.csa.edu.au/CSA/Resources-and-Media/Resource-Library/Resource-Library-Viewer.aspx?ResourceID=197>), and
- Thriving in Community (<https://www.csa.edu.au/CSA/Resources-and-Media/Resource-Library/Resource-Library-Viewer.aspx?ResourceID=191>)

LAUNCHING IDEAS

The following ideas may assist in guiding the development of embedding Asia/Australia Cross Curriculum Priority within teaching practice:

Subject	Example
English	<ul style="list-style-type: none"> • Draw on Literature from various Asian cultures which may explore differences in lifestyle/culture, but more significantly explores commonality of experience and relationship with God. • Assist students to understand that the body of Christ may have different expressions of faith to a shared belief. Or expression of faith may be different, but God’s love for us and Jesus’ gift of salvation remains the same. • Students create own haiku, compressing Bible passage (example Psalm 91) to produce deeper study of text and dramatic writing effects • Students read James Chong: Anzac Day – How might Literature serve as a vehicle for social change? Explore with students the concept of agency and opportunities to advocate for empathy, love, acceptance within their community and friendship groups. How can our language and actions help restore relationships and show love for God and by extension, others? • Read books set in Asian countries that celebrate diversity and a rich variety of cultures • Distinguish the identity of others as image-bearers and children of God • Recognise that every person has been “fearfully and wonderfully made” by God and that different cultures, languages and ethnicities have all been created by God for a good purpose
Mathematics	<ul style="list-style-type: none"> • Use stimulus materials such as the Lemon Emigrant, Japanese maple leaf, Indian lotus designs to explore symmetry evident in God’s creation. • David I Smith in his book On Christian Teaching refers to a unit that uses the Asian Boxing Day Tsunami of 2004 to teach Mathematics (Smith D. I., 2018, pp. 68-69) as an example of an authentic situation (case studies). Smith uses mathematical concepts to teach students about core environmental knowledge (tectonic plates and earthquakes) and leads them to making ethical decisions about the use of planetary resources to create safe and just spaces (how do we support the affected communities) is an excellent example for classroom practitioners. • Without zero, there is no calculus, which means no modern engineering or automation! The concept of zero was developed in India in the 7th century as both a place-holder on the number line and as a concept meaning ‘nothing’. The word ‘zero’ comes from the Hindu word ‘sunyata’ which means nothingness and is a central concept in Buddhism. This was one of the greatest innovations in mathematical history, solving many issues (eg there is no Year Zero between 1 BC and 1 AD), being the cornerstone of modern calculus, algebra and computer programming. Accepting the concepts of zero and mathematical limits requires a consideration of the concepts of ‘something from nothing’ and ‘infinity’, both of which are biblical principles. Suggested resources, ‘Zero: The Biography of a Dangerous Idea’ by Charles Seife and video www.iflscience.com/what-zero-and-why-it-is-so-important-35146
HASS: Economics and Business (Year 7-10)	<ul style="list-style-type: none"> • Choose a mission or service organisation that your school partners work with, and which has links to Asia. Plan an entrepreneurial or fund-raising project in collaboration with that organisation • Experience joy and fulfilment in recognising that we have been designed to work in partnership with others for the glory of God and the common good of humanity

Subject	Example
HASS – Geography (Year 7-10)	<ul style="list-style-type: none"> • With particular reference to Asia, examine Australia’s changing immigration trends • Research and document the contributions of Asian immigrants to your community, as well as the challenges they face and how these might be addressed • Recognise cultural diversity as a gift from God which enriches our lives and expands our horizons • Acknowledge the special plight of refugees and grow in Christ-like empathy by hearing their stories and discussing ways of helping in collaboration with service organisations (e.g., care packs, welcome letters, advocacy, fundraising). • Explore the impact of human activity including deforestation on food webs in this region. Recognise that humans make choices and decisions based on their belief systems and cultures. Consider the elements of a biblical worldview which might influence your decision-making process in this scenario. • Link with an environmental organisation to raise your awareness of unique habitats in your area plus other Asian regions and offer practical help if appropriate.
Arts	<ul style="list-style-type: none"> • Develop a school concert based on Asian styles of music and dance which communicates and celebrates the rich cultural diversity of the Asia region. • Perform the concert for the local Aged Care Facility (or alternative) as a service to the community • Use stimulus materials such as the Lemon Emigrant, Japanese maple leaf, Indian lotus designs to explore symmetry evident in God’s creation.
HASS - Primary	<ul style="list-style-type: none"> • Help students identify significant cultural events that have relevance to their own family or ancestors. Use internet to locate and compare details of these events, their significance and origins. God gave us a family to share values, experiences, and support. Our family has a history and we can learn about this through stories, objects, photos, artefacts, certificates (eg birth), diaries, letters/cards. God created families. He made them for His purpose and to meet our needs. A right attitude towards God means a right attitude towards family members (Lev 9:2,3; Acts 16:30-34). • Read ‘What do you do to celebrate?’ by Ashleigh Barton & Martina Heiduezek. Investigate the origins and significance of celebrations important to particular cultural groups in Australia and in other places of the world. There is a time for everything under the heavens - Ecclesiastes 3:1-8. God has created humans for community. (Gen 1). Throughout the Bible, we see times when God has set up times of celebration and commemoration for His people to remember and celebrate His goodness.
Science	<ul style="list-style-type: none"> • God loves the whole world and allows people of every nation and time period to uncover his marvellous deeds and creations. Ancient cultures of Asia were highly knowledgeable about chemistry. The development of gunpowder, inks, barium glasses, and paper, are evidence of this. Investigate the work of Asian scientists who have made great contributions to the field of modern chemistry include Dmitri Mendeleev (from Russia: Father of the Periodic Table of the Elements), Jokichi Takamine (from Japan: isolated and purified the hormone adrenaline which helped advance treatments of asthma), Prafulla Chandra Ray, a humble man who believed that the advancement of his people could be achieved through new industries (from India: research on nitrates and their derivatives). Refer http://www.actforlibraries.org/famous-asian-chemists-and-their-contribution-to-chemistry/ • Discover and marvel at the beauty, complexity and interdependence of God’s amazing creation, with particular reference to the unique food webs of the Borneo/Kalimantan rainforests https://www.asiaeducation.edu.au/curriculum/science/details/borneo-food-webs • Explore the impact of human activity including deforestation on these food webs in this region. Recognise that humans make choices and decisions based on their belief

Subject	Example
	<p>systems and cultures. Consider the elements of a biblical worldview which might influence your decision-making process in this scenario.</p> <ul style="list-style-type: none"> • Link with an environmental organisation to raise your awareness of unique habitats in your area plus other Asian regions and offer practical help if appropriate. • Faced with the grim reality of polluted rivers, over-populated cities and the impact of human-induced climate change, countries in Asia have used a knowledge of physics to become global environmental leaders, for example China’s solar energy production and Japan’s electric vehicle adoption.
<p>General Capabilities: Intercultural Understanding</p>	<ul style="list-style-type: none"> • Provide opportunities for students to celebrate the social, cultural, political and economic links that connect Australia with Asia. Students can be taught to notice, affirm and celebrate what is good, wherever it may be found (Phil 4:8), identifying their own worldview and responding to biases, stereotypes and prejudices which cause division. • Experiential learning through opportunities such as site visits, internships and service learning in communities, project-based learning, place-based learning, and field trips. • Research and document the contributions of Asian immigrants to your community, as well as the challenges they face and how these might be addressed. Recognise cultural diversity as a gift from God which enriches our lives and expands our horizons. • Acknowledge the special plight of refugees and grow in Christ-like empathy by hearing their stories and discussing ways of helping in collaboration with service organisations (e.g., care packs, welcome letters, advocacy, fund-raising). • Experience joy and fulfilment in recognising that we have been designed to work in partnership with others for the glory of God and the common good of humanity
<p>General Capabilities: Ethical Concepts</p>	<ul style="list-style-type: none"> • Australian students can be encouraged to consider ways of showing generosity and compassion towards our Asian neighbours when the need arises (e.g., natural disasters, educational opportunities, eradication of poverty and slavery, welcoming refugees). Generosity and compassion are not owned by the wealthy, however. It may surprise Australian students to learn that Myanmar ranked above Australia on the 2019 World Giving Index. • Proverbs 2:9 indicates that if we listen to God we will know what is right, just and fair. Consider the ‘rightness’ of different values commonly held in Asia and in Australia (eg family cohesion vs individual rights). What stereotypes are often used to portray Australians and Asians? To what extent are these stereotypes fair?
<p>General Capabilities: Personal and Social Capabilities</p>	<ul style="list-style-type: none"> • Christianity is about connections and relationships. The AC invites students into a deep engagement with the peoples of Asia. A harmonious community requires communication, peace and grace. The Hebrew word <i>shalom</i> indicates the deep sense of human flourishing which God intended for all of humanity. Christians around the world, as brothers and sisters in the faith, are called to live out this concept of <i>shalom</i> as a testimony to God’s intention. • Developing student agency through empowering students to contribute to a better future through mindset changes, critical reflection and new skills (Reynolds, 2019), through encouraging political engagement through experiences connected with young people’s interest in public issues that achieve environmental and social change (Wilson & Stevenson, 2019, p. xx).



*God's Big Story and
The Asia CCP*

God’s Big Story





Creation Purpose	Fall Problem	Redemption Response	Restoration Hope
			
<p>How do God’s purposes illuminate this subject, idea, or concept?</p>	<p>What went wrong, and how has God’s purpose been distorted?</p>	<p>How does God’s grace save the world and call us to respond in love?</p>	<p>Where is hope found and what would restoration look like?</p>
<p>How do God’s purposes illuminate the concepts and ideas in this subject, idea, or concept?</p>	<p>What went wrong, and how has God’s purpose been distorted in the concepts and ideas in this subject, idea, or concept?</p>	<p>How does God’s grace save the world and call us to respond in love in the concepts and ideas in this subject, idea, or concept?</p>	<p>Where is hope found and what would restoration look like in the concepts and ideas in this subject, idea, or concept?</p>

Table 2: God’s Big Story 2.0 Framework, CSA Christian Curriculum Resources Document, 2020, <https://www.csa.edu.au/godsbigstory>

The GBS Primer | Locating Learners in *God’s Big Story 2.0* provides a philosophical and theological foundation for the approach to a biblical worldview. The resource stimulates schools to go on their own adventures to discover what it means to be a distinctively Christian schools and develop their own approaches. The document is an introduction to the broader suite of materials, including planning tools, training modules and Key Learning Area and Cross Curriculum Priority documents. All materials connect directly back to the Australian Curriculum.

All the GBS Resources can be found on the CSA website (<https://www.csa.edu.au/godsbigstory>).

The opportunities to integrate the *shalomic* principles of wellbeing and prosperity, justice and God-centred moral or ethical concerns when discussing the CCP of Asia are many. Teachers who integrate the GBS Framework would need to be aware of some issues in planning with the GBS Framework. The first is that engagement with Asia should not just focus on one area but investigate ways that all four stages of the *GBS 2.0* framework can meet the goals of the Cross Curriculum Priority.

Fully engaging with the principles of *shalom* will see teachers teaching more than just about “histories and cultures” but inviting them to engage in active discussion about why the Asian region is important and how Christians living out a biblical worldview can contribute to a common flourishing. A teacher in a Christian school, who is moving students away from an Australian-centric mindset and helping them to understand and engage with other cultures, beliefs, environments, and peoples, will contribute to making our culture more inclusive and empathetic. In the Appendix to this document, you will also find some exemplar units from KLAs that can be used for the Asia CCP.

In the same way that applying the prefix “eco-“ can shift a person towards a less anthropocentric position, so does identifying as “Christian” act as a kind of shorthand for a “whole tradition of theological and moral thinking formed by a unique understanding of ... the larger story in which we find ourselves” (Glanzer & Alleman, 2019, p. 43). Christian teachers will find their identity being shaped by what they allow to define it, what is important to them, and what is not (Taylor, *The Sources of the Self: the Making of Modern Identity*, 1989, p. 30). There has been a long tradition of embedding Christian principles in ways that can inform teaching and learning in various educational contexts. The *God’s Big Story* project by CSA was conceived and created to provide a biblically centric, teacher and student-friendly, cross-disciplinary tool for use in schools.

Rob Lindemann (2016, p. 18) in his unpublished doctoral thesis on pedagogy and a Christian worldview, notes that teachers seeking to “integrate faith and learning must begin by clarifying their assumptions behind the Christian worldview because ... there are no universally agreed upon criteria”. Thus, the GBS Asia CCP Companion seeks to assist teachers to ensure that biblical examples are not just inserted into lessons and curriculum documents in the hope that students will understand the link. Rather, the GBS approach is designed to encourage not just an *interpretation* of the meaning and significance of knowledge and skills learned, but also in the *application* of these (Cooling, 2010). Drawing educators’ attention to the variety of approaches available in the Christian tradition is a strength of this text.

Using the GBS Framework in tandem with the Asia CCP asks teachers to place a biblical framework front and centre in their curriculum design and pedagogical practice. Inspired by the language of narrative theology with its “reflection on religious claims embedded in stories” (Comstock, 1987) and sharing the common features of “description, explanation and justification” (Huyssteen, 1989), the GBS framework encourages teachers to develop curriculum practices that allow students to meaningfully place the story of their own lives into the context of God’s Big Story. When practised in this way, teachers can communicate with their students how and why God’s reconciling work of stewarding, sustaining, renewing and reordering is occurring in the world today through reconciling all His people, His nations and His creation to himself.

To participate in God’s reconciling work using the GBS Framework, teachers find themselves asking a series of questions. When approached through these God-centric essential questions, education offers essential tools in the student’s armoury to engage God’s agency in today’s fallen world to restore his kingdom and reveal his glory. Students are assisted in creating an ongoing “social imaginary”, a concept coined by Charles Taylor (Taylor, *Modern Social Imaginaries*, 2004) in which he describes the “largely unstructured and inarticulate understandings” of our society that are shaped by the cultural stories that we tell ourselves. James KA Smith, building on Taylor’s work, argues that an effective Christian pedagogy is one where we practise “cultural liturgies” that instil into the heart, and not just the head, an effective “Christian imagination” (Smith J. , *Desiring the Kingdom: worship, worldview and cultural formation*, 2009).

Inspired by these God-centric perspectives, the GBS framework creates a series of questions that cascade into and through us to others and beyond to the whole of God’s world. By engaging with the learnings that have come before and recognising how *God’s Big Story* can provide a framework for understanding, students can be equipped in developing a healthy Christian imagination as teachers locate learners within the learning experience and bring relevance to the diffuse and complex content.

ESSENTIAL QUESTION: GOD
 We are made in the image of God. How does this subject and topic reveal who God the Creator, Jesus the Redeemer and the Holy Spirit are and how they are at work?



ESSENTIAL QUESTION: SELF
 We are each called for a purpose and plan. How does this subject and topic provide opportunities to understand this purpose and plan for my life?



ESSENTIAL QUESTION: OTHERS
 We are developed in community as the Body of Christ. How does this subject and topic show how we can contribute to the lives of others?



ESSENTIAL QUESTION: WORLD
 We are called to be 'salt and light' in the World. How does this subject and topic show us ways that we can participate in God's reconciling work in the world today?

Figure 2: God-centric perspectives and questions

In their comprehensive study, where they surveyed over 2,300 Christian professors across North American tertiary institutions, Perry Glanzer and Nathan Alleman identified how Christian educators, those who see their identity in the theological and ethical components of their faith, try to view the whole of their discipline or subject of study through a Christian-shaped lens. They found that “the nature of the relationship between Christian identity and course-shaping perspectives that teachers expressed often followed a pattern [where] teachers first articulated a primary theological belief rooted in their Christian identity and its associated story, then drew an implicit or explicit connection to their teaching” (Glanzer & Alleman, 2019, p. 44; 74). It is the contention of CSA that this holds true for a cross curricular priority such as Asia and Australia’s engagement with Asia.

This approach is mirrored in the *God’s Big Story* Biblical Lens Planning Tool (See Appendix A) which asks educators to articulate and critically engage with the biblical concept behind their teaching content by asking four key questions aligned with the lenses of



Creation

What is God’s intention for this idea or concept?



Fall

What went wrong and how was God’s purpose been distorted?



Redemption

How does God want us to respond and care?



Restoration

Where is future hope found and what would restoration look like?

Figure 3: The four biblical lenses of GBS 2.0

Glanzer and Alleman’s study found that Christian educators see their faith influencing four main teaching objectives:

- a) helping students to develop a holistic understanding of God’s intention for humanity
- b) developing a deeper relationship with Christ
- c) understanding and applying Christian perspectives to their learning and
- d) developing proper ethical thinking and behaviour

To achieve these objectives, Christian teachers tend to adopt one of two perspectives, the “spiritual addition” or “Christian transformation” approach (Glanzer & Alleman, 2019, pp. 62-74).

Spiritual addition teachers understand that their Christian identity inspires the “addition of certain objectives, content, and methods” to their classroom practice. This approach tends to emphasise “secular learning” to which the language of spirituality is applied or added. Christian faith is often seen to relate to one, or a few learning objectives, whilst the rest of the learning objectives were not considered as relevant to spiritual learning. For these educators, Christian identity was primarily seen as inspiring the addition of certain objectives, content, and methods to their classroom so that they were more “Christian”. These additions were mainly in the form of passages of Scripture or Biblical examples, including “Christian material” to the course content, or last, including some form of ethical material. This is essentially a devotional approach. Given the “whole-of-life”, civilisation-level project that the Australian Curriculum Cross Curriculum priorities require, it is suggested that “spiritual addition” approaches in the Christian teacher’s classroom will be insufficient.

The second approach is more in keeping with the identity shift required by cross-cultural perspectives. “Christian transformation” educators try to reconceptualise or re-enact how learning is shaped and delivered in the classroom. These teachers understand Christianity as “altering their overall course objectives as opposed to simply adding an additional end or two to address spiritual matters”. Whilst Christian transformation educators also incorporate ethical components, they see that their Christian identity does not differentiate between the sacred and secular, and that no part of the curriculum is more spiritual or religious than others. Thus, they try to help students see their whole subject through a Christian theological lens. These educators draw “upon the Christian tradition to reconceptualise or re-enact major parts of their objectives, content, and methods in ways that are more radical” (Glanzer & Alleman, 2019, pp. 62). This type of transformational teaching is exactly what the *God’s Big Story* framework and tools were developed to facilitate. The Biblical Lens Planning Tool (See Appendix A) was designed to help teachers “reconceptualise” how their learning is shaped from a Biblical perspective and the 4X6 Planning Tool (See Appendix B) to shape the planning and delivery in the classroom in order to ensure the curriculum is holistically developed through a Christian lens. (<https://csa.edu.au/godsbigstory>).

Christians in general, and Christian educators in particular, have significant perspectives and valuable points of view to contribute. The stories are changing around us and the purpose of the first two chapters of this resource is to reflect this. As educators, we need to recognise that we are contributing to a great new project for civilisation. The constantly increasing evidence from diverse scientific disciplines demonstrates that our planetary boundaries are being challenged. In turn, the challenges to these boundaries often negatively impact many around the world, ensuring that developing safe and just spaces is just as much an imperative as learning to live within those planetary boundaries. Shifting our perspective to a more global scale when reviewing our place in history allows us to see that adopting intercultural perspectives is not just adopting a cultural perspective but is one that advocates for other perspectives and is itself altered by them. As the prophet Micah said, we do good when we walk justly, love kindness and mercy and walk humbly before the Lord (Micah 6:8).

Understanding by Design

The planning process that the GBS framework document suggests has been taken from *Understanding by Design* (Wiggins & McTighe, 2006). This process is about good design of curriculum, assessment and instruction, focusing on developing and deepening understanding of important ideas. The essence of the model is this: How do we make it more likely – by our design – that more students really understand what they are asked to learn? (Wiggins & McTighe, 2006).

The model is not prescriptive, but suggests a way of thinking around which to develop units of learning. It is not a philosophy of education and does not adhere to any one pedagogical approach. As we explore the biblical understandings and theological concepts embedded in the Australian Curriculum, teaching based on a solid plan will execute the purposes and intentions clearly and logically. *Understanding by Design* facilitates this process for classroom teachers.

In addition, this planning approach is also widely known and well-supported. The use of this planning framework is generally understood, and concepts, understandings and essential questions are widely known. The unit plan exemplars provided in Appendices C and D of this document have utilised *Understanding by Design* as their planning process.

STEP 1: THE FORMATION OF ENDURING UNDERSTANDINGS AND ESSENTIAL QUESTIONS

What are the desired results?

Teachers begin by interacting with the “Australian Curriculum: Cross Curriculum Priority of Asia and Australia’s Engagement with Asia” to generate a big idea which would give the learning experiences in a real-world context. Using GBS 2.0 biblical lensing tool (see Figure 4, below) they will brainstorm the big idea using the lens of Creation, Fall, Redemption and Restoration. From this they would generate ideas about their Big Idea.



Figure 4: GBS 2.0 Biblical Lensing Tool (teachers are using the lensing tool to unearth theological ideas and concepts inherent in the Australian Curriculum)

Using the GBS 2.0 Biblical Lens Planning Tool and the 4X6 Planning Tool (see below and Appendices B and C, teachers then select the complementary statements which will align with their highlighted theological ideas.

This then informs the formation of enduring understandings and essential questions. It is important to note that this process is not a sequential process but is more in line with conceptual mapping. There is much opportunity to address and redress ideas in the formation of the enduring understandings and essential questions which will represent biblical truth and curriculum correlation.

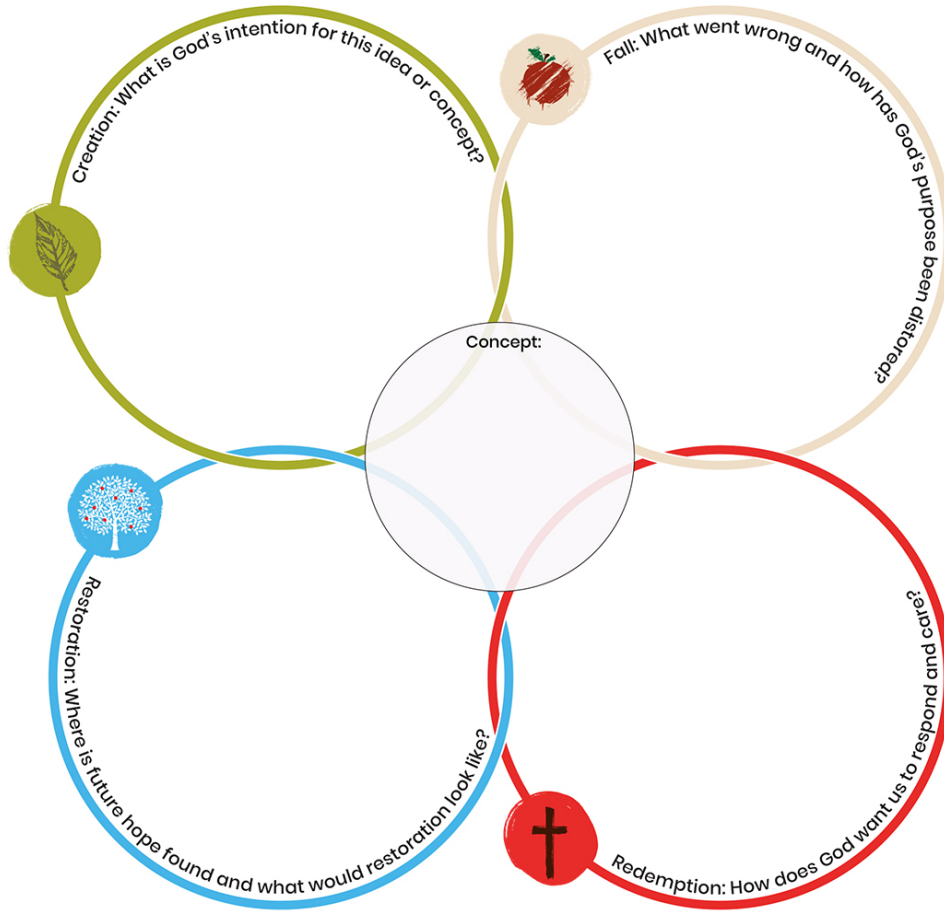


Figure 5: GBS Biblical Lens Planning Tool

4 by 6 Planning Tool with Prompts			
Part 1			
SELECT IT	<p>Select Required Curriculum Outcomes – Unpack Nouns and Verbs</p> <ul style="list-style-type: none"> Select the content and standards (e.g. Australian Curriculum, Senior Secondary Outcomes, Achievement Standards for this unit) Unpack big ideas and key concepts learners are required to know and do e.g. photosynthesis, migration, linear equations, persuasive writing, nutrition, landforms, degradation, revolutions, Include specific school goals or values 	<p>LENS IT</p>	<p>Use GBS Lenses – Find the Big Ideas</p> <ul style="list-style-type: none"> Select a blank lens tool to record your responses. Use a large version if planning with a team. Write the key learning concept in the centre of the lens tool e.g. photosynthesis, migration Starting with the first lens, Creation – ask the lens questions e.g. What is God's purpose for ... photosynthesis? Brainstorm ideas and record responses. Continue in the same way for each lens. Think deeply and allow time for more ideas to flow. Avoid settling for surface thinking. Let one idea spark others.
	<p>CONNECT IT</p> <p>Overarching Unit Goal Connected with a Clear Biblical Perspective</p> <ul style="list-style-type: none"> Review the big ideas and those you have recorded in response to the 4 biblical lens questions. Pray and ask God to guide you to connect the ideas into a clear biblical perspective that captures the heart of the discipline as well as God's Big Story. Write the goal of the unit including a biblical perspective. Make sure it is specific to the unit intent. Reference the perspective to scripture. Be careful to avoid proof texting. 		
EMBED IT	<p>Enduring Understanding - beginning with: <i>That...</i></p> <ul style="list-style-type: none"> Write the Enduring Understanding – the main ideas students will take from the unit. Always start with the word 'That'. For example: <ul style="list-style-type: none"> <i>That where we live affects how we live</i> <i>That algebra uses symbols to represent unknown values</i> 	<p>Essential Questions</p> <ul style="list-style-type: none"> Add Essential Questions – questions that are open, slightly provocative and arouse curiosity. For example: Why do we need rules? These questions are designed to make learners ponder on the big ideas of the unit 	
	<p>Specific Knowledge</p> <ul style="list-style-type: none"> List the Knowledge – write a very specific list of what students will need to know. 	<p>Specific Skills</p> <ul style="list-style-type: none"> List Skills – write a very specific list of what students will be able to do as a result of this unit. 	

Figure 6: 4X6 Planning Tool with Prompts

These enduring understandings and essential questions will contain the biblical understandings and concepts, as well as the evidence needed for the year level achievement standard.

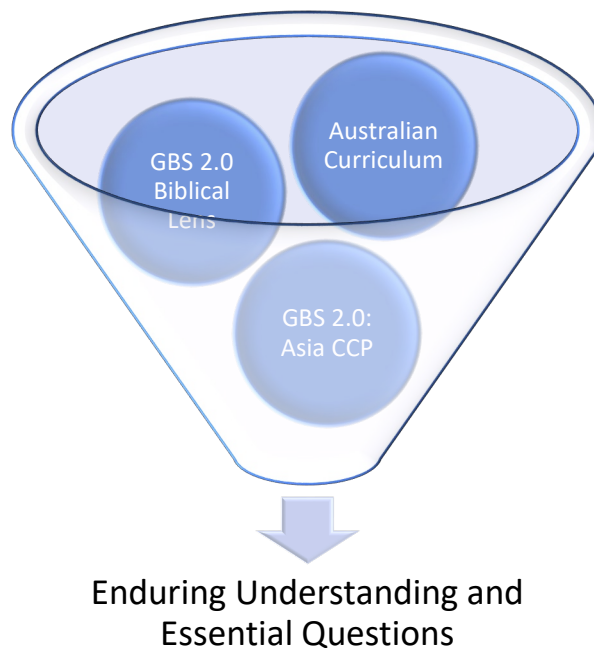


Figure 7: Process to form enduring understanding and essential questions

STEP 2: THE FORMATION OF THE PERFORMANCE OR SUMMATIVE ASSESSMENT PIECE

What evidence will we collect that demonstrates achievement of the desired results?

The formation of enduring understandings and essential questions leads to step two of the unit plan design process which is the formation of the performance piece (or what is more commonly known as the summative assessment). The performance piece should provide opportunity for the students to demonstrate evidence of understanding of the enduring understandings and interaction with the essential questions. These understandings and questions inform the formation of the success criteria of the performance piece and the other assessment (such as formative assessment). It is at the end of this stage that teachers have answered the two main questions of, “What are the desired results?” and if so, “what evidence will we collect that demonstrates achievement of the desired results?”

The assessment will reflect the achievement of these biblical understandings and concepts as well as the evidence needed to demonstrate an understanding of the Cross Curriculum Priority of Asia.

STEP 3: THE FORMATION OF THE LEARNING PLAN

How will students learn the core skills, knowledge and understandings of this unit?

In this phase the learning experiences are sequenced into a learning plan using a pedagogical design that will best suit the intention of the unit – see the section below for some ideas on pedagogy.

A good design will feel coherent and connected in the learning experiences. There will be a strong strand of embedded biblical understanding that will align with God’s Big Story.

At this point the teacher may review the sequence of learning to ensure that there is a mix of learning experiences utilising a variety of thinking strategies (such as conceptualising, analysing, experiencing and applying) which address God’s Big Story academically. In this way, the learning is purposefully designed to

ensure that there is an effective mix of relevant, inter-connected, and well-sequenced pedagogies and learning activities.

Some questions to consider when reviewing the learning sequence:

1. What do we want our learners to achieve? How? And Why? (refer to the enduring understandings of the proposed learning program)
2. Is this the right activity to achieve that outcome?
3. How do our activities connect one with another?
4. Do our activities build on those that came before and scaffold those that come after?

It is important throughout the learning experiences that teachers are mapping the levels of challenge that they expect their students to encounter. A balance of surface, deep and transfer learning needs to occur (Hattie, 2016). Students cannot be expected to engage in deep learning until the ideas are first established and built upon. Too often students are expected to inquire without the support of any groundwork being established. For students to interact with any sort of deep understanding or engagement with biblical concepts, the ideas or surface concepts first need to be introduced and experienced. The teacher should know if students need surface, deep, or transfer work – or what combination – while ensuring the parts are explicit for the student.

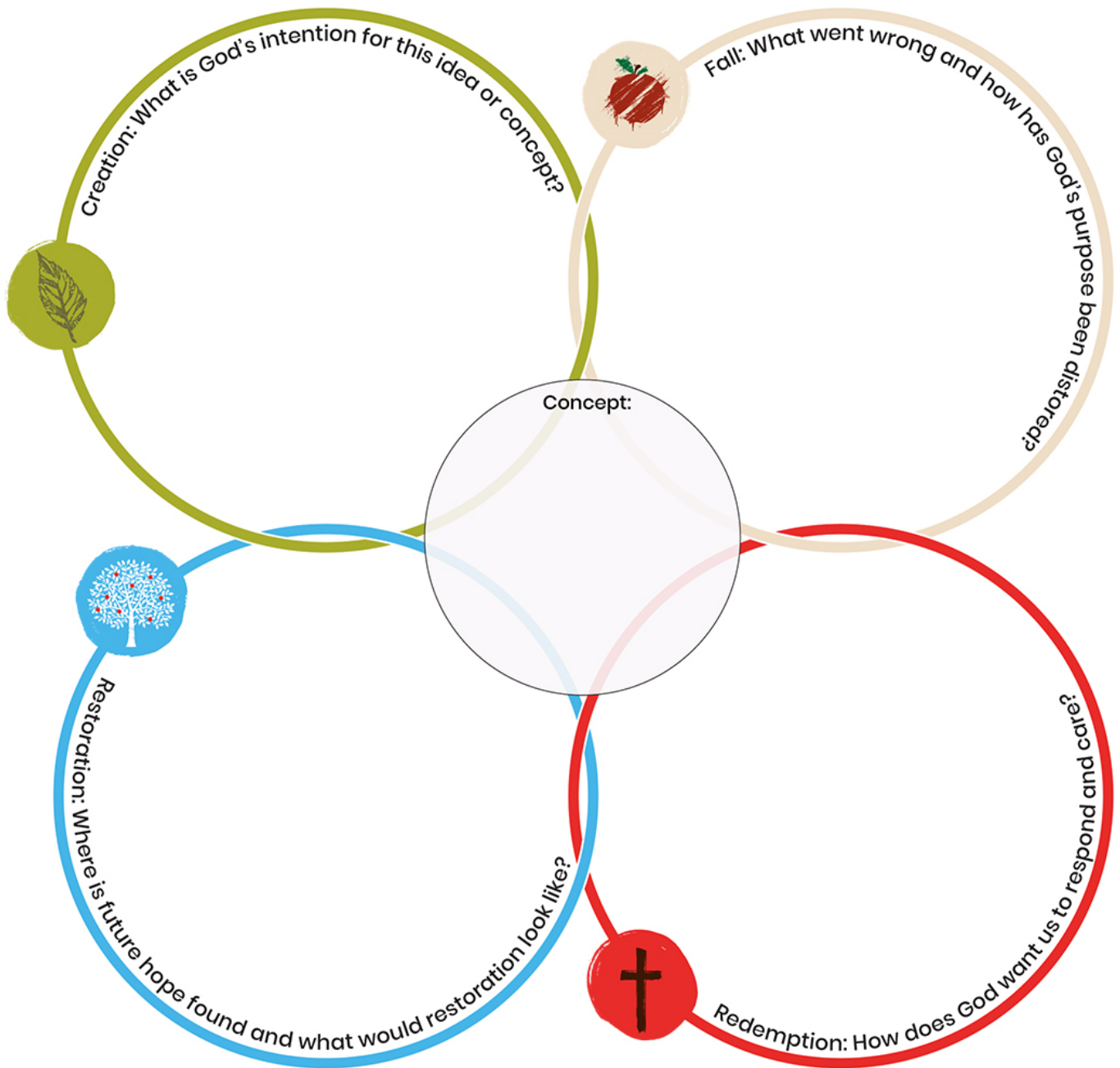
Some exemplar units using the GBS approach have been included in Appendices C-E and these have been developed to address both the Sustainability CCP and the Asian and Australia's Engagement with Asia CCP.

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APPENDIX A | BIBLICAL LENS PLANNING TOOL



APPENDIX B | THE GBS PLANNING TOOL WITH PROMPTS

4 BY 6 PLANNING TOOL WITH PROMPTS

PART 1

		PART 1	
SELECT IT	<p><i>Select Required Curriculum Outcomes – Unpack Nouns & Verbs</i></p> <ul style="list-style-type: none"> Select the content and standards (e.g., Australian Curriculum, Senior Secondary Outcomes, Achievement Standards for this unit) Unpack big ideas and key concepts learners are required to know and do e.g., <i>photosynthesis, migration, linear equations, persuasive writing, nutrition, landforms, degradation, revolutions,</i> Include specific school goals or values 	 <p>LENS IT</p>	<p><i>Use GBS Lenses – Find the Big Ideas</i></p> <ul style="list-style-type: none"> Select a blank lens tool to record your responses. Use a large version if planning with a team. Write the key learning concept in the centre of the lens tool e.g., photosynthesis, migration Starting with the first lens, Creation – ask the lens questions e.g. What is God’s purpose for... photosynthesis? Brainstorm ideas and record responses. Continue in the same way for each lens. Think deeply and allow time for more ideas to flow. Avoid settling for surface thinking. Let one idea spark others.
	<p><i>Overarching Unit Goal Connected with a Clear Biblical Perspective</i></p>		
CONNECT IT	<ul style="list-style-type: none"> Review the big ideas and those you have recorded in response to the four biblical lens questions. Pray and ask God to guide you to connect the ideas into a clear biblical perspective that captures the heart of the discipline as well as God’s Big Story. Write the goal of the unit including a biblical perspective. Make sure it is specific to the unit intent. Reference the perspective to scripture. Be careful to avoid proof texting. 		
EMBED IT	<p><i>Enduring Understanding - beginning with: That...</i></p> <ul style="list-style-type: none"> Write the Enduring Understanding – the main ideas students will take from the unit. Always start with the word ‘That’. For example: <ul style="list-style-type: none"> <i>That where we live affects how we live</i> <i>That algebra uses symbols to represent unknown values</i> 	<p><i>Essential Questions</i></p> <ul style="list-style-type: none"> Add Essential Questions – questions that are open, slightly provocative and arouse curiosity. For example: Why do we need rules? These questions are designed to make learners ponder on the big ideas of the unit 	
	<p><i>Specific Knowledge</i></p> <ul style="list-style-type: none"> List the Knowledge – write a very specific list of what students will need to know. 	<p><i>Specific Skills</i></p> <ul style="list-style-type: none"> List Skills – write a very specific list of what students will be able to do as a result of this unit. 	

PART 2

Plan the Assessment Evidence

- Plan the assessment evidence that will demonstrate that students understand, know and can do the desired outcome. Ask, what will be acceptable evidence of understanding?

Main Performance Task – Summative

- Write a **performance task** that will require learners to demonstrate evidence of their understanding and the capacity to transfer their knowledge.

- E – End Goal
- V – Variation – Various Roles
- I – Intended Audience
- D – Dilemma
- E – Evidence of Understanding
- N – Navigate the Path to the Goal
- C – Connection to God’s Big Story
- E – Evaluated by Standards

Other Assessment Evidence – Formative

- Plan other tasks that will give evidence of acquisition of knowledge and skills.
e.g., prompts, tests, quizzes, short answers, visual products, student demonstrations, reflective journals, learning logs, self-assessments, peer reviews.

ASSESS IT

PART 3

Plan the Scope and Sequence of Learning Activities

- Plan the scope and sequence of learning activities for the unit.
- Use a range of strategies that effectively engage learners.
- Find ways for students to continue focusing on the enduring understanding and the essential questions throughout the unit. Connect with their lived experience and God’s Big Story.

- P – Purpose – where, what, why
- E – Engage the heart, Enliven the mind
- D – Direct learning, Demonstrate the concepts
- A – Assess the response, Reteach
- G – Gauge Own Learning
- O – Organised for all, differentiate
- G – God’s Big Story, Guided by Lenses
- Y – Yearn for More, Use for Good

ENLIVEN IT

HASS/English/Geography/Math: Love Your Neighbour

Title: Love Your Neighbour – Learning About Australia’s Neighbours

Teachers/Authors:

Key Text: N/A

Unit Length: Term 4, Weeks: 1-8

Year level: Year 3

Rationale Statement: The purpose of this unit is to learn about Australia’s Neighbours and what it means to love your neighbour. The unit also addresses the Cross Curriculum Priorities of Sustainability and Asia and Australia’s Engagement with Asia.

Subject: Geography, English and Math

PART ONE | ASSESSMENT REFERENCE GUIDE

Achievement Standards (Year 3 Achievement Standard (ACARA Geography, English):

Geography

By the end of Year 3, students describe the location of the states and territories of Australia, the location of selected Aboriginal and Torres Strait Islander Countries/Places and **selected countries neighbouring Australia**. They describe the characteristics of different places at local scales and identify and describe similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places and recognise that people have different perceptions of places.

Students pose geographical questions and locate and collect information from different sources to answer these questions. They record and represent data in tables and simple graphs and the location of places and their characteristics on labelled maps that use the cartographic conventions of legend, title and north point. They describe the location of places and their features using simple grid references and cardinal compass points. Students interpret geographical data to identify and describe distributions and draw conclusions. They present findings using simple geographical terminology in a range of texts. They reflect on their learning to suggest individual action in response to a geographical challenge.

English - Receptive modes (listening, reading and viewing)

By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects.

They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information. They use phonics and word knowledge to fluently read more complex words. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others’ views and respond appropriately using interaction skills.

English - Productive modes (speaking, writing and creating)

Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. **Their texts include writing and images to express and develop, in some detail, experiences, events, information, ideas and characters.**

Students create a range of texts for familiar and unfamiliar audiences. **They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.** They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately. They re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size.

PART TWO | ASSESSMENT

Main Performance Task | Summative tasks that cater for students across the full range of abilities

- Students pose geographical questions and locate and collect information from different sources to answer these questions. (English) They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information. Their texts include writing and images to express and develop, in some detail, experiences, events, information, ideas and characters. This will be achieved through:
 - » Marking their research booklets using the rubric provided
- (Geography) They record and represent data in tables and simple graphs and the location of places and their characteristics on labelled maps that use the cartographic conventions of legend, title and north point. They describe the location of places and their features using simple grid references and cardinal compass points. Students interpret geographical data to identify and describe distributions and draw conclusions. & (Math) They match positions on maps with given information. They interpret and compare data displays. This will be achieved through:
 - » Marking their map and graphs using the rubric provided
- (Geography) They present findings using simple geographical terminology in a range of texts. & (English) They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. This will be achieved through:
 - » Marking their final assessment piece using the rubric provided
 - » Oral presentation on the poster the group made
- (English) Students understand how content can be organised using different text structures depending on the purpose of the text. & Students understand how language features are used to link and sequence ideas. This will be achieved through:
 - » Oral assessment of students, asking them questions about how and why text an information text is structured a certain way.

Other Assessment Evidence | Formative learning tasks, rubrics, informal feedback, student reflection)

- (Geography) Students pose geographical questions and locate and collect information from different sources to answer these questions. & (English) They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information. Their texts include writing and images to express and develop, in some detail, experiences, events, information, ideas and characters. This will be achieved through:
 - » The checking of student's research booklets and by providing written and oral feedback particularly around adding detail to answers
- (Geography) They record and represent data in tables and simple graphs and the location of places and their characteristics on labelled maps that use the cartographic conventions of legend, title and north point. They describe the location of places and their features using simple grid references and cardinal compass points. Students interpret geographical data to identify and describe distributions and draw conclusions. & (Math) They match positions on maps with given information. They interpret and compare data displays. This will be achieved through:
 - » Practicing these skills in the research section about South Australia
 - » The checking of student's research booklets and the rough copies of their graphs and maps
- (Geography) They present findings using simple geographical terminology in a range of texts. & (English) They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. This will be achieved through:
 - » Providing feedback on drafts of their final presentation to the whole Year 3 cohort,
- (English) Students understand how content can be organised using different text structures depending on the purpose of the text. & Students understand how language features are used to link and sequence ideas. This will be achieved through:
 - » Students being able to explain to another student, how and why content in an information report is organised in a particular way
 - » Being able to recognise the different parts of an Information report.

PART THREE | TEACHING LEARNING SEQUENCE

Learning Intentions:

- We will learn what it means to love our neighbour
- We will learn how to find and record information using the internet and written texts
- We will learn how to construct maps and graphs
- We will learn how to present our findings to the class in different ways
- We will learn how information reports are structured

Success Criteria

- I can find and record information about my country on my research data sheet with good detail
- I can make a map
- I can make a graph to show rainfall and temperature
- I can share information that I have learnt about a particular country with the class in an interesting way
- I can explain how and why an information text is structured in a particular way.
- I can use the correct structure to construct my own informative text

Week	Teaching and Learning Sequence	Resources Used
1	<p>Loving our neighbours – how can be a blessing to those around us Read the Good Samaritan in Luke 10:25-37 Also read The Good Samaritan by Andrew McDonough Who is your neighbour? What does it mean to 'love your neighbour as yourself? How do we love our neighbour?</p> <p>Read Luke 6:17-26 What does it mean to be blessed? Why do you think we are encouraged to love our neighbour?</p> <p>Map of Australia and its neighbours – identify Australia's neighbours Label a map of Australia and its neighbours. Make each country a different pattern. Use lots of vibrant colours.</p>	<p>Bible The Good Samaritan by Andrew McDonough</p> <p>Blank Black and White Map of Australia and its neighbours</p>
2	<p>Explicit Teaching – Note Taking Explain that over the next few weeks we are going to be learning about Australia and its neighbours. We will be researching a bit together as a class and then working in small groups to research different neighbouring countries.</p> <p>Explain that when we are researching we need to be writing things in our own words. We cannot just copy things from the internet. Hand out and explain the research template. At this stage, just focus on getting the topic/question and key words and important facts.</p> <p>Find out information about Australia's population, percentage living in poverty and language. These are questions on the first research data sheet. Encourage students to go deeper than just writing down the population, land area and language. How can they compare it to another country or where does that rank us in the world? Students write the information they find as dot points and then once they have found enough information, they change them into a paragraph answer, writing the most important information first. <i>I do first then we do together then you do</i></p> <p>Students then need to research the rainfall and temperature of Adelaide, South Australia using www.weather-and-climate.com and graph the data.</p>	<p>Love Your Neighbour Research Booklet iPads/Laptops</p>
3-5	<p>Student Research Task</p>	<p>Love Your Neighbour Research Booklet</p>

Week	Teaching and Learning Sequence	Resources Used
	<p>Students in Year 3 will be divided into groups of 3. Each group will be looking at a different country surrounding Australia (Thailand, Papua New Guinea or Indonesia). Over the next 3 weeks, student will be researching about different aspects of their life. In each double lesson, students should be aiming to get done about 5 questions. Some questions will require students to research on the iPads/laptops while others will require them to read a booklet with information already made for them.</p> <p>Topics:</p> <ul style="list-style-type: none"> • Country Facts: <ol style="list-style-type: none"> 1. Population compared to Australia 2. Percentage living in poverty compared to Australia 3. Language • Traditional Housing • Traditional Clothing • Traditional Food • Transport • Games and Sport • Daily Life • Native Animal (x2) • Native Plant • Tourist Attractions • Graph rainfall and temperature of the capital city of the students country. Write a paragraph about the climate • Construct a map of your country 	
5-6	<p>Purpose and Structure of an Information Report Discuss purpose of information reports which are to provide accurate and relevant information in order to classify and describe things in our living and non-living world.</p> <p>Look at examples of different Information Reports (currently doing in English too) Structure of an Information Report:</p> <ul style="list-style-type: none"> • Headings and Subheadings • Introduction • Description - various aspects or features in paragraph form. Focus on one aspect per paragraph. <ul style="list-style-type: none"> ○ When we provide detail about information it should be: <ul style="list-style-type: none"> • Explain clearly the topic • Be interesting to the reader • Include labelled visuals (diagrams, graphs) to help explain <p>Making a Poster Working in groups of 3, each group will design a poster with typed information on the different research sections. Students will type their paragraph answer and print off pictures that help explain their information. At the end of this, each group will present their poster to the class.</p> <p style="text-align: center;">Group Member Roles</p> <p>Member 1 – Country Facts, Traditional Housing, Traditional Food and Native Animal Member 2 – Traditional Clothing, Transport and Games and Sport and Native Plant Member 3 - Daily Life, Climate, Native Animal and Tourist Attraction</p>	Examples of different information reports
7-8	<p>Working in groups, students will need to build a traditional house from their country. They will need to choose a style of house from the information booklet. Construct the house and label the different parts to show different materials that would have been used. Students will need to write or verbally describe a recommendation on a sustainable way of either trapping heat in or keeping heat out of the house (insulators) to suit the climate of their country.</p>	

LOVE YOUR NEIGHBOUR ASSESSMENT RUBRIC

Assessment Outcome	Below	Grade Level	Above	Notes
<p>(Geography) Students pose geographical questions and locate and collect information from different sources to answer these questions.</p> <p>(English) They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information. Their texts include writing and images to express and develop, in some detail, experiences, events, information, ideas and characters.</p>		Country Facts Information completed with some detail		
		Traditional Foods Information completed with some detail		
		Traditional Living/Housing Information completed with some detail		
		Traditional Clothing Information completed with some detail		
		Native Plants and Animals completed with some detail		
<p>(Geography) They record and represent data in tables and simple graphs and the location of places and their characteristics on labelled maps that use the cartographic conventions of legend, title and north point. They describe the location of places and their features using simple grid references and cardinal compass points. Students interpret geographical data to identify and describe distributions and draw conclusions.</p> <p>(Math) They match positions on maps with given information. They interpret and compare data displays.</p>		Climate Graphs and Information is accurate completed with some detail		
		Map is accurate and has met all the requirements		
<p>(Geography) They present findings using simple geographical terminology in a range of texts.</p> <p>(English) They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.</p>		Poster Presentation is neat and contains all the necessary information		
		Group Presentation is clear and engaging for the audience		
		Final Activity has been done with detail and is accurate to the topic		

HASS/Economics and Business: How much stuff do I really need?

Title: How much stuff do I really need?

Teachers/Authors: Amy Morris, Sarah Gourley, Mareli Ferero

Key Text: N/A

Unit Length: 5-6 weeks

Year level: Year 4

Rationale Statement: The purpose of this unit is to expose students to the concept of consumerism and how it often reflects the ‘fallen’ nature of humanity and the idea of looking out for individual interests rather than the interests of others. Through this, students will learn to see business and economic principles, not through the lens of consumerism, but with eyes that see and understand the importance of identifying and meeting the needs of others above themselves. The unit also addresses the Cross Curriculum Priorities of Sustainability and Asia and Australia’s Engagement with Asia.

Subject: Economics and Business

PART ONE | LEARNING OUTCOMES

Australian Curriculum Content Descriptors:

Economics and Business Knowledge and Understanding:

The difference between needs and wants and why choices need to be made about how limited resources are used (ACHASSK119)

Types of resources (natural, human, capital) and the ways societies and cultures use them to satisfy the needs and wants of present and future generations (ACHASSK120)

Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices (ACHASSK121)

HASS Inquiry and skills:

Questioning

Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094)

Researching

Locate and collect relevant information and data from primary sources and secondary sources (ACHASSI095)

God’s Big Story 2.0: HASS Companion

Creation

- God is a God of order
- God’s intention for enterprise is for human flourishing
- God is provider and has unlimited supply
- Humankind is created to work with God
- Stewards of all God’s resources – people, planet, profits and production

Fall

- Mankind’s values are usually at odds with God’s values
- Mankind’s values are fluid and accommodating
- Conflict between creation and man came about
- Enterprise can become a means of exploitation

Redemption

- God will always challenge mankind for putting idols/gods before Him

Restoration

- Restoration of Moral choice
- Restoration of good stewardship
- Restoration of partnership with God

<p><u>Analysing</u> Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI099)</p> <p><u>Evaluating and Reflecting</u> Evaluate evidence to draw conclusions (ACHASSI101)</p> <p>Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104)</p> <p><u>Communicating</u> Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI105)</p>	
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<p>Enduring Understandings:</p> <p>Students will understand the importance of wisely managing the resources we have been entrusted with to benefit more than individual needs and wants. Students will appreciate how consumerism is not a Biblically supported principle and how it is in direct conflict with the values of community and unity that are emphasised throughout scripture. Students will also understand that we have the responsibility as God’s children to manage the worlds various resources to sustain them for future generations. Students will also understand that God is the ultimate provider of our needs and that we need to trust and rely on Him to meet both our physical and spiritual needs.</p> <p>- Acts 4:32-35 - Matthew 19:16–30 - Matthew 6:24-33 - 1 Corinthians 4:2</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What does it look like to be a good steward of all the resources God has entrusted us with? • What is scarcity and how does it affect us and the world around us? • How do we as Christians navigate a world that is often self-seeking and has a consumerist mentality? • What is God’s plan for money? • What can we do to combat the issues around us and realign ourselves with God’s purpose? • How can we practically put first the kingdom of Heaven? • How does the early church’s view of money and possessions differ from how it is viewed today? • How does God provide for our needs?
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<p>Specific Knowledge:</p> <ul style="list-style-type: none"> • The difference between needs and wants • The purpose of a word wall • What it means to be influenced by something • What scarcity is • What it means to make wise choices • What it means to be responsible and trustworthy of God’s creation • What it means to budget • What consumerism means • What advertising means and how it is used • Chain of effect • How resources and people are interconnected and interdependent on each other across cultures • The concept of community and unity within Christianity 	<p>Specific Skills:</p> <ul style="list-style-type: none"> • Identifying and analysing how various resources are used effectively • Using research skills to collect and organise information • Subject specific vocabulary • Posing and answering questions • Identifying key information relevant to the topic • Using researched information and presenting it in reader friendly modes • Taking notes from research sources and videos • Collaborative and independent brainstorming and recording • Researching independently and collaboratively • Collecting and organising information and data • Reflective writing skills • Using digital technology • Comparing and contrasting • Evaluating and proposing solutions
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Achievement Standards (from Year 5 ACARA Business and Economics):

By the end of Year 5, students distinguish between **needs** and **wants** and recognise that choices need to be made when allocating **resources**. They describe factors that influence their choices as consumers. Students identify individual strategies that can be used to make informed **consumer** and financial choices.

Students develop questions for an investigation about an **economics** or **business** issue or event. They locate and collect **data** and information from a range of sources to answer these questions. They examine sources to determine their purpose and suggest conclusions based on **evidence**. They interpret, sort and represent **data** in different formats. They generate alternative responses to an issue or challenge and reflect on their learning to propose action, describing the possible effects of their decision. Students apply **economics** and **business** skills to everyday problems. They present their ideas, findings and conclusions in a range of communication forms using **economics** and **business** terms.

PART TWO | ASSESSMENT

Main Performance Task | Summative

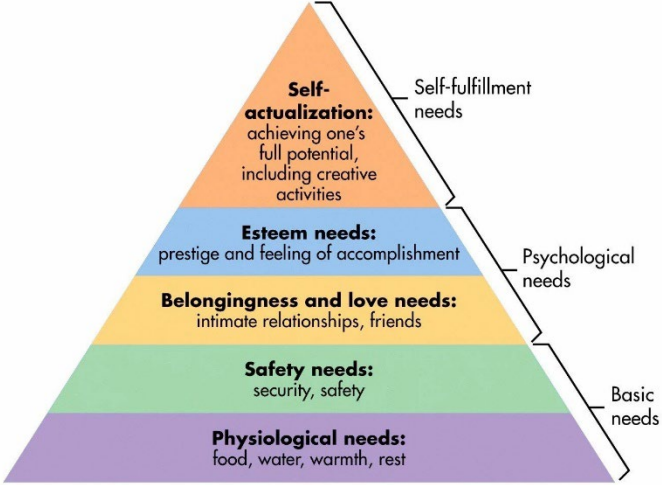
Mode: Case study

- Select a change-based organisation operating in the Australasian regions such as 4Oceans, World Vision, Compassion Australia, Red Cross or another organisation that is approved by the teacher.
- Students will analyse and identify how they utilise resources effectively and then create a campaign poster to communicate the message being promoted by the organisation.
- The campaign poster can be created either digitally or by hand.
- It must include elements and features of advertising that make it eye-catching and effective in promoting the organisation.

Other Assessment Evidence | Formative

- Responses to questioning and discussion topics
- Needs and wants comparison across cultures
- Research task – Identify tactics employed by shopping centres and online providers to encourage consumption
- 3 close reads – shopping centre tactics to encourage consumption
- I-Spy shopping centre survey
- Think, pair, share reflection – Kyle and Kira and the Tomatoes
- Advertisement analysis
- Creating an advertisement for a product that no one wants
- Peer-discussion, reflection
- Mind-map – Chain of effect
- Direct and indirect impacts of droughts
- Budgeting water usage task – responding to water shortage scenarios
- Venn-Diagram comparison
- I used to think...Now I think... reflection
- Home water audit
- Listing ways to break the mindset of consumerism
- Think, pair share
- Goal setting
- Research task and presentation about SolarBuddy organisation
- Get Connected – Child Rights booklet activities
- Reflective letter

**PART THREE | TEACHING LEARNING SEQUENCE
5E'S MODEL**

Phase	Curricula Links	Teaching and Learning Sequence	Assessment Opportunities	Resources
Stage One Engage				
1.	(ACHASSK119) (ACHASSK120)	<p>GBS Focus: Creation</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What is scarcity? • What are needs? • What are wants? • What types of needs are there? (Physical, spiritual) • What is the difference between a want and a need? • How do we determine what is a want and a need? • Why is it important to know the difference between a want and a need? • What is the difference between wants and needs across different cultures? • How should we as Christians determine what we need vs. what we want? • What things influence what we want and need? • How do events like pandemics and natural disasters effect our understanding of wants and needs? 		<p><i>The Five Levels of Maslow's Hierarchy of Needs</i></p>  <p>https://tinyurl.com/kmspnb (McLeod, 2018)</p>
		<p><u>Useful link:</u> <i>The Five Levels of Maslow's Hierarchy of Needs</i> https://tinyurl.com/kmspnb (McLeod, 2018)</p> <p><u>How much stuff do I really need?</u></p>	Student responses and class discussion	

Phase	Curricula Links	Teaching and Learning Sequence	Assessment Opportunities	Resources
		<ul style="list-style-type: none"> • Present students with a scenario based on scarcity based in the wider Asian region <ul style="list-style-type: none"> » You only get one small suitcase. <i>What would you put in your suitcase?</i> » You may have access to basic necessities. <i>What are some things that you need to survive?</i> » Your family is only allowed 10 extra items. <i>What would you choose?</i> » No electronics. • Students identify the things they would keep. • Discuss the idea of wants and needs • What difference does differing cultural context have on wants and needs? 		
		<p><u>Word Wall:</u></p> <ul style="list-style-type: none"> • Introduce word wall – Collection of topic-specific vocabulary to display and refer to throughout the unit <p><u>Useful links:</u> https://tinyurl.com/y6r5589t (Cleaver, 2018) https://tinyurl.com/y5l63jpa (Young, 2011)</p> <p><u>Interactive Game:</u></p> <ul style="list-style-type: none"> • Students play Life on an Island game - https://tinyurl.com/y53sj8vb (Curriculum Corporation and education.au limited, 2005) <ul style="list-style-type: none"> » Students learn to make wise choices about needs and wants to sustain life on an island in the Australasian region. 	<p>Observations of student choices</p> <p>Class discussion</p>	<p>Butcher's paper or display for word-wall</p> <p>Computer/s</p> <p><i>Life on an Island</i> game: https://tinyurl.com/y53sj8vb</p>

Phase	Curricula Links	Teaching and Learning Sequence	Assessment Opportunities	Resources
		<ul style="list-style-type: none"> • Discuss what students learned about needs and wants through the game <p><u>Comparison:</u></p> <ul style="list-style-type: none"> • Introduce students to the concept that our needs and wants may be vastly different to the needs and wants of someone else <ul style="list-style-type: none"> » Students complete pages 14-15 of World Vision’s <i>Get Connected - Child Rights</i>, comparing Kajal and Sudarmathi’s stories through a Venn-diagram comparison activity https://tinyurl.com/y6t2u24g (World Vision (a), 2008) » Students compare these stories with their own lives and experiences <p><u>Consider:</u></p> <ul style="list-style-type: none"> » How are the needs and wants of Kajal and Sudarmathi different to your needs and wants? » Why might their needs and wants be different to ours? » Considering the differences between Kajal and Sudarmathi’s and your own needs and wants, how might needs and wants be influenced/impacted by the availability or accessibility to resources? 	<p>Student responses in the worksheet</p> <p>Class discussion and student responses</p>	<p>World Vision’s <i>Get Connected - Child Rights</i> https://tinyurl.com/y6t2u24g</p>

Phase	Curricula Links	Teaching and Learning Sequence	Assessment Opportunities	Resources
2.	(ACHASSK119) (ACHASSK120)	<p><u>GBS Focus:</u> Fall and Restoration</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What does it look like to be responsible stewards of what God has trusted us with? • What does it look like to be irresponsible stewards of what God has trusted us with? • What kinds of things can we budget? • What are some of the things that God has given us responsibility for? • How can we be responsible? 		
		<p><u>Class Discussion:</u> Pose questions to students to connect with prior experiences</p> <ul style="list-style-type: none"> • Have you ever bought anything with your own money? • Was it something you wanted or something you needed? • Did you have to save your money? • How did you save your money? • Was there anything that you had to do or not do, to be able to save enough? 	Discussion and questioning	
		<p><u>Video:</u> Watch <i>Where Does Our Money Come From?</i> https://tinyurl.com/yykcgefr (PursueGOD Kids (a), 2016)</p> <ul style="list-style-type: none"> • Discuss where money comes from and how we can use it responsibly • Discuss what other resources God gives us and how we can use them wisely 	Discussion and questioning	<p>Video: <i>Where Does Our Money Come From?</i> https://tinyurl.com/yykcgefr</p> <p>Video: <i>Budgeting Basics for Kids</i> https://tinyurl.com/yyef4t82</p>

Phase	Curricula Links	Teaching and Learning Sequence	Assessment Opportunities	Resources
		<p>Watch <i>Budgeting Basics for Kids</i> https://tinyuletsrl.com/yyef4t82 (PursueGOD Kids (b), 2016)</p> <ul style="list-style-type: none"> • Discuss what it looks like to budget wisely • Introduce the idea of priorities 		
		<p><u>Class Discussion:</u></p> <ul style="list-style-type: none"> • Discuss how every activity in life needs to be budgeted, not just money • Budgeting is about using resources wisely and effectively e.g. water, money, time. • Discuss the idea of learning how to allocate resources well and what this looks like <p>Useful Link: <i>Take Stock of the Australian Census</i> https://tinyurl.com/y4ymk55x (btn (a), 2011)</p>	Class discussion	
		<p><u>Interactive Game:</u></p> <p>Students play <i>Our Big Weekend Adventure</i> game to apply the idea of budgeting https://tinyurl.com/ycz2zq5a (moneysmart.gov.au, n.d.)</p>	Interactive game and student responses	<p><i>Our Big Weekend Adventure</i> online game https://tinyurl.com/ycz2zq5a</p>
Stage Two Explore				
3.	<p>(ACHASSK120)</p> <p>(ACHASSK121)</p> <p>(ACHASSI095)</p>	<p>GBS Focus: Fall and Redemption “Consumerism”</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What is consumerism? • Is consumerism a good thing? • How are we encouraged to be consumers? • How does God’s purpose for us differ to the consumerist worldview? 		<p>Article: <i>Shopping centre tactics to make you stay longer and buy more revealed</i> https://tinyurl.com/yxnntps9</p>

Phase	Curricula Links	Teaching and Learning Sequence	Assessment Opportunities	Resources
	<p>(ACHASSI099)</p> <p>(ACHASSI105)</p>	<ul style="list-style-type: none"> • How are we exploited as consumers? • Why do people love money so much? • Why does God warn us not to love money? • Is money a bad thing? • How does the early church's view of money and possessions differ from how it is viewed today? • How is our view of money in Australia similar or different to other Australasian cultures? • How do events like pandemics and natural disasters impact our fear of scarcity? 		<p>Acts 4:32 and the early believers sharing 'everything they had'.</p>
		<p><u>Consumerism - Research:</u></p> <ul style="list-style-type: none"> • Students explore three articles on tactics employed by shopping centres to encourage consumption <i>Shopping centre tactics to make you stay longer and buy more revealed</i> https://tinyurl.com/yxnntps9 (Collier, Robb, & Sun, 2013) <i>Shopping centre design tricks</i> https://tinyurl.com/y49fxm9e (Castle, n.d.) <i>From Lord to Label: how consumerism undermines our faith</i> https://tinyurl.com/yxemldu5 (Christianity Today, n.d.) • Students record their findings • Discuss the concept of consumerism and how it is encouraged • Discuss the view that we are taught to be wise with resources to consume more 	<p>Research task</p> <p>Discussion and questioning.</p>	<p>Article: <i>Shopping centre design tricks</i> https://tinyurl.com/y49fxm9e</p> <p>Article: <i>From Lord to Label: how consumerism undermines our faith</i> https://tinyurl.com/yxemldu5</p>

Phase	Curricula Links	Teaching and Learning Sequence	Assessment Opportunities	Resources
		<ul style="list-style-type: none"> God's purpose is not for us to be consumers, but to be in relationship with him and others – through wise management of the resources available to us, we can foster relationship over consumption - consumption is very self-centred 		
		<p><u>Three Close Reads Activity:</u></p> <ul style="list-style-type: none"> Students to complete the Three Close Reads Worksheet on the following article: <i>Shopping centre tactics to make you stay longer and buy more revealed</i> (See link to article above) <i>Introduce the three phases of 3 close reads:</i> https://tinyurl.com/y6btrjev (Smekens Educational Solutions Inc., 2015) <p><i>Three Close Reads Worksheet:</i> https://tinyurl.com/yxbvf862 (Three Close Reads, 2014)</p>	Research – 3 close reads	<p>Website: <i>Introduce the three phases of 3 close reads.</i> https://tinyurl.com/y6btrjev</p> <p>Three Close Reads Worksheet. https://tinyurl.com/yxbvf862</p>
		<p><u>Video:</u></p> <p>Watch video: <i>How Much Do You Love Your Money?</i> https://tinyurl.com/y6prw6re (PursueGOD Kids (c), 2016)</p> <ul style="list-style-type: none"> Discuss why money is so important to people Discuss how we can be better stewards of our money and resources Read Acts 4:32-35 and discuss how this differs from people's perceptions and views of money and possessions in today's society 	Discussion and questioning	<p>Video: <i>How much do you love your money?</i> https://tinyurl.com/y6prw6re</p> <p>Bible/s</p>

Phase	Curricula Links	Teaching and Learning Sequence	Assessment Opportunities	Resources
		<p><u>Homework task – I Spy:</u></p> <p>Shopping centre survey</p> <ul style="list-style-type: none"> Students survey a major shopping centre complex using I-Spy Worksheet https://tinyurl.com/yy8t38qu (Gourley, 2019) <p>Consider these questions:</p> <ul style="list-style-type: none"> How are we encouraged to buy? Are we encouraged to buy based on our needs or our wants? 	Homework task – shopping centre survey (I-Spy)	I-Spy Worksheet https://tinyurl.com/yy8t38qu
Stage Three Explain				
4.	(ACHASSK119) (ACHASSK121) (ACHASSI094) (ACHASSI099) (ACHASSI104) (ACHASSI105)	<p><u>GBS Focus:</u> Fall</p> <p>Key Questions:</p> <ul style="list-style-type: none"> How are our needs and wants influenced by the world around us? How do marketers influence our decision making? In a world where so many things are trying to grab our attention, whose voice do we listen to? How can timing affect whether something is used responsibly or not? Is our timing always the right timing? 		

Phase	Curricula Links	Teaching and Learning Sequence	Assessment Opportunities	Resources
		<p><u>Read a story:</u></p> <ul style="list-style-type: none"> • Read the story of “Kyle and Kira and the Tomatoes” https://tinyurl.com/y4danzbq (primezone.edu.au, n.d.) • Students revise on what needs and wants are and how different people have different needs and wants through a class discussion. • Students do a think pair share activity after reading “<i>Kyle and Kira and the Tomatoes</i>” and reflect on the below paragraph and question excerpt from “<i>Kyle and Kira and the Tomatoes</i>”. <p><i>“Some weeks later there are not so many tomatoes in the market. Prices have gone up to 5 dollars a kilo. But Kyle and Kira’s tomatoes are finished. They planted early and they harvested early. They can’t understand what they did wrong. What could they have done differently?”</i> (primezone.edu.au, n.d.)</p>	Think, pair, share reflection task	<p>Document:</p> <p><i>Kyle and Kira and the Tomatoes</i></p> <p>https://tinyurl.com/y4danzbq</p>
		<p><u>Analyse:</u></p> <ul style="list-style-type: none"> • Students look at how retailers and advertisers play to the needs and wants of people and perpetuate the cycle of consumerism. • Ad techniques: Students look at the common techniques that advertisers use to sell their products or services. Students identify the techniques used by analysing three advertisements 	Analysis of advertising techniques	<p>Advertisement videos:</p> <p>https://tinyurl.com/y5kt4uyx</p> <p>https://tinyurl.com/y3gt6uqb</p> <p>https://tinyurl.com/yxuehodb</p>
		<p>Useful resources:</p> <p>https://tinyurl.com/y6b39zph (Federal Trade Commission (a), n.d.)</p>		

Phase	Curricula Links	Teaching and Learning Sequence	Assessment Opportunities	Resources
		<p>https://tinyurl.com/y4ph4vrd (Federal Trade Commission (b), n.d.)</p> <ul style="list-style-type: none"> • Watch a selection of advertisements – students list advertising tactics that they think may be being employed <p><i>Heinz Baked Beans:</i> https://tinyurl.com/y5kt4uyx (HeinzAustralia, 2017)</p> <p><i>Coca-Cola:</i> https://tinyurl.com/y3gt6uqb (Coca-Cola Australia, 2018)</p> <p><i>Car:</i> https://tinyurl.com/yxuehodn (SEAT Ireland, 2013)</p>		
		<p><u>Investigate:</u></p> <ul style="list-style-type: none"> • Discuss the idea that often advertisers encourage consumption by making us think that our wants are things that we need <p>Useful resource: https://tinyurl.com/y3u33hwy (Weiss, 2019) • Students analyse teacher-selected advertisement posters and identify the features and elements that make it appealing to the audience. <ul style="list-style-type: none"> » Consider things such as colour, spacing, shape, size. <p>Example advertisement posters: Target: https://tinyurl.com/y6oh6pqh (Christy, n.d.) Pizza Hut: https://tinyurl.com/y3l2oavu (SN, 2018) Suzuki: https://tinyurl.com/y4lxzplw (eCheck, 2016)</p> </p>	<p>Class discussion and student responses</p> <p>Analysis of posters</p>	<p>Advertisement posters</p> <p>https://tinyurl.com/y6oh6pqh</p> <p>https://tinyurl.com/y3l2oavu</p> <p>https://tinyurl.com/y4lxzplw</p>

Phase	Curricula Links	Teaching and Learning Sequence	Assessment Opportunities	Resources
		<p><u>Apply:</u></p> <ul style="list-style-type: none"> • Students apply those features and elements to create their own advertisement poster to persuade people to buy a product that nobody wants. <ul style="list-style-type: none"> » E.g. A left shoe, chewed gum, burnt matches. • Students present this to the class justifying the chosen features and elements for their advertisement poster. <ul style="list-style-type: none"> » Class provides peer feedback. <p>Consider these questions:</p> <ul style="list-style-type: none"> » What kinds of things influence consumers when they are making a purchase decision? » What influences the consumer to buy particular products and brands? » What is the goal of advertising? What is its purpose? » Who is the targeted audience? » What information needs to be provided? 	<p>Advertisement analysis and creation task</p> <p>Class discussion and student responses to questions</p> <p>Student responses to questioning</p>	<p>A4/A3 paper</p>
		<p>(Government of Western Australia: School Curriculum & Standards Authority, 2017)</p>		
		<p><u>Reflection:</u></p> <ul style="list-style-type: none"> • Students engage in a peer-discussion to reflect on: <ul style="list-style-type: none"> » Previous activity to identify how advertisers are using techniques to manipulate and convince us as consumers that we need things that are actually wants. » Reflect on the vast amount of advertisements that are constantly around us and how this lifestyle of needing materialistic things does not 	<p>Reflective discussion and response</p>	<p>Matthew 6:25</p>

Phase	Curricula Links	Teaching and Learning Sequence	Assessment Opportunities	Resources
		<p>reflect the Bible and God's teachings. Give an example of Biblical Teaching e.g. Matthew 6:25 – what is Jesus saying?</p> <p>» How we can be influenced through techniques used to specifically target us as the audience and how asking the question 'How much stuff do I really need?' we can break free from this consumerism lifestyle.</p> <ul style="list-style-type: none"> • Students write a short reflection on what they learned and how they can use this understanding to make a change in their own lives 		
5.	(ACHASSK119) (ACHASSK120) (ACHASSI094) (ACHASSI095) (ACHASSI099) (ACHASSI105)	<p>GBS Focus: Fall and Restoration</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What could impact the way that we use resources? • What might cause an imbalance in resources? • How might a lack of resources change the way we use that particular resource? • How can we be responsible stewards of what God has entrusted to us when there is lack? • How does a change in the availability of a particular resource affect individuals and wider communities? • How can we maintain a balance as responsible stewards of God's creation? 		
		<p><u>Chain of Effect</u></p> <ul style="list-style-type: none"> • Create a class mind map on a teacher-selected topic, e.g., drought to explore how the availability or lack of resources affects the individual, community and wider society in the Australasian region. 	Class discussion Mind map	Mind map: Butchers Paper, texters Computers or iPads. Genesis 2

Phase	Curricula Links	Teaching and Learning Sequence	Assessment Opportunities	Resources
		<ul style="list-style-type: none"> » Students research this topic and identify what influences drought. » What is the ripple effect that drought has on the individual, community and wider society? » Students discuss the chain of effect and how everything is interconnected and interdependent on each other to maintain a state of balance. » Discuss how students can play a part in maintaining this balance by being trustworthy and responsible stewards of God’s creation. Discuss the importance of God giving Adam the right to name the animals and what that means for us now as ‘carers’ of creation <ul style="list-style-type: none"> • Discuss how impacts can be direct and indirect – Go through the <i>Impact of Drought</i> activity from btn’s <i>Teacher Resource – Drought</i> https://tinyurl.com/y555ormy (btn (b), 2017) <p>Useful links: <i>How Does Drought Affect Our Lives?</i> https://tinyurl.com/y2ubgmp7 (National Drought Mitigation Center, n.d.) <i>Disappearing lakes</i> https://tinyurl.com/y43cqeux (btn (c), 2008)</p> <ul style="list-style-type: none"> • Add to word wall 	<p>Direct and Indirect impacts of droughts activity.</p>	<p>Resource: <i>Impact of Drought</i> https://tinyurl.com/y555ormy</p> <p>Indonesian Focus – Kupang East Nusa Tenggara https://www.antaranews.com/berita/971750/kekeringan-bukan-lagi-bencana-bagi-ntt ; stories around Indonesia about water crisis https://water.org/our-impact/all-stories/?country=Indonesia</p>
6.	(ACHASSK119) (ACHASSK120) (ACHASSI095) (AHASSI099)	<p><u>GBS Focus:</u> Fall and Restoration</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • How do our wants and our needs influence the way that we use resources? 		

Phase	Curricula Links	Teaching and Learning Sequence	Assessment Opportunities	Resources
	(ACHASSI105)	<ul style="list-style-type: none"> • What does it mean to use water wisely/unwisely? • How can we be use water wisely as responsible stewards with what God has trusted us? • Why is it important to manage resources such as water, wisely? 		
		<p><u>Video:</u></p> <ul style="list-style-type: none"> • Watch <i>Save Water to Help the Earth S4 E3</i> https://tinyurl.com/kx7u966 (WonderGrove Kids, 2014) <p><u>Water Walk:</u></p> <ul style="list-style-type: none"> • Show students a map of the school and ask where they think water might be used and for what purpose. • As a class, go for a walk around the school to identify where water is used and for what purpose <ul style="list-style-type: none"> » Identify whether this water is used based on a want or a need » Discuss whether this water is used wisely or unwisely » How could we use water more wisely in this area? 	Class discussion	<p>Video: <i>Save Water to Help the Earth S4 E3</i> https://tinyurl.com/kx7u966</p> <p>School map</p>
		<p><u>Budgeting water usage:</u></p> <ul style="list-style-type: none"> • In small groups, present students with a water shortage scenario from <i>Year 2 Wonder of Water</i> unit – <i>lesson 9, resource 10 (page 33)</i> https://tinyurl.com/y6rc277c (Waterwise, 2013) • Students work together to: <ul style="list-style-type: none"> » Identify the issue and potential effects of the issue » Identify possible solutions 	<p>Group budgeting water usage task</p> <p>Poster presentations</p>	<p>Water shortage scenarios <i>Year 2 Wonder of Water</i> unit – <i>lesson 9, resource 10 (page 33)</i> https://tinyurl.com/y6rc277c</p>

Phase	Curricula Links	Teaching and Learning Sequence	Assessment Opportunities	Resources
		<ul style="list-style-type: none"> » Record these solutions on an A3 sheet of paper and present to the class 		
		<p><u>Compare and Contrast:</u></p> <ul style="list-style-type: none"> • Read Zalifa and Abida’s stories on pages 14-15 of World Vision’s <i>Get Connected – Water in the World</i> (Asian Perspective) https://tinyurl.com/y5hd9u96 (World Vision (a), 2013) <ul style="list-style-type: none"> » Students compare and contrast these stories to their own lives and access to water using a Venn-Diagram • Using the visible thinking strategy – <i>I used to think... Now I think...</i>, students reflect on their learning by comparing their previous understanding of fire to what they now know. <ul style="list-style-type: none"> » Provide students with two sticky notes » On one sticky note, students write what they used to think about water usage and availability 	<p>Compare and contrast – Venn-diagram</p> <p>Reflection on thinking and action</p>	<p>World Vision’s <i>Get Connected – Water in the World</i> https://tinyurl.com/y5hd9u96</p> <p>Sticky notes</p>
		<ul style="list-style-type: none"> » On the second sticky note, students write what they now think about water usage and availability » Have students also reflect on what they could change in their own lives <p>Useful links: https://tinyurl.com/mefvzhd (Harvard Project Zero, n.d.) https://tinyurl.com/y6el8knd (BISD Instructional Tech, n.d.)</p>		

Phase	Curricula Links	Teaching and Learning Sequence	Assessment Opportunities	Resources
		<p><u>Home water audit – homework task:</u></p> <ul style="list-style-type: none"> • Students conduct a water audit of their house <ul style="list-style-type: none"> » Identify five different uses of water in your home » Decide whether these are wise uses or unwise uses of water and explain why you think so 	Home water audit	Home water audit template https://tinyurl.com/yyn7acs8
		<ul style="list-style-type: none"> » Propose three solutions that you could put in place to manage this resource more responsibly in your own home <ul style="list-style-type: none"> • Example home water audit template: https://tinyurl.com/yyn7acs8 (Morris, 2019) • Challenge students to employ water budgeting/management strategies in their homes 		
Stage Four Elaborate				
7.	(ACHASSK119) (ACHASSK120) (ACHASS121) (ACHASSI094) (ACHASSI095) (ACHASSI105)	<p><u>GBS Focus: Restoration</u></p> <p>Key Questions:</p> <ul style="list-style-type: none"> • How do we break the mindset of consumerism in our lives? • What can we do to restore and transform the consumerist mentality? • How can we manage our resources wisely? 		
		<p><u>Investigate:</u></p> <ul style="list-style-type: none"> • Students read the article <i>A Helpful Guide to Overcoming Consumerism</i> https://tinyurl.com/yxhhbhbq (Becker, 2019) <ul style="list-style-type: none"> » In small groups, students make a list of ways they can break the mindset of consumerism 	Listing ways to break the mindset of consumerism	Article: <i>A Helpful guide to overcoming Consumerism</i> https://tinyurl.com/yxhhbhbq

Phase	Curricula Links	Teaching and Learning Sequence	Assessment Opportunities	Resources
		<p><u>Video:</u></p> <ul style="list-style-type: none"> Students watch <i>Children’s: Earth’s Resources – Air, Water, Land. How to Save the Earth’s Resources</i> https://tinyurl.com/pzvvcbu (KidsEduc - Kids Educational Games, 2014) (Pause the video as necessary for students to answer the questions or complete the challenges in the video) <ul style="list-style-type: none"> Students engage in a think, pair, share discussing how they can play a part in using resources wisely. 	Think, pair share	<p>Video: <i>Children’s: Earth’s Resources – Air, Water, Land. How to Save the Earth’s Resources</i> https://tinyurl.com/pzvvcbu</p>
		<p><u>Application:</u></p> <ul style="list-style-type: none"> Students identify ways that they can apply these understandings in their own lives <ul style="list-style-type: none"> Students write an individual goal for themselves to implement and achieve over the next couple of weeks – remind students daily or weekly about these goals 	Goal setting	
		<p><u>Interview:</u></p> <ul style="list-style-type: none"> In pairs, students research the SolarBuddy project <i>Homepage:</i> https://solarbuddy.org/ (SolarBuddy, 2018) <i>SolarBuddy Project Video:</i> https://vimeo.com/279787622 (TIAMCO, 2018) Students use the information gathered to plan and script a mock interview between a representative of the SolarBuddy project and an interviewer to communicate the message of the organisation. 	Collaborative research task and interview presentation	<p>SolarBuddy webpage https://solarbuddy.org/ <i>SolarBuddy Project Video:</i> https://vimeo.com/279787622 Computer/iPads</p>

Phase	Curricula Links	Teaching and Learning Sequence	Assessment Opportunities	Resources
		<ul style="list-style-type: none"> » Students work collaboratively to research and script questions and responses » One student will act as a representative of the SolarBuddy Project » One student will act as the interviewer » Students present their interview to the class. 		
8.	(ACHASSK119) (ACHASSK120) (ACHASSK121) (ACHASSI094) (ACHASSI095) (ACHASSI099) (ACHASSI101) (ACHASSI105)	<p>GBS Focus: Restoration</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What can we do as God's children to be good stewards of what He has entrusted us with? • How can we change the way we think about money and other resources? • Why is it important to move away from a consumerist mindset? • In what ways can we prioritise community and unity over our own wants? 		
		<p><u>Introducing the summative task:</u></p> <ul style="list-style-type: none"> • Discuss the task with students. • Discuss expectations and requirements. • Teacher-selected change-based organisations in the Asian region will be provided to students, or students may choose their own teacher-approved organisation. • When creating their campaign poster, students will demonstrate their understanding of needs and wants, consumerism and using resources wisely. <p>Examples of organisations that students can research: 4Ocean - https://4ocean.com/ (4Ocean, 2019)</p>	Summative assessment project	Selection of organisations for students to research iPad/ Computer

Phase	Curricula Links	Teaching and Learning Sequence	Assessment Opportunities	Resources
		<p><i>World Vision</i> - https://www.worldvision.com.au/ (World Vision (b), 2019)</p> <p><i>Compassion Australia</i> - https://www.compassion.com.au/ (Compassion, 2019)</p> <p><i>Red Cross</i> - https://www.redcross.org/ (Red Cross, 2019)</p>		
Stage Five Evaluate				
9.	(ACHASSK119) (ACHASSK120) (ACHASSK121) (ACHASSI101) (ACHASSI104) (ACHASSI105)	<p>GBS Focus: Fall and Restoration</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • Why is consumerism a problem? • What can we do to combat these issues and realign ourselves with God’s purpose? • How can we manage our resources wisely to be responsible stewards of what God has trusted us with? • Using our understanding of consumerism and resource management, how can we act on these issues to create change in our world? 		
		<p><u>Ethical application of concepts:</u></p> <ul style="list-style-type: none"> • Explore ethical issues surrounding consumerism in the Asian region • Explore pages 20-25 of World Vision’s <i>Get Connected – Child Rights</i> https://tinyurl.com/y6t2u24g (World Vision (a), 2008) • As a class, go through pages 20-21 – discuss the concept of a supply chain 	<p>Supply Chain activity</p> <p>Discussion and questioning</p> <p>Perspectives on child labour activity</p>	<p>iPads/ Computers</p> <p>Resource: <i>Get Connected – Child Rights</i> https://tinyurl.com/y6t2u24g</p>

Phase	Curricula Links	Teaching and Learning Sequence	Assessment Opportunities	Resources
		<p>Consider:</p> <ul style="list-style-type: none"> » Is it right for people to work under these conditions? » Why might people find themselves in this position? » What is our connection to these issues? » Is it right for us to support these actions by continuing to buy certain products? <ul style="list-style-type: none"> • Students read pages 22-23 – complete the activity on page 23 with a partner <ul style="list-style-type: none"> » Come together as a class to share what students learned • Perspectives on child labour – as a class work through the activities on pp 24-25 		
		<p>Consider:</p> <ul style="list-style-type: none"> » What is the right thing to do? » How do we know what the right thing to do is? » What might God's perspective on these issues be? » How have we strayed from God's purpose? » Is there something that we can do? » What changes could we make in our own lives? <p>Useful links: https://tinyurl.com/yycu97s2 (Shop Ethical, n.d.) https://tinyurl.com/y6845fmt (WorldVisionStir, 2008)</p>		
		<p><u>Reflective letter:</u></p> <ul style="list-style-type: none"> • Students write a letter to the local parliament detailing the various issues explored throughout the 	<p>Student letter Reflective response</p>	

Phase	Curricula Links	Teaching and Learning Sequence	Assessment Opportunities	Resources
		<p>unit, focusing on the idea of <i>“What are you doing about it?”</i></p> <ul style="list-style-type: none"> • The letter incorporates their learning across the unit to explain the issues surrounding consumerism and the wise management of resources. Consider the key questions to guide students. <p>Include:</p> <ul style="list-style-type: none"> » What the issues are and why they are considered an issue » Why we should do something about it » What is the local parliament doing about it? » Changes that students will make personally in their own lives 		

HASS/Geography/History: Migration to Australia

Title: Migration to Australia

Teachers/Authors: Mel Carpenter/David Jenkin

Key Text: N/A

Unit Length: Term 3, Weeks: 1-10

Year level: Year 5/6

Rationale Statement: The purpose of this unit is to present the idea that God’s plan for us is to be hospitable and welcoming; Australia is richer for migration. The unit also addresses the Cross Curriculum Priorities of Sustainability and Asia and Australia’s Engagement with Asia.

Subject: Geography and History

PART ONE | LEARNING OUTCOMES

Australian Curriculum Content Descriptors:

Geography / History Knowledge & Understanding:

The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony (ACHASSK109)

Stories of groups of people who migrated to Australia since Federation (including from ONE country of the Asia region) and reasons they migrated (ACHASSK136)

Australia’s connections with other countries and how these change people and places (ACHASSK141)

HASS Inquiry and skills:

Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122)

Locate and collect relevant information and data from primary sources and secondary sources (ACHASSI123)

Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions (ACHASSI124)

Sequence information about people’s lives, events, developments and phenomena using a variety of methods including timelines (ACHASSI125)

Examine primary sources and secondary sources to determine their origin and purpose (ACHASSI126)

Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI127)

Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI128)

God’s Big Story 2.0: HASS Companion

Creation

- What were God’s intentions?
- A world where everyone would have a home, living harmoniously as neighbours and living in peace with one another.
- Love God and love your neighbour as you love yourself

Fall

- What are the effects of the Fall in this area of study / topic?
- We have become greedy and care about our own needs – people and people groups have become marginalised and afflicted.
- Instead of recognising God as ‘owner’ of everything, man asserts ownership.

Redemption and Restoration

- How should we now act / respond?
- How do we as a ‘wealthy’ country respond to poorer countries?
- What should be our response as a nation? As individuals?
- Others before self – care for those who are marginalised in some way.
- Care for the fatherless, the widow, the sojourner – Deuteronomy 10:18

Guiding Verses:

Matthew 25:40 – “Whenever you did it for any of my people, no matter how unimportant they seemed, you did it for me.”

Matthew 25:35 I was a stranger and you welcomed me

<p>Evaluate evidence to draw conclusions (ACHASSI129)</p> <p>Work in groups to generate responses to issues and challenges (ACHASSI130)</p> <p>Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI131)</p> <p>Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132)</p> <p>Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI133)</p>	<p>Deuteronomy 32:4 – “...all his ways are justice.”</p> <p>Psalm 137:4 How can we sing the Lord’s song in a strange land</p> <p>John 4:4-42 – Jesus and a Samaritan woman</p> <p>Deuteronomy 10:18; 24:17; 27:19 – God’s social system for Israel to care for poor and afflicted</p> <p>Romans 5:5; 1 John 4:7-12, 19 – God equips Christians to love and help others.</p> <p>Matthew 28:18-20 – God’s story is for all nations – we need to know our world</p>
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<p>HASS Interdisciplinary Concepts:</p> <ul style="list-style-type: none"> • Significance • Continuity and change • Cause and effect • Place and space • Interconnections • Roles, rights and responsibilities • Perspectives and action <p>General Capabilities</p> <ul style="list-style-type: none"> • Literacy • ICT • Critical and creative thinking • Ethical behaviour • Intercultural understanding <p>Pilgrim Student Attributes</p> <ul style="list-style-type: none"> • Develop in Godly character in a Christ-centred community • Take our place in the world • Be prepared for new futures <p>Cross-curricular Priorities</p> <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander histories and culture • Asia and Australia’s engagement with Asia 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How has migration shaped Australia? • What do migrants bring, both physically and culturally, to their new country? • How has migration to Australia impacted Indigenous Australians?
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Achievement Standards (Year 6 Achievement Standard (ACARA HASS):

By the end of Year 6, students **explain the significance of an event/development, an individual and/or group**. They **identify** and **describe** continuities and changes for different groups in the past and present. **They describe the causes and effects of change on society. They compare the experiences of different people in the past.**

Students **describe, compare** and **explain** the diverse characteristics of different places in different locations from local to global scales. **They describe how people, places, communities and environments are diverse and globally interconnected and identify the effects of these interconnections over time.** Students **explain** the importance of people, institutions and processes to Australia's democracy and legal system. They **describe** the rights and responsibilities of Australian citizens and the obligations they may have as global citizens. Students **recognise** why choices about the allocation of resources involve trade-offs. They **explain** why it is important to be informed when making consumer and financial decisions. They **identify** the purpose of business and **recognise** the different ways that businesses choose to provide goods and services. **They explain different views on how to respond to an issue or challenge.**

Students **develop** appropriate questions to frame an investigation. **They locate and collect useful data and information from primary and secondary sources. They examine sources to determine their origin and purpose and to identify different perspectives in the past and present. They interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions.** Students **sequence** information about events, the lives of individuals and selected phenomena in chronological order and **represent** time by creating timelines. **They organise and represent data in a range of formats, including large- and small-scale maps, using appropriate conventions.** They collaboratively generate alternative responses to an issue, use criteria to make decisions and **identify** the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and **describe** the probable effects of their proposal. **They present ideas, findings, viewpoints and conclusions** in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms.

PART TWO | ASSESSMENT

Main Performance Task | Summative tasks that cater for students across the full range of abilities

- Migration museum reflective writing task
- Research on migrant group to create documentary/video (main assessment piece – see task in separate sheet)

Subject Specific Vocabulary Taught

- Respond, compare, represent

Other Assessment Evidence | Formative learning tasks, rubrics, informal feedback, student reflection)

- Class discussion, inquisitive lessons and responses
- Rubric, feedback from students on documentary, class discussion responses
- Share their documentary/video and assess each other, as well as filling in a self-assessment form (2 stars and a wish)

PART THREE | TEACHING LEARNING SEQUENCE

Teaching and Learning Sequence	Responsibility/Resources
<p>Learning Tasks/Activities (each week). Please add inquiry cycle headings: Ask, Explore, Discover, Share, Reflect, Take Action or Kath Murdoch’s headings Tuning In, Finding Out, Sorting Out, Going Further, Making Conclusions, Taking Action</p>	
<ul style="list-style-type: none"> • Student Free Day Monday and Tuesday <p>Week 1: Tuning In: ‘Why do people migrate?’ Inquisitive lesson Teachers to set up boards with these ongoing questions: (use design thinking squid) I didn’t know that. I wonder... Questions I have.. I agree/disagree Connection to creation, fall, redemption /restoration ** Students add sticky notes/write on it as we go through the unit</p>	<p>Class teachers organise excursion/inquiry boards</p> <p>See website link</p>
<p>Week 2: Finding Out: Interviews - students create interview questions for guest speakers. Invite Euticas and some parents to speak. (on Monday Week 2) Look at assessment task together. Come up with some inquiry questions they would like to know about their group of people Set up page/google doc for bibliography – this will need to be used throughout research lessons, and students need to identify whether the source is a primary or secondary source.</p>	<p>Excursion & reflection task</p>
<p>Week 3: Excursion to Migration Museum - Monday Tuesday - finish inquisitive lesson and do excursion reflection task Mel and Dave to run guided tour of SA museum while the other group is at the migration museum Tuesday – Reflective assessment piece, saved in S: drive.</p>	

Teaching and Learning Sequence	Responsibility/Resources
<p>Sorting Out</p> <p>Research – choose a cultural group. Look at the books from “All Australian” series.</p> <p>Teachers to teach explicit skills - How to find info from text – highlighting and note taking.</p> <p>Highlighting key ideas within a text. Take notes in book.</p> <p>Explicit lessons on note taking strategies using graphic organisers</p> <p>Explicitly teach search skills, website evaluation, keywords. Internet.</p> <p>Google advanced.</p> <p>Record notes and ideas.</p>	
<p>Week 4: Identify</p> <p>Students develop questions to guide their research and thinking. Frame inquiry questions for what they will be researching.</p> <p>Give examples of what these might look like together as a class. Students focus on these questions for their research</p> <p>Continue note taking from books</p> <p>Use question matrix or question web template to create questions.</p> <p>Going Further</p> <p>Finalising research/start writing script to film</p> <p>Create bibliography – ongoing from previous lessons</p> <p>Students write a script to show showing why/how their cultural group migrated to Australia, including physical, values, culture, religion, and how this has shaped Australia. They compare and contrast how this might be similar or different to today or in different countries. Could be interview, from a migrant’s perspective, or a documentary style.</p>	<p>Teachers to check inquiry questions before students continue researching. (Mark on final rubric)</p>
<p>Week 5-6:</p> <p>Filming on green screen/editing/creating presentation</p> <p>*****Need to book iPads for these 2 weeks</p> <p>See rubric for guidance</p>	<p>Teachers may need to give extra time to create their script.</p>

Teaching and Learning Sequence	Responsibility/Resources
Student reflections: <ul style="list-style-type: none"> • Show presentations to each other • Share 1 or 2 videos in assembly? • Share video on seesaw 	
Weeks 7-10: Making Conclusions/Taking Action Consider different points of view. Design Thinking Process How could you support new migrants? What problems do new migrants face? Design Thinking Process from Weeks 7-10	

Inquiry Teaching Strategies and Critical and Creative Thinking Skills	Digital Technologies
<ul style="list-style-type: none"> • Divergent Thinking Template • Y chart • I used to think/ Now I think • Squid questioning process • Design Thinking process Weeks 7-10 	<ul style="list-style-type: none"> • You tube clips • Google Classroom • Google Docs • Clickview • Inquisitive videos/information • Green screen app
Differentiation for NCCD/ILP Students	Differentiation: Adjustments for Highly Able Learners
<ul style="list-style-type: none"> • Harry – extra support given during research time, plan of assignment done together with teacher/ESO – mind map, speech to text • Matilda – check regularly for understanding, use microphone to ensure clear instructions • Lara – ESO support to set up plan for research, use microphone to ensure clear instructions, ESO to assist with research/writing biography, speech to text, break down work into chunks, regular breaks 	The research is open-ended to show further depth of understanding. Option to show learning in multiple ways, eg. within the video/documentary, interview someone or add details to show understanding.
Related School Resources	Teacher Reflection
<ul style="list-style-type: none"> • Inquisitive website • All Australian book series • Design Thinking Tools and templates 	2021 – Excursion could not go ahead at the beginning due to covid – planning it for later in term. Ideal situation would be at beginning of term so leave it in the planner like this.

APPENDIX F | SAMPLE UNIT OUTLINE: YEAR 9

Measurement and Geometry Unit

Title: Year 9 Measurement – “Drought-busters” an application of Area, Surface Area and Volume

Teachers/Authors: Paul Schilling, Dennis Summersgill, Carolyn Seal, Ange Neale, Cass Pendlebury

Key Text: Bible, Signpost, Cambridge (Essential), Pearson

Unit Length: 2 – 3 weeks

Year level: 9

Subject: Measurement and Geometry

PART ONE | LEARNING OUTCOMES

Australian Curriculum Content Descriptors:

Calculate the area of composite shapes (ACMMG216)
 Calculate the surface area and volume of cylinders and solve related problems (ACMMG217)
 Solve problems involving the surface areas of right prisms (ACMMG218)
 MA4-12MG, MA5.1-8MG, MA5.2-11MG, MA5.2-12MG

God’s Big Story 2.0: Mathematics Companion: Creation

- Gods given us resources to use, measure
- God is provider
- Stewardship of these resources
- Measure well to be a good steward
- Appreciation of what God has given us eg: water

Fall

- Haven’t looked after what we have been given
- Reckless stewardship
- No drought if there is no fall
- No counting the cost, not measuring what we have (Luke 14:25-33)
- Self-centredness, lack of connection to community

Redemption

- Using measurement skills and applications to build troughs during drought
- Better utilisation of resources
- Reflection, measure ‘accuracy’ and reasonableness (Romans 12:3)
- Sober judgement

Restoration

- Service of others
- Mission to other countries – well, tanks, troughs
- Everyone would have what they need – equity
- Hebrews 11:1

Enduring Understandings:

- Students will understand that:
- God provides us with what we need at the right time
 - Resource management is essential in being a good steward of God’s creation
 - They need to be aware of their resource use and overconsumption

Essential Questions:

- How does the knowledge of surface area and volume maximise a Godly use of our resources?
- How do we display good stewardship of the resources we have been given in our world? What are our fundamental everyday needs? ie: food, shelter, water, support/relationships
- How do we measure the resources we have?

<ul style="list-style-type: none"> Resources are finite and are to be shared amongst community for the benefit of all Mathematics can be used to redeem a post-fall world 	<ul style="list-style-type: none"> Do we live in abundance in our western culture? How does this compare to our neighbouring Asian cultures? What do we do with our abundance? How does abundance link to the concept of contentment (Phil 4 11-12)?
<p>Specific Knowledge:</p> <ul style="list-style-type: none"> Calculate the area of composite shapes (ACMMG216) Calculate the surface area and volume of cylinders and solve related problems (ACMMG217) Solve problems involving the surface areas of right prisms (ACMMG218) 	<p>Specific Skills:</p> <ul style="list-style-type: none"> Calculate the area of quadrilaterals and semi circles Calculate the area of composite shapes Calculate the surface area of right prisms Calculate the volume of cylinders Costing of materials Costing vs quality – justification on purchase of materials

Achievement Standard:

By the end of Year 9, students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students compare techniques for collecting data from primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.

Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. **Students calculate areas of shapes and the volume and surface area of right prisms and cylinders.** They use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.

PART TWO | ASSESSMENT

Main Performance Task – Summative

“Drought busters” (small group).

Using measurement skills design a water trough to reduce water loss for farmers in drought in order to serve a community, by practising good stewardship.

Rationale: What biblical values have been reflected in my design with the materials I used and the process I went through?

Extension: How long would it take for water from a house roof to fill up their water tank? Would the angle (pitch) of the roof affect the water catching capacity of the water tank?

Specific Elements:

- Physical Model
 - » Mathematical drawings
 - » Dimension, SA, Volume
 - » Material and cost
 - » Evaporation rate
- Christian Stewardship
 - » Water cycle overview
 - » GBS lens
 - » Design response to stewardship imperative
 - » Christian perspective on resource utilisation
- Appendices
 - » Evaporation modelling
 - » Home Water consumption data exercise
 - » Reflection of Farmer guest presentation/discussion

Other Assessment Evidence – Formative

Knowledge of perimeter.

Minimise and maximise surface area with centicubes.

Linking surface area and volume together via use of building a solid using centicubes.

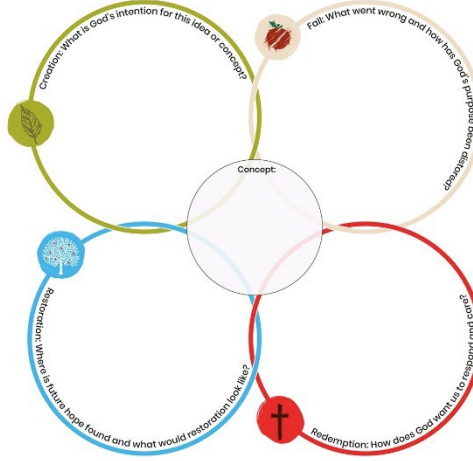
Volumes needed for soil in gardens, painting of walls – ordering resources, weighing up costs vs quality.

Worksheet/s on costs (rates) vs volume.

PART THREE | TEACHING LEARNING SEQUENCE

Overarching Approach



- Utilisation of a real-world issue to anchor the learning
- Hands-on activities to introduce and reinforce mathematical concepts
- Project-based summative task incorporating the application of studied mathematical knowledge and skills

Week	Curricula Links	Teaching and Learning Sequence	Assessment Opportunities	Resources
1.		<p>Summative Task:</p> <p><i>Drought-busters</i> as final project</p> <ul style="list-style-type: none"> • Sustainable use of resources as an expression of Godly stewardship • Water conservation preservation principles • Application of the mathematical skills of measurement, area and volume • Efficiency of materials use in design • Network with a high school in the Asian region (via CS Global Connect) to do the ‘Drought busters project to share information across cultures <p>Student Activity: Brainstorm and discussion on conservation issues and link to Christian perspective</p> <p>https://www.conserve-energy-future.com/reduce-reuse-recycle.php</p> <p>Christian Perspective: Genesis 2:15 "And the LORD God took the man, and put him into the garden of Eden to dress it and to keep it."</p> <p>https://en.wikipedia.org/wiki/Stewardship_(theology)</p> <p>Introduce GBS lens emphasising CREATION</p>		<p>Water trough design video</p> <p>https://www.youtube.com/watch?v=C7E6R_z2Hqo</p> 

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Week	Curricula Links	Teaching and Learning Sequence	Assessment Opportunities	Resources
		Water conservation Kahoot https://create.kahoot.it/details/water-conservation/10b194bd-7b86-4404-98f4-f93cafaed868	Kahoot results	Kahoot
		<p>Student Activity: Measuring everyday structures</p> <p>Measure variety of classroom articles and school item</p> <p>Introduce concepts of:</p> <ul style="list-style-type: none"> • Accuracy and error • Units and conversion • Area • Volume 		<p>Tape measure, rulers</p> 
	ACMMG196 ACMMG216 MA4-12MG MA5.1-8MG	<p>Perimeter – measure and calculate</p> <p>Area – area of sporting field, classroom, gardens, other areas of the school</p> 	Observation of correct use of measuring tools	<p>Tape measure, rulers, trundle wheel</p> <p>https://quizlet.com/ie/351129208/area-perimeter-and-volume-flash-cards/</p>
	ACMMG216 MA4-13MG MA5.1-8MG	<p>Teaching Focus: formula applications</p> <ul style="list-style-type: none"> • Circles • Rectangles • Triangles 	Correct answers on worksheet	<p>Textbook, worksheet</p> <p>https://www.mathsisfun.com/geometry/perimeter.html</p>

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Week	Curricula Links	Teaching and Learning Sequence	Assessment Opportunities	Resources
		<p>Assignment Link Student Activity: Maths Origami</p> <p>Using A4 sheets to make simple geometric prisms.</p> <ul style="list-style-type: none"> • Play with constructing shapes • How many rectangular prisms are possible for one A4 sheet? • Construct prism to form set SA/Volume ratios <p>Concepts:</p> <ul style="list-style-type: none"> • Surface area and volume relationships • SA exposure and volume shape • Efficiency in material usages 		<p>https://www.youtube.com/watch?v=337QxhfpY4w</p> 
		<p>Christian Perspective: Contrasting motives</p> <p>What are the right motives? Tower of Babel: Genesis 11 https://www.youtube.com/watch?v=kgksU2F18lg Compare building the tower of Babel with Building the Temple 1kings 6 and using right motives https://www.youtube.com/watch?v=Xt6lQAe8ues</p>		 
2.	ACMMG217 ACMMG218 MA5.2-12MG	<p>Student Activity: Volume – create a solid with various volumes</p> <p>Think – Pair – Share with their different solids</p>	Observation of construction of solid	<p>Centicubes manipulatives</p> <p>https://mathslinks.net/links/centicubes-match</p>

PART THREE | TEACHING LEARNING SEQUENCE

Overarching Approach

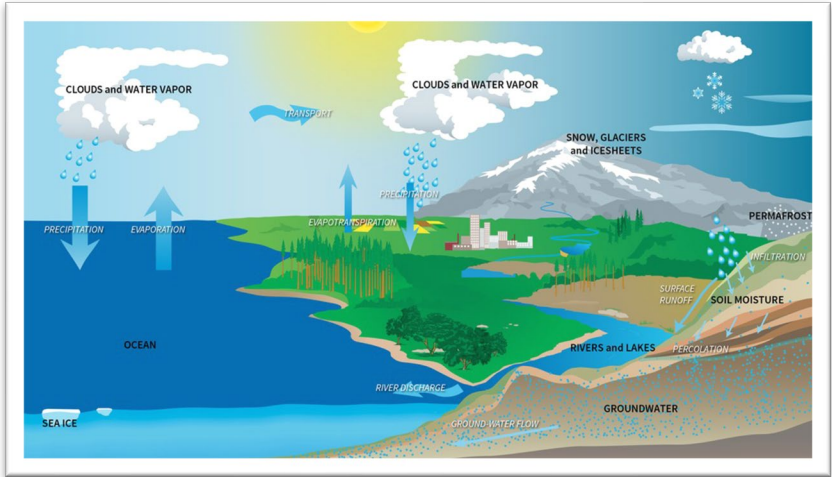
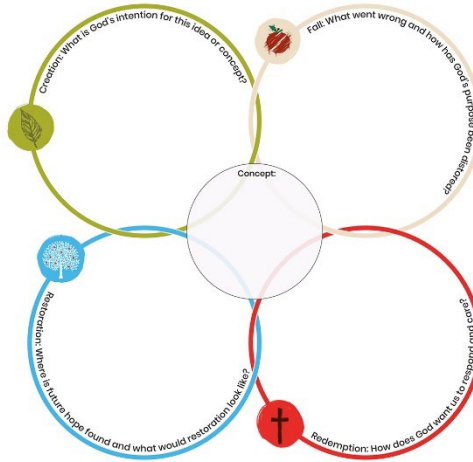
- Utilisation of a real-world issue to anchor the learning
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Week	Curricula Links	Teaching and Learning Sequence	Assessment Opportunities	Resources
				https://www.youtube.com/watch?v=YE CQ5JGNK1c
	ACMMG217 ACMMG218	Teaching Focus: Volume – formulae applications	Correct answers on worksheet	Textbook, worksheet
		Assignment link Student Activity: Painting the classroom Measure classroom to calculate the amount of paint needed to paint the walls Concepts: SA, Coverage rates; quantities, economics, cost efficiency	Observation	Tape measure, rulers Paint cans with coverage info
	ACMMG217 ACMMG218 MA5.2-11MG MA5.2-12MG	Teaching Focus: <ul style="list-style-type: none"> • Surface area and volume comparison • Maximisations 	Peer discussion	Centicubes
	ACMMG217 ACMMG218 MA5.1-8MG MA5.2-11MG MA5.2-12MG	Student Activity: Finding how to maximise surface area keeping volumes the same, sketch and email to teacher Comparing different base areas to see the influence on volume eg: cylinder, rectangular prism, sketch and email to teacher	Calculations and Sketch	Centicubes, 3D manipulative

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Week	Curricula Links	Teaching and Learning Sequence	Assessment Opportunities	Resources
		<p>Christian Perspective: (Assignment group)</p> <p>Link to GBS: Redemptive and Restorative lens</p> <ul style="list-style-type: none"> • Water Cycle focus • Steward and sustainability of resources • Discussion on cycles and what God has created is good and in perfect balance where everyone is cared for • Role of SA/Vol mathematics in solution • Complete Redemptive and restorative lens solution 	<p>Water Cycle and GBS lens worksheet</p>	 <p>https://water.usgs.gov/edu/watercycle-kids-int.html</p>

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Week	Curricula Links	Teaching and Learning Sequence	Assessment Opportunities	Resources
	ACMMG217 ACMMG218 MA5.1-8MG MA5.2-11MG MA5.2-12MG	<p>Teaching Focus:</p> <p>Exercises on surface area and volume eg: volumes of water tanks, surface area of water catchments (roof), volumes of dams</p>	worksheet	Textbook, worksheet
3.	ACMMG216ACMMG217 ACMMG218 MA5.1-8MG MA5.2-11MG MA5.2-12MG	<p>Assessment Task:</p> <p>Create a model out of sustainable/recyclable materials from home to store water for farming purposes</p> <p>Sample model (pre-prepared)</p> <p>Use to model mathematical requirements in the task</p> <ul style="list-style-type: none"> • SA • Vol • Evaporation areas and rates • Material and cost efficiencies 	Summative assessment task	<p>Assessment task Sheet</p> <p>Teacher created sample model</p> <p>Previous student samples</p>

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Week	Curricula Links	Teaching and Learning Sequence	Assessment Opportunities	Resources
	ACMMG217 ACMMG218 MA5.2-12MG	Assignment link Student Activity: Homework – Water usage over the week in your home (or electricity, gas)	(Task Appendix)	Homework sheet with instructions on measuring water usage in the home for a week
		Assignment link Student Activity: Calculate evaporation rate	(Task Appendix)	Variety of containers Heat lamps Measuring cylinders Worksheet
		Christian Perspective: Biblical reflection: Genesis 2:15, Acts 20:35, 1 Corinthians 4:2, 1 Peter 4:10, 1 Timothy 5:8 https://www.youtube.com/watch?v=UbljU1fr4A8		Bible
		Guest Presentation: Afternoon tea with farmers – students show their design to farmers; farmer give testimony about the faithfulness of God in times of trouble and during drought	Community feedback and engagement with the	Afternoon tea and Zoom organisation and plan, students designs of the trough, and model

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Week	Curricula Links	Teaching and Learning Sequence	Assessment Opportunities	Resources
		Zoom session with an Indonesian farmer or student and compare their responses – teacher to organise through CS Global Connect	student's design	
Additional Activities: Useful for the following purposes: Scaffolding; Enrichment; Unit extension				
	ACMMG216ACMM G217 ACMMG218 MA5.1-8MG MA5.2-11MG MA5.2-12MG	Nrich problem-solving activities – using these activities backwards - by writing questions that could be used to prompt students to discover/discuss how to get the answers as opposed to getting the answers themselves	Peer discussion	Nrich websites, answers to the problems from the website
		Direct instruction - Concept of stewardship		
		Discussion – ethical practices/purchases – How do we decide where to purchase our materials from?		List of ethical procedures to consider when purchasing goods
		Discussion - Why are sustainable resources a Godly use of what have been blessed with?		
		Student Activity: Student Debate – Do we live in abundance in western culture as compared with Asian culture?	Adjudicated by senior students	

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Week	Curricula Links	Teaching and Learning Sequence	Assessment Opportunities	Resources
		Research- what are sustainable resources?	Class brainstorm	Device, list of sustainable materials for teacher, list of websites (if needed)
		Research and Discussion – How do other children from other cultures collect fresh water for their homes? How do other families in our community source their domestic? Research the water crisis in Indonesia as a comparison to the Australian situation.		Websites: Indonesian Focus on the water crisis https://water.org/our-impact/all-stories/?country=Indonesia

Extract from Mathematics: A Christian Perspective, The Kuyers Institute, 2007.

7 The Indian Ocean Tsunami: December 26, 2004



Public Domain. Photo by David Rydevik, 2004.

What is a tsunami? A tsunami is an ocean wave that is generated by a sudden displacement of the sea floor. This displacement can occur as a result of earthquakes. Tsunami is a Japanese word for “harbor wave.” The December 26, 2004, Indian Ocean tsunami was a natural disaster that caused unimaginable grief and sorrow to millions of people. The mathematics of logarithmic scales will help us understand how earthquakes are measured. By graphing trigonometric functions, we will study the parameters that define waves; and the study of quadratics will enable us to understand how supplies can be dropped to stranded people. Various sections of the unit will encourage you to consider questions as they relate to a Christian’s response to natural disasters.

Trigonometric functions

1) Create a tsunami in a cake pan

Materials:

plastic cake pan
16 oz water
scissors
sturdy plastic wrap
tape

Directions: Cut a hole in the bottom of the plastic cake pan approximately 4 inches in diameter. Tape the plastic wrap on the outside of the pan, covering the hole and making sure it is water-tight. Fill the pan with water. Gently tap on the plastic wrap and observe what happens. Why? What happens if you alter the strength of your tap?

2) Graphs of cosine functions

The graphs of the cosine and sine functions are important for understanding applications to physical situations. A simple wave closely resembles that of a cosine function that moves regularly in time. These graphs are beautiful and interesting in their own right.

- a. *Example 1:* Sketch the graph of each function. Notice how they are similar and different to each other. Write a sentence about your observations.

$$f(x) = \cos x$$

$$f(x) = 2 \cos x$$

In general, for $y = a \cos x$, the number a is the amplitude and is the largest value these functions attain.

Discussion Questions

God is not only Creator and Sustainer but, through the Incarnation, Sufferer and Savior. Do you think God suffers when natural disasters bring tragedy to the lives of humans? Would God suffer differently if God did not become human?

In the midst of terrible natural tragedies, people are tempted to doubt God's mercy. What tools, skills, or resources do we have to find God in the midst of trouble and sorrow?



Logarithmic scales

An earthquake is the sudden release of energy in the form of vibrations caused by rock suddenly moving along fault lines. The portion of the Earth's crust known as the India plate slid under the section known as the Burma plate. According to the United States Geological Survey (USGS), the earthquake that generated the great Indian Ocean tsunami of 2004 is estimated to have released the energy of 23,000 Hiroshima-type atomic bombs.



© American Red Cross, 2004-2005.

This energy is too large to represent on a normal number line, so a scale based on exponents is used to measure the magnitude of earthquakes. The idea to use a logarithmic earthquake magnitude scale was first developed by Charles Richter in the 1930s. The Richter scale is an example of an “exponential scale,” or a “logarithmic scale”.

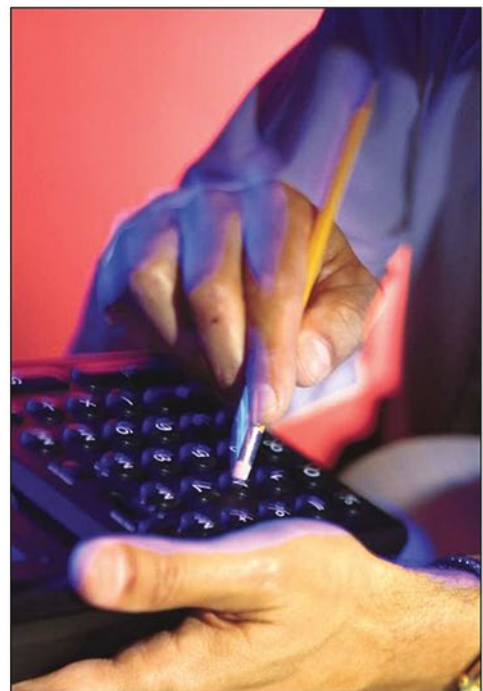
The word logarithm literally means “ratio of numbers.” An increase of 1 unit on the Richter scale roughly corresponds to a multiplication of the energy released by a factor of 10. Algebraically, this may be described as a value of x on the Richter scale corresponds to an energy release of $k \cdot 10^x$, where constant k depends on the units being used.

Richter MagnitudeDescription	
1	cannot be felt except by instruments
2	cannot be felt except by instruments
3	cannot be felt except by instruments
4	like vibrations from a passing train
5	strong enough to awake sleepers
6	very strong; walls crack, people injured if present
7	ruinous; ground cracks, houses collapse
8	very disastrous; few buildings survive, landslides

(Note: The Richter scale has no upper limit)

The whole creation has fallen, but hope remains for its renewal. How can a Christian respond to recreate a broken world?

What could be the role of mathematicians who have a heart for service to people? How might they use their knowledge of mathematics in the service of humankind? List your ideas and discuss these in your class.



Discussion Questions

Investigate:


What is a debt moratorium?

What will a debt moratorium enable a country to accomplish?

In 2005, and every year until 2009, the Indonesian Central Bank reports that US \$7 billion will be spent in servicing external debt. This is more than the government is able to spend on health and education in the country. Many developing countries find themselves in this situation. Wealthy nations play a role in causing poor nations to become poorer. Discuss how injustices such as these might be remedied.

Why did India and Thailand refuse a debt moratorium?

How do your knowledge of mathematics and your ability to analyze enable you to make decisions regarding matters of money? Give an example.



You may feel called to bring compassion to a hurting world, with the help of God's Holy Spirit. What should a Christian's response be when others are in trouble?

In the past few years, the world has seen several natural disasters that have caused immense damage and loss of lives. Charitable giving in many countries has reached an all time high. What is your response when local authorities note that charitable giving is being depleted in your community as a result of charity being dispersed to other countries?



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