



Transformational Teaching: **An Adventist Worldview**

GEOGRAPHY



INTRODUCTION

This curriculum framework is a brief statement that provides the foundational worldview from which an Adventist teacher delivers the Australian National Curriculum. It is a concise statement of principles, values and threads that undergird and guide what we consider to be real, true and good. This worldview is shaped and permeated with our belief that Jesus is “the Way, the Truth, and the Life.” John 14:6.

We also believe strongly that each teacher must teach from within their own authentic Christian journey and that their experiential relationship with Jesus will permeate all they say and do. This framework endorses the notion that rather than being Christians who happen to teach, we are wanting to teach Christianly. We wish to reveal a God who loves unconditionally.

“To think Christianly is to accept all things with the mind as related, directly or indirectly, to man’s eternal destiny as the redeemed and chosen child of God.” Harry Blamires, *The Christian Mind: How Should a Christian Think?*, p. 44

Teaching is more than imparting information. Effective Christian teaching is transformational. It will take Romans 12:1-2 as its focus and try to nurture a discipleship response to God’s love in the lives of our students. This provides the basis for the term “threads” used in the Values and Action Response sections. ‘Threads’ are simply the qualities or characteristics we desire as responses from our students. They help provide cohesion and linkage to everyday living. These Action Responses, like Values, will often overlap in various subject areas, and provide a discipleship response to God’s love.

The document is intended to be practical and succinct with a clear focus on the transforming role that the Adventist teacher can play in the lives of their students. It contains:

- A challenge to maximise the transforming teachable moments.
- An overview Adventist curriculum statement.
- A subject-specific rationale followed by the objectives for that KLA.
- A section focused on just how values and action responses, with appropriate essential questions, can challenge the teacher to maximise an Adventist worldview and seek transformational experiences for their students.
- Three pro forma options for developing units with an embedded Adventist worldview.
- Sample units – for both primary and secondary – that illustrate this.

The Transformational Teaching documents are designed to assist teachers in being intentional in including an Adventist Worldview in their Learning Areas. The suggestions included in each framework can also support teachers in achieving the following **Adventist Identity Teaching Standards** (Supplement to the AITSL National Professional Standards for Teachers). Further elaborations of these standards can be obtained from your principal or your Director of Education. They can also be found on the ASA website <http://asa.adventist.edu.au>

ADVENTIST IDENTITY TEACHING STANDARDS	PROFICIENT STANDARD
1.7 Understand how students learn about God	Design and implement teaching programs to promote and support students’ learning about God.
2.6 Knowledge of the content of the Bible and its teachings	Use effective teaching strategies to integrate Bible stories and themes into specific content in appropriate and meaningful ways.
2.7 Reflect an Adventist Worldview	Understand and differentiate the various worldviews to integrate a genuine Adventist Christian Worldview into classroom and school activities.
3.8 Integrate Faith and Learning	Plan and implement effective strategies for the integration of Faith and Learning to engage students in their learning about God.

A CHALLENGE

While these curriculum documents have been put forth as suggestions of how topics of faith, God, and values might be interwoven into Geography classes, anecdotal research indicates that when people are asked about their "best" teacher, by far the most influential aspects for 70-80% of responses relate to the kind of person the teacher was, and how his/her personal faith and experience with God was talked about, lived, modelled and shared with students. This idea is backed by one Valuegenesis report that recommends that since young people are wanting a deeper personal relationship with God, "church leaders need to consistently model life lived in relationship to God, and teach that religion is basically a matter of relationships with God and fellow humans rather than a system of beliefs or a code of behaviour." More recently the current generation's desire for authenticity, wants to know how this God thing works and to see how it is lived out in everyday life.

EXAMPLES OF POWERFUL AND TRANSFORMING TEACHABLE MOMENTS

In STORIES, teachers share ways that God works and is at work through...

1. Object lessons, metaphors, word pictures, illustrations
2. Teachers or students providing personal stories involving understandings of God, His intervention, His answers...
3. Teacher exemplifying values in his/her own life which students might model – e.g. patience, perseverance, joy of learning, humility, wonder of God's ways , fairness, equity, mercy, and grace for the challenging students.

In FAITH EXPERIENCES in which...

1. Teachers and students have opportunity to share aspects of their personal walk with God with each other (e.g. sharing with a student how God had directed your thinking in certain ways).
2. Students and teachers explore ways of building relationships with other people through community work, cooperation and service.
3. Class activities/assignments that include opportunities for students to communicate God's message through writing, speaking, audio-visual presentations and other appropriate ways.

In the SCHOOL SETTING, opportunities to acknowledge God exist in...

1. What is written in words, official policies, documents, newsletters, and signage.
2. What is visually displayed in terms of bulletin boards, displays, neat and tidy classrooms without rubbish on the floor, manicured lawns and gardens, large posters with a Bible text, inspirational quotation ... etc
3. The 'hidden curriculum' – what is 'felt' when one comes into the school – warmth, belonging, sharing; how discipline and deviant issues are solved, a caring community that looks out for each other and rallies around in disaster and need...

CURRICULUM in an Adventist School

This statement represents the heart of Adventist Curriculum in Australia, providing a context and orientation for the learning areas that make up the full curriculum.

Seventh-day Adventist education begins with recognition of the eternal, loving and personal God who has always existed, is all powerful, and is the source of all life, truth, beauty and what is of value. It is based on the premise that God has provided insights into His character and what He has created. It believes that as created beings, humans are dependent on God for such insights in order to know how to grow, function and develop in keeping with His ideal for mankind. This need is because of humanity's separation from God through sin, and God's initiative in re-establishing a relationship with humanity through the coming of Jesus Christ, the perfect expression of what God is like.

Adventists believe that humans were created by God to be perfect and in His image, but people exercised their God-given powers of choice and rebelled against God. Mankind is now naturally depraved, dependent on the divine initiative of God for salvation and the restoration of former God-man relationships. Mankind's true value is only found in his relationship with God and not in isolation from Him. This view asserts that an infinite God, through Christ, created this world as part of a perfect universe which He continues to sustain by His power, through the law He has ordained. Although created perfect in God's likeness, humanity's free choice led to alienation from the Creator. This broken relationship resulted in a fallen nature out of harmony with God, and a blighted creation. Through His infinite love, God instituted a plan of salvation through the life, death and resurrection of His Son, Jesus Christ. This plan provides for the restoration of a harmonious relationship between humanity and the Creator, and gives hope of eternal life.

The curriculum in Adventist schools is seen as contributing to the restoration process towards God's ideal. It is, therefore, a needs-based curriculum, covering a range of knowledge, skills, attitudes, behaviours and values through teaching and learning experiences designed to facilitate holistic development – spiritually, mentally, physically, emotionally, creatively and socially. It endeavours to provide this foundation through a comprehensive range of *learning areas*. These learning areas (or LAs) represent the various *facets* of God's creation, how each aspect functions, and how created elements within them interrelate. Although they stand with their own distinctive form and character, and may be studied as such, they also allow for integration with one another, thus acknowledging holism in God's created order. These learning areas, therefore, are like 'windows' in two senses – windows through which students may gain views of God's character and action, and windows of opportunity to respond to God in ways that reflect His character and the values that are part of His Kingdom.

God's design for enjoyment of a full and abundant life is realised in acceptance of His laws and values as revealed in the unselfish life of Christ and is expressed in His teachings. These values impact on all people's cultural activities and reflect their relationship with God, other people and the natural world entrusted to their care as well as providing a foundation for an eternal life lived in God's presence. Related aesthetic values shape their appreciation of beauty and creativity. From this perspective, the development of Christian faith pervades all of life, so every activity within every learning area has spiritual significance.

The Purpose of Teaching and Learning GEOGRAPHY in an Adventist School

God is the Creator and Sustainer of the Earth (Genesis 1:1). In a Seventh-day Adventist School this concept forms the basis of GEOGRAPHY – the study of both the biophysical and built environments. Through His creative acts, God provided aesthetic beauty and systems that function within natural laws. God purposely placed people to live in harmony with these laws and to demonstrate ecological stewardship.

Significant dramatic changes in the environment have occurred because of the intense conflict between good and evil which resulted in people’s separation from God. Many of these changes are a direct result of human interference with natural processes. The study of GEOGRAPHY from a Biblical perspective leads to responsible citizenship in caring for the created and built environments resulting in wise sustainability practices.

The development of a coherent Christian worldview through the study of GEOGRAPHY results in a greater capacity for people to cope with and to contribute to that world. The geography student is also provided with the opportunity to develop cultural awareness within the Christian worldview.

Each student brings to class a set of pre-determined attitudes to God, to themselves, to other people, and to the natural world. The study of different kinds of geographical phenomena allows students to develop a picture of the awesome creative power of God and to reflect on their relationship to God. Furthermore, students can ethically contribute to preserving and improving the environment while developing their Christian commitment to responsible and unselfish patterns of action.

“The earth is the LORD’S and everything in it.
The world and all its people belong to him.
For he laid the earth’s foundation on the seas and built it on the ocean depths.”
Psalm 24:1, 2

GEOGRAPHY Objectives

The study of GEOGRAPHY in a Seventh-day Adventist school will...

*THE FOUR LENSES	CREATION	THE FALL	REDEMPTION	RESTORATION
The Symbol				
The Focus	PURPOSE	PROBLEM	RESPONSE	HOPE
The Descriptor	<i>The meaning of a particular learning concept and God’s purpose.</i>	<i>What went wrong because of rebellion?</i>	<i>How to respond, using learning for God’s purpose in everyday life.</i>	<i>Points to the future when “all will be made new” i.e. present actions being shaped by the future ideal.</i>
GEOGRAPHY Objectives	Affirm an appreciation of the Seventh-day Adventist perspective on creation and earth chronology.	Foster an awareness of how sin causes alienation in the world and to accept responsibility to seek ways to restore alienated relationships.	Promote the development of a biblical worldview through the study of a variety of communities and environments.	Nurture the concept of ecological stewardship as it relates to the idea of humans as caretakers of God’s creation.

Note: The team developed four objectives after discussions about the book “Connecting Learners with God’s Big Story” from Christian Schools Australia, 2015. This book suggests four ‘lenses’ through which to view the world. These align with our understanding of the Great Controversy and provide a useful tool to assist with integrating faith and learning.

Linking Values for Adventist Schools and Action Responses

VALUES FOR ADVENTIST SCHOOLS	ACTION RESPONSE (THREAD NUMBER)	DESCRIPTION OF ACTION RESPONSE	BIBLICAL FOUNDATION	KEY ESSENTIAL QUESTIONS FOR STUDENTS <small>Adapted from Transformation by Design</small>	FURTHER QUESTIONS FOR TEACHERS <small>Adapted from Transformation by Design</small>	SAMPLE TEACHING AND LEARNING IDEAS THAT REFLECT AN ADVENTIST WORLDVIEW IN THIS VALUE
LOVE*	<p>LOVING GOD (1)</p> <p>PONDERING CREATION (13)</p> <p>TRANSFORMING THINKING (21)</p>	<p>God still reveals His love through creation and the diversity of humanity.</p> <p>We respond in awe, wonder, interest and amazement as we contemplate both the Creator and His handiwork.</p> <p>The transformation of our minds enables us to filter the world through a God-lens.</p>	<p>Matt 22:37 1 John 4:4-7</p> <p>Ps 24:1 Ps 8:5 8 Ps 19</p> <p>Romans 12:1,2 Phil 4:6-8 Is 55:8-9</p>	<ul style="list-style-type: none"> Where can we see the fingerprints of God's love in creation? How should we respond? If God created the whole universe, why does He care about us? How do we respond to questions of nature that we cannot answer? How do patterns of thinking shape our attitudes and behaviour? How do we actively put on the mind of Christ to make sense of some of the issues we encounter? 	<ul style="list-style-type: none"> What does love look like in my classroom? How do we see God's love while studying this unit? Different people ponder and respond in different ways. How can we create opportunities for students to ponder and respond in their style? How often are we opening up the Scriptures in our classrooms to seek Godly counsel from the Word? In what other ways do we encourage students to understand God's thoughts on matters? 	<ul style="list-style-type: none"> Looking at the diverse creation of our world locally and globally and how God created it to be interconnected. Landscapes and Landforms Human wellbeing and livability through God's eyes Interconnectedness of people Global village Indigenous cultures Diversity in cultures Identify the places students live in and communities they belong to. Highlighting the glory of God's love through the creation of these places. Describe the features of their own place and places they are familiar with or they are aware of (for example, places they have visited, places family members have come from) and reflect on the Creator's handiwork in these places. Take students on excursions to explore God's love through creation – go bushwalking and highlight features of terrain etc...
SERVICE*	<p>BUILDING COMMUNITY (2)</p> <p>CARETAKING EARTH (3)</p> <p>PRACTISING HOSPITALITY (14)</p> <p>UNWRAPPING GIFTS (23)</p>	<p>God has made us each unique to share our gifts and build a community.</p> <p>We are called to be stewards of God's world – God's earth keepers in a sustainable way.</p> <p>Hospitality involves generously sharing our lives and our gifts with each other.</p> <p>As Christ-centred, active citizens, students offer their unique gifts to the body of Christ and to society.</p>	<p>1 Peter 4:10-11 1 Thess 5:12-15</p> <p>Gen 1:28 Gen 2:15 Ps 24:1</p> <p>1 Peter 4:8-10 Heb 13:2-3 Luke 14:12-14</p> <p>Rom 12:4-8 1 Cor 12:4-11</p>	<ul style="list-style-type: none"> Who is our neighbour? Why should we serve others with our gifts? What does obedient caretaking of the earth look like? How can I use my gifts to show hospitality? Do all gifts enrich society? What do we learn about God from the gifts He gives us? 	<ul style="list-style-type: none"> What opportunities are we providing for students to enhance their local and global community? What whole-school/classroom/individual practices promote caretaking earth? How do we affirm the hope we have in a loving and sustaining God in the face of a decaying and despairing world? How are we practicing hospitality in our classrooms/beyond our classrooms? How are we allowing our students to express their gifts of hospitality? 	<ul style="list-style-type: none"> Human wellbeing Looking at NGOs who make a difference Social Justice Food security – ensuring that the people on our Earth have access to food and other basic needs Community school gardens Fundraising activities to create awareness and funds Students learning about development issues Serving community in needed areas Looking after student local environment Clean up Australia Day activity Students creating awareness about a geographical issue within their community Be stewards of the Earth through sharing our gifts with the community e.g. Clean up Australia Day, Creating Water Wise Campaign posters, creating Reduce, Reuse, Recycle, Repurpose opportunities through the school Taking part in 'Planting' and 'Revegetation' projects in conjunction with the local council.

*Denotes the addition of **Love** and **Service** to the Values for Adventist Schools in the table below. Love overarches these values and Service is the active evidence of God's Love and Kingdom Values. For the purpose of keeping this at the forefront in our thinking, Love and Service have been included along with the values listed below.

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EXCELLENCE	DISCOVERING PATTERNS (6)	The discovery of geographical patterns points us to an intelligent and powerful God.	Psalms 8:3 Psalms 19 Job 38-41 Gen 8:22			
	GETTING WISDOM (9)	As we walk with Christ, we get an insight into the mind of our Creator God and the way He would like us to respond to geographical issues.	Prov 4:7 James 1:5 Prov 2:6-9 Col 2:2-3	<ul style="list-style-type: none"> • Is human conflict a pattern? • Can you safely mess with natural patterns? 	<ul style="list-style-type: none"> • What do patterns and order reveal about the character and nature of God? 	<ul style="list-style-type: none"> • Biomes – how intricately sensitive our environment is • Field trips • Mapping
	IMAGINING INNOVATIONS (10)	With the guidance of the Holy Spirit, we are empowered to innovate and design solutions to geographical issues that honour our master Designer.	Gen 1:26-27 Rev 21:1,5 1 Cor 13	<ul style="list-style-type: none"> • What is needed to make a wise decision? • What is progress? Are innovations always improvements? Who decides? 	<ul style="list-style-type: none"> • How are we ensuring that we are 'in step with the Spirit' so that we are wise leaders in our classrooms? • What opportunities are we giving students to explore and create through innovation? 	<ul style="list-style-type: none"> • Natural Disasters • Landform formation – Coasts, rivers, deserts and alpine environments • Global giants • Looking at seasonal patterns and how this changes the environment around us
	REFLECTING CREATIVITY (16)	God intended for us to be creative in all that we do and so contribute to the flourishing of life and society.	Gen 1:1, 31 Ps 139:13-14 Col 1:16	<ul style="list-style-type: none"> • Should all classes have the opportunity to play/explore freely? 	<ul style="list-style-type: none"> • Does my teaching allow for creative individuality? • Can we find the balance between work, rest, and play? 	<ul style="list-style-type: none"> • Unpacking the Biblical base for caring for our environment – using the Wisdom of God to direct our stewardship and honour our Creator • Celebrating the change of season/weather through active play – e.g. jumping in puddles and making mud pies, seeing how rain corrodes and breaks down dirt creating movement and change in structures through creating models and experimenting, making autumn leaf collages, creating rain gauges and windmills etc...
	RELISHING PLAY (17)	Playful joy, as an attitude of life, is an invitation given to all to vigorously engage with God's world.	Prov 8:27-30 Eph 5:20			

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COMPASSION	LOVING GOD (1)	We love our neighbours as we would love ourselves.	Matt 22:37-39 1 John 4:7-9, 15-16 John 15:4-5 Rom 13:10	<ul style="list-style-type: none"> How do we respond to God's love? What does our loving others look like? Why are words so powerful? How do you choose who to share hospitality with? Can all broken relationships be restored? How does empathy encourage us to show mercy? 	<ul style="list-style-type: none"> What opportunities are there for students to appreciate and express love for God in this unit/in our classroom? How are we intentionally encouraging our students to use words in a wider arena, e.g. promoting justice, challenging distortions, shaping culture, etc. How can we direct hospitality and compassion toward those who most need encouragement? How are we cultivating a spirit of generosity in our students/teachers/school? How can we be agents of peace in caring for creation? How do we encourage our students to empathise with and look out for those who need our mercy? 	<ul style="list-style-type: none"> Social Justice ADRA projects Human trafficking Slums Refugees Natural Disaster relief Australian Natural disasters – Bushfires Environmental worldviews Exploring the Aboriginal or Torres Strait Islander Country/Place on which the school is located and why it is important to those people Understanding the reasons why some places are special to people and how they can be looked after as a response to God's love.
	EXPRESSING WORDS (8)	Words have the power to help, heal, build and bring glory to God.	Eph 4:29 Col 4:6 Matt 12:34-37			
	PRACTISING HOSPITALITY (14)	Hospitality involves generously sharing our lives and our gifts with each other.	Heb 13:2-3 Luke 14:12-14 1 Peter 4:8-10			
	PURSUING PEACE (15)	To live in peace is to enjoy living before God; in one's physical surroundings; with one's fellows; and with oneself.	2 Cor 13:11 Col 3:15 Is 11:6 Luke 4:18-19			
	SHOWING MERCY (20)	We are merciful because we have been shown mercy.	Matthew 5:7 James 2:12-13			
HUMILITY	IMITATING HUMILITY (11)	With the humility that comes from being principle-centred, we are empowered to learn from the past, have hope for the future, and act with confidence in the present.	Matt 11:28-30 Rom 12:3 Matt 20:26-27 Col 3:12-13	<ul style="list-style-type: none"> How can I cultivate a willingness to learn from others? What impact does our thinking have on others? 	<ul style="list-style-type: none"> How can we foster a spirit of humility in our classrooms? Where are we utilising moments in our classrooms to highlight how the world's way of thinking is at odds with God's way of thinking? 	<ul style="list-style-type: none"> Human Rights – Equality Responsibility to stand up for others Learning about cultures and the past, present and future ways of life Expanding cultural worldviews Embracing our Indigenous peoples Human aid ADRA Sponsoring a child as a class Volunteering What role do students play in improving human wellbeing? In school and in the community? Complete a compare and contrast thinking routine, looking at how society currently treats and responds/interacts with our environment compared to what the Bible outlines and directs us to do.
	TRANSFORMING THINKING (21)	The transformation of our minds enables us to filter the world through a God-lens.	Rom 12:1-2 Eph 4:22-24 Phil 4:6-8			

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RESPECT	CARETAKING EARTH (3)	We are called to be stewards of God's world – God's earth keepers in a sustainable way.	Ps 24:1 Gen 1:28 Gen 2:15	<ul style="list-style-type: none"> How can we explore and make use of the world God has given us, without spoiling it? Why are we all different? Are all cultures equally valued? Is humility the opposite of pride? What is the cost of humility? 	<ul style="list-style-type: none"> How do we deal with the tension of a loving and sustaining God in the face of a decaying and despairing world? What opportunities are we giving students to explore the richness in other cultures? Often we are described as living in a narcissistic culture. How do we teach students to view themselves in 'sober judgement', while not taking away their sense of identity and meaning? 	<ul style="list-style-type: none"> Respecting animals; Endangered species and habitat loss Respecting our environment Food security Impacts of deforestation; Land, water and air pollution Valuing Landscapes; Human impacts on landscapes Indigenous value on landscapes Globalisation and push and pull factors Explore different sustainable practices Plant a tree as a class Clean up Australia Day WWF Indigenous Australia and respect for the land Investigate changing biomes Mother Theresa – acceptance of diversity Multiculturalism; Multicultural food days Intergenerational community projects Share and compare cultural beliefs of student's heritage Respecting culture: Invite parents and grandparents to visit the class and share stories from their cultural backgrounds Have students investigate the cultural and spiritual value of landscapes or landforms in different places Investigate different approaches/responses and appreciations toward place and environment in different cultural groups – highlight commonalities and differences and what we can all learn from each other. Research sustainability projects across different countries and the impacts they are having.
	EMBRACING DIVERSITY (7)	We celebrate the rich diversity of God's created peoples and cultures and the variety of insights and responses that this offers.	Gal 3:26-29 1 Cor 1:12-27 Acts 17:24-27			
	IMITATING HUMILITY (11)	With the humility that comes from being principle-centred, we are empowered to learn from the past, have hope for the future, and act with confidence in the present.	Luke 1:51-53 Rom 12:3 Matt 20:26-27			
INTEGRITY	SEEKING JUSTICE (18)	To act justly is to deny ourselves and actively work to the benefit of the community.	Ps 50:6 Is 1:17 Micah 6:8 Ps 146:7-9	<ul style="list-style-type: none"> How do we respond to injustice? How do we discern what is good and bad in our culture? 	<ul style="list-style-type: none"> Justice and righteousness often come together in the Bible. How/why are justice and righteousness so closely linked? Our students have a very strong sense of fairness and justice. How do we help shape this understanding and lead them to a Godly view of justice? Do our classrooms foster an environment that stands up for the oppressed, puts others first and celebrates the successes of others? 	<ul style="list-style-type: none"> World cultures Indigenous cultures Diverse communities Australia's connections with other places Response to natural disasters Amnesty International Aung San Suu Kyi Indigenous rights Ask students how we can maintain our integrity through our connections locally and globally? Looking at similarities and differences in settlement, demographic characters and lives of people in relation to their justice system. Link this back to the Biblical principles of justice and how this can shape cultures.
	SHAPING CULTURE (19)	We shape culture by living Spirit-led, biblically-driven, counter-cultural lives.	Eph 4:15-16 Luke 10:30-36 2 Cor 5:17-20			

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JUSTICE	PURSUING PEACE (15)	To live in peace is to enjoy living before God; in one's physical surroundings; with one's fellows; and with oneself.	Col 3:15 2 Cor 13:11 Is 11:6 Rom 14:20	<ul style="list-style-type: none"> Is there always a peaceful approach towards conflict? How is justice achieved? E.g. Is justice achieved through punishment? Who deserves mercy? How does God show mercy? 	<ul style="list-style-type: none"> Are we giving our students opportunities to speak up about injustices in school, in their own neighbourhood, and around the world? Our students have a very strong sense of fairness and justice. How do we help shape this understanding and lead them to a Godly view of justice? How are we intentionally creating opportunities to develop empathy in our classes? E.g. What would it be like to walk in another's shoes? 	<ul style="list-style-type: none"> Social Justice Human Rights United Nations Luke 10:25-37 Human Wellbeing Natural disaster relief / ADRA Jewish Museum excursion
	SEEKING JUSTICE (18)	To act justly is to deny ourselves and actively work to the benefit of the community.	Is1:17 Micah 6:8 Luke 4:16:19			
	SHOWING MERCY (20)	We are merciful because we have been shown mercy.	Luke 6:35-36 Col 3:12-13			
DISCERNMENT	CHALLENGING DISTORTIONS (5)	We identify those areas of our world impacted by sin and challenge our culture to be transformed for Christ's sake.	Rom 12:9 Acts 17:22-24 Titus 2:11-14	<ul style="list-style-type: none"> How do we decide what is important in our culture? What can we learn from patterns? Does wisdom change with the times? How do we discern what is good or bad in our culture? 	<ul style="list-style-type: none"> Are our students challenged to appropriately critique the culture they are living in? Where do we see patterns that extend beyond physical creation? What's the relationship/connection between knowledge, understanding, experience, common sense, and insight? How can you as a teacher develop your ability to critique cultural movements and ideas? 	<ul style="list-style-type: none"> Mapping skills and elements Relief of the land Patterns of change Patterns of globalisation Population pyramids Development projects Impacts of weathering and erosion Migration patterns Impacts of tourism Data collection, tables and graphs Travel, leisure, and connections Global warming
	DISCOVERING PATTERNS (6)	The discovery of geographical patterns points us to an intelligent and powerful God.	Gen 8:22 Is 25:1 Job 38-41 Ps 8:3			
	GETTING WISDOM (9)	As we walk with Christ, we get an insight into the mind of our Creator God and the way He would like us to respond to geographical issues.	Col 2:2-3 Prov 2:6-9			
	SHAPING CULTURE (19)	We shape culture by living Spirit-led, biblically-driven, counter-cultural lives.	2 Cor 5:17-21 Luke 10:30-36 Rom 12:1-2			

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RESPONSIBILITY	CARETAKING EARTH (3)	We are called to be stewards of God's world – God's earth keepers in a sustainable way.	Ps 24:1 Gen 1:28 Ps 8:5-8	<ul style="list-style-type: none"> Why should we take care of the earth? How do you know when it is time to speak and when it is time to keep silent? If we promote 'freedom of speech', does that mean we can say whatever we like? How do we reflect our Creator in our work? 	<ul style="list-style-type: none"> How are we taking care of the earth's resources that we have been given? As words are so powerful, how are we challenging our students to use them to speak life into common situations, e.g. online social interactions, conversations with friends, etc.? How are we recognising God's supreme artistry in creation? How can we draw our students' attention to this in our units? How are we preparing students for responsive discipleship if/when they enter the workforce? 	<ul style="list-style-type: none"> Human Rights Sustainable practices Geographical careers Our role on our earth – Human impacts Interconnectedness Reliance as a global village Protecting landscapes Indigenous land management Australia's National Parks Fibre and food production Consumerism BP oil spill in the Mexican Gulf, and clean-up efforts Daintree Rainforest Pottsville koalas
	EXPRESSING WORDS (8)	Words have the power to help, heal, build and bring glory to God.	Col 4:6 Eph 4:29 Matt 12:34-37			
	PONDERING CREATION (13)	We respond in awe, wonder, interest and amazement as we contemplate both the Creator and his handiwork.	Ps 19:1 Ps 8:3-4 Ps 139:13-14			
	UNDERSTANDING VOCATION (22)	Students are equipped with life skills that are rich, balanced and God-focused.	Eph 6:7 Col 3:22-25 Gen 3:23			
HOPE	CELEBRATING LIFE (4)	True hope and prosperity can only be found in Christ who is the foundation from which our lives can flourish.	Ps 90:14-17 Ps 16:8-11 Eccl 9:10	<ul style="list-style-type: none"> How is it possible to suffer and be joyful at the same time? What does perseverance look like? How do we support others who are going through difficult times? 	<ul style="list-style-type: none"> How does God/we turn defeat into victory? How can purpose come out of chaos? How can I encourage my students to develop perseverance in the classroom? How can knowing God build resilience and emotional strength? Are we intentionally embedding these ideas into our curriculum/teaching practices? 	<ul style="list-style-type: none"> Human wellbeing Globalisation Sustainable futures Restoring communities after natural disasters Diversity
	OVERCOMING SETBACKS (12)	The Holy Spirit helps us to overcome setbacks and be full of hope and faith.	James 1:12 Rom 5:4 James 1:3-5 James 5:11-12			

Key Values of the scriptural story can be woven through the curriculum and thereby 'draw together' meaning and purpose in learning. These numbers in the Action Response column correspond to the Threads in 'Transformation by Design' by the National Institute for Christian Education, 2015

Please Note:

The pro formas and samples that follow are not meant to be prescriptive. Each Conference has its own set format for programs and documentation. However, if these would help then please feel free to utilise them. The important thing is that there is embedded in our documentation a clearly articulated Adventist worldview and reference to a desired student response of threads and values. If this is not inherent in existing documentation, then the “God in my Unit” sheet is possibly the easiest way to ensure that this criterion is met. (Formats in both portrait and landscape are available on the Adventist Schools Australia website <http://asa.adventist.edu.au>)

GOD IN MY UNIT TEMPLATE

To be used with existing unit documentation to assist in intentionally including an Adventist worldview

<p>1. UNIT FOCUS <i>What is the main focus of the unit / key questions?</i></p>
<p>2. WINDOW ON THE ADVENTIST WORLDVIEW <i>What are the main connections between the Biblical themes and the unit?</i></p>
<p>3. THREADS/VALUES <i>What main values are in this unit? How might students respond to these values?</i></p>
<p>4. APPLIED THROUGH THE UNIT: <i>Where will the Adventist worldview and threads / values be applied specifically through the unit? i.e. p 2 – reflect on the mercy of God as the story unfolds</i></p>

THE BIG PICTURE TEMPLATE

<p>1. THE MAIN IDEA <i>Summarise the Main Idea</i></p>	
<p>2. WINDOW ON THE ADVENTIST WORLDVIEW <i>Articulate the connections between the biblical story and the unit</i></p>	
<p>3. THREADS/VALUES <i>Choose the relevant response threads</i></p>	
<p>4. ENDURING UNDERSTANDINGS <i>Identify the enduring understandings Identify misunderstandings</i></p>	<p>5. ESSENTIAL QUESTIONS <i>Shape the essential questions</i></p>
<p>6A. KNOWLEDGE <i>Note the relevant key knowledge and skills</i></p>	<p>6B. SKILLS</p>
<p>7. PRESCRIBED CURRICULUM <i>List the relevant content heading and descriptors</i></p>	

Both templates based on: National Institute for Christian Education, (2015) *Transformation by Design*, p19 The Big Picture Template

SAMPLE PRIMARY UNIT using *THE BIG PICTURE* template

HOW ARE PEOPLE AND PLACES CONNECTED? [Year 2]

<p>1. THE MAIN IDEA Investigate how people are connected to places near and far and make suggestions for improving those connections</p>	
<p>2. WINDOW ON THE ADVENTIST WORLD VIEW Throughout Jesus' time on Earth, He demonstrated how to share His love and make meaningful connections with others. Often the connections people make with places and landmarks are linked to feelings of love, belonging and contentedness. Jesus gave directions throughout the Bible to highlight the importance of making meaningful connections, showing love and building community in the places that he visited. The Bible also outlines the purpose for each of us on Earth, which is to prepare for the future kingdom and share His love and community with those we come in contact with, as this Earth is only a temporary home.</p>	
<p>3. THREADS/VALUES</p> <p>PONDERING CREATION REFLECTING CREATIVITY EMBRACING DIVERSITY SHAPING CULTURE</p>	
<p>4. UNDERSTANDINGS <i>Students will understand that:</i></p> <ul style="list-style-type: none"> • People are connected not only to their family and their home but also to their friends and places in their local community and places that are far away. • People can have connection to places they have visited, or know someone from a particular place • People can have connections to people and places without necessarily having been overseas to have a global connection but rather the connection may be through television shows they watch, books read or objects / products they use • A place may be important to them if they have a purpose / use for the place, whether they like the place or not (e.g. the grocery store, the hairdresser) • A place may be a long way away, and therefore not as easy to access frequently, but it can still be very important to people • People can be contacted using a variety of methods of communication. Some people live too far away to visit; some people don't have internet access so can't be emailed or contacted via the internet; some places cost a lot of money to phone, due to distance (especially overseas); exchanging letters can take a long time using postal services in some areas/distances) • Through the research process they need to find out new information about someone else, so they need to ask the question instead of answering it. • The earth is a temporary home and we are preparing to go to heaven to spend eternity with God. 	<p>5. ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What is a place? • How are people connected to their place and other places? • What factors affect my connections to places? • How can I live at my place but prepare for heaven?
<p>6A. KNOWLEDGE <i>Students will know:</i></p> <ul style="list-style-type: none"> • The meaning of the term 'place'. • The influence of purpose, distance and accessibility on the frequency with which people visit places • The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place 	<p>6B. SKILLS <i>Students will be skilled at:</i></p> <ul style="list-style-type: none"> • Collecting and recording geographical data and information • Representing data and the location of places and their features by constructing tables, plans and labelled maps • Drawing conclusions based on the interpretation of geographical information • Observing, questioning and planning • Posing geographical questions about familiar and unfamiliar places • Reflect on their learning and suggest responses to their findings
<p>7. PRESCRIBED CURRICULUM See Australian Curriculum as per state requirements</p>	

SAMPLE PRIMARY UNIT using *THE BIG PICTURE* template

SUSTAINABILITY [Year 4]

<p>1. THE MAIN IDEA To explore the main characteristics of the continents Africa and South America and the location of major countries in relation to Australia. To identify the different views of environmental influence and the importance of natural vegetation, animals and people on those places.</p>			
<p>2. WINDOW ON THE ADVENTIST WORLD VIEW Genesis 2:15 "The LORD God took the man and put him in the garden of Eden to work it and keep it." God created the Earth to meet a particular need, which was to house His amazing creations. When He created each of us, He created us with a purpose and roles to fill. One of those roles being to care and tend for the awe-inspiring creation that is Earth. The Bible is full of information, directions and guidelines on how to care for our environment and the Earth and to live a sustainable life in unity and harmony with His creation. Numbers 35:33-34 "You shall not pollute the land in which you live, for blood pollutes the land, and no atonement can be made for the land for the blood that is shed in it, except by the blood of the one who shed it. You shall not defile the land in which you live, in the midst of which I dwell, for I the LORD dwell in the midst of the people of Israel."</p>			
<p>4. THREADS/VALUES</p>			
<p>CARETAKING EARTH</p>	<p>GETTING WISDOM</p>	<p>TRANSFORMING THINKING</p>	<p>SHAPING CULTURE</p>
<p>4. ENDURING UNDERSTANDINGS</p> <ul style="list-style-type: none"> How different views about the environment can influence approaches to sustainability. How custodial responsibility impacts on the practice of sustainability. The understanding of 'sustainability' and what it means. The concept of sustainability has different viewpoints. Understanding of place is broadened by studies of major countries in South America and Africa. 		<p>5. ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How does the environment support the lives of people and other living things? How do different views about the environment influence approaches to sustainability? How can people use environments more sustainably? How can we live sustainably and in harmony with God's guidelines in caring for our Earth? 	
<p>6A. KNOWLEDGE <i>Students will know:</i></p> <ul style="list-style-type: none"> How to use geographical tools (for example, a globe, a wall map or digital application such as Google Earth) to identify the major countries of Africa and South America and their relative locations How to research the main types of natural vegetation and native animals in a climate zone in Australia, and comparing them with those found in a similar climate in Africa or South America How to use a printed or electronic atlas to identify the main characteristics of the continents of Africa and South America (for example, topographic features, environments, cities) How to explore how vegetation has an important role in sustaining the environment How to explain why people have connections to their environment How to use/find different strategies to protect particular environments and habitats How to understand some custodial responsibilities of Aboriginal and Torres Strait Islander peoples How to manage natural resources and waste sustainably How to identify renewable and non-renewable resources How to investigate where a particular renewable natural resource comes from, how it is used and sustainable management strategies How to explore the work of groups and organisations which manage natural resources and/or waste 		<p>6B. SKILLS <i>Students will be skilled at:</i></p> <ul style="list-style-type: none"> Collecting and recording geographical data and information Representing data and the location of places and their features by constructing tables, plans, labelled maps and Venn diagrams Drawing conclusions based on the interpretation of geographical data Drawing conclusions based on research Observe, plan, question and re-evaluate thinking Pose geographical questions about people, places, roles and understandings Reflect on their learning and suggest responses to their findings Compare and contrast thoughts and ideas 	
<p>7. PRESCRIBED CURRICULUM See Australian Curriculum as per state requirements</p>			

PRO FORMA FOR UNIT DEVELOPMENT USING UNDERSTANDING BY DESIGN

STAGE 1 – DESIRED RESULT	
Established Goals	Transfer
	<i>Students will be able to independently use their learning to:</i>
	Window on the Adventist Worldview
	<i>Share the way an Adventist world impacts on:</i>
	Values / student response
	<i>Identify the values / desired student response:</i>
	Meaning
Understandings: <i>Students will understand that:</i>	Essential Questions <i>Students will keep considering:</i>
Acquisition of Knowledge and Skill	
<i>Students will know:</i>	<i>Students will be skilled at:</i>
STAGE 2 - EVIDENCE	
Evaluative Criteria	<i>Students will show their learning by:</i>
	Performance Tasks:
	Other evidence:
STAGE 3 – LEARNING PLAN	
<i>Summary of Key Learning Events and Instructions</i>	
	<i>Progress Monitoring</i>

Based on: Wiggins, G. P., & McTighe, J. (2011) *the Understanding by Design Guide to Creating High Quality Units*, Moorabbin, Victoria: Hawker Brownlow Education.

SAMPLE UNIT using UNDERSTANDING BY DESIGN template

LANDFORMS AND LANDSCAPES [Year 8]

STAGE 1 – DESIRED RESULT		
<p>Established Goals / Standards</p> <p>Students will develop geographical knowledge, understanding and skills through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.</p> <ul style="list-style-type: none"> • Different types of landscapes and their distinctive landform features (ACHGK048) • Spiritual, aesthetic and cultural value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples (ACHGK049) • Geomorphic processes that produce landforms, including a case study of at least one landform (ACHGK050) • Human causes and effects of landscape degradation(ACHGK051) • Ways of protecting significant landscapes (ACHGK052) • Causes, impacts and responses to a geomorphological hazard(ACHGK053) 	<p>Transfer</p> <p><i>Students will be able to independently use their learning to:</i></p> <ul style="list-style-type: none"> • <u>explain</u> geographical processes that influence the characteristics of places • develop an understanding of the concept of environment • explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. • reflect on how God has revealed himself in the handiwork in the wonder, beauty, grandeur, shape and form of the Creation • be inspired to sustain, protect and enhance local landforms and landscapes 	
	<p>Window on the Adventist world view</p> <p><i>Share the way an Adventist world view impacts on:</i></p> <ul style="list-style-type: none"> • the understanding that our Creator God has provided the landscape and landforms we live in (literal six day Creation and the impact of the biblical Flood account) • the understanding that Creation groans because of the impact of people’s disobedience and the consequent defiling of Creation • the understanding that we care responsibly for the environment that God has given us and all resources are owned by our Creator and we are to use them with faithful stewardship 	<p>Values / thread</p> <p><i>Identify the values / desired student response:</i></p> <ul style="list-style-type: none"> • Love – Pondering Creations (13) • Responsibility – Caretaking Earth (3) • Hope – Overcoming Setbacks (12) • Excellence – Discovering Patterns (6)
	<p>Meaning</p> <p>Understandings: <i>Students will:</i></p> <ul style="list-style-type: none"> • Reflect on how God has revealed Himself in the handiwork in Creation • Be inspired to sustain and protect local landforms and landscapes • Compare the different cultural and spiritual value that landscapes and landforms have to different people • Consider how our physical and environmental context will impact on our life choices • Examine the physical and cultural forces that shape landscapes and landforms 	<p>Essential Questions <i>Students will keep considering:</i></p> <ul style="list-style-type: none"> • How we can see the fingerprints of God’s love in Creation and how we should respond • Why we should take care of the earth • How we can support others who are going through difficult times • Whether human conflict is a pattern • How environmental and human processes affect the characteristics of places and environments • How the interconnections between places, people and environments affect the lives of people • What the consequences are of changes to places and environments and how these changes can be managed

Acquisition of Knowledge and Skill	
<p><i>Students will:</i></p> <ul style="list-style-type: none"> • explain geographical processes that influence the characteristics of places • explain how places are perceived and valued differently. • explain interconnections within environments and between people and places • explain how they change places and environments. • compare alternative strategies to a geographical challenge, taking into account environmental, economic and social factors. 	<p><i>Students will be skilled at:</i></p> <ul style="list-style-type: none"> • Developing geographically significant questions and plan an inquiry using appropriate geographical methodologies and concepts (ACHGS055) • Evaluating sources for their reliability and usefulness and select, collect and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources (ACHGS056) • Representing data in a range of appropriate forms (ACHGS057) • Representing spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS058) • Presenting findings, arguments and ideas in a range of communication forms; using geographical terminology and digital technologies (ACHGS061) • Reflecting on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS062)
STAGE 2 - EVIDENCE	
Evaluative Criteria	<i>Students will show their learning by:</i>
<ul style="list-style-type: none"> • Observation • Fieldwork 	<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Fieldwork – mountains, coasts, riverine, alpine • Topic Test • Research Task • Poster • Multi-modal presentation
	<p>Other evidence:</p> <ul style="list-style-type: none"> • Demonstrate their ability to work cooperatively with other students • Striving to do their best in all tasks • Being sensitive towards other students' cultural backgrounds • Respectful in discussions

STAGE 3 – LEARNING PLAN

Summary of Key Learning Events and Instructions

<ul style="list-style-type: none"> ● Different types of landscapes and their distinctive landform features (ACHGK048) <ul style="list-style-type: none"> ○ Australia’s iconic landscapes ○ World’s landscapes ● Spiritual, aesthetic and cultural value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples (ACHGK049) <ul style="list-style-type: none"> ○ How your landscape impacts the arts – literature, song, music, film and art ○ The significance of landforms to Indigenous People – e.g. Uluru, Grand Canyon ● Geomorphic processes that produce landforms, including a case study of at least one landform (ACHGK050) <ul style="list-style-type: none"> ○ Influence of folding, faulting, volcanism and the effects of weather and erosion ● Human causes and effects of landscape degradation (ACHGK051) <ul style="list-style-type: none"> ○ For example - urban development, sea walls, marinas on coasts ● Ways of protecting significant landscapes (ACHGK052) <ul style="list-style-type: none"> ○ Investigating the threats and developing a proposal for future sustainability ● Causes, impacts and responses to a geomorphological hazard (ACHGK053) <ul style="list-style-type: none"> ○ Investigating the natural causes and spatial distribution of a geomorphological hazard ○ For example – volcanoes, earthquakes, tsunamis and avalanches ○ The social, cultural and economic impacts of geomorphological hazards 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> ● Work booklet ● Topic test ● Poster of human causes and effects of landscape degradation ● Fieldwork to coastal region, etc. ● Pop quiz ● Student reflection
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Indebted to

Christian Schools Australia “The Big Picture Model”

Wiggins, G. P., & McTighe, J, (2011) *The Understanding by Design Guide to Creating High Quality Units*, Moorabbin, Victoria: Hawker Brownlow Education.

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