**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 Response Threads section. Threads are simply the qualities or characteristics we desire as responses from our students. They help provide cohesion and linkage to everyday living. These Response Threads, 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 commences with:

* 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 threads, 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>

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| **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 Health and Physical Education 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 a variety of appropriate ways.

I**n 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 Health and Physical Education in an Adventist School**

Humans are created in God's image as multi-faceted beings with physical, intellectual, emotional, social and spiritual components but this image has been marred by sin. The salvation theme of the Bible explains restoration in the fullest sense. The redemptive aim of Adventist education is to 'restore human beings into the image of their Maker.'\* Our bodies are the temple of God where the Holy Spirit dwells, so they are places where God can readily re-establish His image.

By viewing ourselves as God's dwelling places, we recognise that God's gift of health entails obligations. Adventist lifestyle conveys a value-laden perspective of how life should be lived 'abundantly'. It also affirms attitudes relating to desirable recreation and the understanding of how to maximise our health and fitness in order to best serve God.

Health and Physical Education in an Adventist school aspires to contribute to the holistic development of the individual through the application of the principles of an Adventist lifestyle. It is the aim of the Health and Physical Education curriculum to encourage understanding and application of activities that strengthen and develop the body and promote lifelong health, fitness, safety and well-being; this is especially important in a sedentary, technology driven society.

Through the study of Health and Physical Education in an Adventist school and its application in life, students explore ways of achieving a balanced lifestyle encouraging the harmonious development of all their dimensions of health. Students can then become positive models who glorify and serve God by showing His love to others.

"Don't you realize that all of you together are the temple of God and that the Holy Spirit lives in you?"

1 Corinthians 3:14 NLT

"I am come that they might have life, and that they might have it more abundantly."

John 10:10 NIV

"To restore in man the image of his Maker,\* to bring him back to the perfection in which he was created,

to promote the development of body, mind and soul, that the divine purpose in his creation might be realized -

this was to be the work of redemption. This is the object of Education, the great object of life."

E G White, *Education, p15*

**Health and Physical Education Objectives**

The study of **Health and Physical Education** in a Seventh-day Adventist school will...

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| **\*The Four Lenses** | **Creation** | **The Fall** | **Redemption** | **Restoration** |
| **The Symbol** |  |  |  |  |
| **The Focus** | **Purpose** | **Problem** | **Response** | **Hope** |
| **The Descriptor** | *The meaning of a particular learning concept and God’s purpose.* | *What went wrong because of rebellion?* | *How to respond, using learning for God’s purpose in everyday life.* | *Points to the future when “all will be made new”*  *i.e. present actions being shaped by the future ideal.* |
| **HPE**  **Objectives** | Promote a perception of students' individual personal worth to God and to the world, having been created in the image of God to live in relationship with others and being temples of the Holy Spirit. Because of this, each person will find purpose in his existence, enjoyment in life and strive to reach his full potential. | Help students recognise that we are born into a world corrupted by sin – so even though Man was made perfect, we are now decaying and broken. This brokenness affects our relationships and all aspects of our life – thus limiting our performance. | Encourage students to recognise that we are in need of Jesus to save us; and further, to recognise that there is value in choosing the Adventist lifestyle\* to improve our total well-being.  Empower students to make informed moral choices according to biblical principles irrespective of changing societal attitudes in relation to HPE and Sport issues in their life-world. | Consider the future hope of being made whole again and maintaining perfect health, while being able to enjoy perfect relationships.  Practise the biblical values of thankfulness, generosity and justice to see glimpses of restoration being enacted here and now. |

\*NEWSTART = Nutrition; Exercise; Water; Sunshine; Temperance; Air; Rest; Trust in God

**Linking Values for Adventist Schools and Action Responses**

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| **Values for**  **Adventist Schools** | **Action Response**  (Thread Number) | **Description of Action Response** | **Biblical Foundation** | **Key Essential Questions**  **for Students**  Adapted from *Transformation by Design* | **Further Questions**  **for Teachers**  Adapted from *Transformation by Design* | **Sample Teaching and Learning Ideas**  **that reflect an adventist worldview in this value** |
| **Love\*** | **Loving God (1)** | Students respond to God’s love by valuing themselves and others. | John 3:16  John 13:34  1John 4:19 | * What does love look like? * What does God’s love look like? * Who is our neighbour? * How should we treat other people? | * How can we encourage students to build each other up? * What pictures of love can we show to our students? * How can we demonstrate God’s love to our students? | * Bible story treasure hunt * Blindfold obstacle course * Posters of what ‘Love’ looks like Random Acts of Kindness |
| **Service\*** | **Building Community**  **(2, 14)** | Students enrich their lives and others through actively contributing to community. | Col 3:12-14  Heb 13:2-3  Acts 4:32-35 | * What makes a community? * Can we live without others? * What does the Bible teach us about service? * How can you make a contribution? | * What opportunities are we providing for students to enhance their understanding of community? * In what ways are acts of service towards others being portrayed in the classroom? Are we using stories of Jesus and His disciples? * Are our classroom practices demonstrating inclusivity and safety for all? | * Role play - disciples in action * Link with local community centres or aged care facilities * Buddy Program * Mentor Program |
| **Excellence** | **Realising God’s Gifts**  (23) | Students praise God by striving for personal best in all dimensions of health | Eccles 9:10  1 Cor 6:19, 20  1 Cor 3:16-17 | * What do I do with my gifts and talents? * Are some gifts more important than others? * In what ways is sporting excellence a worthy Christian goal? | * How are our teaching practices helping uncover different types of student gifting? * How do we celebrate and give appropriate recognition to various student capabilities? * In what ways does God give different talents? (different dimensions of health). | * Fitness testing utilising established norms with percentile ranking * Role plays - how can we achieve our best in any of the 5 dimensions of health * Media stimulus, research a famous Christian athlete and discuss the barriers they faced to succeed. |

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

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| **Compassion** | **Thinking of Others**  (15, 20) | Students respond to God’s mercy by showing compassion to others. | Luke 4:18-19  Col 3:12-15  Matt 5:7 | * What is compassion? * How did Jesus show compassion? * How can we show compassion? * What is the link between empathy and compassion? * How does empathy encourage us to show mercy? * How should we act towards people that are hurt or hurt others? | * How can we help students develop the habit of listening with understanding and empathy? * Do we role model compassion and empathy in our interactions with students, staff and parents? * How do we provide age appropriate opportunities for students to think of others? * How can we link with other agencies to show compassion and support others? e.g. ADRA | * + Read and view stories about Christian adventurers or pioneers and talk about how characters feel and react when taking risks and supporting others e.g. Bethany Hamilton   + Explore how students feel when they are included and excluded from teams then brainstorm the questions “What would Jesus Do?”   + Offer encouragement using a variety of communication techniques e.g. St Luke’s Strength Cards, making a gift or card that uses spiritual encouragement   + Brainstorm how the golden rule can be used in HPE and role play a scenario. |
| **Humility** | **Being Humble**  (11,3) | Students recognise that Jesus is our model and we encourage them to be gracious in all aspects of life. | Rom 12:3  Col 3:12-13  Gen 1:28 | * Is humility a sign of weakness? * Is humility the opposite of pride? * Can we be equally gracious in winning as in defeat? | * In what ways does humility reflect the ‘Tall Poppy’ syndrome in Australian culture which pulls others down? * Was Jesus weak because He was humble? * What is a ‘humble brag’? | * + Participate in Clean Up Australia day. Discussion on Christian responsibility to the environment.   + Class debate “We should be proud of our achievements” vs “Pride comes before a fall”   + Research a Christian high achiever or an elite athlete who has remained humble despite their fame e.g. Chariots of Fire - Eric Liddell, Glen Cunningham |
| **Respect** | **Embracing Diversity**  (7) | Students respect and celebrate diversity. | Gal 3:26-29  Acts 17:24-27  John 10:16  Is 60:1-3 | * Why are we all different yet the same in God’s eyes? * What good comes out of diversity? * What can we learn from other cultures? | * What opportunities are we giving students to explore the richness in other cultures? * What do we learn about the character and nature of God through other cultures? * How can there be unity in Christ when there are such vast differences in culture and people? | * Bringing and introducing sample of healthy food typical for my country of origin. * Researching games from their country of heritage. * Invite parents and grandparents to visit the class and share stories from their culture and how God acted in their lives. * Create and share the game typical to my culture.   + Write, share and compare cultural beliefs of your family. |

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| **Values for**  **Adventist Schools** | **Action Response**  (Thread Number) | **Description of Action Response** | **Biblical Foundation** | **Key Essential Questions**  **for Students**  Adapted from *Transformation by Design* | **Further Questions**  **for Teachers**  Adapted from *Transformation by Design* | **Sample Teaching and Learning Ideas**  **that reflect an adventist worldview in this value** |
| **Integrity** | **Behaving ethically**  **(3, 4, 18)** | Students reflect and make choices that are in harmony with Christian values. | Ps 24:1  Ps 90:14,17  Is 61:1-3 | * How do we show empathy/Christ's love for others? * How do we make informed moral choices? * How has sin marred the world? | * How can we empower students to make informed moral choices according to Biblical principles? * How do we promote empathy through recognising and accepting the worth of individual differences in people? | * + Ask students to identify adults in their lives whom they respect, model responsibility and reflect the character of Christ? E.g. Youth Pastor.   + Ask students to share a time when they have stood up for their beliefs. E.g. Friend that was being bullied. Link this to Children's Bible stories.   + List the character qualities that make/define a good friend. Link this to exploring the Fruits of the Spirit. |
| **Justice** | **Seeking Justice**  (5, 18) | Students recognise the importance of social justice and respond to it. | Romans 12:1-2  1 Peter 38-9  Is 1:17 | * How do we treat people in a way that promotes social justice? * What are some of the health inequities in different populations in Australia and what are the contributing factors? What actions are needed to address these? * What are some examples of possible bias or prejudice in Australian society? * What did Jesus do to address social injustice? * Why is it important to promote inclusiveness and build a community that is supportive of all people? * How do we alleviate injustice? | * How do we role model a Biblical understanding of social justice in our classroom and on the sporting field? * How do we articulate the Biblical principles and practices of social justice in our classrooms and school community? * How do we advocate for social justice in our school and community? * How do we empower students to take actions to support social justice? * How do we ensure that the responsibility of addressing inequities and providing for the health and physical activity needs of all students is a shared responsibility between students, teachers, parents and the church community? | * + Access stories about people who have witnessed or experienced injustice and explore how they dealt with the situation e.g. Peter Norman, Louis Zamperini (Movie - Unbroken), Malala, Eddie Mabo, Nelson Mandala.. Did they use spiritual support to help fight injustice?   + Identify the various forms of discrimination specified in the Anti-Discrimination Act and analyse the correlation with Biblical values and Christian actions   + Have a guest speaker from a Christian support agency such as ADRA talk to the class about social injustice in their local area and then identify an action they can take to help address the inequity. Plan for and deliver the action plan.   + Discuss how we can act justly on the court or field. |

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| **Values for**  **Adventist Schools** | **Action Response**  (Thread Number) | **Description of Action Response** | **Biblical Foundation** | **Key Essential Questions**  **for Students**  Adapted from *Transformation by Design* | **Further Questions**  **for Teachers**  Adapted from *Transformation by Design* | **Sample Teaching and Learning Ideas**  **that reflect an adventist worldview in this value** |
| **Discernment** | **Making wise choices**  **(9, 21)** | Students are equipped to make informed decisions. | Prov 2:6-9  Prov 4:7  Eph 4:22-24 | * How do we transform our thinking? * How do we actively put on the armour of Christ? * How do patterns of Christ like thinking shape our attitudes and behaviour? | * How can we utilise moments in the classroom to highlight how the world's way of thinking is at odds with God's way of thinking? * How often are we using the Bible to respond to students’ questions? * In what ways do we encourage students to seek God’s wisdom on all matters? | * Look at famous Christian sports people and the choices they have made in light of difficult ethical decisions. Collect newspaper articles. * Consider scenarios involving risk taking behaviours and compare it to Biblical perspectives. * Explore Daniel, his diet & where his wisdom came from. Try the Daniel diet for 7 days, keeping a diary. |
| **Responsibility** | **Owning your actions**  (3, 8) | Students develop appropriate communication skills, act reliably and safely, and care for the environment and others. | Ps 8:5-8  Eph 4:29  Eccl 12:13-14 | * How do we communicate? (Verbal, Non Verbal) * What does being reliable look like? * How do our actions affect others? * Do we have a responsibility to care for our environment? | * What benefits can students gain from good communication skills? * What impact can the way students communicate have on their peers? * How can students understand the importance of reliability as a life skill? * Do Christians have a responsibility to care for what God has entrusted to us? | * Biblical Charades - Students learn the importance of nonverbal communication * Have students explore the attributes of what makes a good friend. Use of Biblical examples can guide this discussion (Jesus and Peter, Ruth and Naomi). * Have students explore Genesis 1:26. How does this statement impact our decisions? * Have students identify the different ways they communicate with friends and family - Role Play |
| **Hope** | **Develop resilience**  (12) | Students overcome setbacks through the strength of God and live in optimism and faith. | James 1:3-5  Rom 5:4  James 5:11-12 | * Can I depend on God in all situations? * What does perseverance look like? * How do we respond to setbacks? * How do we support others who are going through difficult times? | * What influence does a positive (growth) mindset have on our responses to setbacks? * How can I encourage 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? | * Create a personal performance challenge / exercise program.(NEWSTART) * Interview / research successful Christian sports persons (able & disabled). * Visit a hospital / care facility to talk with / share the love of God. * Create a personal pledge as a standard to live by to reflect a Christian lifestyle. |

Key *Values* of the scriptural story can be woven through the curriculum and thereby ‘draw together’ meaning and purpose in learning.

The numbers in the **Response Threads** column correspond to the Threads in ‘*Transformation by Design*” by the National Institute for Christian Education, 2015

**Unit Templates and Samples**

**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 criteria is met.

Formats (portrait and landscape) are available on the Adventist Schools Australia website <http://asa.adventist.edu.au>

**God in my Unit**

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

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| **1. UNIT FOCUS**  *What is the main focus of the unit / key questions?* |
| **2. WINDOW ON THE ADVENTIST WORLDVIEW**  *What are the main connections between the Biblical themes and the unit?* |
| **3. THREADS/VALUES**  *What main values are in this unit? How might students respond to these values?* |
| **4. APPLIED THROUGH THE UNIT:**  *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* |

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

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

**Sample Unit** using **The Big Picture** template

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| **Relating to Others [Year 4]** | |
| **1. THE MAIN IDEA**  Each person has a responsibility to have respect and show compassion to others. | |
| **2. WINDOW ON THE ADVENTIST WORLDVIEW**  Students respond to God’s mercy and grace by showing compassion to others. | |
| **3. THREADS/VALUES**  Compassion / thinking of others. | |
| **4. ENDURING UNDERSTANDINGS**  God’s empathy / compassion for humans is infinite.  The aim for Christians is to be like Christ.  We have a clear responsibility to show compassion to others. | **5. ESSENTIAL QUESTIONS**   * What is compassion? * How did Jesus show compassion? * How can we show compassion? * What is the link between empathy and compassion? * How does empathy encourage us to show mercy? * How should we act towards people that are hurt or hurt others? |
| **6A. KNOWLEDGE**  *Students will know that…*   * The perfect illustration of compassion is God’s gift of His Son to us * Having healthy relationships is important * Maintaining relationships requires positive effort | **6B. SKILLS**  *Students will be able to…*   * Illustrate a knowledge of God’s love for this world * Research and discuss how Jesus showed compassion * Demonstrate different ways of showing compassion * Show encouragement to all those involved in class activities * Identify and report on real life acts of compassion (e.g. bystanders helping injured competitors etc) |
| **7. PRESCRIBED CURRICULUM**  *See Australian Curriculum as per state requirements* | |

**Pro Forma for Unit Development using Understanding by Design**

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

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 **Pro Forma for Unit Development using Understanding by Design**

|  |  |  |
| --- | --- | --- |
| **Stage 1 – Desired Result** | | |
|  | **Transfer** | |
| **Established Goals / Standards**  [Evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=evaluate) strategies to manage personal, physical and social changes that occur as they grow older [(ACPPS071)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACPPS071)  Practise and [apply](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=apply) strategies to seek help for themselves or others [(ACPPS072)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACPPS072)  [Investigate](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=investigate) and [select](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=select) strategies to promote [health](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=health), [safety](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=safety) and [wellbeing](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=wellbeing) [(ACPPS073)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACPPS073)  [Investigate](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=investigate) the benefits of relationships and [examine](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=examine) their impact on their own and others’ [health](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=health) and [wellbeing](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=wellbeing) [(ACPPS074)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACPPS074)  Participate in physical activities that [develop](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=develop) health-related and [skill-related fitness](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=skill-related+fitness) components, and [create](http://www.australiancurriculum.edu.au/glossary/popup?a=HPE&t=create) and monitor personal fitness plans [(ACPMP083)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACPMP083) | *Students will be able to independently use their learning to:*   * participate in and evaluate a range of health and skill related fitness activities * design and lead a fitness training session for others * demonstrate the capacity to apply training program strategies and activities to specific sports * create, participate and conduct modified sport that illustrates a variety of movement skills * analyse their personal strengths and abilities and how they contribute to enjoyable and successful participation in physical activity * justify the benefits of lifelong fitness * explain why God wants them to keep their body fit and healthy | |
| **Window on the Adventist Worldview** | **Values / threads** |
| *Share the way an Adventist worldview impacts on students:*   * The PDHPE program presents many opportunities for teachers to share their faith and develop a variety of special character values. These opportunities are often not planned yet should reflect a holistic approach to the dimensions of health. * Fitness is an essential component of the physical dimension of health which is an important aspect of Adventist philosophy in recognising the body as gift of God and temple of the Holy Spirit. | *Identify the values / desired student response:*  *Excellence - Realising God’s Gifts*  *Discernment - Making Wise Choices*  *Compassion - Thinking of Others*  *Integrity - Behaving Ethically*  *Respect - Embracing Diversity*  *Responsibility - Owning Your Actions* |
| **Meaning** | |
| Understandings:  *Students will understand that:*   * fitness consists of skill and health related components * fitness affects all dimensions of health * fitness is an enjoyable lifelong activity   · | Essential Questions  *Students will keep considering:*   * Why does God care about how I treat my body? * Why is it important to be fit? * How can I improve my fitness? * How can I work with others to improve my own and others fitness? * What roles do compassion and responsibility have in fitness training? * How can we demonstrate integrity and discernment in our fitness choices? |

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|  | **Acquisition of Knowledge and Skill** | |
|  | *Students will know:*   * The importance of maintaining regular participation in moderate to vigorous physical activity. * How to measure their own fitness and physical activity levels. * How to analyse and evaluate their level of involvement in physical activity. * The importance of lifelong fitness | *Students will be skilled at:*   * Recording personal fitness progress * Understanding, and identifying fitness components * Leading a fitness session * Evaluating a training session * Proficiently executing movement skills during complex activities |
| **Stage 2 - Evidence** | | |
| **Evaluative Criteria** | *Students will show their learning by:* | |
| Critically analysed  Proficient  Coherent and thoughtful  Accurate | Performance Tasks:   * Participating in a series of health and skill related fitness tests and activities * Completing a physical activity journal that:   + makes judgements about the suitability of their current physical activity and fitness levels   + sets goals to maintain or improve their fitness levels   + monitors personal fitness progress over a set period of time and includes both in and out of school physical activity   + justifies the importance of fitness in supporting all dimensions of health   + analyses the effectiveness of their training session using a tool such as PMI or two stars and a wish * Designing and applying training program strategies and activities to specific sports * Collaboratively creating and conducting a 20 minutes fitness training session in a sport of their choice | |
|  | Other evidence:   * Works cooperatively and contributes to group fitness activities * Being honest in fitness testing * Striving to do their best fitness training and testing * Being discerning in their choice of fitness activities * Confidently utilises movement skills | |

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| **Stage 3 – Learning Plan** | |
| *Summary of Key Learning Events and Instructions* |  |
| * As a class, students use a word bank to devise a definition of fitness. Word bank could include terms/phrases such as: everyday activities, undue fatigue, leisure pursuits, and emergencies, skill-related components of fitness, health-related components of fitness, FITT principle. * Students find two YouTube clips on fitness to share with the class. * Discuss how God wants us to keep our bodies healthy to honour ourselves and Him. * Introduce the concept of “components of fitness”.  Explain health and skill related fitness and identify the components of each. * Students are set fitness journal task assessment. * Complete the mix and match activity on the definitions of components of fitness * Students match a variety of activities with the components of fitness using the worksheet. * View short excerpts of various sports and identify the components of fitness in each. * Introduce the individual fitness profile.  Discuss the benefits of understanding their own fitness levels.  Think-Pair-Share activity – what sports do you like to participate in?  What component of fitness do they develop? * Utilise the **FITT** (Frequency, Intensity, Time, Type) and **SMART** (Goals -Specific, Measurable, Achievable, Realistic, Timed) principle to design a fitness session. Students peer teach their classmates.   Participate in a variety of fitness tests that can include the following:   * Health related:   + *Shuttle Run (Beep) Test –* cardiovascular endurance   + *Sit and reach –*  flexibility   + *Sit-ups or push-ups –* local muscular endurance   + *BMI –* height and weight or skinfold test   + *Muscular strength -* hand dynamometer * Skill related:   + *Two basketball bounce test  –* coordination   + *Ruler drop –*  reaction time   + *40 Metre sprint –* speed   + *Stork stand –* balance   + *Broad jump –*  muscular power   + *Illinois agility run –* agility   **OR**  Students participate in tabloids/circuits relating to the components of fitness.   * Station 1: Arm wrestle (strength) * Station 2: Twister (flexibility) * Station 3: Dodge ball (agility) * Station 4: Rob the nest, or rats and rabbits (speed) * Station 5: Coits throw (coordination) * Station 6: Long rope skipping (cardiorespiratory and muscular endurance) * Station 7: Ruler drop (reaction time) * Station 8: Stork stand (balance) * Station 9: Lifesaver sprints: lying on stomach, head facing away from finish line and ‘on go’, jump up and run to grab a flag (power)   In pairs, students are to choose a sport of interest and design a 20 minutes fitness session for the class to participate in that address the components of fitness that are specific to the sport.  If applicable modify the program to suit the primary aged group and have students conduct a series of peer coaching lessons.  Evaluate learning from the unit. | *Progress Monitoring*    *Ensure all students create electronic or hard copy fitness journals.*      *Check students are recording personal fitness results.*    *Check students have activities planned for the peer coaching sessions.*    *Mark and assess Fitness journals and evaluate responses.* |

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