

SAMPLE UNIT PLANNER – BLANK

UNIT TITLE/TOPIC Fate or Freewill?				BAND E YEAR GROUP 12	DURATION OF UNIT/TIME ALLOCATION 4-6 weeks
CB	CC	CL	CW	KEY IDEA(S) CB1 Christians believe that God is one God: Father, Son and Holy Spirit CB3 A Christian worldview is shaped by the biblical teaching of sin and grace	OUTCOME(S) CB 6.1 Students examine Christian beliefs about the nature and actions of God and evaluate their relevance to daily life. CB6.3 Students propose a response to crises and conflicts in the world applying a Christian understanding of sin and grace.
UNIT OVERVIEW Students investigate the profound question, what is the guiding force in life? Is it fate/God's providence/predestination, is it freewill/choices, or random chance. Students will investigate the profound reality of both through narrative as life is in itself a narrative. Looking at various philosophical principles that may apply to the question students develop their understandings as they wrestle with the nature of life. Finally the Christian response to the problem is analysed and reviewed.					CONTRIBUTION TO LLQ This unit will contribute to the LLQ of learners through engaging and challenging them to become: -Self-directed, <u>insightful investigators and learners</u> - <u>Discerning</u> , resourceful <u>problem solvers</u> and <u>implementers</u> . - <u>Open</u> , responsive <u>communicators</u> and <u>facilitators</u> . -Principled, resilient leaders and collaborators.
STUDENTS/LEARNERS PROFILE prior learning/interests/needs of students -Students have an interest in adventures and naturally relate to the themes of the Lord of the Rings trilogy. This unit uses the narrative to examine the reality and nature of fate and freewill and from this examines how they relate to each other. -Students have a deep need to investigate, and wrestle with ideas about the nature of life and the way God interacts with us, this is often brought up in class. -The prior learning of the students is that they have lived and should have enough life experience to recognise and examine the contrasting ideas of fate and freewill as guiding forces in our lives.				ESSENTIAL/GUIDING QUESTION/STATEMENT that makes explicit the central, core idea developed in unit Does God intervene in our lives? What is the guiding force in our lives, fate, chance, freewill decisions? Providence? How? How close or distant is he? If not, why not? Predestination/fate? Free will?	RESOURCES TO SUPPORT UNIT Lord Of The Rings Text and DVD Sliding Doors Gwyneth Paltrow Serendipity Bruce Almighty Joseph Story The Game of Life (chance die, fate cards, choice player)
STUDENT QUESTIONS				LINKS TO OTHER CURRICULUM AREAS History, (examine various historical events and the role of fate and freewill in shaping history)	LINKS TO LIFE
ASSESSMENT Analyse a situation ie. Joseph, Jesus Crucifixion, and comment on the way these things are at play. (CB6.3 Students can... dot point 1) Produce a snap shot of their view at the moment both what they know and what they don't know. (CB6.1 Students can... dot point 4) Produce a review of the Christian view on the topic of God's interaction and our co-authorship. (CB6.1 Students can... dot point 2) Examine ways people (including themselves) can be co-creators/co-authors with God (CB6.1 Students can... dot point 9)				RESOURCES TO SUPPORT TEACHER Lord Of The Rings Text and DVD Sliding Doors Gwyneth Paltrow Serendipity Bruce Almighty Joseph Story The Game of Life (chance die, fate cards, choice player)	

IDENTIFY SPECIFIC KNOWLEDGE STUDENTS NEED TO ACHIEVE THE OUTCOME ("students know...")

CB6.1
 Paradoxical concepts – goodness and suffering
 God is active in people's lives
 The work of the Holy Spirit in people's lives
 God's work to bring people to faith
 God's presence in and through suffering
 Vocation
 CB6.3
 Human beings and the problem of evil
 free will
 original sin
 Response to evil – compassionate life???

LINKS TO LLQ

Identify patterns of belief and practice that have shaped and influenced their lives.

Frame and ask questions that guide exploration of issues and help form deeper understandings of Christianity and its significance.

Provide reasoned justification for choices and solutions to problems considering Christian perspectives.

Identify patterns of belief and practice that have shaped and influenced their lives.

Practice discernment and commitment to truth.

Solicit and **listen to information and opinions from others to form deeper understanding of issues** and possibilities.

Provide reasoned justification for choices and **solutions to problems considering Christian perspectives.**

SEQUENCE OF LEARNING OPPORTUNITIES

-Introduction- The concepts of fate/predestination and freewill are established with students through the use of narrative (suggested narrative, L.O.T.R. though others may work) by examining the pivotal role of 'choice', 'chance,' and 'fate' in the adventure and how they impact the outcome. Compare life to the narrative; identify 'choice', 'chance' and 'fate' that have impacted their adventure.

Examine Key ideas or principles that might apply to the problem...

- Mutually exclusive ideas** "either ... or" Search for biblical evidence for both
- Possible problems with over emphasis of one idea to the exclusion of the other**, - **Fate** – meaning/purpose God is to blame for guiding us through fate into bad situations, or resigned to fate, no responsibility. Impact on existence of Evil? - **Free will** – becomes a heavy burden and all depends on us and our decisions, even us finding God. Impact on existence of Evil? -**Chance-** leads to hopelessness, no purpose.
- Cohesive ideas** "both... and" How can they be reconciled? Does the bible support both?
- Truth in tension**, Both are true at the same time, one balances the other so they aren't over emphasised.
- Contextual truth/true in different contexts**, free will looking forward, fate looking back. ('too many chefs spoil the broth' compared to 'many hands make light work', both true in different contexts)
- **Paradox**, 'a statement or proposition that seems self-contradictory or absurd but in reality expresses a truth'. God as Alpha and Omega/beginning and end.

The impact on salvation? Polarised views... Calvinism(elected/predestined) Aminianism(Freewill), re-examine biblical texts on the topic... Examine the Lutheran view Luther's view: '*Such a disputation [over predestination] is so very displeasing to God that he has instituted Baptism, the spoken Word, and the Lord's Supper to counteract the temptation to engage in it. In these, let us persist and constantly say, I am baptized I believe in Jesus. I care nothing about the disputation concerning predestination.*' ie. Live with the mystery, and love God.

IDENTIFY WHAT STUDENTS WILL HAVE THE OPPORTUNITY TO DEMONSTRATE ("students do...")

Orienting activities
"Startling statements" activity. "I am the master of my destiny" Students choose a position around the room that reflects their agreement or disagreement with the statement and support their claim... eg 'more true than false' in back corner etc.

Students recount a time in their lives when they questioned who is in control of their life.

Define key words of, directed fate, choice/freewill, chance. 1,2,4 activity where students progressively refine their definitions individually then pairs then groups, to produce shared understandings.

Review/analyse stories of near misses in tough situations eg September 11. Was it God, was it chance, was it choice. What are the implications of each explanation of the event.
 (end into activities)

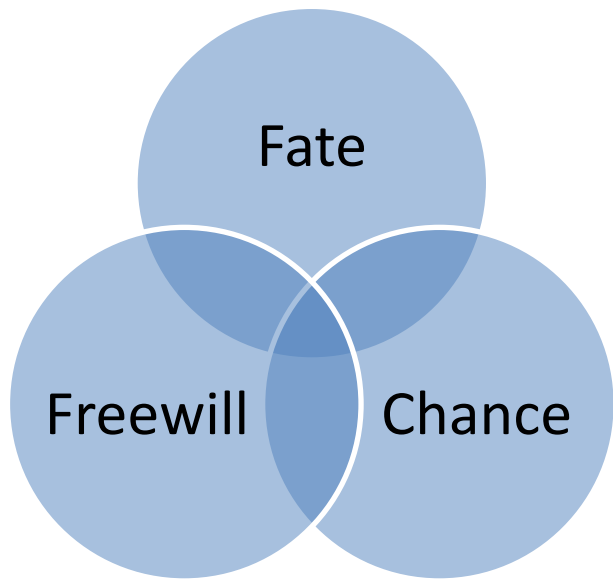
Scenario that can be interpreted as either of the three responses to life (fate, choice, chance) discuss them as a lens (ie worldview)

Students research and write out 3 main points regarding each perspective and one issue/problem that it raises. (will show the problems with overemphasis in exclusion of other perspectives)

Effects flow chart developing thoughts on the impacts of holding one view only ie. Everything is chance means... which means... therefore... (discussion, which one is right? Are they both wrong? Then are they both right?)

<p>Provide reasoned justification for choices and solutions to problems considering Christian perspectives.</p>	<p>Is there any way we can reconcile these ideas as they relate to God? -God as author of our adventure narrative/life, our role? Characters? Co-authors? What is the guiding force in our lives, fate, chance, freewill decisions or all? Faith, belief despite the mystery, Knowing something that you don't understand.</p> <p>What is the role of 'free will', is it to allow 'surrender' to God's will? Can't have obedience without free will. (Jesus at the garden of Gethsemeny "Not my will(free will), but your will (fate)be done"</p> <p>God as 'interventionist' or as 'interaction-ist' God concerned with relationship through the story of life as well as the outcomes and events and the product (person being sanctified)</p> <p>The vital nature of both fate and freewill is examined in the context of a narrative/life</p> <p>The positive aspects of us being Co-Authors with God.</p>	<p>SWOT analysis of each view (including Co-authors)</p> <p>Review a film or event from history and bring to bear the concepts that have been discussed to establish the students current position/opinion on the topic.</p>	
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EVALUATION OF UNIT



The Venn diagram can be filled in with the overlapping parts showing the commonalities the ideas share. Or a new diagram can be made by the students to show how they see these realities interacting with each other. Eg.

