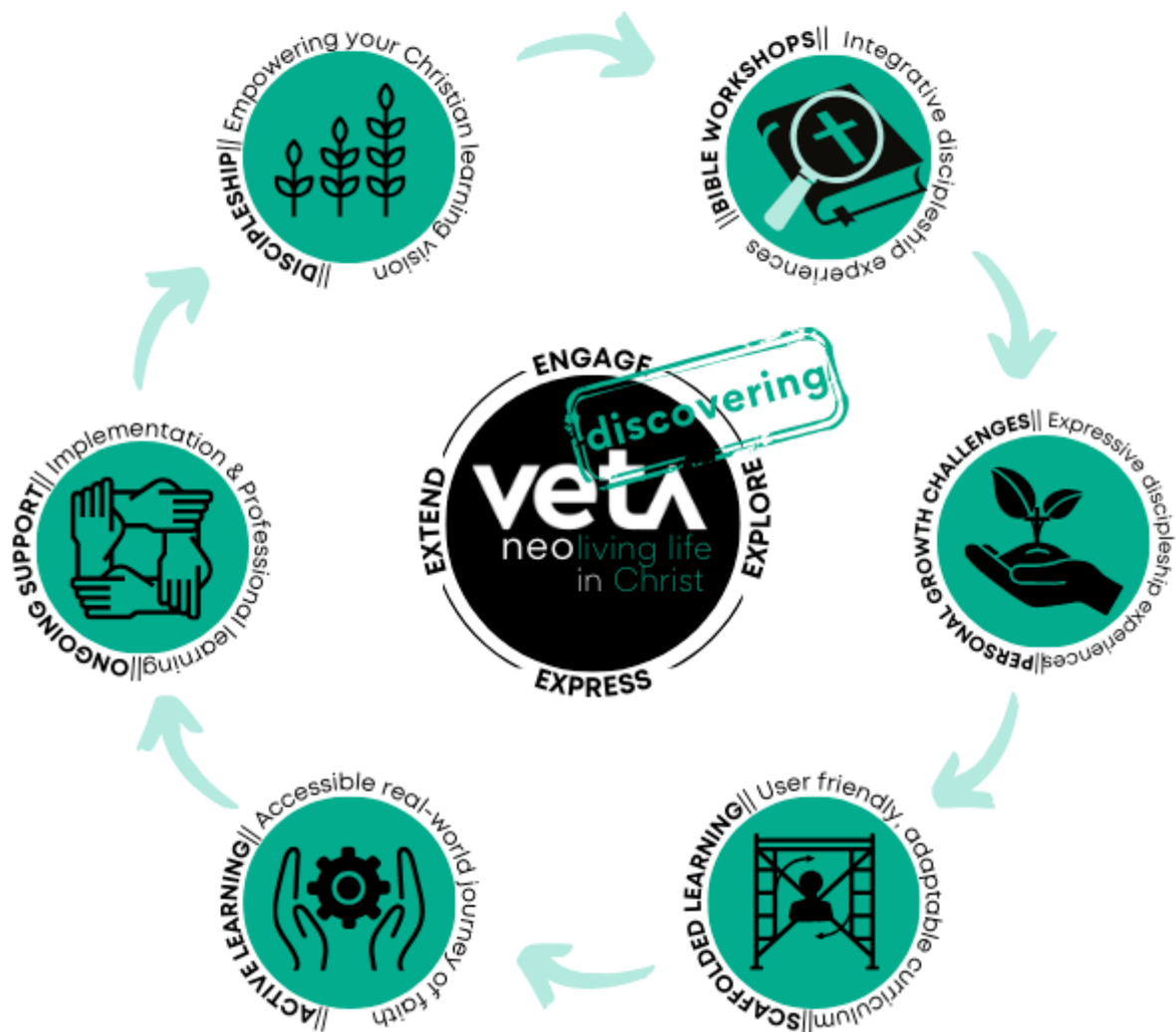


# veta

neo



## Discovering Living Life in Christ Teacher Planning Support

An authentic discipleship journey of faith discovering what it means to live life in, with, and for Jesus.

## DISCOVERING LIVING LIFE IN CHRIST COURSE OVERVIEW:

**What is the learning purpose across the year? Discovering Living Life in Christ:**

This learning space and sequence has been designed to intentionally take students on a journey of discovery, to provide students with the basic foundations of the Christian faith. Each term there is a sub-theme that runs over the term, to developmentally build sequential understanding of the gospel narrative in year 6, and the foundations for future years of Bible Workshops.

**What is the metaphor threaded throughout the year in our Bible Engagement?**



The Bible as treasure we discover, providing us with every resource we need, inviting us into understanding, experiencing, and applying our inheritance to living life in Jesus.

**Which prior knowledge and understanding is assumed:**

Nil assumed.

**What are the presuppositions that are embedded in the learning design?**

This learning design acknowledges that skill acquisition is not universal, and students enter the classroom with different levels of awareness of the underlying beliefs, experiences, and core values they bring, and the ways in which this shapes the way they think. The learning is designed to invite all students into exploring their own belief systems, how they understand the world, and who Jesus is, for themselves. At this stage of the student's cognitive development, the Veta Neo **Discovering Living Life in Christ** learning sequences acknowledge the degree in which many of the theological concepts and vocabulary, is new. The scaffolded learning is therefore designed to help support students' discovery, meaning making, and deep integration of conceptual understanding, embedded in what the Bible has to say about the gospel narrative. The learning design presupposes students' incremental growth towards more interdependent learning, and actively positions them to build knowledge and understanding, experience, and the capacity to apply their **discovery** of what it means to live their lives in Christ, for themselves.

**Which pedagogical approaches are therefore employed within the learning?**

Scripture reveals Jesus consistently meeting people where they were, answering questions with questions or parables, that drew people into deeper contemplation, exploration, and discovery, and inviting them to follow Him. As such the **Discovering Veta Neo Living Life in Christ** curriculum leverages a pedagogy that invites all students into a guided discovery towards knowing and experiencing what it means to live life in Christ. The Veta Neo pedagogy can be characterised by 8 core constructs, developmentally applied:

(Yr 6: Guided Discovery)

1. Facilitating scaffolded discovery, student Immersion, and engagement
2. Co-Creating Veta Neo learning cultures
3. Inviting curiosity and challenge
4. Building towards authentic co-agency, accessible, and active learning
5. Empowering peer driven, relational, real-world learning
6. Leveraging students' unique gifts, strengths, and interests to express their learning
7. Nurturing students' regulation of their inner world, and belief they can achieve their goals
8. Developing connection and guiding empathy-driven relationships

This Veta pedagogical language intentionally utilises the present tense of the verbs to communicate the implied active, present, and ongoing nature of the pedagogy.





Ongoing Professional learning is available for all Veta Neo teachers to ensure they feel confident facilitating this peer driven, relational, and increasingly interdependent journey of faith as the students mature and their capacities grow.

**Which theological misconceptions are intentionally addressed:**

The learning is designed to unlearn any concepts that God is distant, separated from us, off somewhere in heavenly places on a throne, either casting judgement on us, or indifferent to our lives.

**What is the sub theme that threads together the learning sequences across term 1:**

As the purpose of the learning is to provide learning experiences that guide students towards the treasures discovered in the basic foundations of the Christian faith, term one focuses on the gospel narrative.

<b>TERM 1</b>			
			
<p>God's Design: Perfectly Made in His Image</p>	<p>Relational by Design: God designs our 4 key relationships</p>	<p>Our Temptation &amp; Tumble: Turning away from God's Design</p>	<p>The Ultimate Twist: God's Rescue Plan</p>

**Term 1 Key Concepts:**

1. God's Design: Perfectly made in His image
2. Relational by Design: God designs our 4 key relationships of Us and God, Us and Ourselves, Us and Others, Us and Creation
3. Our Temptation and Tumble: Turning Away from God's Design
4. The Ultimate Twist: God's rescue plan

**Introduction to Veta Neo Bible Engagement:**



**Introduction to Veta Neo Bible Engagement:**

As one of the six Veta Youth Authentic Christian Learning Formation Experiences that forms and shapes the faith of the young people being disciplined, the Veta Neo Bible Engagement invites a diverse range of students into accessible, active, immersive learning, and authentic engagement with the building blocks of the Christian faith. Bible Engagement is framed and delivered through developmentally designed, fully resourced, heavily scaffolded, and consistently structured Bible Workshops that intentionally situate students as the active learner. The Veta Neo Bible Engagement is designed with teachers limited capacity to prepare and resource timetabled lessons. Each Bible Workshop provides the conceptual framework, overviews, explicit learning lighthouses (learning intentions), and fully resourced lesson content sequenced into the four stages of the Authentic Christian learning cycle.

**DISCOVERING LIVING LIFE IN CHRIST: TERM 1 OVERVIEW**

**Term 1**

1. Invited into Guided Discovery: Establishing connections, learning routines, and the Veta Neo Authentic Christian Learning culture
2. Building connection, Veta Neo spaces, and Veta Neo small groups
3. God's Design: Perfectly Made in His Image
4. God's Design: Perfectly Made in His Image
5. Relational By Design: God designs our 4 key relationships
6. Relational By Design: God designs our 4 key relationships
7. Our Temptation and Tumble: Turning away from God's design
8. Our Temptation and Tumble: Turning away from God's design
9. The Ultimate Twist: God's rescue plan
10. The Ultimate Twist: God's rescue plan
11. Breathing Space/ Catch up week Breathing Space/ Catch up week: Finishing tasks that were extended due to any school calendar clashes/ sickness. \*\*Alternatively students can engage in one of the stand-alone lessons in the teachers toolkit.\*\*

**NOTES**

## DISCOVERING LIVING LIFE IN CHRIST: TERM 1 OVERVIEW

### Week 1:

#### Building Connection & Culture of Authentic Christian Learning (ACL):

- Engage: Welcome to Veta Neo: Students receive their invitation to the learning journey from their teacher
- Engage: Naming students worries (those elephants in the room that are hurdles to engagement) and the things they hope for within this learning space.
- Engage: Establishing the differences of this learning space, from other lessons
- Engage: Introducing their Veta Neo 'Treasure Wall.' This will house the words/ definitions they find throughout their exploration
- Engage: Engaging in a connection game centred on "value/worth." The game is replayed for a second round with only some people experiencing success due to the wildcard they draw. With worth being (intentionally) unevenly distributed, students then discuss their experience.
- Engage: Introducing the ACL culture value of the intrinsic dignity of our classmates (referred to as 'respecting each other's worth') at this developmental stage.
- Engage: Students are invited to add an expression and articulation of 'respecting each others worth' to their Treasure Wall
- Engage: Students then put this learning into practice engaging in intentional connection through a problem-solving challenge in small groups, with opportunity to respect the worth of others.
- Engage: Students then discuss what they experienced in small groups that helped them succeed

### Week 2:

#### Establishing Veta Neo spaces:

- Engage: Students rotate through 3 different team building games
- Engage: Broken spaces – identifying what doesn't work in learning spaces
- Explore: Who is Chief Director of their exploration this year? Exploring building towards co-agency and invited responsibility for their learning
- Express: Students co-create their collective Codes of Conduct for their Veta Neo spaces

#### Establishing Veta Neo Groups:

- Engage: Introduce the choice of 3 activities for their Veta Neo group to engage in. Students have thinking time to consider their preference
- Engage: Each Veta Neo group selects their task from their 3 choices. Students engage in the task they selected as a Veta Neo group.
- Explore: Reflection and guided discussion about their experience, how the group selected their task, the outcomes of decision making
- Explore: Students identify from what they already know, the things that made them a Veta Neo group in the previous lesson; through peer reflection, and the way the group worked together may or may not have respected the worth of each other
- Express: Students co-create their collective Codes of Conduct for their Veta Neo Groups
- Extend: Adding an expression and articulation of either why they think Veta Neo Groups matter, what Veta Neo groups look like, and or how Veta Neo Groups make them feel in their Veta Neo Journal. Students may also opt to add their expression to their Treasure Wall
- Optional Engage week 3 (where possible): Students are introduced to the plan to give them a small space in which they are responsible for growing something over the term, to give them time to process the information and bring their ideas in the following lesson. This could be an edible garden space for the school community or as small as a shared plant within the classroom with responsibility shared over the term from germination to growth.

### Week 3:

#### God's Perfect Design: Made in His Image:

- Optional Engage (where possible): Students are given the small space in which they will be responsible for growing their contribution, over the term. If this is able to be an edible garden space for the school community students discuss the benefits of them creating a shared edible garden for the school, and the things they will need to be responsible for, using the scaffold provided. If this is to be a shared plant within the classroom, students discuss the benefits of them caring for a plant in their space, and the things they will need to be responsible for in it's care, using the alternate scaffold provided. Students establish their collective expectations for taking responsibility for the plant/s utilising the language they have used in their codes of conduct
- Engage: Pattern stations – Students engage in 4 Pattern making, pattern identifying, and continuing patterns, activities, set up in stations to rotate through, in their small Veta Neo Groups. Students record their observations about observing and continuing patterns in each activity, in their Veta Neo Group's scaffold provided.
- Engage: Students are introduced to the ACL culture value of *Responsible Thinking* (referred to as 'smart choices' at this developmental stage).
- Adding an expression and articulation of 'smart choices' to their Treasure Wall
- Explore: In a Veta Neo Space guided discussion, any prior knowledge about the Bible is articulated by students in the collective think, know, and wonder brain writing activity. Students are invited to add expressions of their 'wonder' questions to their Treasure Wall.
- Explore: Building on the prior knowledge expressed the students pause to familiarise themselves with the Bible as a library using the "reading glasses" scaffolded prompt, guided by their teacher. Where helpful and time allows, a gallery walk through the school library may prompt their introduce, recall, or build connections with different genres they are familiar with.
- Explore: In their *Veta Neo Pairs* using the scaffolding provided students brainstorm as many different 'kinds' of books they know. Remaining in their pairs students engage with the second part of the white sunnies scaffolding prompt identifying their food associations with each genre they have identified.
- Explore: In a guided discussion as a Veta Neo space the students share their understanding of different genres in literature, why they have associated each food with that genre, and what that might tell us about when and how the genre is used or experienced.
- Extend: The teacher synthesises their exploration and the treasures they have discovered so far, connecting how using the "reading glasses" throughout the year to understand the Bible as a library, will help build their understanding of what kind of book they are reading, where it sits on God's bookshelf, when they come to read from it.

### Week 4:

#### God's Perfect Design: Made in His Image

- Engage: #DesignFail activity. Students explore a range of objects and products that obviously have flaws in their design. Students identify where the product went wrong and what it might tell us about how it was designed.
- Explore: Simon Says! Students play a round of 'Simon Says' pausing to consider why the people that won, won their round. What did they do differently?
- Engage: Students pause to engage in a scaffolded discussion, connecting the role of patterns in Simon Says, why some students succeeded, and whether there are any correlations they see in the design fails.
- Explore: Using the scaffolded mind map prompts, students detect and reflect in their *Veta Neo Groups* any patterns they can see in the first chapter of Genesis. Each group explores the

linguistic patterns using the scaffolds provided and infers what that might tell us about God's design.

## DISCOVERING LIVING LIFE IN CHRIST: TERM 1 WEEK 1-2 SAMPLE LESSON BREAKDOWN

### Week 1: Establishing connection and our learning culture

3 lesson allocation

#### Lesson Focus

Building Connection & Culture of Authentic Christian Learning (ACL):

- Engage: Welcome to Veta Neo: Students receive their invitation to the learning journey from their teacher
- Engage: Naming students worries (those elephants in the room that are hurdles to engagement) and the things they hope for within this learning space.
- Engage: Establishing the differences of this learning space, from other lessons

Building Connection & Culture of Authentic Christian Learning (ACL):

- Engage: Introducing their Veta Neo 'Treasure Wall.' This will house the words/ definitions they find throughout their exploration
- Engage: Engaging in a connection game centred on "value/worth" with only some people experiencing success due to the rules. Replaying the connection game with different rules that ensure everyone experiences success. Then discussing their experience.
- Introducing the ACL culture value of the intrinsic dignity of our classmates (for year 6 referred to as 'respecting each other's worth')
- Adding an expression and articulation of 'respecting each others worth' to their Treasure Wall

Building Connection & Culture of Authentic Christian Learning:

- Engaging in intentional connection through a problem-solving challenge in small groups
- Discuss what they experienced in small groups that worked
- Exploring the ACL culture value of Responsible Thinking (for year 6 referred to as 'smart choices')
- Adding an expression and articulation of 'smart choices' to their Treasure Wall

#### NOTES

Considerations: If connection and establishing a learning environment where everyone can share their ideas, how will students form Veta Neo Groups? Will you place students in groups or allow self-selection? What might be some of the benefits of allowing students to choose their groups? What might be some of the benefits of placing them in groups? How might the stage of the year impact this choice? How might you mitigate any challenges of one option over the other?

## DISCOVERING LIVING LIFE IN CHRIST: TERM 1 WEEK 1-2 SAMPLE WEEKLY OVERVIEW

### Week 2: Establishing connection and our learning culture

3 lesson allocation

#### Lesson Focus

Establishing Veta Neo Veta Neo spaces:

- Engage: Students rotate through 3 different team building games
- Engage: Broken spaces – identifying what doesn't work in learning spaces
- Explore: Who is Chief Director of their exploration this year? Exploring co-agency and invited responsibility for their learning
- Express: Students co-create their collective Codes of Conduct for their Veta Neo spaces

Establishing Veta Neo Veta Neo Groups:

- Engage: Introduce the choice of 3 activities for their Veta Neo group to engage in. Students have thinking time to consider their preference
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Establishing Veta Neo Veta Neo Groups:

- Explore: Students identify from what they already know, the things that made them a Veta Neo group in the previous lesson; through peer reflection, and the way the group worked together may or may not have respected the worth of each other
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NOTES



