

Stage 5 or 6 Unit

# HUMAN DIGNITY



<p><b>UNIT DESCRIPTION</b></p>	<p>Issues relating to the value of human life are all around us, and young people are often required to navigate them alone. This unit explores the concept of human dignity, its foundations, and its implications in contemporary society. Through examining various dimensions of dignity, students will engage in critical discussions, analyse real-world examples, and reflect on their own beliefs and values. The resources encourage students to consider various voices and perspectives, including the immense contribution of Christianity to our understanding of every human’s worth.</p>	
<p><b>CHRISTIAN INTEGRATION</b></p>	<p>The concept of human dignity (which is foundational to all human rights) is rooted in the understanding that every individual is created in the image of God. This unit encourages students to view human dignity not only as a philosophical concept but as a divine mandate that calls for respect, compassion, and justice for all people, particularly the marginalised and oppressed. By considering the teaching of the Bible and the love and care that Jesus modelled, students are encouraged to affirm the inherent dignity of every person they encounter in real life or online. In reflecting on the unique contribution of Christianity to our understanding of each individual’s worth, students are invited to develop a deeper level of empathy and care for the vulnerable and marginalised.</p>	
<p><b>ESSENTIAL QUESTIONS</b></p>	<ul style="list-style-type: none"> <li>– How should Christians respond to modern examples of inequality and injustice?</li> <li>– What does compassion and care look like for a teenager still in high school?</li> <li>– What are the foundational principles of human dignity that should underpin our response to any contemporary ethical issue?</li> </ul>	
<p><b>TOPICS COVERED</b></p>	<ul style="list-style-type: none"> <li>• The Foundation of Human Dignity</li> <li>• Human Dignity in the Modern World</li> <li>• The Dream of Racial Equality</li> <li>• Dignity for the Marginalised</li> <li>• Dignity for those Living with a Disability</li> <li>• The Pursuit of Gender Equality</li> <li>• The Beginning of Life</li> <li>• The End of Life</li> </ul>	<p><i>These individual topics can be incorporated into lessons about human rights, identity and belonging.</i></p> <p><i>Many of the topics covered in this unit are also explored in CPX’s <a href="#">‘For the Love of God’</a> resources. You may wish to explore the related learning activities and incorporate them into this unit of work.</i></p>

<p><b>LEARNING OBJECTIVES</b></p>	<ul style="list-style-type: none"> <li>– Students will explore the Biblical foundation of human dignity and understand how Christianity has shaped modern expectations.</li> <li>– Students will understand how the concept of human dignity applies to a range of contemporary issues and contexts.</li> <li>– Students will identify a variety of ways in which they can affirm the dignity of others in their world through acts of compassion and advocacy.</li> </ul>
<p><b>SUCCESS CRITERIA</b></p>	<ul style="list-style-type: none"> <li>– Students can demonstrate how Christian teachings on human dignity have shaped the values and ethics of the world we live in.</li> <li>– Students can explain what it means to give others dignity, providing examples of how that applies to real world relationships.</li> <li>– Students can identify the vulnerable and marginalised in today’s world, evaluating causes of, and possible responses to, inequality and injustice.</li> </ul>
<p><b>POSSIBLE ASSESSMENTS</b></p>	<p><b>Reflective Essay</b> – students choose one of the issues covered in the unit and research facts and statistics for the level of injustice or inequality that exists today. They then write a reflective first-person reflective ‘essay’ on their understanding of the issue, their convictions about who is responsible, and their hopes for what could be changed in their lifetime.</p> <p><b>Group Discussion Forum</b> – As a whole class or in smaller groups, students discuss what they believe is the greatest threat to human dignity in a modern world. Students are marked on the quality and quantity of their contributions to the discussion. The marking criteria should assess the level of understanding of the issues, as well as the thoughtfulness of the responses and the contribution of each student to developing the tone of the dialogue. The focus should be on the way the discussion elevates human dignity more than on the quality of suggested responses or innovations.</p>
<p><b>CONTRIBUTORS</b></p>	<p>Anna Grummitt, Nate Armsberry</p>

		Resource	Register
<p><b>Unit Introduction</b></p>	<p>As a class <b>read</b> the ‘<i>Homo uneconomicus</i>’ article and then ask the students to <b>brainstorm</b> other examples (real and fictional) when significant resources have been put towards saving a single human life – possibly making it a challenge to find the most expensive rescue in history.</p> <p><b>Discuss</b> whether or not there should ever be a price limit put on what it costs to rescue someone. Pose the question, “How do we put a value on a life?” (Reference things like travel insurance payout limits as a practical example.)</p> <p>Ask the students to <b>explain</b> why they think human life is so valuable?</p> <p><b>Look at</b> the opening paragraph of the United Nations ‘Universal Declaration of Human Rights’ Preamble. Draw attention to the foundational presupposition of the document. “<i>the inherent dignity ... and inalienable rights of all the human family.</i>”</p> <p>In pairs students <b>write a definition</b> for ‘Human Dignity’, they use a generative AI to improve on their first draft. Responses are shared with the class and a class definition is developed. (<i>Avoid introducing Biblical ideas at this point.</i>)</p> <p>Pose the question “<b>Why do we believe this is true?</b>”</p> <p><b>Introduce the unit</b> as an exploration of what it is that makes humans unique and valuable, what the Bible teaches, what Christians believe, and how that shapes our response to a whole range of ethical issues.</p>	<p>Article: <a href="#">Homo uneconomicus</a> (1 min)</p> <p>PDF: <a href="#">Universal Declaration of Human Rights</a></p>	
<p><b>1. THE FOUNDATION OF HUMAN DIGNITY</b></p> <p><i>This lesson explores the Christian foundation for seeing all humans as equally valuable. It introduces and unpacks the biblical idea that all are created in the ‘image of God’. Teachers may want to use or substitute some of these related resources and activities from the <a href="#">‘For the Love of God’</a> unit as well?</i></p>			
<p><b>Introduction</b></p>	<p><b>Display</b> the quotes from Martin Luther King Jnr, Ayn Rand, Pope Francis and Friedrich Nietzsche. Students identify which quote they like the most and explain to the person next to them why they chose it.</p> <p>Facilitate a <a href="#">Tug for Truth</a> activity, with the class responding to the statement “<b>Christianity has played a central role in promoting human dignity across history.</b>”</p> <ul style="list-style-type: none"> <li>• Students discuss their initial opinion with a neighbour</li> <li>• They then add post-it notes for evidence/support for the ‘Yes’ position and the ‘No’ position.</li> <li>• They also add questions about the whole topic/statement (such as ‘what if’ questions)</li> </ul>	<p><a href="#">Human Dignity Lesson 1 Slides</a></p>	

<p><b>Engage</b></p>	<p>The class <b>watches</b> the clips ‘<i>On the most important phrase ever coined</i>’, ‘<i>On the idea that changed the world</i>’, and ‘<i>On the transvaluation of humanity</i>’ and students individually fill out a table summarising the core message of each.</p> <ul style="list-style-type: none"> <li>• Column 1: What does the Biblical idea that we are all made in the image of God?</li> <li>• Column 2: What are the implications for how we should treat people?</li> </ul> <p>Students choose <b>ONE</b> of the articles to read ‘<i>Christos Tsiolkas and the Christian revolution</i>’, ‘<i>Our secular Western culture is Christianity in disguise</i>’ and ‘<i>In defence of the nativity play</i>’, before answering the questions:</p> <ol style="list-style-type: none"> <li>1. According to the article, how did Christianity contribute to our society’s belief in the dignity and value of all human beings?</li> <li>2. What is one idea raised in the article that you would like to think about more?</li> </ol> <p>As a class watch the video ‘<i>On race, class, gender and the gospel</i>’. Students write a <b>sentence</b> that summarises what Edwin Judge says, and a <b>phrase</b> or <b>word</b> that captures their reaction to his words.</p> <p><b>Read</b> Galatians 3.28 together. Students <b>rewrite the verse</b> in their own words using modern equivalents to the people groups being mentioned. <b>Discuss</b> what it would mean for a Christian to apply this verse to their lives in today’s world.</p>	<p>Clip: <a href="#">On the most important phrase ever coined</a> (1:50)</p> <p>Clip: <a href="#">On the idea that changed the world</a> (1:11)</p> <p>Clip: <a href="#">On the transvaluation of humanity</a> (1:21)</p> <p>Article: <a href="#">Christos Tsiolkas and the Christian revolution</a> (14 min)</p> <p>Article: <a href="#">Our secular Western culture is Christianity in disguise</a> (6 min)</p> <p>Article: <a href="#">In defence of the nativity play</a> (5 min)</p> <p>Clip: <a href="#">On race, class, gender and the gospel</a> (2:10)</p> <p><a href="#">Human Dignity Lesson 1 Slides</a></p>	
<p><b>Bible Focus</b></p>	<p>Using the following verses students create a mind map of <b>what the Bible teaches about the equality and dignity of all human beings</b>. (<i>Genesis 1:26-28, Psalm 8:3-8, Galatians 3:26-28, Isaiah 43:1-7</i>)</p> <p>Using <a href="#">Canva</a> students <b>create</b> an Instagram carousel which highlights key points from the above Bible verses.</p>		
<p><b>Reflect</b></p>	<p>Students return to the earlier ‘Tug for Truth’ activity, to add more post-it notes reflecting what they’ve discovered. Then the class <b>discusses</b> how their opinions have changed or been expanded.</p> <p>Students then <b>reflect</b> individually on their own beliefs around human dignity, and <b>write a journal entry</b> where they consider their own behaviour towards others, and how consistently they impart dignity to those they are in relationship with.</p>		
<p><b>Extension</b></p>	<p>Students imagine they are leading a government department and are about to announce major funding for an initiative that demonstrates the value of human life. Students prepare a speech for a press conference explaining the initiative and justifying the funding, drawing on themes from this lesson.</p>		

## 2. HUMAN DIGNITY IN THE MODERN WORLD

This lesson examines the extent to which the Christian notion that humanity is created in the 'image of God' still impacts society today, also considering the concerning implications if this foundation for human dignity is gradually forgotten. See the related resources and activities from the ['For the Love of God'](#) unit as well.

<p><b>Introduction</b></p>	<p>Students use <a href="#">Canva</a> to <b>create</b> two contrasting photo collages:</p> <ul style="list-style-type: none"> <li>• One featuring examples in our society of people being treated as inherently valuable</li> <li>• One featuring examples in our society of where human value is undermined</li> </ul> <p><b>Discuss</b> whether or not the class feels that modern Australia is better or worse at valuing humans, than in the past.</p> <p><b>Display</b> a quote about the Covid-19 pandemic, where Sandra Liebenberg states that <i>“the goal of all response measures [to the pandemic] should be to create an environment in which all can live in dignity without excessive inequalities on grounds of race, gender, and socio-economic status.”</i> The class <b>discusses</b> the following:</p> <ol style="list-style-type: none"> <li>1. Do you agree with this statement? Why or why not?</li> <li>2. Thinking of what you know of your country’s response to COVID-19, make a list of examples of how you think this has been done well, and another list of how it has been done poorly.</li> </ol> <p>Facilitate a <b>Human Barometer</b> activity where students indicate their perspective on the following statements:</p> <ul style="list-style-type: none"> <li>• “Protecting human rights is the biggest responsibility our government has.”</li> <li>• “Human rights are under attack”</li> <li>• “Human rights are likely to suffer as society loses touch with what the Bible teaches about human worth”</li> </ul>	<p><a href="#">Human Dignity Lesson 2 Slides</a></p> <p>Reference Article: <a href="#">Why human rights should guide responses to the global pandemic</a></p> <p><a href="#">Human Barometer Activity</a></p>	
<p><b>Engage</b></p>	<p>The class <b>watches</b> the clips <i>‘On the future of human rights’</i>, <i>‘On forgetting why humans are precious’</i>, and <i>‘On the foundation of morality’</i> and students answer the following questions for each clip before discussing as a class.</p> <ul style="list-style-type: none"> <li>• Summarise this person’s concerns about losing a Christian understanding of human dignity.</li> <li>• To what extent do you agree with what they are saying?</li> <li>• What do you think are the problems or flaws with their perspective? How might a non-Christian respond?</li> </ul> <p>Students <b>read</b> the articles <i>“Christianity is still the foundation of our most treasured convictions”</i> and <i>“How do we make human rights a reality”</i>, then complete a table <b>comparing</b> the two articles:</p> <ul style="list-style-type: none"> <li>• Row 1: Which ideas in this article were you already aware of, or at least somewhat familiar with?</li> <li>• Row 2: What was new for you, or something that you hadn’t thought about before?</li> <li>• Row 3: What questions or problems did the article raise for you?</li> </ul>	<p>Clip: <a href="#">On the future of human rights</a> (1:56)</p> <p>Clip: <a href="#">On forgetting why humans are precious</a> (2:15)</p> <p>Clip: <a href="#">On the foundation of morality</a> (2:50)</p> <p>Article: <a href="#">Christianity is still the foundation of our most treasured convictions</a> (4 min)</p> <p>Article: <a href="#">How do we make human rights a reality</a> (6 min)</p>	

	Students <b>read</b> the extract from the CPX podcast episode where Sarah Irving-Stonebraker shares her story of coming to faith. They then <b>draft an email</b> to Sarah which includes one thing that stood out from her story and a question that they would like to ask her.	Podcast Extract: <a href="#">Surprised by Peter Singer</a> (13 min) Full podcast: <a href="#">Surprised by Peter Singer</a> (33:56)	
<b>Bible Study</b>	Students read <b>James 3:9-10</b> and <b>1 John 3:16-18</b> , and answer the following questions: <ol style="list-style-type: none"> <li>1. What do these passages say about how we should and shouldn't treat other people?</li> <li>2. What reason is given in each of these passages for how we should treat others?</li> <li>3. Which of these passages do you find the most compelling? Why?</li> </ol>		
<b>Apply</b>	Hold a mini-debate as a class on the question: <b>Can universal human rights for all people continue without the notion that human beings are created in the 'image of God'?</b>  Individually students <b>reflect</b> on and <b>write</b> down, 3 things they've learnt from this lesson, 2 questions they still have, and 1 thing they are personally challenged by.	Protocol: <a href="#">Mini-Debate</a>	
<b>Extension</b>	Students <b>read</b> the article 'Why we need the Christmas story' and <b>write</b> a letter to the editor in response to this piece.	Article: <a href="#">Why we need the Christmas story</a> (6 min)	
<p><b>3. THE DREAM OF RACIAL EQUALITY</b></p> <p><i>This lesson explores the mixed role of the Christian church in promoting racial equality – and how the biblical ideas of universal human dignity and equality speak powerfully against racism.</i></p>			
<b>Introduction</b>	Display some images which capture the reality of racial unrest or injustice. Use those provided or your own that connect with a more current story. <b>Discuss</b> whether or not the class feels that modern Australia is better or worse at valuing humans, than in the past. Students complete a <b>3, 2, 1 Reflection</b> on "The contribution of Christianity to racial equality": <ul style="list-style-type: none"> <li>• 3 thoughts or ideas they have about the topic</li> <li>• 2 questions they have – things they would like to know more about</li> <li>• 1 metaphor or analogy that they think explains the relationship between Christianity and racial equality</li> </ul>	<a href="#">Human Dignity Lesson 3 Slides</a>	
<b>Extension</b>	<b>Read</b> the article 'Why Christians must fight systemic racism' and complete the following activities: <ol style="list-style-type: none"> <li>1. Write an alternative headline and summary sentence that you think captures the main point of this article.</li> <li>2. Describe what the article reveals about the mixed ways in which Christian church responds to racial injustice.</li> </ol>	Article: <a href="#">Why Christians must fight systemic racism</a> (New York Times)	

<p><b>Engage</b></p>	<p>Half the class <b>watches</b> the pro-slavery clips and half the class <b>watches</b> the anti-slavery clips. Students complete the activities and then each side <b>reports a summary</b> of what they discovered to the rest of the class. This can be completed in pairs or in larger groups.</p> <p><b>Anti-slavery Clips:</b> <i>‘On where human rights come from’</i> and <i>‘On the old slave preacher’</i>.</p> <ul style="list-style-type: none"> <li>• What were some reasons why Christians opposed slavery?</li> <li>• What were some aspects of the Bible’s message that the slaves in America were themselves drawn to?</li> </ul> <p><b>Pro-slavery Clips:</b> <i>‘On the defence of American slavery’</i>, <i>‘On justifying slavery’</i> and <i>‘On pro-slavery Christianity’</i>.</p> <ul style="list-style-type: none"> <li>• How did Christians justify slavery?</li> <li>• In what ways were their reasons consistent or at odds with their Christian faith?</li> </ul> <p>Students <b>read</b> the article <i>“Original sins” and racial justice: What’s on the other side’</i> and <b>watch</b> the clip <i>‘Injustice and reconciliation’</i> then <b>answer</b> the following questions:</p> <ol style="list-style-type: none"> <li>1. What metaphors are referenced in these pieces to describe racial injustice and/or reconciliation?</li> <li>2. How helpful are these metaphors? Explain their value and limitations.</li> </ol> <p><b>Display</b> the McCaulley Quote and discuss the implications for the idea he is presenting.</p> <p>Students <b>read</b> the articles <i>‘Racism and the human heart’</i>, <i>‘Just tears’</i>, <i>‘The Australian Dream’</i> and <i>‘Max Jeganathan has a Dream’</i>, then answer the following questions individually:</p> <ul style="list-style-type: none"> <li>• What aspects of these articles do you feel some <b>connection</b> to? Something you know or have experienced.</li> <li>• What ideas, positions, or assumptions in the articles do you want to <b>challenge</b> or argue with?</li> <li>• What key <b>concepts</b> or ideas that are mentioned are important and worth holding on to?</li> <li>• What <b>changes</b> in attitudes, thinking, or action are suggested by the texts, either for you or for others?</li> </ul>	<p>Clip: <a href="#">On where human rights come from</a> (1:28)</p> <p>Clip: <a href="#">On the old slave preacher</a> (1:18)</p> <p>Clip: <a href="#">On the defence of American slavery</a> (2:52)</p> <p>Clip: <a href="#">On justifying slavery</a> (1:23)</p> <p>Clip: <a href="#">On pro-slavery Christianity</a> (0:54)</p> <p>Article: <a href="#">“Original sins” and racial justice: What’s on the other side</a> (5 min)</p> <p>Clip: <a href="#">Injustice and reconciliation</a> (3:00)</p> <p><a href="#">Human Dignity Lesson 3 Slides</a></p> <p>Article: <a href="#">Racism and the human heart</a> (1 min)</p> <p>Article: <a href="#">Just tears</a> (1 min)</p> <p>Article: <a href="#">The Australian Dream</a> (1 min)</p> <p>Article: <a href="#">Max Jeganathan has a Dream</a> (3 min)</p>	
<p><b>Bible Study</b></p>	<p>Students reflect on the Bible passages, then <b>draw</b> an image that encapsulates what they say about racial equality. (<i>Romans 10:12-13, Acts 17:24-26, Acts 10:34-35, Colossians 3:11, Revelation 7:9</i>)</p> <p>Students discuss which of verse they think would be most helpful in understanding the Bible’s view of racial equality.</p>		
<p><b>Respond</b></p>	<p><b>Watch</b> the music video <i>‘God not guns’</i> inspired by <b>Psalm 10</b> and <b>Amos 5:24</b>. Students <b>write</b> a one-paragraph song review for a music magazine and/or <b>write</b> a song or poem that incorporates some of the relevant Bible passages.</p> <p><b>Design</b> a placard that could be used in a march for racial equality that is based on an idea from this lesson.</p> <p>Individually students <b>reflect</b> on their earlier ‘3, 2, 1 Reflection’ considering how they would respond now.</p>	<p>Music Clip: <a href="#">God not guns</a> (5:29)</p>	
<p><b>Extension</b></p>	<p>After <b>watching</b> <i>‘On not hating white people’</i> students complete an empathy exercise, <b>writing</b> a letter to the son of the man who murdered Raboteau’s father – explaining why he has chosen to respond to racism in a gracious way.</p>	<p>Clip: <a href="#">On not hating white people</a> (4:42)</p>	

4. DIGNITY FOR THE MARGINALISED		
<i>This lesson explores how the Bible's teaching on human dignity have (and should still) motivate Christians to care for marginalised groups in society, such as refugees and those in poverty.</i>		
<b>Introduction</b>	<p>The class <b>brainstorms</b> a definition for what it means to be 'marginalised', and what it would be like to experientially. Students also identify groups that could be classified as marginalised in today's world.</p> <p><b>Display</b> the cartoons from Australian newspapers and ask students to comment on what they <b>see, think and wonder</b>.</p> <p>On post-it-notes students respond to the statement '<b>Christians are very active in caring for the marginalised in society</b>' with personal opinions or observations for or against. These are displayed the classroom wall in two groups.</p>	<p><a href="#">Human Dignity Lesson 4 Slides</a></p>
<b>Engage</b>	<p>While <b>watching</b> the clips '<i>On Jesus and the poor</i>', '<i>On practical care</i>' and '<i>On widows and orphans</i>', students <b>identify</b> the unique contributions of different parts of the Bible to a Christian attitude towards the poor and needy. This can be <b>recorded</b> in a 3-column table. (OT Law &amp; Wisdom Literature / OT Prophets / Jesus &amp; the NT)</p> <p>Students <b>read</b> one or more of the articles '<i>At Christmas, hospitality can link us to a greater truth: nobody is disposable</i>', '<i>What does the church stand for?</i>' and '<i>Vale Catherine Hamlin</i>'.</p> <p>Students <b>share</b> something they found inspiring and/or challenging <b>with a partner</b>.</p> <p>The class has a <b>discussion</b> about the way in which Christian faith can influence how people treat those who are marginalised in society.</p> <p>Students <b>read</b> the articles '<i>Loving the stranger in our midst</i>', '<i>Bring them home to Bilo</i>' and '<i>Refuge in Australia</i>', and <b>identify and discuss</b> any biblical ideas that would motivate us in our treatment of refugees?</p>	<p>Clip: <a href="#">On Jesus and the poor</a> (2:27)                      Clip: <a href="#">On practical care</a> (2:25)                      Clip: <a href="#">On widows and orphans</a> (1:08)</p> <p>Article: <a href="#">At Christmas, hospitality can link us to a greater truth: nobody is disposable</a> (4 min)                      Article: <a href="#">What does the church stand for?</a> (4 min)                      Article: <a href="#">Vale Catherine Hamlin</a> (1 min)</p> <p>Article: <a href="#">Loving the stranger in our midst</a> (4 min)                      Article: <a href="#">Bring them home to Bilo</a> (1 min)                      Article: <a href="#">Refuge in Australia</a> (1 min)</p>
<b>Bible Study</b>	<p>In pairs students <b>read</b> ONE of the following sets of Bible passages and <b>summarise</b> the ideas the discover about how God's people should treat the marginalised. The class discusses what each pair identified.</p> <ul style="list-style-type: none"> <li>• Old Testament Law: <b>Exodus 23:9; Leviticus 19:34; Proverbs 14:31; Proverbs 31:8-9</b></li> <li>• Old Testament Prophets: <b>Isaiah 58:1-12</b></li> <li>• New Testament: <b>Matthew 25:31-40; James 1:27</b></li> </ul> <p>Students <b>google</b> other relevant bible passages <b>and share</b> one that stands out to them with the class</p>	



<p><b>Apply</b></p>	<p>Students do <b>ONE</b> of the following in response to what has been taught in this lesson:</p> <ul style="list-style-type: none"> <li>• Write a letter to one of the people who you have learnt about this lesson. Explain why their story stood out to you, what you appreciate about their work, and any questions you might have for them.</li> <li>• Watch ‘<i>An Empty Plate: Jack’s Story</i>’. Design a social media campaign to end poverty in Liverpool or for another initiative that you are familiar with. Incorporate ideas and versed from this lesson.</li> <li>• Choose one of the marginalised groups the class identified in the opening activity and make a list of some things your school community or you as an individual could do to help that group.</li> <li>• Think back to what you wrote on your post-it note at the beginning of the lesson. Would your response change now? Why or why not?</li> </ul>	<p>Clip: <a href="#">An Empty Plate: Jack’s Story</a> (1:41)</p>	
<p><b>Extend</b></p>	<p>Students <b>identify</b> either a church or a charity founded on Christian values that is actively working to help a marginalised group. Then, either:</p> <ul style="list-style-type: none"> <li>• Interview someone from the church or organisation about what their work involves, and what motivates them to do it, <b>OR</b></li> <li>• Research and write a newspaper report on the work of this group.</li> </ul>		
<p><b>5. DIGNITY FOR THOSE LIVING WITH A DISABILITY</b></p> <p><i>This lesson explores how biblical ideas of universal human dignity and equality impact how Christians, and society in general, treat people living with disabilities.</i></p>			
<p><b>Introduction</b></p>	<p>Show the ‘<i>#WeThe15 campaign video</i>’ clip and <b>discuss</b> the student’s response to it, including what they think the main message is.</p> <p>Students <b>find and read</b> a recent Australian news article that relates to those living with a disability. They identify a <i>word</i> that they found powerful, a <i>phrase</i> that was engaging, and a <i>sentence</i> that was meaningful</p> <p>The class <b>discusses</b> what they discovered about the way those living with a disability are treated in Australia.</p>	<p>Clip: <a href="#">#WeThe15 campaign video</a> (1:50)</p>	
<p><b>Engage</b></p>	<p>Students <b>watch</b> the video ‘Disability, inclusion, belonging, and faith’ and <b>summarise</b> what John Swinton says about the difference between inclusion and belonging, giving examples of each.</p> <p><b>Display</b> the Swinton quote and <b>discuss</b> what it could mean, and how much they agree with it.</p> <p>Students <b>read</b> the podcast extract ‘<i>Not an Inspiration</i>’ and write down two things they noticed or learnt.</p> <p><b>Display</b> the Clifton quote and <b>discuss</b> how our society’s treatment of people with disabilities would change if everyone practised that?</p>	<p>Clip: <a href="#">Disability, inclusion, belonging, and faith</a> (3:27)</p> <p><a href="#">Human Dignity Lesson 5 Slides</a></p> <p>Podcast Extract: <a href="#">Not an Inspiration</a> (4 min)</p>	

	<p>Students <b>read</b> the articles ‘<i>Baby Gammy and the complexities of moral outrage</i>’ and ‘<i>Disability and humanity</i>’, then complete the ‘Values, Identities, Actions’ thinking routine:</p> <ol style="list-style-type: none"> <li>1. What <b>values</b> do these articles invite us to think about?</li> <li>2. <b>Who</b> are these articles speaking about? And who are they trying to speak to?</li> <li>3. What <b>actions</b> might these articles encourage?</li> </ol> <p>Students <b>read</b> the article ‘<i>A glorious, fragile vision</i>’ and <b>answer</b> the following questions:</p> <ol style="list-style-type: none"> <li>1. How does the story Simon Smart tells make you feel?</li> <li>2. What would you say is Simon’s main point? Do you agree with it?</li> </ol>	<p>Article: <a href="#">Baby Gammy and the complexities of moral outrage</a> (3 min)</p> <p>Article: <a href="#">Disability and humanity</a> (5 min)</p> <p>Article: <a href="#">A glorious, fragile vision</a> (3 min)</p>	
<p><b>Bible</b></p>	<p>In the podcast extract, Shane Clifton says “<i>It’s interesting to think of Jesus as somehow disabled on the cross.</i>”</p> <p>Students read <b>Isaiah 52:13-53:4</b> (an Old Testament prophecy that Christians see as fulfilled in Jesus).</p> <ol style="list-style-type: none"> <li>1. What image do we get of Jesus in this passage?</li> <li>2. How might this be powerful for people with disabilities?</li> </ol> <p>Students read <b>John 9:1-3</b> and <b>Luke 5:11-13</b>.</p> <ol style="list-style-type: none"> <li>3. What is striking about the way Jesus responds to disability in these passages?</li> </ol> <p>Students read the parable of the great banquet in <b>Luke 14:15-24</b>.</p> <ol style="list-style-type: none"> <li>4. What might this story reveal about how God sees people with disabilities?</li> </ol>	<p><a href="#">Human Dignity Lesson 5 Slides</a></p>	
<p><b>Apply</b></p>	<p>Students <b>read</b> the article ‘<i>How young disability activists are using TikTok to make a difference</i>’ and then <b>create</b> their own TikTok-style video campaign promoting the dignity and equality of people with disabilities, drawing on the ideas explored in this lesson.</p> <p>Students <b>write a personal journal entry</b> reflecting on the issues explored in this lesson. The points that resonated, things they want to know more about, questions or concerns they have around this topic?</p>	<p>Article: <a href="#">How young disability activists are using TikTok to make a difference</a></p>	
<p><b>Extension</b></p>	<p>Students watch Stella Young’s TED Talk ‘<i>I’m not your inspiration, thank you very much</i>’ that was referenced in the extract of the podcast interview with Shane Clifton. After watching, they write a postable comment, sharing their reaction to the clip.</p>	<p>Clip: <a href="#">I’m not your inspiration, thank you very much</a> (9:16)</p>	

## 6. THE PURSUIT OF GENDER EQUALITY

This lesson explores the mixed role of the Christian church in promoting gender equality – and how biblical ideas of universal human dignity and equality speak powerfully against discrimination on the basis of gender. See the related resources and activities from the [‘For the Love of God’](#) unit as well.

<p><b>Introduction</b></p>	<p>Students choose a <b>colour</b>, create a <b>symbol</b>, and sketch an <b>image</b> to describe their reactions to one of the following News headlines:</p> <ul style="list-style-type: none"> <li>Norway’s beach handball team fined for breaching uniform requirements by not wearing bikini bottoms</li> <li>Gender pay gap narrowing but women still earning average of \$25,000 less</li> <li>One in three women has had health concerns dismissed. Experts say it’s evidence of a gender gap in medicine</li> </ul> <p>In small groups students <b>score</b> Australia out of 10 in terms of gender equality, <b>explaining</b> their reasons to one another.</p> <p>As a class <b>brainstorm</b> the contribution of Christianity to women’s rights in 2 columns, positive &amp; negative.</p>	
<p><b>Engage</b></p>	<p><b>Watch</b> the clips ‘On whether Christianity is good or bad for women’ and ‘On what Christianity promised women’, and <b>read</b> the article ‘International Women’s Day’.</p> <ul style="list-style-type: none"> <li>The class adds to the ‘positive &amp; negative’ columns <b>contributing information</b> from these resources.</li> <li>Are these videos mostly positive or negative in their assessment of the role Christianity has played in advancing women’s rights? How do you feel about their assessment?</li> </ul> <p>Students <b>read</b> ‘The forgotten religious roots of #MeToo’ and ‘The un-silencing of the girls has been a long time coming’, and <b>respond</b> to the following:</p> <ol style="list-style-type: none"> <li>What do we learn from these articles about the place and value of women in the Greco-Roman world?</li> <li>How did Christianity challenge the Greco-Roman treatment of women?</li> <li>What kind of influence have Christian teachings had on women’s rights movements today?</li> </ol> <p><b>Show the clip</b> ‘Why Jesus is good news for women’ to the class. Using the transcript students identify three sentences that stand out and are particularly important for the argument being presented and share these with a partner.</p> <p><b>Read</b> the article ‘People just like you’. Make a list of some of the ways society might change if everyone saw women – and all people – as bearing God’s image.</p>	<p>Clip: <a href="#">On whether Christianity is good or bad for women</a> (1:09)</p> <p>Clip: <a href="#">On what Christianity promised women</a> (2:23)</p> <p>Article: <a href="#">International Women’s Day</a> (2 min)</p> <p>Article: <a href="#">The forgotten religious roots of #MeToo</a> (4 min)</p> <p>Article: <a href="#">The un-silencing of the girls has been a long time coming</a> (3 min)</p> <p>Clip &amp; Transcript: <a href="#">Why Jesus is good news for women</a> (5:13)</p> <p>Article: <a href="#">People just like you</a> (1 min)</p>

<p><b>Bible Study</b></p>	<p>As a class read <b>Genesis 1:26-28</b> and <b>Galatians 3:26-28</b>, and discuss how these verses establish the inherent equality between men and women.</p> <p><b>Show</b> the clip <i>‘On Jesus’ conversations with women’</i>, choose EITHER the Samaritan woman or Martha and read the relevant passage either John 4:1-26 or John 11:1-44.</p> <ul style="list-style-type: none"> <li>• Do a <a href="#">Step Inside</a> Thinking Routine for the woman you chose, recording what she might:             <ol style="list-style-type: none"> <li>a. have seen, observed or noticed</li> <li>b. have known, understood, held to be true or believed</li> <li>c. have cared deeply about</li> <li>d. have wondered about or questioned</li> </ol> </li> <li>• Explain the impression we get of Jesus from the way he related to the woman you chose.</li> </ul>	<p>Clip: <a href="#">On Jesus’ conversations with women</a> (2:21)</p>	
<p><b>Apply</b></p>	<p>Students <b>produce</b> an outline for a 5-minute speech on the role of Christianity in the progression of gender equality. They can also <b>create</b> a series of slides to accompany the speech, including quotes, bible passages and key points.</p> <p>Lead a class discussion around how students would/could respond to a friend who said <i>‘I would never consider Christianity because of the way it has treated women’</i>.</p>		
<p><b>Extend</b></p>	<p>Students <a href="#">watch</a> or <a href="#">listen to</a> the whole of CPX’s 2017 Richard Johnson Lecture with Amy Orr-Ewing and the accompanying <a href="#">Q&amp;A session</a>, and answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What did you find helpful about the lecture?</li> <li>2. What (if anything) did you feel was missing from her arguments?</li> <li>3. What is <b>one question</b> you would like to ask the speaker?</li> </ol> <p>Students <b>read</b> this article by prominent atheist Jane Caro Religion v feminism: Which has done more for humanity? and write a paragraph responding to her argument.</p>	<p>Clip: <a href="#">Is Christianity Bad News for Women?</a> (45:55)</p> <p>Audio: <a href="#">Is Christianity Bad News for Women?</a> (45:15)</p> <p>Clip: <a href="#">Is Christianity Bad News for Women? Q &amp; A</a> (26:07)</p> <p>Article: <a href="#">Religion v feminism: Which has done more for humanity?</a></p>	

7. THE BEGINNING OF LIFE		
<p><i>This lesson explores how the biblical ideas of universal human dignity shape how Christians have seen and treated people at the very beginning of their lives. This is a sensitive topic where students may have strong opinions, sometimes based on personal experience – so of course should be handled with great care.</i></p>		
<p><b>Introduction</b></p>	<p><b>Display</b> some images which capture the challenge of the ethical and political implications for beliefs around the beginning of life – use those provided or your own that connect with a more current story. Students complete a ‘See, Think, Wonder’ exercise based on the images, <b>discussing</b> what they see, think and wonder, in pairs or small groups.</p> <p>In pairs or small groups students choose which option best reflects their understanding of when they think life begins. (<i>At conception / at birth / sometime in between conception and birth / I don’t know</i>). Students discuss why they chose the option they did, and who they think has had the most influence on their perspective. They also discuss why people might hold a different opinion. <i>What are the values that are being prioritised?</i></p>	<p><a href="#">Human Dignity Lesson 7 Slides</a></p>
<p><b>Engage</b></p>	<p>Students <b>watch ONE</b> of the interview clips ‘<i>Life or death</i>’ <b>OR</b> ‘<i>Zoe’s Story: Where life begins and ends</i>’, then complete the following activities, and then share their responses with a student who watched the <b>OTHER</b> video.</p> <ul style="list-style-type: none"> <li>Briefly summarise the woman’s story from the video.</li> <li>Using the transcript, choose one sentence that stood out to you and explain why you choose it.</li> <li>Write down an explanation of the understanding of human life and human value that the clip presents.</li> </ul> <p>Students <b>read</b> the extract from the ‘<i>Sister Act</i>’ podcast episode and complete the following activities:</p> <ul style="list-style-type: none"> <li>Highlight part of the extract that surprises you.</li> <li>Write a headline and summary sentence for the extract.</li> <li>If you had the chance to ask the sisters a question, what would it be?</li> </ul> <p>Students <b>read</b> the article ‘<i>We need more expressions of care for one another</i>’, then <b>Think-Pair-Share</b> some observations and respond to the quote from the article. <i>In slides</i></p> <p>After <b>reading</b> the articles ‘<i>Unwelcome others: Christmas reframes the divide over abortion and refugees</i>’ and ‘<i>Life, unedited: Jesus doesn’t need to be made relevant</i>’, students write a response to how the incarnational life of Jesus should frame a Christian understanding of the value of human life.</p>	<p>Clip: <a href="#">Life or death</a> (8:55)</p> <p>Clip: <a href="#">Zoe’s Story: Where life begins and ends</a> (8:08)</p> <p>Extract: <a href="#">Sister Act</a> (3 min)</p> <p>Article: <a href="#">We need more expressions of care for one another</a> (1 min)</p> <p>Article: <a href="#">Unwelcome others: Christmas reframes the divide over abortion and refugees</a> (5 min)</p> <p>Article <a href="#">Life, unedited: Jesus doesn’t need to be made relevant</a> (3 min)</p>
<p><b>Bible Study</b></p>	<p>Students read the <b>Psalm 139:13-16</b>, <b>Jeremiah 1:4-5</b>, and <b>Luke 1:26-45</b>, and write down what they think the verse contribute to the value of human life at the beginning of life.</p> <p>Based on the passage in Luke, students <b>write</b> a journal entry from Mary’s perspective reflecting on the events of this passage and what they imagine her feelings may have been about her pregnancy.</p>	

<p><b>Respond</b></p>	<p>As a class use a digital discussion platform to submit thoughts and observations on the lesson so far, describing the ideas and stories that have been explored.</p> <p>Students <b>make a list</b> of the questions they have and the things they would like to research or think more about.</p>		
<p><b>Extension</b></p>	<p>Students <b>listen</b> to the podcast episode <i>‘Brave as a Bear’</i> and <b>explore</b> a website which is offering services in this space.</p> <p>Students <b>‘compose’</b> an email to Bernadette sharing your reaction to her story and asking any questions you might have for her.</p>	<p>Podcast: <a href="#">Brave as a Bear</a> (13:28)</p> <p>Website: <a href="#">Brave Foundation</a></p>	
<p><b>8. THE END OF LIFE</b></p> <p><i>This lesson explores how the biblical ideas of universal human dignity shape how Christians have seen and treated the elderly and terminally ill.</i></p> <p><i>This is another sensitive topic where students may have strong opinions, sometimes based on personal experience – so of course should be handled with great care.</i></p>			
<p><b>Introduction</b></p>	<p>Facilitate a <b>Human Barometer</b> activity where students indicate their perspective on the following statements:</p> <ul style="list-style-type: none"> <li>• “People with terminal illnesses should be able to choose when and how they die”</li> <li>• “People who oppose euthanasia lack compassion for those who are suffering”</li> <li>• “As a society we have a strong track-record of caring for the elderly and the terminally ill”</li> </ul> <p>Students <b>skim read</b> the TED Ideas article <i>‘Death is not the end: Fascinating funeral traditions from around the globe’</i> and discuss the tradition which most stands out to them. Students then reflect on what the insight that tradition give us into the beliefs and values of that cultural group.</p> <p>Students <b>read</b> the blog post <i>‘22 of the most powerful death &amp; dying quotes ever written’</i> and choose the quote they most identify with. Students then <b>create</b> their own meme on the topic.</p>	<p><a href="#">Human Barometer Activity</a></p> <p>Article: <a href="#">Death is not the end: Fascinating funeral traditions from around the globe</a></p> <p>Blog Post: <a href="#">22 of the most powerful death &amp; dying quotes ever written</a></p>	
<p><b>Engage</b></p>	<p>Students <b>watch</b> the clip <i>‘Euphemising Euthanasia (Part 1)’</i> and complete the <a href="#">Compass Points</a> Thinking Routine.</p> <ul style="list-style-type: none"> <li>• Where do you see <b>Eye to Eye</b> with her argument?</li> <li>• What do you find <b>Worrisome</b> about her argument?</li> <li>• What else do you <b>Need to Know</b> in order to evaluate her argument?</li> <li>• What is your current <b>Stance</b> on her argument?</li> </ul> <p>Students <b>read</b> the article <i>‘Are the only reasons to oppose euthanasia religious ones?’</i>. As a class, students identify the arguments that are presented and then offer counter-arguments which should also be considered. Explore how convincing the class finds the various arguments.</p>	<p>Clip: <a href="#">Euphemising Euthanasia (Part 1)</a> (6:15)</p> <p>Article: <a href="#">Are the only reasons to oppose euthanasia religious ones?</a> (2 min)</p>	

	<p><b>Read</b> ONE of the articles ‘<i>What is a “good death”?</i>’, ‘<i>When we are old: Dignity in aged care</i>’ and ‘<i>The truth about dying</i>’ and complete the <a href="#">Step In, Step Out, Step Back</a> Thinking Routine:</p> <ol style="list-style-type: none"> <li><b>Step In:</b> Given what you read in this article, what do you think this person might feel, believe, know, or experience? <i>(In particular, focus on what it seems they believe about what it means to be human, and the value of human life).</i></li> <li><b>Step Out:</b> What else would you like or need to learn to understand this person’s perspective better?</li> <li><b>Step Back:</b> Given your own exploration of this perspective so far, what do you notice about your own perspective and what it takes to choose to adopt somebody else’s?</li> </ol>	<p>Article: <a href="#">What is a “good death”?</a> (6 min)</p> <p>Article <a href="#">When we are old: Dignity in aged care</a> (4 min)</p> <p>Article: <a href="#">The truth about dying</a> (8 min)</p>	
<p><b>Bible Study</b></p>	<p>In small groups students <b>read</b> the following verses and create a <b>mind-map</b> to summarise what they teach about aging and death. <i>(Isaiah 46:4, Leviticus 19:32, Proverbs 16:31, Job 12:12, Job 14:5, Ecclesiastes 8:8, Hebrews 2:14-15, Isaiah 25:6-8, Revelation 21:1-4)</i></p> <p>Students choose one or two of these verses which they think are particularly counter-cultural in today’s world and <b>create</b> a short video presentation explaining why they chose that verse, and how they think society would change if more people believed it.</p>		
<p><b>Respond</b></p>	<p>As a class <b>brainstorm</b> a list of ways in which society, your school, and you as an individual could value the elderly and terminally ill more.</p> <p>Students <b>read</b> the article ‘<i>A completed life</i>’, and in point form note down their own thoughts in response to her three reflection questions. <i>(Do I have a story? Am I the author of my story? Am I even the protagonist of my own story?)</i></p> <p>Students read the article ‘<i>Easter promises us that death is not an extinction</i>’ and <b>write</b> a two or three paragraph response answering the question ‘<i>What is a “good death”?</i>’.</p>	<p>Article: <a href="#">A completed life</a> (1 min)</p> <p>Article: <a href="#">Easter promises us that death is not an extinction</a> (3 min)</p>	
<p><b>Extension</b></p>	<p>Students <b>read</b> the article ‘<i>It’s out with the old as Christian values fall away</i>’, then write their 200-300 word opinion piece in response to this one.</p>	<p>Article: <a href="#">It’s out with the old as Christian values fall away</a> (4 min)</p>	