

Facets of Faith

Community – How can learning involve the wider community outside the classroom?

Love – How can we love others as we collaborate, communicate, and debate?

Humility – How can we cultivate intellectual humility and honesty?

Hope – How can we live with hope while pursuing stewardship, justice, and service?

Truth – How can we engage well with big truth questions surrounding faith and science?

Peace – How can we foster peace and reconciliation rather than fear and hostility?

Change – How can learning about faith and science help us to change and grow?

Wonder – How might we foster a sense of awe, wonder, order, appreciation of beauty, and gratitude?

Faith – How can faith have a constructive role in science?

Scripture – How can we engage with the Bible when learning about faith and science?

Facets of Teaching and Learning

Assumptions – How can we uncover students' assumptions about faith and science?

Connections – How can we help students see new connections between faith, science, learning, and life?

Response – How can we help students commit to a personal response in their learning?

Reflection – How can we provoke students to approach complex issues thoughtfully?

Involvement – How can we actively engage students in exploring a topic?

Interaction – How can we shape interactions in ways that help students focus on care for others?

Environment – How can we use the classroom environment to support learning?

Attention – How can we use a key image, object, word, or text to create a focus for attention?

Models – How can we offer students models and tools that they can use in the future?

The teachFASTly resources are about relating faith, science, and classroom learning in richer ways. One way that they seek to expand the picture of how faith, science, and learning can connect is by tracking how activities might connect with multiple aspects of faith and multiple aspects of the teaching and learning process.

The list on the left shows a series of themes, values, and virtues that are important parts of a Christian way of being in the world. The list on the right shows a variety of aspects of student learning that may be important elements in learning about faith and science. Teaching and learning activities that are suitable for teaching FASTly connect to at least one item from each list, usually more than one.

Choose one of the activities below and navigate to it at www.teachFASTly.com. This is just a short list of examples from over 100 activities and does not include all possible topics or faith/science connections.

Zero-Sum Games – This is a *Delve* activity in the activity map on *Relating Faith and Science*.
([Activity Maps > Subject > Meta-Questions](#))

Miracles versus Natural Processes – This is a *Discover* activity in the activity map on *Newton's Laws*.
([Activity Maps > Subject > Physics](#))

Here Kitty Kitty - This is a *Delve* activity in the activity map on the *Nature of Science*.
([Activity Maps > Subject > Meta-Questions](#))

Photo Scrapbook - This is a *Delve* activity in the activity map on *Labs and Community*.
([Activity Maps > Subject > Relationships](#))

The Absurdity of the Resurrection? - This is a *Delve* activity in the activity map on *Resurrection*.
([Activity Maps > Subject > Bible](#))

Evaluating Ethical Issues - This is a *Delve* activity in the activity map on *Ethics and the Human Body*.
([Activity Maps > Subject > Other Sciences](#))

How to Disagree - This is a *Delve* activity in the activity map on *Engaging Parents*.
([Activity Maps](#) > [Subject](#) > [School Context](#))

The DNA Drama - This is a *Delve* activity in the activity map on *DNA*.
([Activity Maps](#) > [Subject](#) > [Biology](#))

Then:

1. Read through the activity and decide which categories in each column on the other side of this handout it might best connect with. How are these connections evident in the design of the activity?
2. Look at the “Strategies” and “Faith” links at the bottom right of the screen in the right hand navigation bar. Click on the plus sign next to each to see which categories the site authors associated with this activity.
3. Click on at least two of the categories listed under “Strategies” and/or “Faith” and read the explanation provided. How does it connect to the design of the teaching activity?