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| **Strands** | Faith in Action, Actions Leading to Faith | | | |
| **Stage of Development** | Upper Secondary (Year 11 – 12) | **Created** May 2021 | | **Review** 2025 |
| **Aim** | Christian hope is grounded in Jesus Christ. It is both forward looking and forward moving, and therefore also revolutionising and transforming the present. Service learning is a learning tool to empower students to solve problems in the community so that they can transform the present. It is intended to be a student drive process, where students learn about an issue, place, or problem, then figure out how to take action in a positive way. This unit seeks to integrate meaningful community service with instruction and reflection to enrich students learning experiences. | | | |
| **Content Descriptions** | **Knowledge and Understanding**   * What Christian hope is and what Christians hope for * The reasons why Christian Communities value service * The opportunities available for service in local, national and global communities * How to initiate and participate in service projects | | **Religious Studies Skills**   * Service * Faith in action * Self-reflection | |
| **Resources** | Change the World with Service Learning: How to Create, Lead, and Assess Service-Learning Projects (2011) by Katy Farber | | This book outlines the different components of service learning and provides sample assessments and rubrics. | | |
|  | Community Works Institute  www. communityworksinstitute.org | | A US website that has information about Service learning. | | |
|  | Experiencing Service Learning (2011) by Robert Kronick, Robert Cunningham and Michele Gouley. | | This book considers different pedagogies that may be employed in service learning as well as providing some case studies from teachers involved in service learning in the US. | | |
|  | Conrad, D., and Hedin, D. (1991). School-based community service: What we know from research and theory. Phi Delta Kappan, June, pp. 743-749. | | Considers research on service learning (a little outdated). | | |

| **Lesson** | | **Key Questions** | **Lesson Activity Ideas** | | **Resources** |
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| **1** | Christian Hope |  | 5min  10min  10min  15min | Brainstorm: Why do we need hope?  Activity: Students complete a mind map on Hope  Useful websites  <https://positivepsychology.com/hope-therapy/>  <https://www.psychologytoday.com/au/blog/beautiful-minds/201112/the-will-and-ways-hope>  <https://link.springer.com/chapter/10.1007/978-3-030-46489-9_6>  <https://www.publicchristianity.org/this-easter-lets-contemplate-the-meaning-of-hope/?_sf_s=hope>  come up with a class definition of hope.  Watch: Read or watch Matthew 8:14-34 (<https://www.bible.com/videos/25364-matthew-8-14-34?collection=12>)  Discuss: What hope do these stories give us? (the teacher resource on Matthew 8 may help you guide discussion).  Activity: What is the world like? Draw three columns on the board. Put Mark 8 at the top of the first column and relativist at the top of the second column and humanist at the top of the third column. Break the students into three groups and ask each group to answer “What is the world like?” from the perspective of their worldview. Discuss the differences and implications for hope. | “Hope is nothing else than the expectation of those things which faith has believed to have been truly promised by God. Thus, faith believes God to be true, hope awaits the time when this truth shall be manifested; faith believes that he is our Father, hope anticipates that he will ever show himself to be a Father towards us; faith believes that eternal life has been given to us, hope anticipates that it will sometime be revealed; faith is the foundation upon which hope rests, hope nourishes and sustains faith” Moltmann Jurgen 1926 Theology of Hope |
| **2** | Jesus as the suffering servant | Who was Jesus?  What does it mean that Jesus was the suffering servant?  What Anglican agencies in your city to serve the community? | 5min  10min  20min  5min | Brainstorm: Ask the students to brainstorm the different meanings of the word ‘service’. Come up with a class definition. Compare this to some definitions on Google.  Read: Isaiah 52:13-53:12 (Many Christians believe this passage from the Old Testament is a prophecy about Jesus e.g. Jesus suffered in our place 53:4, Jesus bore the punishment for sin 53:5,11,12, Jesus Interceded on our behalf 53:12). Why would this passage have brought hope to Israel in the Old Testament?  Activity: Provide students with an A3 piece of paper and ask them to draw and label a picture of the suffering servant that is described in the passage. Discuss how this page could bring hope to those with faith.  Activity: Get students to visit your dioceses page and list the different ways the Anglican Church seeks to serve the local and international community [www.perth.anglican.org](http://www.perth.anglican.org/) | Bible or [www.Biblegateway.com](http://www.Biblegateway.com)  A3 paper |
| **3** | Service-learning topic | What needs are there in the school community?  What skills, gifts and abilities does each student have?  How could students use their gifts to serve others in a service-learning project? |  | Ideas   1. Create musical instruments from reused and recycled materials. Teach the younger grades how to play them, then donate them to the class. 2. Hold a school wide fitness or wellness event. Students plan and coordinate the whole event with teacher support. 3. Create a series of Maths games for a grade level from reused and recycled materials. Teach the younger grades how to play them, then donate them to the class. |  |
| 4 | Selecting teams and scheduling service-learning commitments | What is a team?  What is Tuckman’s Team Development Model?  What stages can teams move through?  How can students act to strengthen the teams they belong to? | 5min  5min  5min  15min  10min | Watch: Funniest Team Fails from America’s Funniest Home Video (or another you tube clip).  Share: Reflections on teams that have worked and teams that have not.  Watch: A short clip on Tuckman’s Team Development Model (e.g. <https://www.mindtools.com/pages/article/newLDR_86.htm>)  Organise: Organise students into groups and ask them to reflect on the diagram that explains Tuckman’s Team Development Model.  Discuss: Develop a set of class guidelines for team relationships and develop a flow chart for how students could solve relationship problems when they arise in their team. |  |
| **5** | Outline of portfolio requirements | What is a service-learning portfolio?  What is expected of students regarding their portfolio? |  | The Portfolio should be developed by the teacher based on their school’s context and the needs of the student cohort.  The portfolio seeks to build an individual level of accountability and provide each student with the chance to succeed. Each student is responsible for recording the timeline, general notes, and reflections.  Possible portfolio parts:   1. A learning and brainstorming web. 2. Planning sheets for the project. 3. A timeline (to be organised and completed by the team). 4. Question or big idea list. 5. Journal entries (for built in learning reflection and photos). 6. Project notes and information which can include vocabulary sheets, supporting questions, presentation notes, content area reading notes, research and information, diagrams, and drawings and charts; and 7. Self-assessments . |  |
|  |  |  |  | Service Learning and completing portfolio. Minimum of 1 hour. The exact number of service learning completed by students is a school decision. In order to meet the minimum requirements of the endorsed course at least one hour of ‘service’ needs to be completed. |  |