

Service learning in Lutheran schools

Snapshot! Service learning stories from our schools St Andrews Lutheran College Tallebudgera Qld

Background

St Andrews Lutheran College is located at Tallebudgera on the Gold Coast, QLD. It is a Prep-12 College with approximately 1,100 students. This 'Snapshot' tells the story of a Health & Physical Education elective offered to Year 7-9 students in the Middle School.

Context

The elective program for the Middle School at St Andrews runs every semester. It is a vertical program and students get to choose three electives a semester. The teachers from the two electives decided to plan, teach, implement and assess their units together. 'Not Just Skin Deep' (girls elective) and 'Bronzed Aussie' (boys elective) focuses on how students' can live an active and healthy lifestyle while making well informed decisions about their well-being.

Research (Head)

- Students devised a focus question to guide their research and inquiry, eg, What does a well balanced diet contain? How can I plan for a well balanced diet? What effect does alcohol have on our bodies? How can alcohol affect our lives if not used responsibly?
- Students collected data from primary and secondary sources, eg, articles, interviews, reviewing/analysing advertising, etc
- Students had to write a written report, plan and implement a workshop and complete a written reflection

Action (Hands) & Advocacy (Heart)

• Middle School Health Expo (student directed with teacher acting as guide / mentor): Students ran rotational workshops for fellow students in Year 7-9 for half a day. The workshops focused on their area of research/inquiry. The students, as part of their assessment had to plan and implement a workshop.

The workshop:

- Needed to run for 20 minutes
- Was to be practical (i.e., participants had to 'do' something in the workshop)
- Needed to include the research and answer the focus question/s
- Had to have some form of advocacy – students attending the workshop had to take something away (e.g., brochure, healthy recipe, copy of a fitness regime, top 10 stress tips etc)
- Had to have included a reflection and feedback sheet for workshop participants to complete at the end of the workshop

- Year 7-9 students' signed on to the workshop they wanted to go to prior to the day.
- Students ran the same workshop three times during the expo.
- During the workshops teachers completed a 'reflection and feedback' sheet. They gave feedback to the students at the end of each workshop and students changed the workshop as required / needed.

Reflection

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- Peer Reflection: Students developed a reflection and feedback sheet for workshop participants to complete at the end of the workshop.
- Self Reflection: After the expo students completed a written reflection as well as a group 'circle time' discussion / reflection.
- Teacher Reflection: Checklist developed for teachers' to complete during the workshops and given to students during and after expo. Checklist focused on aspects such as effective communication, engagement of participants, ability to advocate / share message, etc Background