

Classroom resources – Learning for living

Learning to learn

Students investigate a number of websites or teaching resources to discover and develop a resource for fellow students on *Learning*, eg, excellent brain foods, the different learning styles and intelligences, the best times to learn, are their links between creativity and learning. The following websites may be a starting point

http://www.learningtolearn.sa.edu.au/learning_workroom/

http://www.learningtolearn.sa.edu.au/learning_workroom/files/links/LearningStyles.pdf

<http://www.focusededucation.com.au/CoolStuff/coolstuff.html>

http://www.focusededucation.com.au/Webzine/webzine05_04.html

A learning festival

Conduct a learning festival where a guest speaker talks about learning and learning for living. Students could plan to be the teachers for an afternoon and prepare learning experiences that involve the learners in different learning styles and intelligences. Parents could be asked to share their learning stories. What are the most significant things they have learned over the years about themselves, learning and living.

Great thinkers on learning

Provide the following quotes from great thinkers. Ask students to read and make notes about the meaning of each. Ask them to choose one they particularly like or find challenging and to share their thoughts about it with others.

Learn as if you were going to live forever. Live as if you were going to die tomorrow. – *Mahatma Gandhi*

I cannot teach anybody anything, I can only make them think – *Socrates*

The only real mistake is the one from which we learn nothing. – *John Powell*

You cannot teach a man anything. You can only help him discover it within himself. – *Galileo Galilei*

I never teach my pupils; I only attempt to provide the conditions in which they can learn. – *Albert Einstein*

Education is what survives when what has been learned has been forgotten. – *B F Skinner*

Students conduct a web search to explore other quotes about learning and living. They may conduct research into the life and achievements of a great thinker and present in writing, orally, graphically. They design a graffiti wall for the classroom or school where their favourite quotes feature.

Abilities and attributes for life

Share with the students that they are to be the developers of a new school. One of the tasks they have is to consider what abilities and attributes students who attend the school will be developing during their years of schooling. They work in groups to develop lists of the most important abilities and attributes. They compare their list with the *Lifelong Qualities for Learners* and may make modifications to their list. They consider what types of learning experiences and classrooms will help foster the development of these abilities and design a brochure to promote their school. The list of attributes and abilities may form a part of a class mission statement.

Learning for living

Students reflect on the learning that is essential for living. They identify where and how people learn these essentials. They reflect on the consequences of not having access to this learning. Conduct a study of the book of Ecclesiastes as a resource book on the essential learning for living. Design artworks to represent the essential learning for living.

Classroom resources – Mission project – Learning to live in Sudan

Sudan, its culture and people

Locate Sudan in Africa. Investigate the life and culture of people in Sudan. There may be Sudanese people in the local community who are willing to come and talk to the students about their culture. Consider having a special meal together where Sudanese food is prepared and shared. Explore the following resources to find out about the people and life in Sudan.

<http://www.elca.org/countrypackets/sudan/desc.html>

<http://www.lca.org.au/action/alws/> Has information relating to the project and photo gallery

http://www.lutheranworld.org/What_We_Do/DWS/Country_Programs/DWS-Kenya-Sudan.html

<http://www.lwfkenyasudan.org/>

The Lutheran, (Issue 14 November, 2005) features an article entitled, 'Lost and found' about David Jock, one of thousands of Sudanese 'lost boys'. The article tells how he has begun a new life in Australia.

Sport for reconciliation and peace-building

Students prepare an afternoon with sporting activities and games that they believe would be helpful in developing team work and unity. In preparation students develop a list of guidelines for the way the sport needs to be conducted to ensure team and peace-building benefits of the activities.

Learning in new ways

Students use the photos from the mission project brochure or the photo gallery on the ALWS website (<http://www.lca.org.au/action/alws/>) to identify and discuss what is similar and different in the way children and young people learn and live in Sudan and Australia. Students experience some lessons in surrounds similar to that of the Sudanese children, eg, under a tree where no educational resources such as pens, books, globes are used. Discuss:

- What are the challenges of learning with limited educational aids?
- What can you see as the benefits of learning in this way?
- What do you think are the five basic educational aids that need to be made available to **all** students?

Sportathon

Students gain sponsorship for a 'Sportathon' in which they are involved in sporting activities for a period of time. The activities can be chosen according to what is developmentally appropriate for the age group. The money raised could be used to purchase sporting equipment for the Sudanese students.

Priority project Sudan

Once students have been introduced to the Sudanese people and culture, explore the project options (See Mission project: Learning to live in Sudan) with students. The students determine the area they wish to support and develop a strategy to raise awareness of the situation in Sudan as well as raise money for the project. Students set goals and work towards achieving them. Awareness raising could include school worship, parent information evening or a pamphlet distributed with the school newsletter. The fundraising could involve making and selling something (creating and running a business is an excellent Maths task), providing a service to the school community, eg, car wash, or seeking local community sponsorship for an event such as a sportathon.

