GLOSSARY

OF

SELECTED TERMS

USED IN

LIFE CURRICULUM

GLOSSARY
OF SELECTED TERMS

The organisation of LIFE curriculum imputes specific meanings to certain general terms. Some of these are explained in the glossary section titled *LIFE Terms*.

LIFE curriculum uses a number of common teaching strategies. Some of these are defined in the glossary section titled *Teaching Terms*.

LIFE TERMS

BAND Bands are clusters of students/ classes. Each LIFE band caters for students in two or three school years. LIFE materials are prepared for band groupings.

CHRISTIAN FAITH When referred to as 'the study of the Christian faith', it means the study of the beliefs and traditions of the Christian church. This is different from students' or teachers' personal Christian faith, which refers to the individual's trust in Jesus Christ.

CONCEPT 'Concept' is the term used in LIFE Curriculum for each of twelve general statements of Christian belief that are derived from the Theological Foundations. LIFE Concepts present the major themes of the Christian faith for students to hear, explore and reflect on.

CONGREGATION A single 'church' or worshipping community in a specific location.

LIFE expects that class teachers will be able to call on members and leaders of a congregation to help students grasp some aspects of Christian faith and life. 'The local congregation' may be a congregation with which the school is affiliated, or one which supports the school, or one which is located close to the school.

FAITH STATEMENT Faith Statements are statements of Christian belief which develop the twelve LIFE Concepts.

In each LIFE Concept there are three Faith Statements for students to hear, explore, and reflect on.

FOLDER LIFE materials are presented in loose-leaf folder format. Folders for each band contain all the LIFE materials for teachers in that band: twelve planning guides plus introductory material and appendixes.

A separate School Planning Folder contains summaries of the teachers' materials plus additional planning information.

GOAL Band-specific goals are derived from each Faith Statement. The goals are developmentally appropriate and spiral from one band to another.

Band-specific goals are statements of curriculum intent; they are not necessarily observable or assessable. They do not require a faith response from students.

MENU A LIFE menu is a list of band-specific suggestions for teaching a LIFE Concept.

Menus for each Concept include Bible References, Introductory Activities, Development Activities, Response Activities and Recommended Resources.

Teachers can use a combination of menu ideas to develop their own units.

MODEL UNIT A model unit is a suggested unit plan for developing the goals of a LIFE Concept. Model units are provided in each planning guide.

OUTCOME Unit outcomes are statements of program intent derived from goals. They are intended to be achieved by all students and thus should not require a faith response.

Class teachers identify observable and assessable outcomes for each unit.

PLANNING GUIDE A LIFE planning guide is a packet of teacher resources for one LIFE Concept. A planning guide contains a range of band-specific ideas and information to assist teachers to plan a unit: theological background, goals, a menu of teaching ideas, model units and family newsletter suggestions.

TEACHER RESOURCE SHEET (TRS) Teacher Resource Sheets are photocopiable teacher support pages provided with LIFE model units. Some TRSs are designed for use by students, others provide extra information for teachers.

THEOLOGICAL FOUNDATION Five Theological Foundations combine to form an extended creed or statement of the Christian faith on which LIFE Curriculum is built.

Each of the five broad theological summaries deals with an action of God towards people: God creates, God saves, God helps, God calls and God gathers.

TEACHING TERMS

BRAINSTORMING Brainstorming is a problem-solving technique that encourages creative thinking. In brainstorming a leader elicits and the group considers a wide-open range of options and ideas. All suggestions are recorded.

Effective brainstorming requires that students have enough experience with the topic to suggest a range of ideas.

Brainstorming can be done as a class or, once students are familiar with the process, in groups or individually.

FEATURES CHART A features chart or list identifies the common characteristics of a particular text type or item, eg the common features of prayers.

GROUP WORK In group work a number of students work cooperatively in small groups to achieve a shared goal.

Group work provides opportunity for students to develop skills in interdependence, cooperation, communication and problem solving. The skills of good group work need to be taught and practised.

The main roles of individuals in groups are: leader, recorder and reporter. Additional roles may include encourager, observer, timekeeper.

JOURNAL A journal (**log** or **diary**) is a daily (or regular) recording of a student's experiences, observations, thoughts, comments, questions and responses.

Journals may be written or electronic. Journal entries may be original written comments or drawings or clippings from other sources. They may take various forms: poems, graffiti, essays, letters, cartoons, etc.

The emphasis in journalling is on students honestly recording how they feel, rather than on correct form, spelling, punctuation, etc.

Students need to realise that school journals are different from private diaries. Teachers collect and read journals at intervals and write responses to the students' comments demonstrating their interest in what the students have to say. However, journal entries are not shared with other students without the permission of the student.

REFLECTING Reflecting is a personal experience that provides students with the opportunity to consider individually how they feel or what they think about a topic, question, Bible verse, story, object or picture.

The reflection process may involve thinking, talking, writing or drawing.

RESEARCH Research is an activity in which students take responsibility for finding, selecting and collating information about a particular topic, using printed and electronic sources and possibly observation and interviewing.

SCAFFOLDING 'Scaffolding' is used to describe support structures which help students complete tasks successfully. Two techniques of scaffolding are:

- **JOINT CONSTRUCTION,** in which the teacher works with students to do the task or construct a text;
- **MODELLING,** in which a teacher demonstrates the task that students are to complete independently or in groups.

STORYBOARD A storyboard (or **story map**) is a way of illustrating the sequence of events in a story.

Illustrations of major events in a story are drawn in a number of boxes appropriate to the major events of the story

WORD WEB A word web (**ideas web** or **concept map**) is a collection of words, phrases or pictures associated with a topic.

A word web may look like a spider web and visually represents the layers and associated areas of meaning surrounding the central word or concept.

Webs help students organise and categorise what they know and can help extend and clarify understanding.

Y-CHART A Y-chart has three sections, visually separated by lines resembling an upper-case letter Y. The sections are headed: *Looks like*, *Feels like* and *Sounds like*.

A Y-chart is a way of making explicit abstract ideas such as love, forgiveness, patience.

A **T-chart** is a similar technique with two columns titled *Looks like* and *Sounds like.*