

**SCHOOL-DEVELOPED
SAMPLE UNIT
FOR LEVEL 1**

HOW TO MAKE A SERVING QUILT

LIFE CONCEPT: GOD CALLS PEOPLE TO SERVE

YEAR: FAITH STATEMENTS: ① ② ③
 DURATION OF UNIT: 10 – 11 hours DATE OF USE:

UNIT-SPECIFIC GOALS (highlighted)

**1 GOD’S LOVE
INSPIRES AND
EQUIPS CHRISTIANS
TO LOVE AND
SERVE OTHERS**

1a contrast Christian and non-Christian love and service

1b explore the importance of service in a Christian’s life

1c investigate examples of Christian service in history

1d reflect on vocation as an opportunity for Christian service

**2 GOD CALLS ALL
PEOPLE TO WORK
FOR PEACE AND
JUSTICE**

2a investigate the life and work of people who have worked for peace and justice

2b examine the biblical picture of Jesus as the one who brings peace

2c investigate the gospel as the means for bringing peace and justice to a broken world

**3 GOD CALLS
CHRISTIANS TO
SHARE THE GOOD
NEWS BY WORDS
AND ACTIONS**

3a explore the concept of Christians as authorised representatives of Jesus

3b investigate how the apostle Paul served as an ambassador for Christ

3c consider the importance of Christians living out what they preach

STUDENT ASSESSMENT

ASSESSABLE STUDENT OUTCOMES

Make quilt pieces showing the Christian motivation for serving. (1a)

Make a quilt piece indicating how a vocation can be an opportunity for serving. (1d)

Make a quilt piece indicating the service performed by a historical Christian. (2a)

Make a quilt piece indicating the relationship between hearing and doing. (3c)

Participate in a service activity after hearing about the Christian motivation for serving. (3c)

ASSESSMENT STRATEGIES

⇒ work sample

⇒ work sample

⇒ work sample

⇒ work sample

⇒ observation

UNIT SUMMARY

This is a two-part, head-and-hand unit. Students learn about the Christian motivation for service and examine a number of service opportunities. Information discovered is recorded on a 'serving quilt'. Students also participate in a hands-on service project. The recommended class project is making a quilt for a needy person.

UNIT NOTES

This unit has two parts: a study on serving and a hands-on serving project.

During the study students create a paper 'serving quilt', each piece of which reflects something they have learnt about serving. For a class quilt you will need to supply a large sheet of paper, a backing, and a variety of coloured paper scraps which can be glued to the backing (or use a pin-up board). For individual serving quilts provide each student with an A3-size backing sheet. They can fold these and keep them in plastic sleeves.

A logical hands-on project to conclude the unit is making a quilt (or several quilts or lap rugs) which can be given (through a serving organisation) to a needy person. See Teacher Resource Sheet (TRS) D1/1 for additional information about class service projects.

INTRODUCTION

1. A QUILT

Begin the unit with a visit from a guest who can talk about making quilts for poor and homeless people and show examples of their handiwork. (Many church women's guilds are involved in such projects).

And/or have a person who does 'decorative' quilting, as a hobby or professionally, show some quilts and talk about some common patterns, the techniques of contrasting and blending colours and the process of assembling quilts.

NOTE If students actually make a quilt as a response activity, this same guest may serve your class further by giving advice during the planning of the quilt and possibly teaching/guidance while it is being assembled.

2. OVERVIEW

Explain to students that during the unit on Christian service they will be building up a 'serving quilt' of information and — if this is part of your plan — that the unit will conclude with a hands-on service project.

DEVELOPMENT

Each development section has a core activity and extension activities. Do as much extended work as you wish.

At the conclusion of each section students add at least one piece to the class serving quilt or to their individual serving quilt.

3. THE CENTRE PIECE

Most quilt designs begin with a central point or piece around which everything else is built. Students discover the core on which Christian service is built: *God first served us.*

Read to students the story on TRS D1/2 or a similar story of your choice. Use your choice of activities from TRS D1/2.

4. THE BORDER

Most quilt designs are bound together by a border. Students discover the attitude that binds together all Christian service: the servant attitude of Christ.

Students read Philippians 2:5-8. Use your choice of activities from TRS D1/3.

5. A REPEATED MOTIF

Most quilt designs are built up around a repeated motif. Students discover the common motif of Christian service: serving Jesus by serving others.

Read to the students Matthew 25:34-40. Use your choice of activities from TRS D1/3.

6. THE PIECES

Traditional quilt-making uses any fabric pieces that may be available. Students discover that God accepts service of all kinds from people with many different skills and opportunities. Do activities **a, b** and **c** and your choice of the other suggestions.

a. Peace and justice Some people serve by working for peace and justice. Students view the film *Romero*. You will need to provide background information on El Salvador: what perpetuated poverty and injustice in El Salvador? Students note Romero's statements about the healing and freeing nature of the gospel. What are the implications of living out the gospel message for Christians in El Salvador?

And/or students research and prepare short oral presentations on the service of someone

who has worked for peace and justice, eg Bishop Polycarp, Dom Helder Camara, Sadako, Martin Luther King, Donald (Lord) Soper.

Students add pieces to the serving quilt representing each of the peacemakers.

b. Vocation as service Invite a panel of Christians from various fields of work, paid, voluntary, etc (an unemployed person would broaden the discussion) to share the way they serve God and other people through their work. Students prepare appropriate questions for the panel.

Students make pieces for their quilt representing each member of the panel or each field of work represented.

c. Shining your light Students read James 1:22 and Matthew 5:16 They think of short 'slogans' that express the ideas about serving they find in these verses. They choose some of their slogans to write on pieces for the serving quilt.

d. Do you need a hand? Students view or tell about having seen one of the *Do you need a hand?* series of advertisements broadcast by the Church of the Latter Day Saints. These feature simple, everyday situations in which people can serve by lending a hand (eg a man in a wheelchair retrieves something that has fallen out of an overloaded shopper's bag).

Students list times when they would have appreciated someone lending them a hand. They contract to 'lend a hand' to at least one person before the next Christian Studies lesson. At that session they share stories and add pieces to the serving quilt.

e. Would you like fries with that? Students who have personally undergone customer service training for a part-time job tell about the company's service policy. Students discuss:

- What can we learn about serving in other areas of life from what the company teaches its employees?
- Do you think service that makes a profit is really service?

Students add pieces to the serving quilt.

f. Who is my neighbour? In small groups students read the parable of the good Samaritan (Luke 10:30-37). Each group prepares a skit of a contemporary serving situation based on the Bible story.

After viewing the skits, students add pieces to the serving quilt.

g. Mothers' Day Students discuss in small groups what they do for their mums on Mothers Day and what their mums do for them all year long that makes them want to do something for them on Mothers' Day.

Students pick one person (a brother, sister, team-mate) towards whom they will apply a 'Mothers' Day' attitude between now and the next Christian Studies session. At that session they share stories and add pieces to the serving quilt.

h. Let me be your servant In groups students read the words of the song *Brother, let me be your servant (All Together Again 191; Lutheran Hymnal Supplement 855)*.

They discuss whether it is easier to serve or to be served. What difficulties do they have with 'letting someone be their servant, too'?

Students create a number of pieces for the quilt, each one illustrating one of the ideas about serving that they find in the song.

i. Questions Jesus didn't ask Students imagine that they have one thousand hours (or dollars) they can use to serve someone. They devise a form with the questions they would ask about the people they would consider serving.

Students read several stories in which Jesus served people, eg

Jesus raises a widow's son	Luke 7:11-15
Jesus washes his disciples feet	John 13:4-11
Ten men healed of leprosy	Luke 17:11-14
Zacchaeus	Luke 19:1-10

They make a list of questions Jesus did **not** ask before he helped them (eg Can they repay?). They compare their list with Jesus' list. They add a piece to the serving quilt based on what this exercise shows them.

7. THE FINISHED WORK

A completed quilt rewards the maker by being both something attractive to look at and something to keep them warm. Students discover the rewards of a life of service by reading Matthew 25:31-40.

RESPONSE

8. HANDS-ON SERVICE PROJECT

Students make a quilt or select another service project (see TRS D1/1)

YOU WILL NEED

- arrangements made for a guest to speak about quilt-making
- arrangements made for a panel of speakers about serving through vocations
- Bibles
- Video:Romero
- materials for making paper quilts: backing paper, glue and paper for the quilt top (see box)
- arrangements and materials required for quilt-making or another hands-on project

Most quilt patterns are square, so the backing paper can be square.

Paper for quilt-pieces can be scraps of coloured paper.

- for a crazy quilt pattern, a variety of random shapes can be used.
- for a checkerboard pattern, a supply of all-one-size squares can be pre-cut.
- for a log cabin pattern, strips of paper (all the same width but different lengths) can be used.
- Another approach is to use the tiles from a child's mosaic game as patterns for a set of pieces which can be arranged in a variety of ways to make a square.

INTEGRATING INTO OTHER CURRICULUM AREAS

Find out what students are doing in other curriculum areas in relation topics and skills dealt with in this unit.

Topics

Citizenship and community welfare _____

Skills

Personal development _____

Quilting and other textile crafts _____

UNIT EVALUATION

What main outcomes were achieved?

Which activities worked well in this unit?

Which resources were useful in the implementation of this unit?

How did I respond to the variety of students attitude toward serving?

What would I do differently if I was teaching this unit again?

What main learning skills were engaged by students?

How will I use and build on knowledge, understandings, skills, attitudes, and values students have developed in this unit?

SERVICE PROJECTS

SOME NOTES FOR TEACHERS

POLICY CONSIDERATIONS

God created *all* people to live in relationships of mutual love and service. God calls *all* people to serve one another. You don't have to be a Christian to serve others.

Christian service is a Christian's faith response to what God has done for him or her. Recognising that not all students will be responding in faith, a hands-on component of a Christian studies unit on *Service* will need to conform to your school's policies about mandatory service and assessment of service participation.

LOGISTIC CONSIDERATIONS

Organisation of a service project — particularly an off-campus activity — may involve complicated logistics, including:

- adjustment of timetable to provide slabs of time to get worthwhile tasks completed; possibly 'trading' time slots with teachers of other subject areas
- Occupational Health and Safety issues
- parental permission
- transportation
- liaison with other agencies.

GROUND RULES

Talk through some of these issues with students and establish ground rules before undertaking a service project. It's all part of blending the theory and the practice. If the ground rules are clear from the start, it's possible to work around the little obstacles that come along.

- Service is about helping others. It is not about imposing on others the assistance we feel they need. Retaining the dignity of those we assist is all-important.
- Our motivation is love, not power. Even the style and extent of what we might be able/allowed to do needs to be handled sensitively and negotiated carefully.
- Service is about how we can be of assistance to others, not on how we can make ourselves feel good about ourselves.
- Service involves sacrifice (of money, time, dignity); it may involve activities which we do not enjoy.

- Our offer of help may be refused by someone. We have to respect that choice.
- What we do might not be appreciated by those whom we have sought to help.

The service project must have a focused goal, and everything that happens must be in line with that goal.

CHOOSING ACTIVITIES

Involve the students in the choice of activities which the class will undertake.

- List students' suggestions.
- Talk through each suggestion to ensure that students appreciate its nature. The practicality or otherwise of the various suggestions will soon emerge. (Once you've had a program running for a year or two, there will be helpful anecdotal information to use in this discussion.)
- Move steadily towards a short list of three or four achievable projects.
- Select one project or a combination of projects that allows every student in the class to become involved.

The following have proved to be achievable:

- food stalls for fundraising for some worthy cause
- visits to hospital children's ward
- assisting at the local creche and kindy
- fundraising for charities
- on-campus and off-campus clean-up activities
- assistance to the local animal refuge
- a concert for the local old folks home
- helping at a special school
- performances for a primary class
- a lunch-hour car wash at school

Less successful attempts have been:

- a weekend car wash off campus — too many competing activities
- a hot chips stall at school — quality non-existent!

Note: a volunteering agency/hotline/service in large cities or a local council can help you identify projects.

PLANNING

Give students every opportunity to do the planning. In that way, they'll learn as much as possible. The nature of the project decided upon will determine the exact planning requirements. Planning will generally involve:

- a feasibility study. Make sure that
 - your proposal will be accepted by other agencies and individuals involved (eg can Meals on Wheels use volunteers who do not have cars?);
 - your proposal is legal (and covered by the school's insurance arrangements);
 - students have sufficient time (Christian Studies time, own time) and resources for the project;
- responsibilities breakdown. List as many of the components needed to achieve the project as you can think of (eg obtaining ingredients for soup-making, storing ingredients, obtaining permission to use Home Ec room and equipment, experimenting with recipes, cooking, serving, cleaning up, keeping financial accounts, etc);
- scheduling and time-line
- matching up students with the identified responsibilities.

Ensure that initiatives taken by students (such as contacting out-of-school groups) are known to the teacher in advance to avoid or limit mixed messages and/or embarrassment.

Be willing to take some risks. Not everything will work. Of course, you should try to 'control/contain' possible problems, but this must be balanced by giving students room to learn even by making mistakes.

A key element here is to keep open communication channels with your workers. Check progress constantly, but gently. Don't let students think that you don't trust them to get their jobs done.

Certain formalities also need to be observed: formal communication with out-of-school groups, internal memos, letters to parents and the like. It all establishes an atmosphere within which good things can happen and happen more easily.

PITFALLS

The most common causes of project 'failure', in our experience, have been:

- overly ambitious projects or unrealistic goals
- inadequate planning
- poor execution
- over-commitment by students.

However, such 'failures' need not be seen as disasters. There are many good lessons to be learnt which help us to understand the complex nature of service, our commitment to it, and the sacrifices it calls for from us. The teacher's ability to talk this through with a class is critical.

DEBRIEFING

Regardless of the apparent success or failure of a service project, be sure to allow time soon after it is carried out to reflect on the process, students' feelings about the activity and what has been learnt.

It is useful to take the time to talk through with students that service is not confined to a class Christian Studies project. It is an attitude we can have and something we can do each and every day within the various settings of our life: at home, in our street, our suburb, our church, our school, our community, at various levels of government and even through involvement in international activities (eg World Vision's 40-Hour Famine).

Students may reflect on how they will continue to serve.

CONCLUSION

The real challenge in attempting service activities is to develop an appropriate servant mentality within the minds of the students. They are generally keen and idealistic, however they are not always sensitive nor without ulterior motives. It challenges teachers to take risks, but the potential for wonderful outcomes is so great that it makes it all worthwhile. And even the so-called 'failures' provide an opportunity for growing and learning.

This is a unit which, God willing, will help our students to know servanthood as both head and heart knowledge.

HOW TO MAKE A SERVING QUILT

THE CENTRE OF THE DESIGN

STORY

Hey, man, you say you're gonna let your son go down there? He could get killed?

Maybe.

That's dangerous. They do drugs and booze and steal . . . They've got knives and guns. Man, he could get killed.

Maybe he could do some good.

Yeah, yeah. He'll go down there and try to help and they'll laugh at him.

Most likely.

You can't love your son very much.

I love him a whole lot.

Yet you'd let him take a chance with losing his life for a bunch of crims and drug pushers and no-hopers . . . People who won't even care that he's there. You say you love him. But he could die.

There are worse things than dying for something you believe in.

Like what?

Like having nothing you believe in enough to take a chance on dying for it.

Man, that's all right in theory. But this is your son. He's got to be more important than anything or anybody . . . Or else you aren't much as a father.

* * * * *

And so he did go. I let him go because he wanted to. And I wanted him to.

He didn't do much good there. Oh, he won a few followers . . . a handful of fishermen and some others. A lot of people who weren't willing to get involved when it got right down to the die-for-it bit.

The guy was right. They did kill him. Put him on a cross. My son.

(adapted from *A Bag of Noodles* by Wally Armbruster 1972 Concordia Publishing House)

POSSIBLE ACTIVITIES

1. Two-minute role-plays The daughter of former Australian prime minister Malcolm Fraser travels to many troubled spots as part of her work for World Vision.

In pairs students role-play a discussion between Malcolm Fraser and someone who doesn't understand why he is happy to have his daughter do this sort of work.

2. Read the story Have the students settled and comfortable before reading the story simply and slowly (possibly as a dialogue with another reader).

3. Sharing feelings Students discuss with a partner or in a small group their *feelings* about the story.

4. Gaining understanding Students discuss in small groups their understanding of the story:
Who was speaking?
What were they speaking about?

5. Bible search In small groups students read these Bible verses and see what they add to their understanding of the story:

John 3:16,17
Romans 5:8
Romans 8:32
Romans 8:28
1 John 4:9,10

Students may also keep a list of words they find in the verses that they may want to put on small pieces of their serving quilt.

6. The serving aspect As a whole group discuss: What does the story have to do with 'serving'?

7. The quilt Students discuss the most appropriate shape and colour for the centre piece of their quilt.

8. Words In small groups students compose one short sentence to summarise what they have learnt that can be put on a piece of the serving quilt. Write all the sentences on the board and as a class choose one (or a composite) to write on the quilt piece.

HOW TO MAKE A SERVING QUILT

THE BORDER

POSSIBLE ACTIVITIES

- 1. Two-minute role-plays** When missionary Bill Eckermann went to Papua New Guinea to translate the Bible into the language of the Bukawa people, he and his family lived in the village. They built a house out of bamboo like the other houses in the village. They ate what the villagers ate and dressed in the same sort of clothing the villagers wore. Students in pairs role-play a discussion between Bill and someone who wonders why he gave up all the luxuries of life in Australia.
- 2. Cartoon** Draw a stick-figure cartoon on the board, showing two people talking about a third person. A speech bubble on one of the speakers says: 'Man, has he got an attitude!' Students suggest possible scenarios that might have led to the comment. What do we mean by 'attitude'?
- 3. Read the story** Students individually read Philippians 2:5-8.
- 4. Sharing feelings** Students discuss with partners or in small groups their feelings about the Bible passage.
- 5. Gaining understanding** Students discuss in small groups their understanding of the

Bible passage:

What was Jesus' attitude?

What did Jesus' attitude lead him to do?

- 6. Bible search** In small groups students read these Bible verses and see what they add to their understanding of the story:

Matthew 20:25-28

John 13:12-17

2 Corinthians 8:9

Romans 5:8

Philippians 2:2-4

Students may also keep a list of words they find in the verses that they may want to put on small pieces of their serving quilt.

- 7. The serving aspect** As a whole group discuss: What does the story have to do with 'serving'?
- 8. The quilt** Students discuss the most appropriate shape and colour for the border of their quilt.
- 9. Words** Divide the words of Philippians 2:5-8 among groups and divide a length of paper (enough to go all around the quilt) into segments. Each group writes their segment of the passage on their section of the quilt border as attractively as possible.

HOW TO MAKE A SERVING QUILT

THE REPEATED MOTIF

POSSIBLE ACTIVITIES

- 1. Read the story** Show students artwork depicting the last judgment as described in Matthew 25:31-46. Very briefly tell the story in your own words. If students appear to be upset by the 'judgment' aspects of the story, provide the gospel message that Jesus died for all people (even those who refuse to serve) and that all who believe in him will be saved. But serving other people follows naturally when a person believes that Jesus has loved and served him or her.

Read (or have several capable readers) read Matthew 25:35-40, while the others follow along in their Bibles.

- 2. Sharing feelings** Students discuss with a partner or in a small group their feelings about Matthew 25:35-40.

- 3. The serving aspect** As a class list the six acts of service in Matthew 25:34-40. For each one try to think of contemporary scenarios: everyday at home or school sorts of examples and more global concerns.

Students apply the 'whatever you do for one of these people, you do it for Jesus' motif to each of the scenarios.

- 4. The quilt** Students discuss the most appropriate way of incorporating the 'doing it for Jesus' motif into the design of their serving quilt.