

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

HAND, HEAD, AND HEART,

LIFE CONCEPT: GOD CALLS PEOPLE TO SERVE

YEAR: DATE OF USE: FAITH STATEMENTS: ① ② ③

DURATION OF UNIT: any length for introductory project, 5 hours for development and response

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

Participate in a service project and keep a journal in which they reflect on the experience of serving. (1a)

Observe Christians serving as part of their paid or unpaid vocations and discuss opportunities for service within various occupations. (1d)

Design a collectors card or business card for Jesus and for a Christian who practises what they preach in the area of service. (3c)

ASSESSMENT STRATEGIES

⇒ teacher observation, student journal

⇒ teacher observation

⇒ work sample

UNIT SUMMARY

This unit begins with a hands-on service project. As students discuss, plan, carry out, and debrief their service project, they keep a journal of their experiences. They use this as a practical introduction to a study of the specifically Christian attitude towards serving that Jesus taught and modelled.

UNIT NOTES

Christians aren't the only people who serve others. But what is distinctive about Christian service is that it flows out of a person's relationship with Christ (John 15:1-17; Matthew 25:31-45). In Christian Studies we are concerned with presenting the radical attitude towards serving that Jesus Christ taught and lived.

A hands-on serving experience will get students thinking about service. These introductory activities need not be done in Christian Studies time. Debriefing after the project will encourage students to identify their own attitudes towards service and motivation for service, as well as those of society in general. The development activities then focus on Jesus' radical teaching and example of serving.

INTRODUCTION

Organise a class service project. Extensive notes are on Teacher Resource Sheet (TRS) D1/1. Alternatively, the introduction can be a service project that students are doing in other arenas of the school or the combined experience of students who are already involved in service in the wider community.

Each student keeps a journal of their serving experience (a 'service journal' can be assembled from pages on TRS D1/2).

1. ESTABLISH GROUND RULES

See notes on TRS D1/1. Students complete page 1 of the journal (TRS D1/2).

2. CHOOSE ACTIVITIES

See notes on TRS D1/1. Students complete page 2 of the journal (TRS D1/2).

3. PLAN THE PROJECT

See notes on TRS D1/1. Students complete page 3 of the journal (TRS D1/2).

4. DO THE PROJECT

See notes on TRS D1/1. Students complete pages 4 and 5 of the journal (TRS D1/2).

5. DEBRIEF

See notes on TRS D1/1. Students complete pages 6 and 7 of the journal (TRS D1/2).

They share their experiences, motivations, and feelings about the service experience, drawing on the notes in their journals.

Discuss: Where do you draw the line in terms of commitment to serving?

DEVELOPMENT

6. ATTITUDE

In groups students discuss common uses of the term 'attitude'. They list words that describe their attitude towards their serving experience. Compile a class list of these attitudes.

Discuss the attitudes towards serving that students find in general society. List common phrases that represent these attitudes, eg What's in it for me? Do they deserve it? Don't let yourself become a doormat.

Read aloud to the students Philippians 2:5-11. Introduce it by explaining that Paul is describing Jesus' radical attitude. As a class compile a list of words describing the radical nature of Jesus' attitude. Compare this list with the lists of student attitudes and community attitudes.

7. JESUS TEACHES ABOUT SERVING

Students work in small groups. Assign each group a different Bible passage to role-play:

Mark 14:3-9	Luke 10:25-37
Luke 22:24-27	John 13:1-17

Students observe each role-play and then discuss in groups:

- If we had witnessed Jesus in this situation, what would we have learnt about Jesus' attitude to serving?
- How might we have felt about what Jesus said and did?
- What message about serving does the story have for people today?

8. JESUS PRACTISED WHAT HE PREACHED

Students in groups discuss the common usage of the phrase 'to die for'. Make a class list of things that people might consider as something to die for.

Jesus' service included the supreme sacrifice. Each group examines two of the following Bible passages to find whom/what Jesus chose to die for:

Matthew 20:28	John 15:12-14
John 3:16	John 10:11-14, 17, 18
Romans 5:6-10	1 John 4:9, 10.

Groups design a card along the lines of a collector card or a business card which tells very concisely what they find out about Jesus in the texts. Groups display their cards and explain them to the class.

9. RADICAL OR FOOLISH?

Discuss: What would most people think about what we did in our serving experience?

Refer to the cards the students designed about Jesus: What would most people think about what Jesus did?

Christians believe that Jesus' death on the cross for the sins of the world is the most radical act of service. However, as Paul points out (1 Corinthians 1:18-25) most people would call Jesus' supreme service foolish.

Students explore why Jesus' death could be seen as a foolish act and why it seems foolish to believe that Jesus' death serves or helps us.

Groups of students each take one of the following perspectives, discuss the question, and give a brief report to the class.

- 'Look after Number 1 (me)' is a strong message in our culture. How does our culture respond to Jesus' radical attitudes and acts of service?
- One could say that God is foolish to have given up his only Son. Why?
- In what way is Jesus' being prepared to die for other people foolish?
- In what way is it foolish to believe that Jesus' death on the cross saved the world?

Students discuss how Jesus' death reveals the contrast between God's love and service and human love and service (refer to page 7 of students' service journals).

10. JESUS CALLS PEOPLE TO HAVE HIS SERVING ATTITUDE

Each group examines the following Bible passages in which Jesus' followers are called to serve the way he served.

Mark 10:32-45 Luke 9:23

Based on what they find in the texts, groups design a collector/business card for someone who serves as Jesus served. Groups display their cards and explain them to the class.

11. CHRISTIANS WHO PRACTISE WHAT THEY PREACH

During their serving experience students may have encountered Christians who were demonstrating a radical Christian service attitude in a paid occupation or in volunteer service. If so, students compile a list of interview questions for that person/those people based on the study of Christian serving (and questions in their service journals). Invite these people to talk to the

class, or have two or three students tape an interview with them.

Alternatively, students can research the stories of Christians known for their service, eg St Christopher, Mother Teresa of Calcutta, Zinnbauers of Adelaide.

Discuss such questions as:

- What motivates these Christians to serve?
- What rewards do these Christians find in serving?
- How do the lives of these Christians demonstrate the practice of 'denying self, taking up their cross, and following Jesus'?
- Why is it good news for these Christians to know that Jesus' ultimate service for them does not depend on their efforts at serving?
- What vocations allow Christians to operate with the Christian serving attitude? Are there any occupations that will not allow Christians to do so?

Students design collector/business cards for the Christian servants they have studied. Add them to the display of cards.

RESPONSE

12. REVIEWING OUR EXPERIENCE

Discuss questions such as the following that relate to your project:

- How might our experience have been different if we all had a radical Christian serving attitude?
- What issues might not have arisen if we all had a radical Christian serving attitude? What new issues might there have been?
- How does the attitude of the server affect the quality of the service? the person receiving the service? the person who serves or the person being served?

13. SERVING IN OUR SCHOOL

Brainstorm the various needs of people in the school (include the students' own needs).

Each student writes an essay or designs a collector or business card which shows how a Christian with a radical attitude to serving might respond to the person and their need.

14. ME, A SERVANT

Each student designs his or her own collector/business card which reflects their own attitude towards service based on the service experience and the study.

YOU WILL NEED

- ☐ journal booklets for students (TRS D1/2a,b,c,d,e)
- ☐ Bibles

- ☐ arrangements as required for organising the service project

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 _____

Planning and organising practical projects _____

Liaising with community groups _____

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 towards 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?

AN EXPERIENCE OF SERVING

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.

The serving experience in this unit is not to be seen as a Christian response, but as an experiential introduction to the idea of serving. As such, it 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. If the ground rules are clear from the start, it's possible to work around the little obstacles that come along. The ground rules can also be taken up in the debriefing after the project.

- 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.
- Service is not about 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.

Feasibility study

- Make sure that your proposal will be accepted by other individuals and agencies involved (eg can Meals on Wheels use volunteers who do not have cars?).
- Check that your proposal is legal (and covered by the school's insurance arrangements).
- Make sure that 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).
- Match up students with the identified responsibilities.

Scheduling and time-line

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, on students' feelings about the activity and on what has been learnt.

Students are generally keen and idealistic, however they are not always sensitive or without ulterior motives. In the debriefing encourage students to look at their motivation and to consider whether it is a 'good' or a 'poor' motivation. How did the experience fulfil/reflect their motivation?

The serving experience and debriefing in the introduction to this unit lay a foundation for exploration of Christian service. At this point we cannot expect students to understand or express Christian motivation.

ASSEMBLING A SERVICE JOURNAL

The following four TRS sheets can be copied and collated to form a journal for students to use during the service experience.

Make double-sided copies:

- pages 7 and the cover are backed by pages 1,6
- pages 2,5 are backed by pages 3,4

Fold pages to form a booklet and staple at the fold.

My definition of SERVICE

My motivation for doing this serving project

How the motivation carried me through the project

How much further I might consider taking the project
(in terms of time, effort, commitment, etc)

Service Journal

**HEAD HEART
HAND**

Ground rules for our service project

Who has benefited from the service?

How have they benefited?

In what ways was the experience of serving what I expected it to be?

In what ways was the experience of serving a surprise to me?

What service projects have we considered?

Insert a photo of yourself serving.
Add a speech bubble in which you write
what you were thinking while you were serving.

Circle the one you chose to do.

Why I choose this project

My responsibility in PLANNING the service

1. What did I do?
2. What were the biggest problems and how did I deal with them?
3. What were the most enjoyable aspects?
4. How well did I do my job?
5. What did I learn about serving? about myself?
about other people?

My responsibility in DOING the service

1. What did I do?
2. What were the biggest problems and how did I deal with them?
3. What were the most enjoyable aspects?
4. How well did I do my job?
5. What did I learn about serving? about myself?
about other people?