**CSCF Sample UNit PLanner – expressing spirituality   
Amy Norsworthy**

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| **UNIT TITLE/TOPIC**  *Expressing Spirituality* | | | | | BAND C  YEAR GROUP: Year 10 | | | DURATION OF UNIT: 10 Weeks  TIME ALLOCATION: 90 Minutes per week  2 x 50 minutes lessons |
| **CB** | **CC** | **CL** | **CW** | | KEY IDEA(S)  **Key Idea 2 –.**  **People express their spirituality in various contexts within and beyond Christianity** | | | LEARNING STATEMENT  C.B 4.2 Christians examine people’s need for spirituality and identify how Australians seek to fulfill it. |
| UNIT OVERVIEW (PERSONAL SCOPE STATEMENT)  Throughout this unit students will explore what it means to be spiritual and have spirituality. Students will look other people and the need for spirituality in their lives and how it puts meaning into lives. Students will also look at how spirituality can be expressed through many different ways. Many guest speakers will come to speak to the students about their spirituality, what it means to them and how they express, respond and show their spirituality. Students will reflect on Christian spirituality as well as indigenous spirituality, cultural spirituality and many other approaches to spirituality. Students will then think about their own spirituality, how it shapes their life and how they express it in their own lives. | | | | | | | | LINKS TO OTHER CURRICULUM AREAS  English  The Arts  PLP |
| **DEEP UNDERSTANDING/S**  Humans express their spirituality in different ways depending on who they are and their approach to life. | | | | | | ESSENTIAL QUESTION  How can people express their spirituality? | | ASSESSMENT/EVIDENCE **Book Creator- Expression of Spirituality**  Students show a collection of the people studied showing the answers of these three questions about each guest:   * What are the aspects of their spirituality? * How do they express their spirituality? * Why is their spirituality important to them?   At the end students complete a reflection about what they have learned.  **My Spirituality-** Students create an expression of their own spirituality with explanation |
| LEARNER PROFILE(S)  The class consists of 13 Year 10 students, 7 boys and 6 girls. Most of the students do not attend a church community and most of their expose to Christianity comes from school Christian Studies lessons and school chapel. Therefore I will not assume high levels of prior knowledge and cater for all students within the lessons. All students within the class are Indigenous and have a strong connection to their culture and background. | | | | | | STUDENT QUESTIONS  What is spirituality?  Is spirituality just religion? | | RESOURCES /LINKS TO LIFE  Primary sources: members of school and wider community  Secondary Sources: video clips, music, websites, blogs |
| CONTRIBUTION TO LIFELONG QUALITIES for LEARNERS (LQL) | | | | | | | | |
| **Investigators and learners**  **problem solvers and implementers:**  **producers and contributors:** | | | | **communicators and facilitators:**  **leaders and collaborators**:  supporters and advocates | | |  | |

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| IDENTIFY SPECIFIC KNOWLEDGE AND ELABORATIONS NEEDED TO SCOPE CONTENT OF UNIT ("students know…knowledge and elaborations")  **Week 1**  What is spirituality?   * Humans are spiritual beings * The need for identity and wholeness * A sense of connectedness to the world   Core Values   * Love * Justice * Compassion * Forgiveness * Service * Humility * Courage * Hope * Quality * Appreciation   Aspects of Christian Spirituality   1. The response to God’s action 2. Based on the work of Jesus Christ 3. Centred on the word of God   Christian traditions expressing their spirituality  Contemplative tradition:  Holiness tradition:  Charismatic tradition:  Social Justice Tradition  Evangelical tradition  Spirituality and how it is expressed   * Through service * Through music   Spirituality and how it is expressed   * Through sport * Through work * Through Art * Through missionary work * Through a blog   Spirituality and how it is expressed   * Through Art * Through actions and telling of stories, talking with others * Taking care of the land   Own Spirituality | SEQUENCE OF LEARNING OPPORTUNITIES  Differentiation/links to Lifelong Qualities for Learners  **Week 1 – What is spirituality?**  As a class create a lotus diagram which shows the following aspects of spirituality:  What is spirituality?  What is spirituality not?  Examples  How can it be expressed?  Students work in partners first and then answers are shared as a class to create a class diagram  Students create an initial mind map of their own spirituality and what is important to them in their lives and makes up their identity: this is a starting point to get them thinking and connecting their own spirituality, this will be added to throughout the unit  **YouTube Clip-** Introduce Rassouli the Artist. He is known for his painting of FusionArt. He does not paint real images but expresses his thoughts and feelings in his paintings and images from his subconscious. The video clip is an interview with Rassouli about his painting, what his paintings mean to him and how he shows his spirituality journey through his art.  Student response- Students reflect on and note:  Background information on the artist  What is his spirituality?  How he expressed his spirituality  **Week 2- Expressing Spirituality- Values focus**  Go through Journal task with students as they need to log each guest speaker/person/clip and reflect upon their spirituality and expression on it. Show expectations and model how knowledge and reflections can be logged.  Miss Norsworthy’s Spirituality- Presentation about my spirituality and how it gives my life direction. Focus on my core values and how these are a response to Gods action and based on Jesus Christ. I will give some background information on my spiritual journal and then focus on how I express my spirituality and values. Focus will be on my expression of spirituality through service, appreciation, love and courage. I will present photos, videos and Instagram photos to engage students.  Task: Students respond by adding to their journal and answering the following questions   * What are the aspects of their spirituality? * How do they express their spirituality? * Why is their spirituality important to them?   Students can add images, colours and text.  Values- As a class go through *Core values: elaborations* and reflect on each core value. Students reflect on what core values were prominent in Miss Norsworthy’s story on Wednesday and how she showed her core values.  Task: Students choose 2 core values that they feel are prominent in their spirituality. Students need to define what each value is and what it means in their life. Students choose one of the bible verses on the handout and describe what this tells them about the value. Then students reflect on how that value is expressed in their lives.  **Week 3: Focus on aspects of Christian Spirituality**  Split class into three groups- each are given an aspect of Christian Spirituality   1. The response to God’s action 2. Based on the work of Jesus Christ 3. Centred on the word of God   As a group students brainstorm words or sentences about what they think this might mean in terms of spirituality. Give each group 3 mins on each and swap so each group gets a turn to brainstorm on each aspect.  Go through as a class  Discuss as a group some traditions that Christians have to express their spirituality (but that also these traditions are not only done by Christians):  Contemplative tradition: importance of silence, od discipline, resting in God  Holiness tradition: importance of living a holy life, often withdrawing from ‘the world’ and taking vows of poverty, chastity and obedience.  Charismatic tradition: focus on gifts of the Holy Spirit and having an active healthy Christian Life  Social Justice Tradition: involved in the world of human society and creation, bringing God’s justice to bear on the evils of a world of suffering, the results of human sin.  Evangelical tradition: stresses saving faith in Jesus as Lord and Saviour and the centrality of the Bible as the source of knowledge, responds to the call to witness to the gospel in the whole world.  Task: Students choose one of the traditions and find a series of photos showing that tradition, adding captions.  Guest Speaker: School Chaplin to talk of her Spirituality and how she expresses it  Task: Students respond by adding to their journal and answering the following questions   * What are the aspects of their spirituality? * How do they express their spirituality? * Why is their spirituality important to them?   Students can add images, colours and text.  Play Randall’s song and explain about his way of expressing his spirituality is through music and writing songs  **Week 4- Christian Spirituality examples**  Stuart to come talk about his spirituality and how he expresses it  Video Clip: Showing clip of Gary Ablett on The Footy Show discussing his spirituality and how he expressed it in his life and in Footy.  <https://www.youtube.com/watch?v=kiLaPS_sTf8>  Read story of Hugh Jackman and his spirituality.  Show images from Courtney as a way she expresses her spirituality and show her blog to students reading various posts  Choice of person to journal on:  Task: Students respond by adding to their journal and answering the following questions   * What are the aspects of their spirituality? * How do they express their spirituality? * Why is their spirituality important to them?   Students can add images, colours and text.  **Week 5 – Indigenous Spirituality**  Staff LSO to share some of her paintings and how own spirituality and how it is expressed. Look at Paintings around the school  Students watch clips of Bob Randall and his links to the land and his passion for this – YouTube clips  Adam Goodes: Students listen to his speech after winning Australian of the year and watch the episode of ‘Where do you come from?’.  Task: Students respond by adding to their journal and answering the following questions   * What are the aspects of their spirituality? * How do they express their spirituality? * Why is their spirituality important to them?   Students can add images, colours and text.  **Week 6: Own Spirituality Task**  Students go back to their mind map created in Week 1. Students add to this reflecting on all they have learned throughout the term. They may like to add their values, traditons etc and add more detail.  Introduce the final assessment task for the term: (see task sheet)  Students need to create something that shows and expresses their own spirituality. They can choose to present it how they like e.g. symbol, drawing, song lyrics, poem, photo story etc.  Students must also attach a 250 reflection on how what they have created shows/describes/expresses their own spirituality.  **Week 7 – Own Spirituality Task**  Students continue to work on this task  **Week 8 – Own Spirituality Task and Movie**  Students put final touches on ‘Own Spirituality’ Task and present to small group  **Week 9- Finish movie- The Blind Side**  **Discuss the spirituality of different characters and how they expressed this.**   * **Show snippets of the movie and discus** * **This will depend on time and can be included in the unit if time permits, otherwise give students time to finish off final task**   **.** | IDENTIFY THE LEARNING THAT STUDENTS WILL HAVE THE OPPORTUNITY TO DEMONSTRATE ("students can...ways of knowing")  Assessment as, for, of  Formative: assessment for learning- what is spirituality? Lotus diagram  **Assessment of learning- Journal task**  **Assessment as learning- Students identify and reflect on core values of others and individually for themselves**  **Assessment for learning- Aspects of Christian spirituality and traditions will assist with journal entries on Christian Spirituality**  **Assessment of learning: journal task- choice of person**  **Assessment of learning: Journal task – choice of person**  **Assessment of learning: Journal task – choice of person**  **Own Spirituality- Assessment of learning** |
| EVALUATION OF UNIT  **Was the unit engaging for the students?**  **Did the student’s questions at the beginning of the unit get answered?**  **Were the learning outcomes achieved?**  **Did the assessment tasks correlate with the understandings and knowledge?**  **What were the strengths of the unit?**  **What did not work? What would I change next time?** | | |