

Christian Studies Department

Year 10: Spirituality & Ritual

NAME _____ **TEACHER** _____

TASK: You are to create, write and lead a devotion and then write a reflection on this process.

PURPOSE: To demonstrate an understanding of Christian spirituality and ritual, and to provide an opportunity to serve and participate in the spiritual life of the College.

DETAILS:

In your class group, you are to organise and facilitate a creative devotion which employs a ritual, ensuring that the following aspects and format guidelines for Christian worship are included:

- Welcome & Call to Worship
- Scripture & Message
- Response
- Blessing

Part A

Work through each of the following steps, recording the information using appropriate headings as you go:

1. Choose a passage of scripture/theme/message to be conveyed.
2. Plan and record the **order of service** & allocate groups to look after aspects or sections of the service. (Be sure to think about how ritual will be used, remembering purpose, structure, place, participants, objects & symbols)
3. Draw and label a layout map.
4. Prepare a script for your group's section of the devotion.
5. Construct a justification/explanation for your choices and how your contribution will help enable students to participate and reflect on your chosen message. This should be about 350-450 words in length and should be set out in paragraphs.

Part B

Reflect on the process of preparing and facilitating.

Your reflection (150-250 words) should include:

- A discussion of how the experience affected you (what did you learn, think, feel?)
- What you thought was successful and unsuccessful in helping participants worship and /or reflect.
- A suggestion for what you might have done differently and why.

CONDITIONS:

- Due Date: _____
- College formatted bibliography - at least 3 sources
- Submit all planning sheets and notes
- Length of Service: 15-20 minutes
- A written peer reflection will contribute to your final grade
- Your participation in your group as well as your written submission will be assessed

Suggestions for consideration - what you could include in your devotion

- Scripture collage
- Art work - painting, sculpture
- Background music
- Puppet play
- Drama
- Dance
- PowerPoint
- Band led song
- An offering plate for prayers, reflections, other
- Poetry
- Story told with invisible speakers

Name of Person being assessed: _____ Name of Assessor: _____

Criteria for assessment	Rating	Comments, examples, explanations etc
<p>Communication including:</p> <ul style="list-style-type: none"> • Asks good questions to help group thinking • Listens well & carefully to others • Fosters respect for group members • Uses written and spoken forms to communicate • Uses inclusive, democratic processes when making decisions 		
<p>Problem solving</p> <ul style="list-style-type: none"> • Thinks broadly and makes interesting, relevant suggestions • Looks carefully at the options and makes suggestions for what would work best • Makes organised & careful progress on group tasks • Looks for solutions when the group encounters challenges 		
<p>Participation/contribution/ production</p> <ul style="list-style-type: none"> • Explains why & how their ideas could work • Is creative & imaginative and finds ways to use their skills to benefit the group 		
<p>Leading & Collaborating</p> <ul style="list-style-type: none"> • Shows compassion, kindness, humility, gentleness, patience, forgiveness, love, peace & thankfulness • Shows perseverance in overcoming challenges 		
<p>Supporting & advocating</p> <ul style="list-style-type: none"> • Shows sensitivity to others, understanding differences in beliefs, abilities & circumstances • Help ensure that all group members are valued and encouraged to participate 		

Ratings: 3 – Better than most of the group in this respect
 1- not as good as most of the group in the respect

2- about average for the group in this respect
 0- no help at all to the group in this respect

Criteria	A	B	C	D	E
Knowledge and Understanding	<p>The student:</p> <ul style="list-style-type: none"> - describes in careful detail the aspects of his/her group contribution to the devotion, showing a thorough understanding of the central message to be communicated - comprehensively understands how his/her group contribution will enable student participation and communication of the chosen message 	<p>The student:</p> <ul style="list-style-type: none"> - describes in detail the aspects of his/her group contribution to the devotion, showing a good understanding of the central message to be communicated - clearly understands how his/her group contribution will enable student participation and communication of the chosen message 	<p>The student:</p> <ul style="list-style-type: none"> - describes the aspects of his/her group contribution to the devotion, showing a sound understanding of the central message to be communicated - understands how his/her group contribution will enable student participation and communication of the chosen message 	<p>The student:</p> <ul style="list-style-type: none"> - describes aspects of his/her group contribution to the devotion, showing a some understanding of the central message to be communicated - superficially understands how his/her group contribution will enable student participation and communication of the chosen message 	<p>The student:</p> <ul style="list-style-type: none"> - describes very little of his/her group contribution to the devotion, showing little or no understanding of the central message to be communicated - superficially understands a little of how his/her group contribution will enable student participation and communication of the chosen message
Processing Skills	<p>The student:</p> <ul style="list-style-type: none"> - perceptively applies a wide range of relevant information and ideas about Christian Worship and the chosen theme and independently makes valid and logical decisions about what to include in the group contribution - highly active member of the group, listening and offering ideas, and making practical, relevant contributions to the final product - organises time and a variety of suitable resources to successfully and efficiently complete a range of tasks within given timelines. 	<p>The student:</p> <ul style="list-style-type: none"> - applies a wide range of relevant information and ideas about Christian Worship and the chosen theme and independently makes logical decisions about what to include in the group contribution - active member of the group, listening and offering ideas, and making mostly relevant contributions to the final product - organises time and a variety of suitable resources to successfully complete a range of tasks within given timelines. 	<p>The student:</p> <ul style="list-style-type: none"> - applies a range of information and ideas about Christian Worship and the chosen theme and makes decisions with assistance about what to include in the group contribution - mostly active member of the group, listening and offering ideas, and making mostly relevant contributions to the final product - organises time and suitable resources to complete a range of tasks within given timelines. 	<p>The student:</p> <ul style="list-style-type: none"> - applies information and ideas about Christian Worship and the chosen theme and makes decisions with direction about what to include in the group contribution - makes some contribution to the group, needing guidance for appropriate ways to do so - organises time and resources to complete parts of a range of tasks 	<p>The student:</p> <ul style="list-style-type: none"> - applies information and ideas about Christian Worship and the chosen theme with direction - makes little or no contribution to the desired outcomes for the group - uses resources to begin tasks
Communication Skills	<p>The student:</p> <ul style="list-style-type: none"> - gathers relevant information from a wide variety of sources - effectively and accurately communicates information - references fully and accurately 	<p>The student:</p> <ul style="list-style-type: none"> - gathers relevant information from a variety of sources - accurately communicates information - references accurately 	<p>The student:</p> <ul style="list-style-type: none"> - gathers relevant information from conventional sources - suitably communicates generally relevant information - provides a reference list 	<p>The student:</p> <ul style="list-style-type: none"> - gathers relevant information from conventional sources with assistance - presents mostly relevant information - incomplete reference list 	<p>The student:</p> <ul style="list-style-type: none"> - uses information from a few given sources - presents little information - does not attempt to reference

Comments
