

UNIT TITLE/TOPIC Spirituality & Ritual				BAND D YEAR GROUP: 10	DURATION OF UNIT/TIME ALLOCATION 1 term
CB	CC 5.3	CL	CW 5.2	KEY IDEA(S) <ul style="list-style-type: none"> Christians pray, worship and celebrate the sacraments People express their spirituality in various contexts within and beyond Christianity 	OUTCOME(S) <ul style="list-style-type: none"> Students analyse worship, the sacraments and prayer as vital to the Christian experience Students research secular and religious spirituality and evaluate their impact on societies past and present
UNIT OVERVIEW Humans are by nature spiritual, searching for connections & meaning. Working from this idea, students explore Christian Worship which is multifaceted and is the means by which Christians express their spirituality, making connections with God and others. In this unit, students will explore how various cultures and people express their spirituality, reflecting on what they do and do not identify with. Avatar is the integrating device for this unit. It is an excellent tool to introduce students to ideas about ritual and the links to spirituality especially in terms of the concepts of connectedness and meaning. The Humans contrast with the Na’vi in the way they seek meaning. Ideas about God and the nature of reality, as well as ethical questions are raised in this film. Following on from this, students explore rites & rituals in Australian culture & possibly in a range of religions as they wrestle with coming to an understanding of humans (themselves) as spiritual. In preparing students for leading a student chapel service, students visit the chapel and chaplains are involved in teaching students about the symbolism and the meaning of the altar, font, communion etc. Group work & leading the service is the culmination of the unit					CONTRIBUTION TO LLQ (skills to be developed) Group work is a real focus for development in this unit. Qualities which will be assessed through peer and self assessment include: <ul style="list-style-type: none"> Problem solvers and implementers (as they work in groups to make decisions about contributions to chapel service) Communicators & facilitators (fostering respect and an environment in which every person’s contribution is valued)
STUDENTS/LEARNERS PROFILE prior learning/interests/needs of students <ul style="list-style-type: none"> Students have lots of experience of chapel services but may have very little understanding of liturgy and the meaning/purpose of how Christian services are constructed and their purpose etc. This is the first unit of the “Religion & Ethics” SAS course. A dominant number of students struggle to see the relevance of Christian Studies 				ESSENTIAL/GUIDING QUESTION/STATEMENT that makes explicit the central, core idea developed in unit <ul style="list-style-type: none"> What is spirituality? Am I spiritual? What are rites and rituals and what are their purposes? How is Christian spirituality expressed? 	RESOURCES TO SUPPORT UNIT <i>Avatar</i> <i>Finding Francis: Following Christ</i> <i>Finding a Way</i> (world religions textbook) <i>Bruce Almighty</i> <i>As It is in Heaven</i> <i>Ice Age</i> <i>Pictorial representations of God</i> <i>Bruce Almighty</i> The Book of Common Prayer Liturgies for specific occasions (see chaplains or easily googled) http://www.lca.org.au/worship/song.cfm Rituals: Around the world in 80 Faiths” on SBS

		LINKS TO <i>LIFE</i>
<p>STUDENT QUESTIONS</p> <ul style="list-style-type: none"> • What's this got to do with me? I don't believe in God anyway. • What is spirituality? • Am I spiritual? • Am I involved in rituals? 	<p>LINKS TO OTHER CURRICULUM AREAS</p> <p>It may be helpful to get students to think about experiences such as 'outdoor ed' Pastoral care's focus on developing leadership is a good link to make to the assessment task</p>	<p>RESOURCES TO SUPPORT TEACHER</p> <p>Books by Henri Nouwen eg <i>Life of the Beloved</i> Books by Parker Palmer <i>The Road Less Travelled</i> M. Scott Peck</p>
<p>ASSESSMENT</p> <ul style="list-style-type: none"> • Content exam in order to test understanding of key ideas about Christian Worship & Ritual (prep for second task) • Preparation of worship service for large group, including reflection on the process 		

IDENTIFY SPECIFIC KNOWLEDGE STUDENTS NEED TO ACHIEVE THE OUTCOME ("students know...")

- The concept of ritual (purpose, structure, place, participants, objects or symbols)
- The links between ritual, meaning and spirituality
- The expression of spirituality through ritual in the film, "Avatar"
- Basic elements of Christian worship (eg. the sacraments & prayer), ritual and spirituality

LINKS TO LLQ

This group work opportunity is a chance to introduce the idea of peer assessment and to focus student attention on LLQ's that are particularly a focus. (see peer assessment sheet)

SEQUENCE OF LEARNING OPPORTUNITIES

Orientating

- Ritual in Australian culture is probably a good place to start – sporting events, marriage etc It might also work to create a ritual (choose something that that relates to the school year or Australian culture) for students as they begin the unit and then reflect on the experience, its parts, impact and meaning
- Involve students in a stilling exercise which requires them to reflect, ask questions, give meaning to the experience. This is as a way in to begin to ask questions about what it means to be a human being

Exploring

- Students watch Avatar and complete worksheet. This can be constantly referred back to as the integrating device for all of the central ideas of the unit.
- Research in groups a variety of rites/rituals in different cultures. Use the elements of rituals (purpose, structure, place, participants, objects or symbols) to analyse a chosen ritual. Students should also seek to explore the meanings associated with each of the elements as well as investigate the experience for the participant.
- Reflect on rites within school life and their meanings
- Visit sacred places such as the Brookfield centre

IDENTIFY WHAT STUDENTS WILL HAVE THE OPPORTUNITY TO DEMONSTRATE ("students can...")

- Demonstrate knowledge of how rituals are part of our lives and that they are an experience which has meaning
- Students can explore the personal and communal understandings of a shares experience; they can ask questions about who they are as people
- Students can show their understanding of the rituals in the film and the associated meanings. They can compare and contrast ideas about God and creation (as presented in the film) with Christian ideas
- Students can apply the ideas about rituals which they have learned to a ritual in another religion or culture
- This is an opportunity to bring learning about ritual back to their own context, looking more deeply at associated meanings and therefore the idea that people's desire for meaning is an expression of their spirituality
- Students need opportunities to reflect and

STUDY AREA CORE (relating to the Religion & ethics SAS)

- Relational
- Spiritual, relational, personal
- Spiritual, relational
- Relational
- Personal, relational, spiritual
- Spiritual, personal

It is significant here to identify that this is an opportunity for students to serve their community

for Christian Spirituality

- Investigate the variety of expressions of spirituality within the various Christian Denominations
- Invite chaplains to speak about the Chapel, the symbolism, font, altar etc
- Investigate prayer using excerpts from “Bruce Almighty”
- Ask a visiting speaker to talk about their experience of Christian spirituality and the place of prayer/worship/sacraments in their own life. This could be set as a paired task in which students interviewed staff/students etc about their spirituality.

Applying & Reflecting

- Choose a theme & passage of scripture which is relevant to group of students – looking back to Avatar, something relating to use of the natural world would work. It is important here to think carefully about choosing something which ALL students can somehow connect to whatever their background is. The assessment task is an opportunity to use all that they have learned to lead their own peers in a devotion.
- Individual reflection on the experience in a final opportunity to think about and record what they have learned through the experience.

experiences can be a really powerful way for students to explore the notion of themselves as reflective beings. Students can be introduced to ‘devices’ such as the labyrinth and icons as a lead in to the different ways denominations worship and connect with God and themselves.

- It would be interesting to relate ideas here about learning styles and how different experiences are more or less meaningful for different people.
- Student understanding of Christian worship is expanded and students have an opportunity to ask questions about experiences they may have had which they don’t understand.
- Popular cultural representations of prayer can be compared with Biblical ideas. Students can also reflect on why people pray.

A content exam is helpful here in checking student understanding of new concepts investigated thus far before embarking on an application

- This is an opportunity for students to think about what challenges they currently face. Teachers can support students in their attempts to find scripture which addresses their questions/problems. There may be events in the school calendar which also might provide stimulus for a theme. Students will have the opportunity to develop their skills as group members. They can use their creativity, skills and abilities to communicate chosen key ideas

spiritual

Relational, personal, spiritual

			When working with a really large group, it may be better to ask small groups of students to prepare something for another small group in order to make sure that all students are able to participate significantly
--	--	--	---

EVALUATION OF UNIT

This unit asks quite a bit of teachers in terms of the assessment task. Depending on the group, the teacher will quite possibly need to support students in finding relevant materials and in really helping them to understand the story/passage they have chosen. It is also a good opportunity to remind students about what they have learned previously about how to read scripture.

