Level: 3
Title: SERVING OTHERS
Strand: CHRISTIAN LIFE: The flourishing of human persons, the common good of societies, shared responsibility in relation to creation

Suggested Duration: 2 weeks

Unit Focus
In this unit students will explore the concept of loving service and relate it to mission, based on Jesus’ example. Students will explore ways in which Christians serve other people, particularly those overseas.

Level Outcome
By the end of Level Three students should be able to:

*Investigate how Christians make loving choices that are informed by the example of Jesus.*

Unit Outcomes
By the end of this unit students should be able to:

1. Name examples of service within their own communities and throughout the world.
2. Explain the meaning of mission as service as it was modelled and taught by Jesus.
3. Describe ways they can be of service to others throughout the world.

<table>
<thead>
<tr>
<th>STRAND</th>
<th>DOCTRINAL CONCEPTS</th>
<th>CATECHISM REFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jesus Christ</td>
<td>1. After Jesus’ death and resurrection people gathered in communities to remember him and tell the story of his compassion and love.</td>
<td>767</td>
</tr>
<tr>
<td>God</td>
<td>4. God calls us to reach out in love to each other.</td>
<td>1706, 1822</td>
</tr>
<tr>
<td>Christian Life</td>
<td>1. Jesus challenges us to follow his teachings and example.</td>
<td>519</td>
</tr>
<tr>
<td></td>
<td>4. When we use our gifts we are serving the community and helping to spread the Reign of God.</td>
<td>1942</td>
</tr>
</tbody>
</table>

Key Understandings for Students
- We are called to serve others as Jesus did.
- When we reach out to others in compassion and love we are living as Jesus did.
- There are people within Australia and overseas who work to bring the good news of the Gospel to those in need.

Curriculum Links - VELS
Victorian Essential Learning Standards
The unit Serving Others can be used to assess a range of VELS. The table below gives examples of how Level 3 standards could be assessed.

<table>
<thead>
<tr>
<th>Strand</th>
<th>Domain</th>
<th>Dimension</th>
<th>Key elements of Standards Students…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical, Personal and Social Learning</td>
<td>Interpersonal Development</td>
<td>Building Social Relationships</td>
<td>-<em>demonstrate respect for others and exhibit appropriate behaviour for maintaining friendships with other people. They support each other by sharing ideas and materials, offering assistance, giving appropriate feedback and acknowledging individual differences. They work with others to reduce, avoid and resolve conflict.</em>&quot;</td>
</tr>
</tbody>
</table>
Working In Teams

-“cooperate with others in teams for agreed purposes, taking roles and following guidelines established within the task. They describe and evaluate their own contribution and the team’s progress towards the achievement of agreed goals.”

Civics and Citizenship

Community Engagement

-“contribute to the development and support of class rules and participate in school celebrations and commemorations of important events. They describe some of the roles and purposes of groups in the community. They work with other students to identify a local issue and plan possible actions to achieve a desired outcome.”

Interdisciplinary Learning

Information and Communications Technology

ICT for Visual Thinking

-“use ICT tools to list ideas, order them into logical sequences, and identify relationships between them. Students retrieve their saved visualising thinking strategies and edit them for use in new, but similar situations. They explain how these strategies can be used for different problems or situations.”

ICT For Creating

-“create information products to assist in problem solving in all areas of the curriculum. With minimal assistance, students use ICT tools to capture and save images. They use simple editing functions to manipulate the images for use in their products.”

Thinking

Reasoning, processing and inquiry

-“collect information from a range of sources to answer their own and others’ questions. They question the validity of sources when appropriate. They apply thinking strategies to organise information and concepts in a variety of contexts, including problem solving activities. They provide reasons for their conclusions.”

Creativity

-“apply creative ideas in practical ways and test the possibilities of ideas they generate. They use open-ended questioning and integrate available information to explore ideas.”

Reflection, evaluation and meta-cognition

-“identify strategies they use to organise their ideas, and use appropriate language to explain their thinking. They identify and provide reasons for their point of view, and justify changes in their thinking.”

<table>
<thead>
<tr>
<th>Curriculum Framework Context</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharing With Others; Loving God and Others.</td>
<td>Reaching Out Serving Others</td>
<td>Witnessing and Proclaiming; Living and Sharing.</td>
<td></td>
</tr>
</tbody>
</table>

**Student Context**

The student’s concept of service is grounded in family experiences. They understand that parents display service particularly by the care they offer and by self-sacrifice. Students at this age may also understand the idea of service in terms of the attention of waiters and waitresses and shop assistants, something that is expected by those purchasing goods and services. Students would understand that being of service to others has benefits for oneself.
Whilst this unit builds upon the work completed in past units, students are still at an age where there continues to be a need to emphasise the connection between the local and global perspectives of Christian mission as serving others with Jesus. Therefore making a link between the notions of love, service and Jesus is very important.

Prior to Vatican II, Mission was understood to refer to the Church’s work for the salvation of souls, which was carried out for the benefit of non-Christians abroad, mainly by priests, religious brothers, nuns, and specially-commissioned lay people, with the financial and spiritual support of the laity back home. The goal of mission was to establish the church in these mission fields. Mission, at this time, meant foreign mission, that is, mission in all the continents that were not considered already Christianised.

The understanding of Church and the understanding and practice of mission have changed since Vatican II. The contemporary Church’s identity is rooted in the mission that Jesus received from his Father. Thus, the Church has as its mission the establishment of the reign of God.

Jesus lived and preached the values of the reign of God. Many of his parables speak of the reign of God, and his miraculous deeds are signs that the reign of God had drawn near in his ministry. This new world order is said to be of God because its arrival signals the gracious, forgiving, and redeeming presence of Yahweh in the world, and is not the fruit of human efforts. This way of being is open to all people, and all are invited to transform their lives according to its values, but it is given especially or preferentially to those who are marginalised, that is, the poor, the afflicted, the oppressed, the captives (Lk 4: 18).

The present day work of mission is a continuation of the establishment of the reign of God, and all the baptised are called to this task, even though some are more engaged in missionary activities than others.

This understanding of mission prompts cooperation with all Christians and with the followers of other religions as well, since they too are called to the reign of God, even though not all of them will join the Church.

Mission is proclaimed through personal witness, dialogue and through projects of evangelisation, healing, teaching, development or liberation. The Holy Spirit through the whole community of believers inspires and directs the mission of the Church. Christian mission is no longer a one-way proclamation of a message of salvation to a world of pagans bereft of God’s self-revelation and grace, but first of all a search for and recognition of the presence and activities of the Holy Spirit among the peoples to be evangelised.

Mission is directed to the whole world, including the cosmos, with less distinction between believer and non-believers. This takes into account that many people are nominally Christian but have yet to grasp what the gospel means.

Whilst the content threads of mission education are woven throughout the primary syllabus, these units explicitly focus on Jesus, the reign of God and the call to mission. The aim of these units is to develop a contemporary understanding and appreciation of mission, which is to realise more fully the reign of God.


Scripture

Teacher Reference (NRSV)

Rom 12:9-13 Marks of the True Christian

Let love be genuine; hate what is evil, hold fast to what is good; love one another with mutual affection; outdo one another in showing honour. Do not lag in zeal, be ardent in spirit, serve the Lord. Rejoice in hope, be patient in suffering, persevere in prayer. Contribute to the needs of the saints; extend hospitality to strangers.
**Student Reference (CEV)**

**Jn 13:1-15  Jesus Washes the Disciples' Feet**

Now before the festival of the Passover, Jesus knew that his hour had come to depart from this world and go to the Father. Having loved his own who were in the world, he loved them to the end. The devil had already put it into the heart of Judas son of Simon Iscariot to betray him. And during supper Jesus, knowing that the Father had given all things into his hands, and that he had come from God, got up from the table, took off his outer robe, and tied a towel around himself. Then he poured water into a basin and began to wash the disciples' feet and to wipe them with the towel that was tied around him. He came to Simon Peter, who said to him, "Lord, are you going to wash my feet?" Jesus answered, “You do not know now what I am doing, but later you will understand”. Peter said to him, “You will never wash my feet.” Jesus answered, “Unless I wash you, you have no share with me”. Simon Peter said to him, "Lord, not my feet only but also my hands and my head!” Jesus said to him, "One who has bathed does not need to wash, except for the feet, but is entirely clean. And you are clean, though not all of you.” For he knew who was to betray him; for this reason he said, “Not all of you are clean.” After he had washed their feet, had put on his robe, and he had returned to the table, he said to them, "Do you know what I have done to you? You call me Teacher and Lord-and you are right, for that is what I am. So if I, your Lord and Teacher, have washed your feet, you also sought to wash one another's feet. For I have set you an example, that you should do as I have done to you.

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**Suggested Assessment Tasks**

Assessment tasks for this unit may include:

**Outcome 1  Name examples of service within their own communities and throughout the world.**
- Write a newspaper report on a volunteer, a local outreach activity or overseas missionary project.
- Use Kidspiration to mindmap their understandings of a service organisation including Catholic Mission and others.

**Outcome 2  Explain the meaning of mission as service as it was modelled and taught by Jesus.**
- Imagine that you are one of the disciples at the Last Supper and Jesus washed your feet, record a diary entry about this event. Explain your understanding of this event.

**Outcome 3  Describe ways they can be of service to others throughout the world.**
- Write a procedural text detailing the process involved in organising a fundraising activity for mission, beginning with the purpose of the event (Who is it for?)

**N.B** Outcomes 1 and 3 lend themselves to reporting in the dimension of Knowledge and Understanding.

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**Suggested Teaching & Learning Experiences**

**Focusing Activity**

Using the current Catholic Mission resources for this year, view the audio visual material and refer to discussion ideas in the printed material. www.catholicmission.org.au

- Take on the role of one of the disciples in Jn. 13:1-15 and recount what happened.
- Complete Scripture ThinkPad Jn 13:1-15.  *(refer to icon in Planning Tool)*
- Invite Guest Speakers from Catholic Missions or other Catholic Organisations, brainstorm questions to ask a returned missionary guest speaker
- List Christian organisations that serve others, for example Catholic Mission, St Vincent de Paul Society, Salvation Army. What services do they provide and to whom?
- Participate in a Mission Week liturgy.
- Listen to The Face of God *(Catholic Mission CD 1997)* and record in journals how we show the 'face of God' to...
family and friends.

- Participate in Mission Week fundraising.

- Jn 13:12-15 To PREPARE TO HEAR the Word – we are called to be like Jesus – servant of the Lord, doing God’s will by caring in love for the needs of others. Explore the cultural significance of washing feet to deepen understanding of this event.

- Jn 13:12-15 To ENCOUNTER the Word after reading the text, students, using the Dramatised Bible role play the text

- Jn 13:12-15 To RESPOND to the Word – list how we can be of service to others at home and at school

- After researching a Parish service group prepare an article for the magazine ‘Our Diocesan Community’ or school newsletter highlighting the service this group provides.

- Complete: I can serve others as Jesus did by....

- Provide an opportunity for students to reflect (draw or write) on ways they can serve others within the community.

## Resources

For resources to support this unit, refer to the online planning tool. For additional resources, refer to the Resource Centre Catalogue: [http://www.ceoballarat.catholic.edu.au](http://www.ceoballarat.catholic.edu.au) and follow links to Resource Centre.