



RELIGION AND LIFE

Foundation course

**Year 12 sample sequence of learning and source
investigation task**

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Important information

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Learning sequence

This sample learning sequence provides an example of how a teacher can plan out the steps for learning the following syllabus content:

- how religion is reflected in the actions and beliefs of a religious group or organisation
- the work of a religious group or organisation in society, past or present
- recognise and use subject specific terminology
- develop a range of questions to support an inquiry
- observe appropriate ethical protocols when conducting research
- select and use relevant information and/or data from source material
- consider how information and/or data found in source material relates to course understandings
- reflect on learning and identify new understandings
- support conclusions based on the use of evidence
- use suitable formats to communicate ideas or understandings for a set purpose and audience

In addition to the above, this package illustrates opportunities for incorporating a range of skills essential for learning and developing literacy. These include:

Literacy (L) skills

- L1 – acquiring words leading to an appropriately expanding vocabulary
- L3 – using Standard Australian English (SAE) grammar and punctuation to communicate effectively
- L4 – expressing increasingly complex ideas using a range of simple and complex sentence structures
- L6 – organising ideas and information in different forms and for different purposes and audiences
- L7 – achieving cohesion of ideas at sentence, paragraph and text level
- L8 – editing work for accuracy, coherence, clarity, and appropriateness
- L10 – comprehending and interpreting a range of texts

Interpersonal skills

- completing tasks within a given timeframe
- developing organisational skills, and identifying the resources needed to complete tasks
- being able to work independently and within group settings, drawing on the skills and contributions of members to complete tasks
- persisting with tasks when faced with challenge and adapting the approach when first attempts are not successful
- participating in positive, safe and respectful relationships

This sample learning sequence offers suggestions and is not prescriptive. Teachers should carefully consider how to adapt and/or modify what has been provided based on the learning needs of their students.

This package includes several elements.

1. A series of learning intentions with associated success criteria. It is suggested these are displayed and explained to students prior to the commencement of the lesson. Teachers are free to modify these but need to also keep in mind that learning intentions provide pedagogical guidance and are not a substitute for syllabus content.
2. Each learning intention is followed by a suggested sequence of learning designed to address those intentions.
3. Where appropriate, links to additional resources are also included.
4. Examples of where both formative and summative assessment may be incorporated in a sequence of learning along with details about these tasks.

Learning intention	Success criteria
Recognise the detail of the syllabus content point.	Identify examples that illustrate key words from the syllabus content point.

Preparation

- Using OneNote, create an 'escape room' activity (a series of puzzles, each completed within a set time and requiring participants to achieve a goal, typically including searching for a 'key word/code' that unlocks a 'room'; achievement of each goal allows participants to move to a new 'room') that could include, for example:
 - a pick-a-box activity where photographs of religious actions and beliefs are presented, with students required to match the correct religion, action and photograph
 - a word search with key words from the syllabus
 - a short video showing someone being 'motivated'
 - a 'key' that involves correctly naming the content focus for the assessment task.

Escape room activity

Teacher with students

- Introduce and state the syllabus point 'how religion is reflected in the actions and beliefs of a religious group or organisation'.
- Introduce the escape room activity and form students into 'teams'.
- Provide each team resources required to undertake the escape room activity; for example:
 - Room 1 – a series of photographs of religious actions and beliefs along with a list of religions. Participants match the correct religion to the correct photo. The next room is 'unlocked' when the letter sequence created from the first letter from each of the religions included in the pictures is revealed.
 - Room 2 – a list of key terms accompanied with a word search activity that contains all the words from the list except one term. This missing term is the answer that 'unlocks' the next room.
 - Room 3 – a short video showing a person being motivated. The answer to one question about the video 'unlocks' the next room.
 - Room 4 – a statement made up of the wording of the relevant syllabus point but with one key word missing. The missing word 'unlocks' the 'key' that completes the escape room activity.
 - Include a small prize for the group/team that finishes first.
- After completing the activity, the class discusses, for example:
 - What was the easiest room to escape from and why?
 - Which room was the hardest and why?
- Review the series of photographs included in the activity from the first room; for example:
 - Recall the name of the religion associated with each picture.
 - Discuss how they knew which religion belonged to the picture.
 - Note and list key terms used in the discussion, then have students define each term.

Learning intention	Success criteria
Recognise the intent of the syllabus content point.	Summarise how a familiar example illustrates the intent of the syllabus content point.

Unpacking syllabus content

Teacher with students

- Display the syllabus point and, with the class, identify and define key words and phrases in the syllabus point; for example:
 - 'how' 'religion' is 'reflected'
 - in the 'actions' and 'beliefs' of
 - 'a religious group' or 'organisation'.
- Rearrange the order of the phrases to emphasise the intent of the syllabus point, and for each, pose questions to help students appreciate the meaning and intent of the syllabus statement; for example:
 - a religious group or organisation
 - How do we know a group or organisation is 'religious'?
 - What might be a good example of a religious group or organisation to focus on?
 - in the actions and beliefs of
 - What are examples of religious 'actions' and 'beliefs'?
 - What are some examples of religious actions and beliefs found in groups and organisations?
 - how religion is reflected
 - In what way might we see 'religion' at work in a group or organisation?
 - Other than in the name, where do we see evidence of religion in groups and organisations?

Illustrating syllabus content

- Illustrate the above by briefly exploring a straightforward and familiar case, for example:
 - Think of a soup kitchen.
 - What happens in a soup kitchen?
 - Who might use the services of a soup kitchen?
 - What are some examples of religious groups running a soup kitchen?
 - Soup kitchens are sometimes run by religious groups, and followers of religion volunteer to work in soup kitchens.
 - Why might a religion be interested in running a soup kitchen?
 - Why do followers of religion work in soup kitchens?
 - What religious beliefs or behaviours might be seen in the operation of a soup kitchen?
 - Do you think you could see specific examples of religion reflected in the actions and beliefs of a soup kitchen?

Formative assessment

Teacher with students

- Review the elements of a suitable writing technique for producing summaries; for example, a 'hamburger' writing template.
- Outline the writing task to students, for example:
 - Write a summary of the class discussion.
 - Use the information generated in the class discussion.
 - Create a draft summary using a suitable writing template.
- Prompt the process of summarising the class discussion with a class discussion question; for example, 'what does religion look like in a soup kitchen?'

Students

- Draft their written summary of the class discussion.
- Pick a partner and peer edit what each wrote before submitting to the teacher for feedback.
- Each student edits their written summary using teacher feedback.

Learning intention	Success criteria
Analyse source material illustrating religious beliefs and actions of a religious group or organisation.	Explain, using evidence, how the work of a religious group or organisation reflects the teachings of a religion.

Preparation

- Gather and create a suitable set of sources that illustrate the religious beliefs and actions of at least one religious group or organisation; for example:
 - mission statement
 - promotional material
 - pictures
 - video documentaries
 - media reports and stories
 - people recounting their experiences, involvement and/or views.
- For each source, prepare a worksheet with a set of suitable comprehension questions.
- Prepare a worksheet to guide student analysis of the source material (see **Appendix A**).

Source material activity

Teacher

- Introduce source material and, using one source, model how to complete the comprehension worksheet.

Students

- Complete the comprehension worksheet individually or with a partner.

Teacher with students

- As a class, sample and review the responses provided by students to the questions in the comprehension worksheet.
- Recall with students previous examples of where they have analysed source material
- Introduce Appendix A and clarify how to complete the worksheet.

Students

- Individually complete Appendix A worksheet.
- In a small group, students share, discuss and refine their responses to the activities in the Appendix A worksheet.

Teacher with students

- As a class:
 - Sample and review student responses to the activities in Appendix A worksheet; address any areas of confusion or difficulty.
 - Discuss what was observed and experienced when working together in their small group; address any areas of confusion or difficulty.

Learning intention	Success criteria
Recognise a range of different religious groups or organisations seen within society.	Identify correct examples of religious groups or organisations seen within society.

Preparation

- Using a suitable gamification tool such as Blooket, develop a competitive quiz which involves students identifying and grouping a range of different real and fictional religious groups or organisations seen within society.

Religious groups in society

Teacher with students

- Introduce the class to the competitive quiz activity and explain how to access and use the gamified quiz tool prepared for the lesson.

Students

- Individually complete the quiz activity.

Teacher with students

- After students have completed the quiz game, list for the class the correct responses and invite students to reflect on the choices they made.
- Conclude with the following remark: 'How do we know, or could we know, that we had the correct information and that our responses were correct?'
- Invite student comment, and when appropriate, use the words 'appropriate' and 'trustworthy'.
- Recall with the class the meaning of both syllabus words by asking a student(s) volunteer to remind the class of what this term means and why it is important in a Humanities and Social Sciences course like Religion and Life.

Learning intention	Success criteria
Investigate the work of a religious group or organisation in the community.	Select a suitable religious group or organisation and research its actions and beliefs.

Making choices and conducting research

Teacher with students

- Introduce class to investigation assessment task.
- Recall the key steps and processes of an investigation.
- Clarify and discuss the key requirements of the task, making connections with the work already done by the class.
- Brainstorm a list of suitable religious organisation or groups to investigate for Part A of the task, and for each, briefly explore why it would be a suitable group or organisation to investigate.

Students

- Individually, students select a religious group or organisation to investigate and begin work on Part A of the task.

Teacher with students

- Monitor and review student progress with Part A of the task.
- As part of the investigation, invite students to comment on the quality and trustworthiness of sources they locate and use.

Learning intention	Success criteria
Present findings from research about the actions and beliefs of a religious organisation or group that works within the community.	Select and use a suitable presentation method to communicate findings of investigation.

Presenting findings

Teacher with students

- Direct students to consider which method of presentation they would prefer to use, and when appropriate, direct each student to reflect on:
 - why they selected this format
 - the advantages and disadvantages of using their chosen format to communicate the findings of their research
 - what they might find challenging about their chosen format.
- Students explain and discuss with a partner:
 - why they selected this format
 - the advantages and disadvantages of using their chosen format to communicate the findings of their research
 - what they might find challenging about their chosen format.

Teacher

- Using an example of a religious group or organisation and Appendix B, model how to use a cause-and-effect flow chart template to show how the mission and purpose (beliefs) results in the work carried out (action).

Students

- Using their selected religious organisation or group, complete a cause-and-effect flow chart showing how its mission and purpose (beliefs) results in the work carried out (action).

Students

- Individually, but with teacher support and guidance, students prepare their presentation.
- If the presentation contains an oral component, students rehearse their presentation.

Teacher with students

- Explore with the class what constructive feedback looks like and does not look like.

Students

- Each student shares the details of their presentation with a partner and seeks their constructive feedback.
- Each student refines and edits their presentation.

Summative assessment (Part A)

Students

- Each student presents the findings of their research.

Learning intention	Success criteria
Explore why people volunteer to work in a religious group or organisation.	Identify what motivates people to volunteer and describe what volunteer's experience when they work in a religious group or organisation.

Preparation

- Select and prepare one, or both, of the following activities:
 - Locate a suitable video on volunteering (option 1).
 - Arrange for a person who volunteers in a religious group or organisation to speak to the class (option 2).

Volunteering (option 1)

Teacher with students

- Using suitable prompts with responses recorded by the teacher, as a class, discuss the topic of volunteering ; for example:
 - What is a volunteer?
 - What do volunteers do?
 - Does anyone here volunteer?
 - Why do you think people volunteer?
 - What do people get out of volunteering?
 - Why do we need volunteers?
- View, as a class, a suitable video about volunteering; for example:
Career Central – What is volunteering?
<https://www.youtube.com/watch?v=tYmvsrkN8po>
- With a partner, students complete a 'Think, Pair, Share' activity where they consider how and why they might contribute as a volunteer to the work of an organisation they are familiar with or have studied.
- Using information from the video, the record of the class discussion, and the above partner activity, review and add examples and comments to the response generated in the above class discussion.

Volunteering (option 2)

Teacher with students

- Recall examples of what to do and what not to do when a guest comes to a classroom and is speaking to the class.

Teacher

- Welcome and introduce the guest speaker.

Students

- Listen to the presentation, record key points, and ask clarifying questions; for example:
 - What does your group or organisation do?
 - What does religion look like in this group or organisation?
 - What are some of the roles volunteers take on there?
 - How would you describe what you do there?
 - How did you find out about this group or organisation?
 - What led you to decide to volunteer there?
 - What do you enjoy about what you do?
 - What do you find challenging?

Teacher with students

- Generate a shared document as a class after the presentation that provides responses to the above questions.
- Using the shared document, identify and reflect on common threads and key points about:
 - the work of a religious group or organisation in society
 - why people choose to contribute to the work of a religious group or organisation in society.

Learning intention	Success criteria
Produce a 'day in the life' of a volunteer.	Present findings on a day life in the life of a volunteer.

Developing focus questions

Teacher with students

- Recall the purpose and detail of Part B of the investigation task – produce a 'day in the life' of a volunteer from your chosen organisation.
- Recall the purpose of focus questions.
- With guidance, each student drafts a set of focus questions suitable for the investigation.
- Explore as a class different ways to gather relevant information, for example:
 - interviewing a suitable person
 - volunteering at a suitable group or organisation
 - gathering relevant information from suitable research material, including recent class activities.

Participating in positive, safe and respectful relationships

Teacher with students

- Recall and discuss protocols for one or more of the following:
 - interviewing a suitable person (see Appendix C)
 - volunteering at a suitable group or organisation (see Appendix D)
 - gathering relevant information from suitable research material, including recent class activities.
- Describe and, if appropriate, role-play examples of suitable ways to speak and behave.
- Consider other factors such as workplace safety, duty of care, legal and ethical responsibilities etc.

Exploring formats and styles of presentation

Teacher with students

- Explore examples of how a presentation on a day in the life of a volunteer could be expressed, for example:
 - Facebook – A day in the life of a #Taizé volunteer
<https://www.facebook.com/taize/videos/a-day-in-the-life-of-a-taiz%C3%A9-volunteer/322594205546221/> (viewing)
 - Islamic Relief Australia – Muna's volunteer experience
<https://islamicrelief.org.au/volunteer-experience/> (written)
 - Caritas – Tsunami zone: A day in the life of a CARITAS Japan volunteer
<https://www.caritas.org/2012/03/tsunami-zone-a-day-in-the-life-of-a-caritas-japan-volunteer/> (written)

Research planning

Students

- Draft and edit a research plan for teacher review that includes:
 - how they will gather relevant information and the reasons for their choice
 - what steps they will take as they gather useful and relevant evidence
 - a set of suitable focus questions
 - a plan for how they will undertake their research
 - how they will present their findings and the reasons for their choice.

Teacher

- Review the work of each student and provides feedback on their planning.

Conducting research

Students

- Based on teacher feedback, students adjust their research plan.
- Undertake, with teacher support and guidance, Step 2 of Part B of the investigation task (through interviews, research or practical volunteering, research what a day in the life of a volunteer looks like).

Identifying and communicating findings

Teacher with students

- Based on their research, each student is asked to identify and put into writing:
 - one important finding
 - evidence that supports this finding.

Teacher with students

- Students share and discuss their findings in small groups.
- Review the group work as a class and create a list of findings.
- Using one or more findings as an example, explore how to emphasise and support findings in a presentation; for example, use of headings, font style and size, tone of voice, colour, symbols or icons etc.
- In small groups, students discuss how a different finding could be presented.

Summative assessment (Part B)

Students

- Complete, with teacher support and guidance, step three of Part B of the investigation task (present their findings in a format of choice).

Students

- Complete Step 4 of Part B of the investigation task (reflect on what you have learnt about the importance of the work this religious group or organisation does).

Appendix A

What is the name of the religious group or organisation?

Name

Write a sentence naming the religious group/organisation.

Outline two examples of what the religious group/organisation does.

First example

Write a sentence stating what the religious group/organisation does.

Write at least one sentence using information found in the source material about your example of the work of this group/organisation (remember to also include in your sentence(s) a brief reference for the source you use, e.g. 'Source A').

Second example

Write a sentence stating what the religious group/organisation does.

Write at least one sentence using information found in the source material about your example of the work of this group/organisation (remember to also include in your sentence(s) a brief reference for the source you use, e.g. 'Source A').

Identify the religion involved with this group/organisation.

Name

Write a sentence naming the religion involved with this group/organisation.

Name two important beliefs of the religious group/organisation, and for each, identify the main features of this belief.

First belief	Features of the belief	Source
	<ul style="list-style-type: none">•••	
<p>Write at least two sentences about this important belief (remember to also include in your sentence(s) a brief reference for the source you use, e.g. 'Source A').</p>		

Second belief	Features of the belief	Source
	<ul style="list-style-type: none">•••	
<p>Write at least two sentences about this important belief (remember to also include in your sentence(s) a brief reference for the source you use, e.g. 'Source A').</p>		

List and define five new terms you found in the source material.

Term	Definition	Source

Appendix B

Beliefs

Example 1	Example 2	Example 3

Religious group or organisation information

e.g. Mission statement

Actions

Example 1	Example 2	Example 3

Appendix C

Ethical protocols for guest speakers

It is important to ensure that the interaction between yourself and the presenter is respectful, inclusive and conducive to learning. Here are some guidelines and principles that you should follow.

1. **Respect:** The guest speaker should be treated with respect, regardless of their backgrounds, beliefs or opinions. You should be polite, attentive and refrain from interruption or being disrespectful.
2. **Active listening:** You should pay close attention to what the speaker is saying. Avoid side conversations or distractions during the presentation. Take notes if it helps you remember the key points.
3. **Prepare questions:** If there is a Q&A session or an opportunity to ask questions, prepare thoughtful and relevant questions in advance. Avoid asking questions that are intended to embarrass or provoke the speaker.
4. **Inclusivity:** Be mindful of the diversity of perspectives and backgrounds that guest speakers may bring. Show appreciation for diverse viewpoints and experiences.
5. **Constructive critique:** If you disagree with the speaker, it's fine to express your views, but do so in a constructive and respectful manner. Avoid personal attacks or offensive language.
6. **Maintain privacy:** Respect the privacy of the guest speaker. Do not invade their personal space or engage in behaviour that could make them comfortable.
7. **Follow the event guidelines:** Adhere to any guidelines or rules provided by your teacher and the presenters. This may include rules about recording, taking photos or participation.
8. **Avoid disruption:** Do not disrupt the presenter by protesting, heckling or any other disruptive behaviour. Respect the presenter's purpose for being there.
9. **Engage in dialogue:** If you have concerns or criticisms about the speaker's message, engage in open and respectful dialogue rather than resorting to hostility or disruption.
10. **Feedback channels:** If you have concerns about the speaker, use appropriate channels to provide feedback (usually to your teachers).
11. **Accountability:** Hold yourself accountable for your words and actions during the presentation. Recognise that your behaviour reflects on you, your school and your peers.
12. **Academic integrity:** If you are required to write about the guest speakers presentation, cite sources appropriately and ensure that your work is original and honest.
13. **Accessibility:** If you have accessibility needs, ensure that the presenters are aware of them in advance, so that they can make necessary accommodations.

Appendix D

Ethical protocols when visiting an organisation

When visiting an organisation, it is important to adhere to ethical protocols to ensure a positive and professional experience. Here are some guidelines for you to follow.

1. **Professionalism:** Always maintain a professional demeanour. This includes being dressed appropriately, being punctual and showing respect to all people working for the organisation.
2. **Confidentiality:** Respect the organisation's policies regarding confidentiality. Do not share sensitive or proprietary information outside of the purpose it's needed for.
3. **Informed consent:** Obtain informed consent when collecting information, conducting interviews or taking photographs. Make sure you have permission from individuals before sharing their personal information.
4. **Honesty:** Be truthful about your identity and purpose for visiting. Do not misrepresent yourself or your intentions.
5. **Respect for diversity:** Respect the diversity of the organisations workforce and the people you encounter. Be sensitive to cultural and social differences.
6. **Non-interference:** Do not disrupt the organisation's operations. Avoid interfering with employees' work, unless explicitly part of your learning experience.
7. **Ask questions:** Seek permission to ask questions from your teacher, especially if they are sensitive or personal in nature. Be respectful of people's willingness or unwillingness to share information.
8. **Compliance with rules:** Abide by all the rules and regulations of the organisation. This includes safety protocols, security measures and any other guidelines they provide.
9. **Non-discrimination:** Do not discriminate against anyone based on their race, gender, religion, age, disability or any other characteristic. Treat everyone with respect and equality.
10. **Intellectual property:** Respect the organisation's intellectual property rights. Do not use or share any copyrighted material without proper authorisation.
11. **Social media:** Be cautious about what you post on social media. Do not share sensitive or confidential information and be mindful of how your posts may reflect on the organisation.
12. **Feedback:** If asked for feedback, provide constructive and honest input. Do so in a respectful manner.
13. **Gratitude:** Express appreciation for the opportunity to visit the organisation and learn from the experience. A thankyou note or email is good practice.
14. **Safety:** Prioritise your safety and the safety of others. Follow safety protocols and report any hazards or unsafe conditions to the appropriate personnel.

