



RELIGION AND LIFE

Foundation course

**Year 12 sample sequence of learning and
explanation 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

This syllabus is effective from 1 January 2025.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority (the Authority) on a cyclical basis, typically every five years.

Copyright

© School Curriculum and Standards Authority, 2023

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority’s moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

Contents

Learning sequence..... 1

Appendix A 16

Learning sequence

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

- why people are motivated to become involved with the work of a religious group or organisation from the past or present
- recognise and use subject specific terminology
- 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
- L2 – developing pronunciation and spelling of key words
- L3 – using Standard Australian English (SAE) grammar and punctuation to communicate effectively
- L5 – using a range of language features, including the use of tone, symbols, simple description, as opposed to emotive language
- L7 – achieving cohesion of ideas at sentence, paragraph and text level
- L8 – editing work for accuracy, coherence, clarity, and appropriateness
- L9 – using a range of speaking and listening skills
- L11 – developing visual literacy skills, including creating images, designing graphs, reading tables, and interpreting diagrams and symbols

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 assessments may be incorporated in a sequence of learning, along with details about these tasks.

Learning intention	Success criteria
Practice active listening techniques.	Reflect on their use of active listening techniques during a group and class activity

Active listening

Teacher with students

- Recall and explore with students what is involved in active listening, and if required, practise active listening techniques.
- Allocate each student a partner to work with.
- Introduce and begin an icebreaker activity with a prompt designed to initiate meaningful discussion; for example, 'Let's kick off our discussion with an interesting question: have you ever wondered why people join religious groups? It's a complex topic, and I'd love to hear your thoughts on this'.
- Instruct students to:
 - use active listening techniques
 - take turns talking to their partner about the above prompt
 - share their thoughts and opinions on the question
 - allow each person to speak without interruption or judgement.
- Provide students with additional prompts to guide their discussion:
 - What are some reasons you think people might join religious groups?
 - Have you or someone you know ever considered joining a religious group? What were the motivations behind that?
 - Do you believe that religious groups fulfil certain needs or serve particular purposes in people's lives?
- Following a discussion with their partner:
 - Each pair shares their ideas with the class.
 - Remind students to again listen actively as each pair shares their ideas with the class.
 - Record for the class the key points raised by each pair.
- Summarise for the class the ideas presented and invite students to comment on or add to these ideas.
- List for students the main points and observations made during the activity and discussion.
- Invite students to reflect on the activity, including their use of active listening techniques.

Learning intention	Success criteria
Identify reasons why people join religious groups.	Explain why people are motivated to join religious groups.

Preparation

- Prepare a selection of images and/or memes that illustrate some reasons why people are motivated to join religious groups.

Why people are motivated to join religious groups

Teacher with students

- Recall the definition of 'motivation'.
- Display images and/or memes that illustrate some reasons why people are motivated to join religious groups; for example:
 - the influence of family and friends
 - commitment to a particular religious belief or teaching, e.g. dukkha, charity, tzedakah, zakat
 - particular experiences.
- Divide the class into small groups.
- Each group brainstorms additional reasons why people might join religious groups.
- Each group shares their additional reasons with the class.

Students

- Based on what they heard in the initial class discussion, each student prepares a list of reasons why people are motivated to join religious groups in their group and during class sharing.
- Each student reviews and edits their list with a partner.

Formative assessment

Students

- Each student drafts and edits a written statement explaining why people are motivated to join religious groups.

Teacher with students

- Review what students wrote and how their ideas were expressed in writing.

Learning intention	Success criteria
Identify religious groups people join.	Locate examples of religious groups people could join.

Preparation

- Using ideas drawn from the previous class activity about reasons why people are motivated to join religious groups, create a table that includes a column populated with a list of reasons why people join religious groups and a column for students to list suitable examples of religious groups people could join (Appendix A).

Religious groups people join

Teacher with students

- Recall the class list of reasons about why people are motivated to join religious groups.
- For each reason, create a brief label, e.g. the example of family members – ‘family influences’
- Provide students with a table (Appendix A) and add to that table each of the labels generated by the class.
- Create a title for the table.

Teacher

- Model for students how to complete the table using one label.

Teacher with students

- Complete the table by locating a suitable example of a particular religious group a person could join for each labelled reason.

Learning intention	Success criteria
Describe why people in the past were motivated to become involved in the work of a religious group or organisation.	Illustrate with examples from source material why people in the past were motivated to become involved in the work of a religious group or organisation.

Preparation

- Prepare a selection of sources that illustrate a variety of ways people were motivated to become involved in the work of a religious group or organisation from the past.
- For each source, locate any other relevant, useful but accessible background information that may assist with understanding the historical context for the example represented in the source.

Religious groups from the past people join

Teacher

- Outline the group activity to the class.
- Model how to complete the activity using one source.
- Provide students with access to the source material required for the task, and if required, a suitable scaffolded worksheet that includes instructions for the activity.

Students

- In small groups, students read, listen to or view at least one prepared source that illustrates why some people from the past were motivated to become involved in the work of a religious group or organisation.
- Using the source/s, students identify:
 - the title of each source
 - who created each source and when
 - the type of source
 - where and when in time did the religious group exist
 - describe the religious group and what work it did
 - identify what may have motivated some people to become involved with the work of the religious group or organisation.
- Each group nominates a spokesperson to present the work of the group to the class.
- As a group, students prepare some speaking notes for their group's spokesperson.

Teacher with students

- The spokesperson from each group is provided with time to present the work of their group to the rest of the class. At the end of each presentation, students ask clarifying questions.
- After all groups have presented, students ask questions, comment on what they heard and/or discuss any interesting points.

Teacher

- Present a brief summary of the above discussion to the class.

Learning intention	Success criteria
Describe why people today are motivated to become involved in the work of a religious group or organisation.	Illustrate with examples from source material why people today are motivated to become involved in the work of a religious group or organisation.

Preparation

- Prepare a selection of sources that illustrate a variety of ways people today are motivated to become involved in the work of a religious group or organisation.
- For each source, locate any other relevant, useful but accessible background information that may assist with understanding the context for the example represented in the source.

Religious groups people join today

Teacher

- Outline the group activity to the class.
- Model how to complete the activity using one source.
- Provide students with access to the source material required for the task, and if required, a suitable scaffolded worksheet that includes instructions for the activity.

Students

- In small groups, students read, listen to or view at least one prepared source that illustrates why some people today are motivated to become involved in the work of a religious group or organisation.
- Using the source/s students identify:
 - the title of each source
 - who created each source and when
 - the type of source
 - where does the religious group do its work
 - describe the religious group and what work it did
 - identify what may motivate some people to become involved with the work of the religious group or organisation.
- Each group nominates a spokesperson to present the work of the group to the class.
- As a group, students prepare some speaking notes for their group's spokesperson.

Teacher with students

- The spokesperson from each group is provided with time to present the work of their group to the rest of the class. At the end of each presentation students ask clarifying questions.
- After all groups have presented, students ask questions, comment on what they heard and/or discuss any interesting points.

Teacher

- Present a brief summary of the above discussion to the class.

Learning intention	Success criteria
Explore the role religious beliefs and teachings play in motivating people to become involved in the work of a religious group or organisation.	Create a visual representation summarising how religious beliefs and teachings motivate people to become involved in the work of a religious group or organisation.

Preparation

- Prepare a list of examples, with brief explanations, of some important religious beliefs and teachings that inspire and motivate people to become involved in religious groups or organisations.

Religious beliefs and teachings

Teacher with students

- Discuss with the class the role religious faith can play in people's lives, the choices they make, and how they participate in the work of religious groups and/or organisations.

Teacher

- Introduce, with examples, the idea that one reason why people become involved in the work of a religious group or organisation is because of a specific religious belief or teaching.

Teacher with students

- Recall the examples of people already considered in class, and for each, explore:
 - the role religious faith played in their life
 - if and what specific religious belief/s and/or teaching/s may have motivated them to participate in the work of a religious group or organisation.

Students

- With a partner, research, design and create a poster, infographic or some other form of visual representation that summarises how religious beliefs and teachings motivate people to become involved in the work of a religious group or organisation.

Learning intention	Success criteria
Explore how belonging to and participating in a religious community can motivate people to become involved in the work of a religious group or organisation.	Summarise a class discussion about how belonging to a religious community can motivate people to become involved in the work of a religious group or organisation.

Preparation

- Locate video recordings of people sharing how and why the religious community they belong to motivates them in life.

Religious community

Teacher with students

- Ask students to put into words and share with the class what it feels like to belong to a group.
- Brainstorm familiar examples of how a sense a belonging to a group can lead people to put aside their own interests and join in the work of the group.
- Explore features of a religion and the activities of a religion that help people feel they belong to a community.
- Recall techniques for viewing and comprehending information presented in a video format.

Students

- View video recordings of people sharing how and why the religious community they belong to motivates them in life.
- Identify examples from the video recordings that illustrate how and why belonging to a religious community motivates people in life.

Teacher with students

- With reference to examples already considered, discuss how belonging to a religious community can motivate people to become involved in the work of a religious group or organisation.

Students

- In a small group reflect upon and summarise in point form the class discussion.

Teacher with students

- Review as a class the work of each small group and the list of points each generated.

Learning intention	Success criteria
Compare examples that illustrate the reasons why people from the past and present were motivated to become involved in the work of religious groups and organisations.	Outline why people are motivated to become involved in the work of religious groups and organisations.

List of reasons

Students

- In pairs, students reflect on and compare what they have learnt about past and present examples of people being motivated to become involved with the work of a religious group or organisation.

Teacher with students

- Discuss as a class common themes and/or differences in the examples studied about why people in the past and today were motivated to become involved with the work of religious groups and/or organisations.
- Create a class list of reasons for involvement in the work of religious groups and/or organisations.

Students

- In their own words, write a sentence or two outlining each reason listed by the class.
- Review and edit, if needed, the details included in the table created by the class (Appendix A).

Learning intention	Success criteria
Identify why people become involved in the work of one religious group or organisation.	Explain why people are involved in the work of one religious group or organisation.

Preparation

- Locate relevant source material for creating a case study about the work of one religious group or organisation and include information such as:
 - the name of the religious group or organisation
 - the characteristics of the religious group or organisation
 - details about its work
 - examples of why people become involved in this work
 - a set of activities that help students comprehend the information provided in the source material, analyse the source material, locate evidence, make inferences, draw conclusions, and communicate and reflect on what they have learnt.
- Note: consideration could be given to selecting a case study that illustrates the religious group, or at least a similar group, the guest speaker (see next learning activity) is involved with.

Case study

Teacher

- Introduce the case study with associated source material and outline the task.

Students

- Individually, in pairs or in a small group, review the information provided in the case study and complete the associated activities.

Teacher with students

- Monitor, review, and remediate progress with the case study.

Students

- Draft and edit a response to the following prompt: 'Explain why people are involved in the work of one religious organisation'.

Learning intention	Success criteria
Explore examples of how family or peers motivate people to become involved in the work of a religious group or organisation.	Explain why people are involved in the work of one religious group or organisation.

Preparation

- Select, organise and brief a suitable guest speaker who can share with the class how their family or peers influenced their motivation to join a religious group.
- Prepare or locate a suitable guest-speaker notetaking template.

Guest speaker

Teacher with students

- Outline what the guest speaker will be speaking to the class about.
- Recall techniques for actively listening to and comprehending a guest speaker.
- Discuss how and what to say to a speaker when you would like to better understand what has been said, ask for more detail or to comment on what you have heard.
- Create a list of what to do and what not to do when a guest comes to a classroom.
- Consider other factors that can make a guest feel welcome, heard and respected for who they are and what they have to say and share.

Students

- Each considers and journals what attitude/s and/or behaviour/s they may need to recognise and manage for themselves when listening to a guest speaker.

Teacher with students

- Introduce the guest-speaker template and discuss how best to use it during and after listening to the guest speaker.

Teacher with students

- Introduce and welcome the guest speaker.

Teacher with students

- Listen to and make notes based on what the guest speaker says.
- Thank the guest speaker.
- Review as a class what the guest speaker said.
- Reflect on and review the experience of listening to a guest speaker.

Students

- As a journal activity, each student:
 - reflects on their learning and identifies new understandings
 - outlines and comments on what they observed about their own and others' words and actions during the presentation by the guest speaker.

Learning intention	Success criteria
Explore the requirements of the assessment task.	Identify points of connection between the assessment task and learning activities completed in class.

Preparation

- Create a suitable oral presentation feedback rubric.

Details of the assessment task

Teacher with students

- Recall the guest speaker’s presentation and brainstorm what that person might have found challenging about speaking to the class.
- Introduce the explanation assessment task (motivation in a bag) and its associated marking key.
- Outline for students what a ‘motivation in a bag’ might look like; for example, view the following:
 - Amy Courtemanche – Book in a Bag Presentation Demo
<https://www.youtube.com/watch?v=YrePRs0bUpY>
- Explore the requirements of the assessment task, and recall and make connections with the learning activities already completed in class.

Learning intention	Success criteria
Anticipate what may be challenging about an oral presentation	List and explain in a journal steps they can take to ensure a good oral presentation

Teacher with students

- Identify and discuss what students might find difficult and challenging about doing an oral presentation.
- Recall and/or outline techniques for preparing for and presenting an oral presentation, e.g. using palm cards, how to make eye contact, varying the volume and pitch of one's voice.

Students

- Complete a journal entry that:
 - reflects on what they might find difficult and challenging about doing an oral presentation
 - explains what three steps they will take to help them deliver a good oral presentation.

Learning intention	Success criteria
Deliver a motivation in a bag presentation.	Reflect on their motivation in a bag presentation.

Preparation for assessment task

Teacher with students

- Identify and discuss ideas about how students could prepare for and present their 'motivation-in-a-bag' presentation.

Students

- Each student:
 - drafts and edits the detail they need to include in their presentation
 - creates the resources needed for their bag and presentation (e.g. palm cards, speaking notes)
 - prepares their presentation.

Teacher with students

- Monitor, review, and remediate the progress each student makes with their 'motivation-in-a-bag' presentation, in particular:
 - the detail they have included in their response (as per the task brief)
 - the symbols, objects or images they have chosen to represent the key motivating factors
 - the plan for how they wish to present their bag and engage their audience
 - the use of conjunctions.
- With each student, discuss how their presentations will or could better meet the requirements of the marking key for the assessment task.

Student practice

Students

- Each student rehearses and adjusts their presentation.
- With a partner:
 - each student practises their presentation
 - their partner practises using the oral presentation feedback rubric
 - discusses each other's presentation, identifying strengths and areas for improvement in each person's oral language presentation skills, and considers ways to improve each presentation.
- Each student continues to rehearse and refine their presentation.

Summative assessment

Students

- Students present their 'motivation-in-a-bag' presentation and reflect on their performance.

