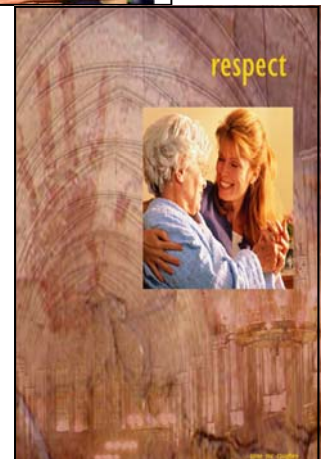
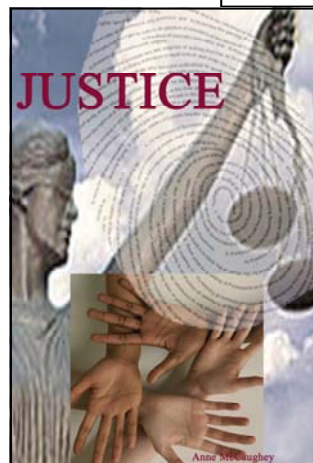
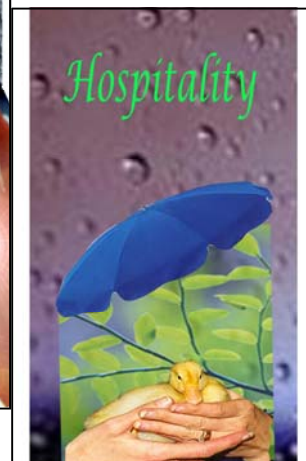


**Years 7-12**



# Christian Service Learning



Name: \_\_\_\_\_

Form/Year: \_\_\_\_\_

RE Teacher: \_\_\_\_\_

Curriculum Council  
No (Years 10-12): \_\_\_\_\_

## *A Student-Centred Programme*

Christian Service Learning is a flexible student-centred programme that provides students with an opportunity to develop empathy, compassion and a sense of justice through meaningful and active citizenship. It will enable students to demonstrate competencies in critical thinking, problem solving, communication, self-reflection, community and environmental responsibility and cultural awareness.

Christian Service-Learning is a concrete way of putting into action the Gospel values espoused by Ursula Frayne Catholic College.

Ursula Frayne Catholic College is a community 'inspired by the example of Ursula Frayne' to make the world a better place, a place where everyone can be free to develop their full potential. We are all gifted in some way and the challenge for each student is to use their gifts in the service of others.

## *Serving Others*

Throughout history, serving others has been the mark of a great person.

There are everyday examples like Mother Teresa, Nelson Mandela, and Oscar Romero and many unnamed people who serve this community and the wider community in so many ways. Think about all the volunteers who assist with Telethon, the Cancer Council, Red Cross, St Vincent De Paul Society, 'Clean up Australia', Lifeguards on our beaches, sports clubs and so the list goes on.

The Christian Service Learning program will give students the opportunity to explore many ways to serve in the footsteps of so many Christians and will help the individual student discover new talents and interests as they participate.

## *What Learning Happens Through Christian Service?*

Students participating soon discover that not only the people they are assisting are benefiting, but so are they. It requires the student to be creative, to find things to do that will be fulfilling and helpful and that they will feel rewarded and experience a sense of satisfaction as a result of being involved.

Christian Service Learning thus enables students to interact with others in the spirit of the Gospel, to live and serve as Jesus commanded.

Students identify areas in their communities where they can help develop a Gospel vision of society.

## Student Rights and Responsibilities

### RIGHTS

You have a right to:

- Worthwhile and stimulating activities, using any special skills you may have.
- Have input into choosing the activities you do.
- Be adequately trained in regard to the activity you will participate in.
- Protection through insurance should anything happen while you participate in the program.
- Be given feedback.
- Know to whom you will report.
- Say NO if you are uncomfortable.
- Safe working conditions.

### RESPONSIBILITIES

When participating you have the responsibility to:

- Be dependable.
- Be willing.
- Ensure that confidential information is respected.
- Be open to other peoples' points of view.
- Seek assistance.
- Work as a member of a team.
- Deal fairly with all people.
- Abide by the rules of the organisation.
- Employ necessary precautions to ensure your own safety and the safety of others.

## How To Use your Christian Service Learning Workbook

### PURPOSE

This service workbook has two purposes.

1. A record of your service
2. Reflection on what the service meant to you and what you have learnt from the work.

### SIMPLE

The format of the Workbook is simple. Complete as many details as possible as you do the service. This is your way of keeping a written account of your service and your reflection on what you have done.

Complete the record neatly and remember to get your supervisor's signature.

CARE, HOMESTY AND TRUST

**Take care of this workbook. You will be required to replace it (at your own cost).**

**Your recording of your volunteer work is based on honesty and trust.**

## What is Expected?

### YEAR 7 - SERVING AT SCHOOL

In Year 7 their service will be directed and monitored by the Religious Education Teacher during Lent. Students will learn about settling into Middle School and all that entails. They will be given responsibilities within their core group and be expected to become involved in school activities be that Sports, Learning, The Arts, etc. It may be a special area of the College they are asked to be responsible for. Students will be asked on occasions to do something special, ie 'buddying' another student to help them settle into the College.

*Minimum - 10 Hours*

### YEAR 8 - SERVING AT HOME OR AT THE COLLEGE

In Year 8, Religious Education Teachers will teach the importance of our Core Values and traditions and how following Christ necessitates our serving others.

Students will discuss and decide on what could be service, either at home or in the College. Classes will discuss their planned action and monitor at regular intervals as to how they are going. Teachers may offer advice, encouragement and assistance as necessary, however, it is expected that the students undertake all necessary arrangements.

It is envisaged that parents will become involved and will discuss the suitability of chosen activities with their daughter or son. It is strongly encouraged that the student will make the effort to discover areas of need. A responsible adult must sign in the appropriate place in this workbook after each activity.

In Year 8 the service learning will be directed and monitored by the Religious Education Teacher

*Minimum - 10 Hours*

### YEAR 9—SERVING AT HOME AND IN THE COMMUNITY

In Year 9, Religious Education Teachers will remind students of the importance of our Core Values set in our Mercy traditions and how these necessitate us to serve others.

Students will be prepared for service, classes will discuss their planned actions and teachers will offer advice and encouragement. It is expected that students will make the effort to discover areas of need outside of their own family and in the wider community.

Some examples might be:

- Church activities
- Visiting and assisting an elderly person
- Improving the environment through gardening, picking up litter
- Unpaid babysitting, collecting for charity .
- Coaching or assisting in sporting teams
- Interact-active membership

*Minimum - 15 Hours*

## CHRISTIAN SERVICE LEARNING AND COMMUNITY SERVICE IN SENIOR SCHOOL

### Christian Service Learning

The Christian Service Learning programme is a crucial way of putting the Gospel into action. Christian Service Learning is a visible demonstration of the Core Values of our school. The College places a great deal of importance on the completion of Christian Service Learning by all Senior School students. Completion of Christian Service Learning is a necessary pre-requisite in order to graduate from Ursula Frayne Catholic College. **The College requires that students must complete a minimum of 30 hours Christian Service between Years 10 and 12.**

### College Requirements

#### 30 HOURS

As stated above, the College requires that students must complete a minimum of 30 hours Christian Service between Years 10 and 12. 30 hours of Christian Service is an absolute minimum commitment that students must fulfil in terms of Christian Service Learning in order to graduate from the College. It is envisaged that the majority of students will complete more than 30 hours.

#### COLLEGE LEADERSHIP POSITIONS

Students who do not demonstrate a significant commitment to Christian Service Learning are not normally considered for leadership roles at the College. It is expected that students applying for leadership positions in Term 3 will have completed at least 30 hours of Christian Service.

#### RECORDING OF PROGRESS

Each student's Religious Education Teacher will monitor and record the progress of students in accumulating their minimum of 30 hours. Students use their Christian Service Workbook for recording their hours. This is to be signed by the person supervising their service. This then becomes a record of their hours and a record of their reflections on the work done.

#### URSULA FRAYNE CATHOLIC COLLEGE OUTSTANDING SERVICE AWARDS

These awards are available to all students who have completed above the minimum number of service hours required for their year level.

Students applying for the award will be required to submit a reflection paper with their workbook during Term 4.

## WHAT COUNTS AS COMMUNITY SERVICE

- Social and personal development activities undertaken for the benefit of others such as signing in the choir for a 'carols by candlelight' community event, performing at an aged care facility or coaching younger players in a sporting club.
- Service component of community programs such as youth groups, sporting, cultural and service clubs or religious group such as Scouts, Girls' Brigade, Rangers, WA Cadet programs or Duke of Edinburgh's Award.
- Fund raising activities that require planning, organisation, collection of sponsors or donations, or conducting an event such as a quiz night to raise funds for a local charity, or participation in the *Fast for Faith*
- Service components built into the school curriculum such as the care or restoration of historical sites through a relevant learning area or environment restoration as part of a science program.
- Activities that receive a small honorarium to acknowledge the young person's contribution or to cover costs such as free entry to an event if acting in the capacity of a carer.
- Activities that benefit the school environment or other students such as an art project, tree planting, recycling, gardening and other maintenance activities or filling a support role at a school sporting, cultural or fund raising event.
- Activities undertaken following skills development or leadership programs such as peer mentoring or first aid duty in a school playground at recess and lunch time.
- Activities that benefit the community such as helping to mind lost children at the Royal Show or manning a drinks station for a charity fun run.
- Work for non-profit organisations in areas such as aged care, animal welfare, child care, culture, education, health, disability services, refugee support and environmental sustainability.
- Participation in citizenship or leadership service activities such as youth advisory councils or youth parliament or ANZAC Day services.
- Home-based service given by young carers who undertake significant responsibility for aged, young, disabled or ill family members.

## WHAT DOES NOT COUNT AS COMMUNITY SERVICE

- Social and personal development activities that involve learning new skills or practising and/or developing existing skills through membership of a sporting, cultural or other kind of club or organisation such as playing in a band, singing in a choir, belonging to a football, drama, surf or judo club.
- Work experience or workplace learning as these activities form part of an academic or vocational program undertaken for the benefit of the student. Service beyond the requirements of the workplace learning program may be considered.
- General school activities that contribute to a student's personal development and general education, such as performing in a school sporting team or drama production.
- Personal development or skill building components of community based programs such as Scouts, Girl Guides, Rangers, WA Cadet programs, Duke of Edinburgh's Awards, Interact or Leos.
- Service undertaken as punishment or for atonement such as rubbish duty, cleaning graffiti off a desk or community service as part of a Juvenile Justice order.
- Travel time does not count as community service.
- Activities that receive payment such as umpiring or babysitting.

Parents and Religious Education Teachers may assist with the selection of suitable service work.



No of Hours Spent on Activity: \_\_\_\_\_

Activity Chosen: \_\_\_\_\_

Place: \_\_\_\_\_

The people I helped: \_\_\_\_\_

How I felt about the service I was going to do?

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Some of the things I enjoyed about my experience.

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Some of the challenges I faced and how I dealt with them.

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How did I make a difference today?

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How did this activity connect to what I am learning in Religious Education?

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**SUPERVISOR DETAILS**

Full Name: \_\_\_\_\_ Contact Number: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_



# JOURNAL ENTRY

Journal Page 2

No of Hours Spent on Activity: \_\_\_\_\_

Activity Chosen: \_\_\_\_\_

Place: \_\_\_\_\_

The people I helped: \_\_\_\_\_

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How I felt about the service I was going to do?

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Some of the things I enjoyed about my experience.

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Some of the challenges I faced and how I dealt with them.

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How did I make a difference today?

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How did this activity connect to what I am learning in Religious Education?

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## SUPERVISOR DETAILS

Full Name: \_\_\_\_\_

Contact Number: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

No of Hours Spent on Activity: \_\_\_\_\_

Activity Chosen: \_\_\_\_\_

Place: \_\_\_\_\_

The people I helped: \_\_\_\_\_

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How I felt about the service I was going to do?

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Some of the things I enjoyed about my experience.

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How did I make a difference today?

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How did this activity connect to what I am learning in Religious Education?

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Full Name: \_\_\_\_\_

Contact Number: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

# JOURNAL ENTRY

Journal Page 4

No of Hours Spent on Activity: \_\_\_\_\_

Activity Chosen: \_\_\_\_\_

Place: \_\_\_\_\_

The people I helped: \_\_\_\_\_

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How I felt about the service I was going to do?

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Some of the things I enjoyed about my experience.

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Some of the challenges I faced and how I dealt with them.

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How did I make a difference today?

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How did this activity connect to what I am learning in Religious Education?

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## SUPERVISOR DETAILS

Full Name: \_\_\_\_\_ Contact Number: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

No of Hours Spent on Activity: \_\_\_\_\_

Activity Chosen: \_\_\_\_\_

Place: \_\_\_\_\_

The people I helped: \_\_\_\_\_

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How I felt about the service I was going to do?

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How did I make a difference today?

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How did this activity connect to what I am learning in Religious Education?

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Full Name: \_\_\_\_\_

Contact Number: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

# JOURNAL ENTRY

Journal Page 6

No of Hours Spent on Activity: \_\_\_\_\_

Activity Chosen: \_\_\_\_\_

Place: \_\_\_\_\_

The people I helped: \_\_\_\_\_

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How I felt about the service I was going to do?

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How did I make a difference today?

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How did this activity connect to what I am learning in Religious Education?

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## SUPERVISOR DETAILS

Full Name: \_\_\_\_\_ Contact Number: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

No of Hours Spent on Activity: \_\_\_\_\_

Activity Chosen: \_\_\_\_\_

Place: \_\_\_\_\_

The people I helped: \_\_\_\_\_

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How did I make a difference today?

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How did this activity connect to what I am learning in Religious Education?

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Full Name: \_\_\_\_\_

Contact Number: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

# JOURNAL ENTRY

Journal Page 8

No of Hours Spent on Activity: \_\_\_\_\_

Activity Chosen: \_\_\_\_\_

Place: \_\_\_\_\_

The people I helped: \_\_\_\_\_

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How I felt about the service I was going to do?

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Some of the things I enjoyed about my experience.

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Some of the challenges I faced and how I dealt with them.

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No of Hours Spent on Activity: \_\_\_\_\_

Activity Chosen: \_\_\_\_\_

Place: \_\_\_\_\_

The people I helped: \_\_\_\_\_

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Date: \_\_\_\_\_



# JOURNAL ENTRY

Journal Page 10

No of Hours Spent on Activity: \_\_\_\_\_

Activity Chosen: \_\_\_\_\_

Place: \_\_\_\_\_

The people I helped: \_\_\_\_\_

How I felt about the service I was going to do?

Some of the things I enjoyed about my experience.

Some of the challenges I faced and how I dealt with them.

How did I make a difference today?

How did this activity connect to what I am learning in Religious Education?

## SUPERVISOR DETAILS

Full Name: \_\_\_\_\_ Contact Number: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

No of Hours Spent on Activity: \_\_\_\_\_

Activity Chosen: \_\_\_\_\_

Place: \_\_\_\_\_

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Signed: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

# JOURNAL ENTRY

Journal Page 12

No of Hours Spent on Activity: \_\_\_\_\_

Activity Chosen: \_\_\_\_\_

Place: \_\_\_\_\_

The people I helped: \_\_\_\_\_

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No of Hours Spent on Activity: \_\_\_\_\_

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***SUPERVISOR DETAILS***

Full Name: \_\_\_\_\_

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Signed: \_\_\_\_\_

Date: \_\_\_\_\_

# JOURNAL ENTRY

Journal Page 14

No of Hours Spent on Activity: \_\_\_\_\_

Activity Chosen: \_\_\_\_\_

Place: \_\_\_\_\_

The people I helped: \_\_\_\_\_

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How I felt about the service I was going to do?

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Full Name: \_\_\_\_\_ Contact Number: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_



Ursula Frayne Catholic College  
Years 7-12  
15 Duncan Street  
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