Service

SESSION	SLIDES	WORKBOOK
45–50 min	14	Pages 35–40

A note to facilitators

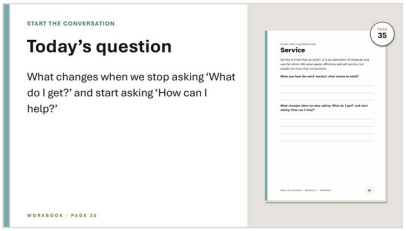
This guide is here to make your session easier, not to give you a script. You know your students. Follow the discussion where it is useful, and adapt or shorten activities as needed. Students learn most when they have room to think, talk and own the conversation.

Sharing personal stories is always optional. Follow your school's wellbeing and safeguarding processes if a student needs support.

At a glance

Core idea	Service is more than an action. It is an expression of character and care for others.
Outcome	Students distinguish transactional from genuine service, identify a need and choose one realistic action.
Suggested time	45–50 minutes.
Materials	Screen, board or poster paper, pens and workbooks (pages 35–40).
Priority	Protect time for the service brainstorm. It prepares students for the following solutions-focused session.

Slide by slide

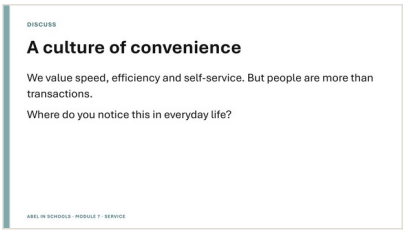


START THE CONVERSATION · SLIDES 1–2 · 3 MIN

WORKBOOK · PAGE 35

Welcome and central question

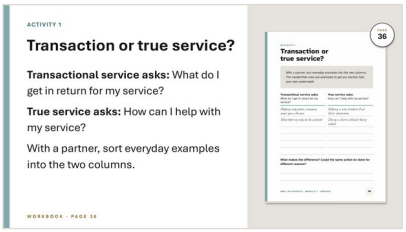
Introduce service as a choice to notice and care. Ask: 'When you hear the word service, what comes to mind?' Use the question on slide 2 to frame the session.



DISCUSS · SLIDES 3–4 · 5 MIN

What motivates service?

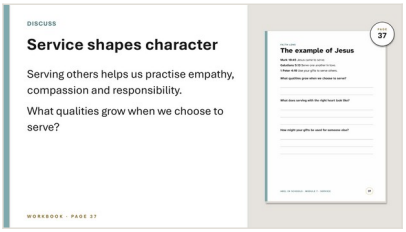
Contrast convenience and transactional thinking with genuine care. Do not suggest that every benefit makes service insincere; focus on the reason for helping.



ACTIVITY 1 · SLIDES 5–6 · 8 MIN WORKBOOK · PAGE 36

Transaction or true service?

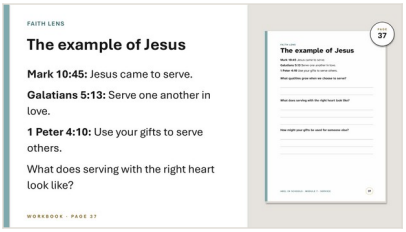
Students work in pairs or small groups. Students use the two columns on workbook page 36: 'Transactional service asks: What do I get in return for my service?' and 'True service asks: How can I help with my service?' Two examples are already filled in under each heading. Discuss the four examples on slide 6 and invite their own. Some examples may fit both, depending on motivation. Debrief: What makes the difference?



DISCUSS · SLIDE 7 · 3 MIN WORKBOOK · PAGE 37

Service shapes character

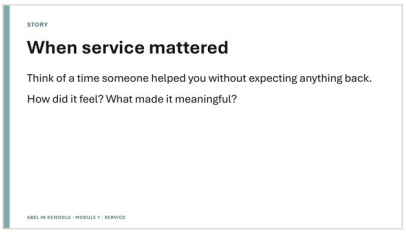
Invite students to name qualities that grow when they serve, such as empathy, compassion, responsibility and awareness of others.



FAITH LENS · SLIDE 8 · 6 MIN WORKBOOK · PAGE 37

The example of Jesus

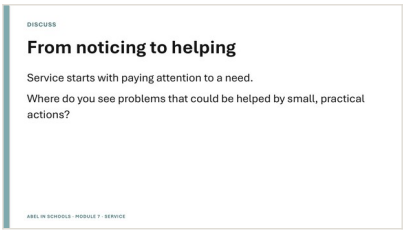
Read or summarise Mark 10:45, Galatians 5:13 and 1 Peter 4:10. Ask: Why did Jesus choose to serve? How might our gifts be used for someone else? Avoid turning service into a competition or obligation.

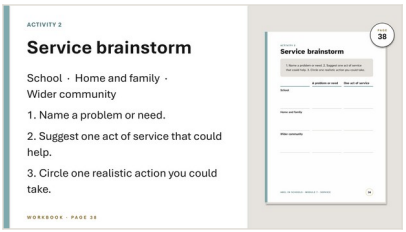


STORY · SLIDE 9 · 4 MIN

When service mattered

Invite a short story about receiving help without expectation. Students can reflect privately if they prefer. **Optional** play a relevant story from the Abel Resource Hub if available.



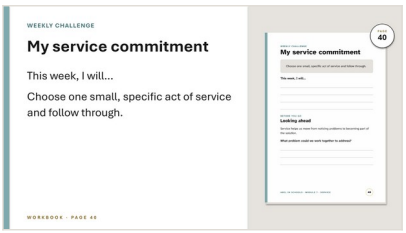


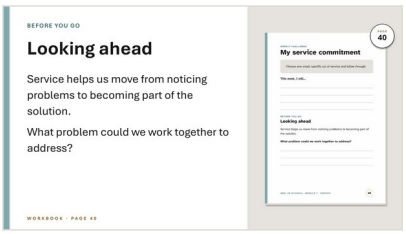
DISCUSS · SLIDE 10 + ACTIVITY 2 · SLIDES 11–12 · 12–15 MIN

WORKBOOK · PAGES 38–39

Service brainstorm

This is the main application activity. Students use workbook pages 38 and 39. In groups or as a class, identify needs at school, at home and in the community. For each, name one practical act of service. Ask students to choose one realistic action, consider who could help and decide a first step. Keep the focus on actions students can safely and genuinely take.





WEEKLY CHALLENGE · SLIDE 13 + BEFORE YOU GO · SLIDE 14 · 4 MIN

WORKBOOK · PAGE 40

Commitment and closing

Invite each student to complete: 'This week, I will...' Their commitment should be specific and achievable. Finish by linking service to the next session: noticing a problem can be the beginning of becoming part of the solution.

Extra questions if discussion needs them

- How does it feel when someone helps without expecting anything back?
- What is the difference between helping for recognition and helping because someone needs it?
- How can small acts of service change the atmosphere of a school?
- What might stop us from helping, and how could we overcome that?

What success looks like

Students can explain the difference between transactional and genuine service, identify a need around them and name one practical action they will take. The aim is a meaningful first step, not a perfect project.

Optional extension

If time allows, students can revisit their brainstorm during the next session and develop one idea into a collaborative solution.