

Christian Values through Diocesan links with Zululand Diocese



This resource is intended as a curriculum support for teaching Christian Values through the links that exist between Carlisle Diocese and Zululand Diocese in South Africa. These six Christian Values that lend themselves in meaningful ways to children in the Carlisle Diocese learning about children's lives, education and church attendance in the Zululand Diocese.

These are;

1. Service
2. Compassion
3. Hope
4. Thankfulness
5. Friendship
6. Koinonia

This resource can be used to supplement a school's RE syllabus. The Cumbria Agreed Syllabus focuses on three aspects; A) Know about and Understand, B) Express and Communicate and C) Gain and Deploy skills. These are referenced in the tables. The Agreed Syllabus also advocates an enquiry approach.

It also fits in with the new SIAMS schedule from September 2018:

Strand 3: Character Development: Hope, Aspiration and courageous Advocacy – *“all pupils have curriculum opportunities to look beyond themselves, ask ‘big questions’ and think globally about life and develop an understanding of disadvantage, deprivation and the exploitation of the natural world.....engaged in diocesan and other global/companion world church links”*

RE: *“help pupils to know about and understand Christianity as a living world faith....”*

While the dominant religion in Zululand is Anglican Christianity it offers another context for understanding Christianity in a very different place. The links between the two Dioceses exist and opportunities for linking between schools may still be a possibility.

Christian values 4 schools website makes the following comments on the six values. And offers a wealth of background information. www.christianvalues4schools.org.uk

Service

The parable of the Good Samaritan shows we should serve those in need whoever they are. Such service is not offered to gain some advantage for ourselves. 'Going the extra mile' involves sacrifice, putting ourselves out for someone else's benefit.

Serving God means serving others. It also means that we cannot serve other masters as well - such as money. However, the Christian message is equally clear that service is not all about restrictions. It is precisely in a life of service that we become most truly free.

Compassion

'Compassion' and 'sympathy' have much in common and both are stronger in meaning than simply 'feeling sorry for' someone. The words have their roots in the idea of 'suffering with' someone, putting yourself in someone else's shoes and experiencing what they experience. This leads to a desire to act, to do something. It is not patronizing. It is not about 'doing good' from a position of strength or 'remembering those less fortunate than ourselves'. Compassion requires an act of imagination and humility to share in the lives of others. Notice the qualities that Paul links together. He says 'clothe yourselves with compassion, kindness, humility, gentleness and patience.' (Colossians 3:12)

Hope

The Christian understanding of hope illustrates how trivial our everyday use of the word can be. We hope that it will not rain for the picnic, or that the car will start or that the plumber will come tomorrow.

At a deeper level, hope is a universal human phenomenon. People hope for peace in time of war; food in time of famine; justice in time of oppression. Where hope is lost there is despair and disintegration. Hope generates energy and sustains people through difficult times. For some people, hope is so strong that it inspires self-sacrifice to turn hope into reality. True hope is much more than a general idea that things will get better. It is more than a belief in progress, which sees the world and people as getting better all the time, growing away from violence, ignorance and confusion.

Thankfulness

Thankfulness has always been at the centre of the life and worship of God's people. Under the Law of Moses, there were not only sacrifices for forgiveness, there were 'thanks offerings' as well.

'Songs of thankfulness and praise...' are at the heart of Christian worship. Thankfulness is directed towards God who gives and sustains life. Seeing the world as God's creation underpins the way we approach everything in life, seeing it as a gift and not as a right.

Thankfulness is important. Luke tells the story of the ten lepers who were healed and is probably challenging his readers to examine themselves when he tells of the amazement of Jesus that only one, a Samaritan, came back to thank him. (Luke 17:11-19).

Jesus gave thanks to God (Matthew 11:25) and although the word 'thankfulness' is not common in the Gospels, recognition of his dependence on the Father infuses the whole life of Jesus. Thankfulness is a wholehearted response. It stems from a consciousness of God's gifts and blessings. It is a joyfulness that erupts into praise. Paul frequently encourages us to 'be thankful' (Colossians 3:15), to 'give thanks in all circumstances' (1 Thessalonians 5:18) and says that our lives should 'overflow with thankfulness' (Colossians 2:7).

Friendship

Friendship is an undisputed value in our society, with children often spending more time with their friends than with family. It is a key concept in the Christian framework, with Jesus being criticised for being ‘the friend of sinners’ and eating with those whom society rejected.

Sharing a meal with someone is an explicit sign of friendship and the word ‘companion’ literally means ‘one with whom you share bread.’ Trust, feeling comfortable in each other’s company, being able to share joys and sorrows are all features of friendship and these are things of immense value. True friendship enables each person to grow and ensures that the unique individuality of each person is recognised. All this echoes the value placed by God on the preciousness of each person.

Koinonia

The use of the original Greek word emphasises the strength and importance of this concept within the Christian faith. Koinonia means ‘that which is in common’ and is often translated as ‘fellowship’ or ‘community’. Other translations might include ‘union’, ‘partnership’, or ‘being yoked together’. A yoke is a shaped piece of wood that goes across the shoulders, often linking two animals. By combining their strength, it helps work to be done and burdens to be carried. Koinonia expresses the quality of relationship within the Christian community. It is based on fellowship with Jesus. Through him, Christians become sons and daughters of God and therefore brothers and sisters of each other. They are all members of the same family. A central element of being a family is interdependence: all are needed and valued, and each person is important to the whole.

Guidance

The resource takes the following format;

- A photograph or set of photographs for each Christian value, set in the context of a Zululand Anglican church or school
- The 'See, Think, Wonder' framework which allows for deeper group and class discussions around the photograph
- Ideas for KS1 and KS2
- Links to the Cumbria Agreed Syllabus
- Further information and photographs.

Use the cards focus on each value for one session or series of sessions. The aim is to support an enquiry approach so one session may be followed up by subsequent activities that the children generate. Introduce the framework by modelling the questions with the whole group from one photograph and then give them time in groups to work with either the same photographs from the same section or different ones so that they can follow different lines of enquiry and then share their learning with the whole class.

See Think Wonder Framework

See, Think, Wonder is a simple, yet effective framework to stimulate children's curiosity and thinking around content from any across subject across the curriculum. It can be used at the start of any theme or topic and is particularly applicable to the 'tuning in' stage of an enquiry activity. See Think Wonder is used to engage learners with a visual prompt, such as an object or image, and to scaffold their thinking through the following sequence:

- What do you see?
- What do you think about that?
- What does it make you wonder?

See, Think Wonder:

1. engages learners in the topic
2. focuses teaching on the learner
3. learners and teachers become aware of children's prior knowledge and experience
4. illuminates learners' conceptions and misconceptions

5. leads learners to identify questions for investigation
6. can be used for reflection during and at completion of the activity and may lead to further enquiry

List of photographs -This is for adult information. Please do not introduce the photographs as being the following subjects. Children should be guided to arrive at the content of the photographs by using the See Think Wonder framework. Adults can then add detail after the discussion.

- **Service**
 - 1) collecting lunch at 11:00a.m. from the kitchen block
 - 2) cleaning up the classroom after lunch
- **Compassion**
 - 1) Classroom
 - 2) hand washing facilities
 - 3) toilet block
- **Hope**
 - 1) Church in the township
 - 2) children in church
 - 3) Bible study at Sunday school
- **Thankfulness**
 - 1) School
 - 2) Dancers
 - 3) Singing and dancing
- **Friendship**
 - 1) Friends
 - 2) Friends
 - 3) The same and different
- **Koinonia**
 - 1) Assembly
 - 2) Caterpillars
 - 3) Friends visiting

Service 1) collecting lunch at 11:00a.m. from the kitchen block 2) cleaning up the classroom after lunch		The parable of the Good Samaritan shows we should serve those in need whoever they are. Such service is not offered to gain some advantage for ourselves. 'Going the extra mile' involves sacrifice, putting ourselves out for someone else's benefit. Serving God means serving others. It also means that we cannot serve other masters as well - such as money. However, the Christian message is equally clear that service is not all about restrictions. It is precisely in a life of service that we become most truly free.
See Think Wonder	Prompts	Further information
What do you see?	1) What are the children wearing? What are they carrying? What might be in the buckets? Where are they going? What is in the building behind them? 2) What is the little boy with the brush doing? Where are they? What time of the day is this?	1) Children eat their lunch quite early in the day, they start school very early because of the heat and often haven't had any breakfast. Everyone has a free school meal, it's sometimes the only food they eat during the day because their families are very poor. They carry the food in buckets. See Appendix 1 for a typical week's menu. The food is cooked in the kitchen block, children collect it from there. Appendix 2 2) Children eat in their classrooms because there is nowhere else to eat. They all take responsibility for cleaning up after themselves so that their workspace is looked after. They are very proud of being able to come to school.
What do you think about that?	1) What do you think they are feeling? Where are the adults? Why aren't they organising lunchtime? 2) Do you help in this way? Does this look like your classroom? If not why not?	Children are very secure and safe in their compound. Appendix 3 for photographs. The adults are around but the children are given responsibility for doing things like organising lunch, clearing up and the older children look after the younger ones.
What does it make you wonder?	Are there any ways you could help others? What does service in this context mean?	How would you 'go the extra mile'? Can you make a list of ways?
KS1 suggestions for further activities Can you think of ways that you can help at lunchtime? Can the class arrange to make a rota to help?		
KS2 suggestions for further activities Could you research what samp and phutu are? Could you cook a meal and eat a meal from the menu in appendix 1? Could you invite someone to eat a meal with you? This school has a moto; God first, duty next, pleasure last. Appendix 4. What does this mean? Can you write a moto that means the same thing?		
Curriculum links Cumbria Agreed Syllabus B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities		





Compassion 1) Classroom	‘Compassion’ and ‘sympathy’ have much in common and both are stronger in meaning than simply ‘feeling sorry for’ someone. The words have their roots in the idea of ‘suffering with’ someone, putting yourself in someone else’s shoes and experiencing what they experience. This leads to a desire to act, to do something. It is not patronizing. It is not about ‘doing good’ from a position of strength or ‘remembering those less fortunate than ourselves’. Compassion requires an act of imagination and humility to share in the lives of others. Notice the qualities that Paul links together. He says, ‘clothe yourselves with compassion, kindness, humility, gentleness and patience.’ (Colossians 3:12)	
See Think Wonder	Prompts	Further information
What do you see?	1)What can you see? Describe the furniture, what is on the walls, the ceiling, the floor.	1)Classrooms are very basic, there are very few displays, no ICT. The teacher uses a chalkboard and the children copy the words from the board. The ceiling is open to try and keep it cool during the hot summer months and there is no air conditioning or fans to help. There is electricity so they can have lighting.
What do you think about that?	1)What is this room used for? Does it look like any rooms that you use at home or at school? Would you like to work in a room like this? Why/not?	1)The children do everything in their classrooms, have their lessons and eat their lunch. There are no other rooms like in our schools. Assembly or Collective Worship is taken outside. The children play in the surrounding space at break time. There is no playground or field just a scrub area. But they enjoy playing football and other games.
What does it make you wonder?	1)Is this typical for classrooms in South Africa. See Appendix 5 for other examples Is this fair?	There is a two tier system in Zululand which means there are many differences between rural and urban schools. Most urban schools can charge parents extra fees (extra to the money they get from the government), this means they can afford better buildings and more teachers. So parents will pay more to send their children to these schools, but this often means parents have to go away to find better jobs and children are left with relatives.
KS1 suggestions for further activities Could you have lunch in your classroom? See how difficult it is to eat and work in the same space? You would have to do all the clearing away as the children in Zululand do.		
KS2 suggestions for further activities Can you imagine how it would feel if you could only go to a rural school where the facilities were not good? Or if your parents had to work away for months on end to afford to send you to a better school and you had to live with a relative or board in the school? Can you debate the issue?		
Curriculum links Cumbria Agreed Syllabus C2. Enquire into what enables different communities to live together respectfully for the well-being of all.		

Compassion 2) hand washing facilities 3) toilet block	‘Compassion’ and ‘sympathy’ have much in common and both are stronger in meaning than simply ‘feeling sorry for’ someone. The words have their roots in the idea of ‘suffering with’ someone, putting yourself in someone else’s shoes and experiencing what they experience. This leads to a desire to act, to do something. It is not patronizing. It is not about ‘doing good’ from a position of strength or ‘remembering those less fortunate than ourselves’. Compassion requires an act of imagination and humility to share in the lives of others. Notice the qualities that Paul links together. He says ‘clothe yourselves with compassion, kindness, humility, gentleness and patience.’ (Colossians 3:12)	
See Think Wonder	Prompts	Further information
What do you see?	2)Describe what you can see in the picture? How are the bottles strung up? What is inside them? Where are they? 3) What are the buildings in the distance? Why is the little girl walking there during school? Why are they so far away from school?	1)As there is little water the schools have to be ingenious to make sure children wash their hands properly and stay healthy and safe. The water warms in the sun during the morning and when children are ready for their lunch at 11a.m. they tip the bottles up and use a small amount of water to wash their hands. None of the water is wasted. 2)The school toilets are as far away from the school as possible. There won’t be any running water.
What do you think about that?	2)Why are they outside? What are they used for, and when? 3)Would you like to have to walk to the toilets on the far side of the school grounds? Is there any advantages?	2)Water is a precious commodity, they collect all the water in huge tanks around the school site. Every building has guttering that allows the rain water to be collected and stored for the whole year. Appendix 6 3)Children walk to the toilets without supervision. They seem to come back quickly, it can’t be a pleasant place to linger.
What does it make you wonder?	2)Does it work? How does it make you feel if you consider other children don’t have the same facilities you have? Can you put yourself in their shoes? 3)Can we do anything to help?	Charities helped the school pay for the tanks so that they could have water all year round. (An Eshowe Christian Action Group project)
KS1 suggestions for further activities Is there a charity that helps communities have clean water? Could you do a project to help them raise some money? Maybe Wateraid https://www.wateraid.org/uk Can you think of ways of saving water in your school?		
KS2 suggestions for further activities Could you set up something similar in your school to see how it feels? Gather other people’s views on it’s effectiveness. Make posters for the washrooms in your school to remind people how thankful we should be.		
Curriculum links Cumbria Agreed Syllabus C2. Enquire into what enables different communities to live together respectfully for the well-being of all C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people’s lives		



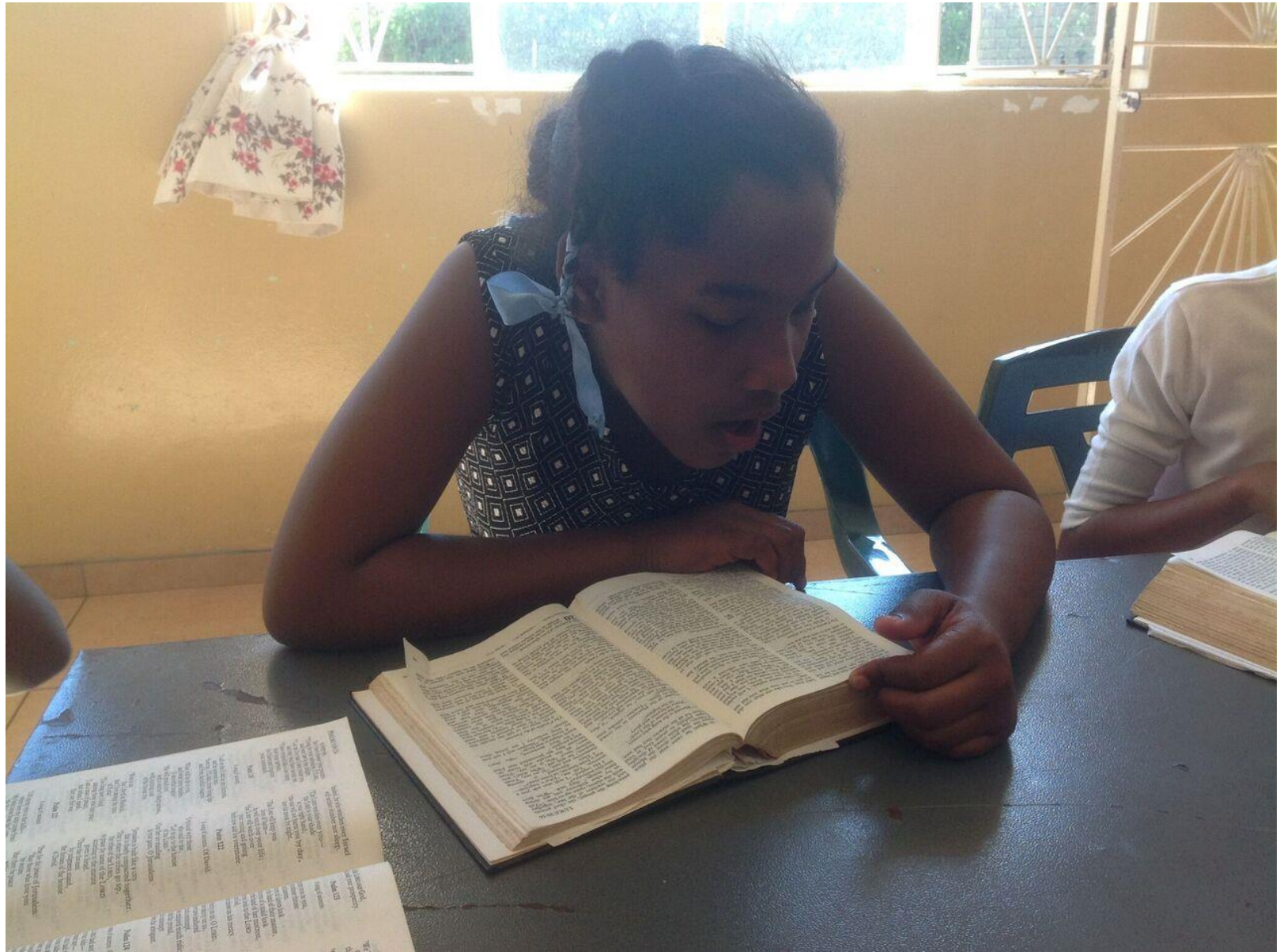




Hope 1) Church in the township 2) children in church 3) Bible study at Sunday school	The Christian understanding of hope illustrates how trivial our everyday use of the word can be. We hope that it will not rain for the picnic, or that the car will start or that the plumber will come tomorrow. At a deeper level, hope is a universal human phenomenon. People hope for peace in time of war; food in time of famine; justice in time of oppression. Where hope is lost there is despair and disintegration. Hope generates energy and sustains people through difficult times. For some people, hope is so strong that it inspires self-sacrifice to turn hope into reality. True hope is much more than a general idea that things will get better. It is more than a belief in progress, which sees the world and people as getting better all the time, growing away from violence, ignorance and confusion.	
See Think Wonder	Prompts	Further information
What do you see?	1)Describe the building. What shape is it? Can you see any symbols? Can you see anything familiar? Is it hot here? 2)Who are the people? What are they doing? 3)What is the girl reading?	This church is in a Township, it was built in a time when people were segregated because of their colour. This no longer happens but people still worship in their local places. Whole families go to church on Sundays and Worship often last 3-5 hours. They are very strong communities and their worship consists of lots of singing and dancing. It can be very traditional with use of Incense and can feel 'High Church'. Appendix 7 for further photographs.
What do you think about that?	1)Does it look like any church you've been to? Are the symbols familiar? What are the pews like? 3)What is the girl reading? Would you like to do this?	The church buildings in the Township are often quite poor but there are other buildings where evangelical and charismatic preachers have 'built' churches raising money with local people. There are also Cathedrals, older wooden buildings. Appendix 8 3)Sunday schools are often groups where younger children play with a small selection of toys and older children study the bible. This consists of reading the Bible silently and out loud together.
What does it make you wonder?	1)Who goes here? Where are the people? Is it an Anglican church? How can it be Anglican in a different country? 2)Do the children enjoy going to church?	Missionaries brought Christianity to South Africa in the 18 th century. Christianity today has grown from those roots and the Zululand Diocese is Christian and Anglican in character. There are other religions there also.
KS1 suggestions for further activities Make a comparison with your local church.		
KS2 suggestions for further activities Look at the photograph of the stained glass window from the cathedral Appendix 8 Consider the phrase 'Every Good tree bears good fruit' (Matthew 17:7) from the stained glass window. Can you make a link with the theme of Hope?		
Curriculum links Cumbria Agreed Syllabus C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.		







Thankfulness 1) School 2) Dancers 3) Singing and dancing	Thankfulness has always been at the centre of the life and worship of God's people. Under the Law of Moses, there were not only sacrifices for forgiveness, there were 'thanks offerings' as well. 'Songs of thankfulness and praise...' are at the heart of Christian worship. Thankfulness is directed towards God who gives and sustains life. Seeing the world as God's creation underpins the way we approach everything in life, seeing it as a gift and not as a right. Thankfulness is important. Luke tells the story of the ten lepers who were healed and is probably challenging his readers to examine themselves when he tells of the amazement of Jesus that only one, a Samaritan, came back to thank him. (Luke 17:11-19).	
See Think Wonder	Prompts	Further information
What do you see?	1)What are the children doing? What are they wearing? Where are they? What is edging the garden? 2) What are they wearing?	1)Notice the garden edged in 2 litre plastic bottles. There are so many littering the area that they are re-using them for a purpose. 2)Schools are very enthusiastic about keeping their culture and heritage alive. Schools teach Zulu dancing, beadwork and Zulu singing, all really important activities in the Zulu culture.
What do you think about that?	1)Do they look happy to be there? Are they well behaved?	1)Children have to attend school, but they all feel privileged to be there. School often gives them security and the opportunity to eat. Something they might not get at home. 2)The students were very confident in performing in front of others.
What does it make you wonder?	1)What would their lives be like without a school? Would your life be different? 2)What do we do to show we are thankful?	2)There is a lot of joy in the performances schools put on and the competitions they enter. It is a way of being thankful for what they have.
KS1 suggestions for further activities Write a prayer to thank God for your school.		
KS2 suggestions for further activities Can you choreograph a dance or compose a song that shows you are thankful for something?		
Curriculum links Cumbria Agreed Syllabus C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.		







Friendship 1) Friends 2) Friends 3) The same and different	<p>Friendship is an undisputed value in our society, with children often spending more time with their friends than with family. It is a key concept in the Christian framework, with Jesus being criticised for being ‘the friend of sinners’ and eating with those whom society rejected.</p> <p>Sharing a meal with someone is an explicit sign of friendship and the word ‘companion’ literally means ‘one with whom you share bread.’ Trust, feeling comfortable in each other’s company, being able to share joys and sorrows are all features of friendship and these are things of immense value. True friendship enables each person to grow and ensures that the unique individuality of each person is recognised. All this echoes the value placed by God on the preciousness of each person.</p>	
See Think Wonder	Prompts	Further information
What do you see?	1 and 2) where are the children? What are they wearing? Are they happy? 3) what do you think the words are?	3)Most children learn using three languages isiZulu, isiXosha and English, and teachers teach in three languages.
What do you think about that?	1 and 2) Why do they have their arms around each other? What is the group behind looking at? 3) Does this sound like you and your friends? Can you read the Zulu words in the middle and on the right side of the board?	3) appendix 9 for translations
What does it make you wonder?	Are friendships the same in other countries? What do they play at playtime? What happens if they fall out?	
KS1 suggestions for further activities Can you write about two of your friends, like on the chalkboard, and say what is the same and what is different?		
KS2 suggestions for further activities Can you make a friendship bracelet for one of your friends? E.g. Youtube Red ted arts (friendship bracelets) use the colours your friend likes best.		
Curriculum links Cumbria Agreed Syllabus A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning		





Friends

Imaan and Alex are friends.
They are both eight years old.
They have different hair.
They have different smiles.
They have different hands.
They have different noses.
They do different things.
Imaan likes drawing.
Alex likes reading.
They eat different things.
Imaan likes bananas.
Alex likes apples.

Imvula
imvakazi
uvenvane
imvelo
izimvuthu
imvu
imvove
imvunulo
imvubu
imvubelo.

11 May 2017

1. imvove.

2. imvubu

3. imvakazi

4. imvubelo.

11 May 2017

Iholidi lami _____

Nqesikhathi ngiseholidini _____

Ngazizwa _____

Ngabona _____

Ngalithanda _____

Ekugcineni sa _____

Koinonia 1) Assembly 2) Caterpillars 3) Friends visiting	The use of the original Greek word emphasises the strength and importance of this concept within the Christian faith. Koinonia means ‘that which is in common’ and is often translated as ‘fellowship’ or ‘community’. Other translations might include ‘union’, ‘partnership’, or ‘being yoked together’. A yoke is a shaped piece of wood that goes across the shoulders, often linking two animals. By combining their strength, it helps work to be done and burdens to be carried. Koinonia expresses the quality of relationship within the Christian community. It is based on fellowship with Jesus. Through him, Christians become sons and daughters of God and therefore brothers and sisters of each other. They are all members of the same family. A central element of being a family is interdependence: all are needed and valued, and each person is important to the whole.	
See Think Wonder	Prompts	Further information
What do you see?	1)What can you see? What is happening? Where are they? 2)What does this look like? 3)What are the similarities and differences?	1) The children in the centre were performing a dance for the visitors on the right. The younger children on the left were lined up as they do for assembly.
What do you think about that?	2) Are they friends? What makes you think so?	
What does it make you wonder?	2)Why are the caterpillars walking in one long line? Where are they going? 3) How do we make relationships that are equal?	2)There are a few views of why the caterpillars do this, but some seem to think it’s about strength in numbers and seeming bigger and more threatening to predators. The other view is that they join together to find food easily.
KS1 suggestions for further activities Make a collage or collaborative painting of activities that you would do as a team. Can you work as teams in your class to earn team points? What activities would you do?		
KS2 suggestions for further activities Write a modern day parable whose message is ‘look for the similarities’. Or imagine visiting a country or a new planet where everything felt strange and new and everyone was pointing out the differences between you and the people there. Your safety depends on being able to find the similarities. What would you do to bring everyone together?		
Curriculum links Cumbria Agreed Syllabus C2. Enquire into what enables different communities to live together respectfully for the well-being of all.		







Additional Information

Appendix 1-a typical week's menu in a primary school **Appendix 2** the kitchen block



DAYS	STARCH	STEW	VEGE / FRUITS
MONDAY	BOILED RICE/BREAD	CANNED FISH STEW, TOMATOES & ONIONS	GREEN VEGETABLES IN SEASON.
TUESDAY	BOILED RICE	SOYA MINCE RELISH (CHICKEN)	YELLOW VEGETABLES IN SEASON.
WEDNESDAY	SAMP	SUGAR BEANS	MIXED VEGETABLES IN SEASON.
THURSDAY	BOILED RICE	SOYA MINCE RELISH (BEEF FLAVOR)	GREEN VEGETABLES IN SEASON.
FRIDAY	PHUTU	AMASI	FRUITS IN SEASON



Children eat in their classrooms as there is nowhere else to eat.

Appendix 3-the school is in a compound in the middle of a very rural area. The fences are high to stop theft.



There are water tanks to collect water in the rainy season as there is no mains water. Many rural areas don't have water in their houses but may be able to get water from a standpipe. They suffer in the droughts. What does this school sign mean?

Appendix 4 school moto



Appendix 5 examples of other classrooms in Zululand.



The children sit in rows.



An urban fee-paying school. They have a lot more resources as parents pay extra for their children to go there.



A rural state school with very few resources. The classrooms were in a very poor state. The second photograph is of a makeshift bookshelf made from two doors.



An urban Church School supported by the Wesleyans. This means they had more resources than rural schools but not as much as Urban fee-paying schools.

Appendix 6



Charities helped the school pay for the tanks so that they could have water all year round. (An Eshowe Christian Action Group project)

Appendix 7



A priest celebrates Communion, incense is used in Worship and people, including groups of young people, often sing to the congregation.

Appendix 8



Appendix 9

In isiZulu all the letters are pronounced.

Imvula-rain

Imvakazi-haunt

Uvemvane-listen

Imvelo-nature

Imvu-sheep

Invunulo-clothing

Imvubo-hippopotamus

Imvubelo-leaven

References

Cumbria Agreed Syllabus 2017 <http://www.cumbria.gov.uk/elibrary/Content/Internet/537/6381/6528/4290215573.pdf>

See think Wonder framework. This is difficult to reference as it is used very commonly. But it seems to have started as part of the 'Visible Thinking' project at Harvard University. <http://pz.harvard.edu/resources/see-think-wonder>