

Thank you for selecting this set of lesson plans. The lessons are suitable for RE and / or Citizenship.

Please use them with your pupils in the run up to and follow on from the Gleneagles G8 Summit.

The aims of the lessons include:

- ✍ To teach pupils about some of the causes of poverty, so that they can begin to recognise, describe or interpret these for themselves.
- ✍ To enable pupils to understand how the Debt Relief Campaign can make a difference to the most evil statistic in the world: that 30 000 children die daily from the preventable diseases of poverty.
- ✍ To use ideas from religions, religious education and other views of the world to energise good thinking among children and young people about some of the religious, spiritual and citizenship issues raised by the evil statistic above
- ✍ To provide opportunities for pupils to reflect for themselves on the spiritual and moral challenges of living in a world where poverty kills many children.

The lessons make reference to many different religions and views of the world, and seek to show that the rejection of child-killing poverty is an idea, shared by members of many faiths and no religion, an idea whose time has come.

7-9s

Reasons to care:

This activity, adaptable across the 8-12 age range, asks pupils to think, in 3s, about why they care about poverty and about its consequences for children in Africa. Cut up a card of the 12 reasons for each trio of pupils.

The stages of the lesson might be:

1. Ask pupils if they care about the poverty they have seen in Africa on the TV, or in other parts of the world.
2. Suggest trios consider whether they can give three reasons why we should all care about poverty if it kills children
3. Look at the 12 reasons given below, which come from many different religions and perspectives. Ask pairs of pupils to rank them from 1-12 by discussion. They connect to some different religions: 3 = Sikh, 4 = Christian, 6 = Islamic, 9 = Buddhist. Many are not tied to one religious view.

1. <i>I care about poverty because it could happen to anyone.</i>	2. <i>I care about poverty because it's so unfair: we have loads, and some people have nearly nothing</i>	3. <i>I care about poverty because my Guru says that the mouth of the poor is the treasure chest of God himself</i>	4. <i>I care about poverty because everyone is made in God's image, so everyone should be treated equally</i>
5. <i>I care about poverty because Bob Geldof is someone I admire a lot</i>	6. <i>I care about poverty because my Prophet said that you're not a true believer until you desire for others what you desire for yourself.</i>	7. <i>I care about poverty because every child affected is loved by their mum, just like my mum loves me.</i>	8. <i>I care about poverty because making the world a better place is the purpose of life.</i>
9. <i>I care about poverty because the Buddha teaches that compassion for all living beings is a part of the road to being enlightened</i>	10. <i>I care about poverty because I've experienced for myself what it's like to have just a little</i>	11. <i>I care about poverty because you should do to others as you wish them to do to you.</i>	12. <i>I care about poverty because no one is an island – we are all connected to each other, we are all brothers and sisters</i>

4. Ask children to choose the best reason and write it carefully. They are to choose and draw an image for a **MAKE POVERTY HISTORY** patchwork to go with their saying. Create the patchwork in your school's entrance hall.

8-12s

Making Poverty History: Attitudes Money can't buy me love.

Some RE activities for primary classrooms which look at things more valuable than money. This unit aims to provide the teacher of children in the primary years with some practical teaching ideas that help children to notice the values of material things, and of spiritual things, and think for themselves about what they value. The basic ideas draw on Christianity, Buddhism and Islam, and ask pupils to think about what matters most in life, and about worship. The relationship to the Make Poverty history campaign is simple: all our attitudes to money are involved in thinking about poverty.

The emphasis is on learning from religion.

The learning objectives for the whole unit are to enable pupils to:

- ✍ understand some teaching from Christianity, Buddhism and Islam about material possessions and about some things that are more valuable, that 'money can't buy';
- ✍ reflect upon some of the things that money can't buy, and their value and importance for human happiness and well-being;
- ✍ make links between the aims of **MAKE POVERTY HISTORY** and their own ideas and attitudes

Classroom Activities

1. What do you worship?

The objectives are to help children to:

- ✍ respond to the material they have studied by expressing their own insights, opinions and ideas about what's valuable and what matters most;
- ✍ consider the idea that what matters most to you is what you worship, and that therefore everyone worships something;
- ✍ think for themselves about what matters most to them, in the light of the material they've studied.

We went to Church Hill Primary School in Leicester to ask some seven and eight year old pupils about the things which matter the most. We began with two minutes in silence, looking at a bowl full of money (it looked like a thousand pounds, but it wasn't real). Pupils thought of the things they could do with the money, and what they would do if they won the lottery. The following ideas came from work with the children.

Ask pupils to work in groups of three, and make some lists of things that money can't buy. Here is a combined list of some of the things suggested by our seven and eight year olds:

**people / love / happiness / a heart / the moon / the stars / thunder /
the life of a tree / the air / earwax / the world / hugs and kisses / rain / the world.**

Talk about why these things are not for sale, and discuss whether some of the things money can't buy are priceless, and much more valuable than the things for sale in the shops. What does it mean to say that something is 'priceless'?

MAKE POVERTY HISTORY

Talk about things which are worth a lot to the pupils themselves, including things which are cheap in financial terms. You might ask pupils to bring a special object to school and talk about it. One example could be a wedding ring, costing just a few pounds. Ask the pupils if they think that is all it's worth. They will see the point. You might use a feely bag, and some blindfolds to explore some small religious artefacts from several different faiths, and talk about the difference between 'what it cost in the shops' and 'what it is worth to a believer. This activity draws attention to the way that religion or faith may add a new kind of value to a simple object made of metal, plastic or wood.

We set children to work in groups with an artefact, to find out about, draw, describe and think about the object, and asked them at the end of the lesson to say what they thought it was worth to a believer. The answers included 'it's worth £100' (of a prayer mat), 'lots and lots' (of a figurine of the Madonna), 'it is special to Sikh people' (of a khanda). The children had learned a simple thing from religion: that cash value is not the only value.

MAKE POVERTY HISTORY

Assessment: This simple fill in sheet could be used by individual pupils, or tackled by pairs.

<p>1. Make a list of as many things as you can think of which money can't buy.</p>	<p>2. Choose one thing from your list which you think is priceless. Draw it here.</p>
<p>3. What makes this such a valuable thing? Explain what you think.</p>	<p>4. The Christian Bible says 'the love of money is the start of all kinds of evil' What do you think of this?</p>
<p>5. The Buddhist scriptures say 'The wise are generous: they go to a happier world.' What do you think of this?</p>	<p>6. 'MAKE POVERTY HISTORY' is trying to stop the deaths of thousands of children who are too poor to find the basics of life. Why might Christians, Buddhists or Sikhs support this?</p>

Using a framework like this (it could be simplified for younger children) enables teachers to assemble some evidence of what children in the upper primary years are learning and achieving in RE.

'What matters most to you is what you worship.' An idea to explore

We used the idea of worship to explore with some older primary pupils the values of material and spiritual things. We asked them what a Christian worships, and how you can tell. This work was done in a study of Christian worship, but the idea would transfer simply to another religion.

We made some charts, each with a different heading, and talked about how what you worship changes your life, affecting what you read, what you enjoy, how you behave, where you spend time and so on. We put some blank charts up in the classroom, and gave pupils post-it notes to fill in their ideas, and stick them up on the charts. We used five of these charts, with 'God' 'money' 'toys' 'television' and 'themselves' as the object of worship.

A person who worships _____ might:

Visit:

Like to read:

Try to:

Enjoy:

MAKE POVERTY HISTORY

<p>A person who worships toys might go to the shops every day, and might read Index and Toys R Us catalogues. They might dream about toys and try to buy the 'top ten toys' each year. They might not want anyone else to touch their toys because they might be selfish and they might enjoy playing with them only by themselves. They might buy a million toys and sing praises to them.</p>	<p>A person who worships money might visit the bank a lot, like to read about money in the papers, try to get lots of money, and not share it, and be unkind to the poor and spend it all on themselves. They might try to rob a bank if they were skint.</p>
<p>A person who worships God might go to Church on Sundays, like to read the Bible, try to be really kind to their family and friends, and to say their prayers, like every dinner time, and enjoy singing and dancing to praise God.</p>	<p>A person who worships television might watch the TV all the time, and go to the studios and on a tour of the sets. They might read TV Times or Radio Times and keep their TV license under their pillow. They might get square eyes, and Digital TV, and they might go mad.</p>
<p>A person who worships themselves might go to look in the mirror every minute. They might read their own diaries. If they had an autobiography, they would read that. They might spend all their money on designer clothes, hair gel, or expensive trainers. They might be selfish.</p>	<p>A person who worships...</p>

We collected the ideas the children had, to make the paragraphs above.

Teachers may like to try this activity, or use these paragraphs as a stimulus. The results in your class could be compared with those reported above. Children might reflect on what they worship, and how worship affects their own behaviour. This reflection could provide opportunities for spiritual and moral development.

Discuss with the class how all this work about money might relate to the work of the **MAKE POVERTY HISTORY** campaign.

Questions for discussion:

- ✍ Do we all need to be more generous?
- ✍ Is that only for the rich?
- ✍ Is this a problem for politicians, pop stars or everyone?
- ✍ What would someone who worships God do about the poverty problems?
- ✍ What would someone who believes in humanity do?
- ✍ Is there anyone who can say 'it's nothing to do with me'?

Creativity:

Give each pupils a square of coloured card, and ask them to split it in two somehow – a diagonal line, or a line from corner to corner. In one section, they are to draw an action they want others to take to **MAKE POVERTY HISTORY**. In the other section, an action they will take themselves to be generous, or to help those less fortunate.

Put all the cards on display as a mosaic, a rainbow or in some other design.

8-12s

Valuables for Muslims, and for you.

This simple chart may be used to draw a parallel between the young Muslim's experience of 'valuing' and the way your pupils value things. Be clear in explaining that, for example, the Holy Qur'an is not just a book valued by individuals, like 'The Owl who was afraid of the Dark': the parallels here are about similarity, but not identity.

Following work on Islam, pupils might fill in the chart, and then discuss their ideas in groups, or a whole class wall display could be made from the pupil's contributions, in comparison with the Islamic values shown.

<p>A Muslim's most valuable book might be a Holy Qur'an.</p>	<p>A book I really love is:</p>
<p>A Muslim's special place might be the Mosque.</p>	<p>My favourite building is...</p>
<p>Muslims enjoy the festival of Id.</p>	<p>One day I always enjoy is...</p>
<p>The person Muslims admire most is the Prophet Muhammed (PBUH)</p>	<p>I admire...</p> <p>Because...</p>
<p>Muslims try to follow the teaching of the Prophet. He said: "Have compassion on those who live on earth and He Who is in Heaven will have compassion on you...."</p>	<p>My own reaction to the teaching of the Prophet is...</p>

On the web:

These websites are from the many different charities, inspired by faith, which serve the poorest people on earth in the name of religion. They are good starting points for some further research.

Muslim Aid <http://www.muslimaid.org/>
Islamic Relief <http://www.islamic-relief.com/>

Hindu Food Relief <http://www.foodrelief.org/>
Sewa International <http://www.sewainternational.com/>

Tzedek - Jewish action for a just world
<http://www.tzedek.org.uk/>

Christian Aid <http://www.christian-aid.org.uk/>
Tear Fund: Christian <http://www.tearfund.org/>

Buddhist: The Rahula Trust
<http://www.rahula-trust.org/rahulatrust.htm>
Rokpa UK: Buddhist <http://www.rokpauk.org/>

Sikh: Khalsa Aid <http://www.khalsaaid.org/>