

# Is it Fair?

Year Group: Y3 & Y4

A Suggested “Christianity School Development” Unit  
for Cambridgeshire



## **Materials to Support The Agreed Syllabus for Religious Education in Cambridgeshire**

### **For the Teacher - The Christian beliefs and teaching in this Unit**

Is it fair that a footballer can make millions of pounds for playing a game while children die in Africa because they have no clean water to drink? Unfairness seems to be an inherent part of the human condition, but should a Christian in this country just shrug and carry on (rejoicing in the fact it's not their problem!) or should they actually *do* something?

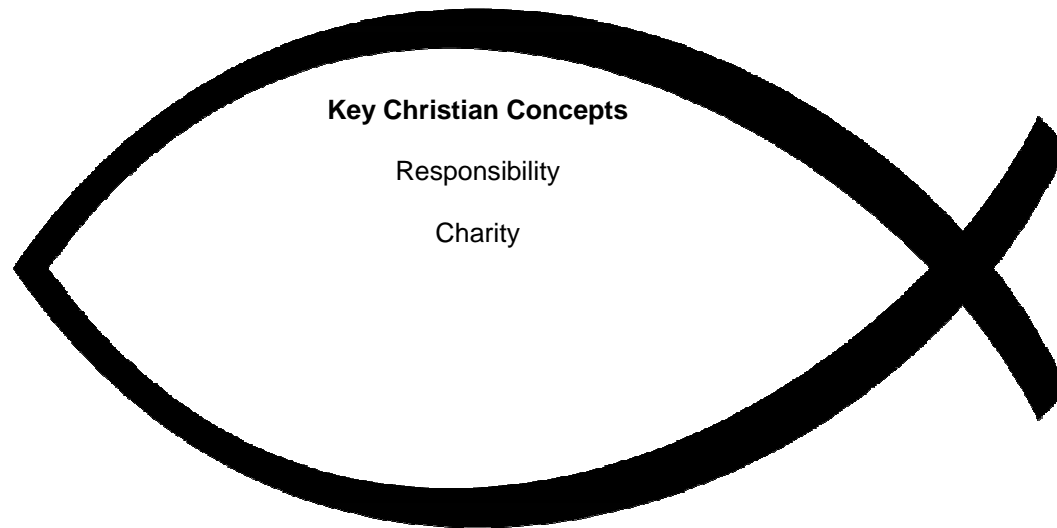
The Bible is very clear that God has a particular interest in the welfare of the downtrodden of society, the widows and orphans and the stranger – this is threaded through the laws of the Old Testament, and social justice in the name of God is a significant theme in the work of the prophets (e.g. Amos and Micah). In the New Testament Jesus himself chooses to mix with, and love, these same people – the isolated, the outcasts, the poor, even that well known inferior group (as it was thought) – women!

The Biblical concept is thus one of true justice. True justice is not that we all get what we deserve (think for a moment, how awful things would be if all we got was what we actually “deserved”) but that all have equal rights to their own fair share of society’s rights and burdens. This fair share is not determined by who you were born as (your family, your country), simply by the fact that you were born. Proverbs chp 3 vs 8f shows that everyone has an unalienable right to life, liberty and freedom from oppression, and further in the same chapter (vs 27f) society’s leaders have a God-given moral duty to protect their fellow human beings from social injustice. This can be summed up in the two great commandments (Luke chp 10 vs 25-37 and the parable of the Good Samaritan – love the Lord your God with all your heart and your neighbour AS YOURSELF.

The earliest Christians (Acts chp 2 vs 43-45) practised what could be described as a form of communism (holding all things in common, not present day socialism). They also voluntarily met the needs of other Christian communities suffering through famine or disaster (Acts chp 11 vs 29f) , this giving was to be generous, equitable, cheerful, anonymous, and in the name of Jesus Christ and was thereby a way of giving glory to God.

Together the different scriptures show God is not concerned with perfect equality in the sense of absolutely everybody having absolutely the same, but He is concerned with perfect justice; where those who are unable to support themselves are provided with a social safety net and treated with full respect as a person made in the Image of God.

Christians today take this call to social justice very seriously. It may be manifested in particular lifestyle choices (Pope Francis is an excellent example of this), in charitable fundraising, or in direct political action. In South America it spawned a whole new way of reading the Bible called Liberation Theology, which proclaimed that the Church should be active for change in the lives of the poor and the oppressed even, in some cases, if this meant supporting violent revolutionary movements which had the same goal but different motivation. A well known spokesman for justice was Archbishop Oscar Romero of El Salvador who was assassinated for his stand on behalf of the oppressed in 1980.



## UNIT TITLE: Is it Fair?

**Key Question: What is Fair?**

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes (Can be written as success criteria)	Points to note
<p>To show understanding of “fairness” in a global context</p> <p>To explore how personal beliefs affect our attitudes to others</p>	<ul style="list-style-type: none"> <li>Begin with an activity to initiate a debate about fairness e.g. sharing treats or privileges around the class in a random manner, so that there are winners and losers. Is the world generally a fair place? Use a global village resource to talk about this and to make a comparison chart between yourselves and others in the world. <a href="http://www.miniature-earth.com/">http://www.miniature-earth.com/</a> <a href="http://www.youtube.com/watch?v=NvFsb5WHQ1U">http://www.youtube.com/watch?v=NvFsb5WHQ1U</a> or <a href="http://www.youtube.com/watch?v=r6eTr4ldDYg">http://www.youtube.com/watch?v=r6eTr4ldDYg</a> for example.</li> <li>Alternatively, have ten members of the class up front and replay the video dividing them into different groupings as appropriate, asking the others to comment when the inequality apparently threatens someone they actually know.</li> <li>In the global village British people will come out as winners – is that good / bad, a problem / unimportant, does it matter? What do we think? You may like to create a map of the world marking areas you are already linked with or have knowledge of and ask the questions specifically about them. This could include a graph or pictogram about one particular area of life e.g. schooling, health.</li> <li>Agree together what “fair” should mean in global terms</li> </ul>	<p>I can talk about the idea behind a global village activity and respond sensitively to stories of people who have less than myself. Level 2</p> <p>I can identify the impact the country of birth has on someone’s lifestyle I can make links between what I believe and my attitude to people elsewhere in the world Level 3</p> <p>I can describe similarities and differences between different lifestyles around the world I can understand how different people’s ideas and beliefs may affect their attitude to others Level 4</p>	<p>There is a lively discussion starter activity on building houses at <a href="http://www.reep.org/resources/primary/activity4/">http://www.reep.org/resources/primary/activity4/</a></p> <p>UN Rights of the Child can also be a useful starting point <a href="http://www.unicef.org.uk/Documents/Publication-pdfs/UNCRC_summary.pdf">http://www.unicef.org.uk/Documents/Publication-pdfs/UNCRC_summary.pdf</a> although perhaps best with older pupils</p> <p>There are some helpful videos from Christian Aid on “enough food for everyone if..” (bottom of the webpage). This was material put together for the G8 Summit of June 2013 – the complete playlist is at <a href="http://www.youtube.com/playlist?list=PLYcDc2s179jsDwrFVru2WdBWZig2WfW76">http://www.youtube.com/playlist?list=PLYcDc2s179jsDwrFVru2WdBWZig2WfW76</a> One of the videos actually shows the first activity of this unit happening at a G8 summit with child actors. <a href="http://www.christianaid.org.uk/ActNow/if-enough-food/resources/campaign-resources.aspx">http://www.christianaid.org.uk/ActNow/if-enough-food/resources/campaign-resources.aspx</a></p>

*What do we want from working with this question?*

Pupils to realise that they personally are actually in a very privileged position compared with children in other parts of the world, and that the world is not “organised” around notions of fairness. (Empathy)

**Key Question: Should everyone be treated the same? What do Christians say?**

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes (Can be written as success criteria)	Points to note
<p>To identify what Christians believe about equality and fairness using a variety of resources, and to be able to use this knowledge to suggest future actions.</p>	<ul style="list-style-type: none"> <li>Look at the well known worship song “He’s got the world in His hands” and related images. Who is “He”? What does the song mean? How did Christians get the idea for this song? You can make up additional verses for the song including countries from the global village exercise – perhaps create a powerpoint to accompany these and to use in later fundraising.</li> <li>Look at John chp 3 vs 16 in a Bible and some associated verses and talk about what they might mean. Can you link them to the song? Can you link the song and the Bible to the key question? <i>The question may come up at this point “So why doesn’t God do something then?” This actually leads into the next activity...</i> In groups discuss St Theresa of Avila’s famous prayer “God has no hands but yours (etc). Think “If Christians believe this then we would expect.....” (possible assessment piece)</li> </ul>	<p>I can retell a Christian song / prayer or Bible verse on fairness and recognise the values it encourages Level 2</p> <p>I can begin to identify the impact Christian teachings may have on a Christian’s actions and can ask questions about how Christians behave towards others Level 3</p> <p>I can describe the impact Bible teaching should have on a Christian’s actions and raise questions and suggest answers about how Christians value other people Level 4</p>	<p>Bible teachings e.g. John chp 10 vs10, Galatians chp 3 vs 27; Acts chp 17 vs 26f; Romans chp vs:11; Colossians chp 3 vs 11; Micah chp 6 vs 8</p> <p>Worship song: <a href="http://lyricstranslate.com/en/Worship-Songs-He%E2%80%99s-got-whole-world-His-hands-lyrics.html">http://lyricstranslate.com/en/Worship-Songs-He%E2%80%99s-got-whole-world-His-hands-lyrics.html</a> and related image at e.g. <a href="http://momastery.com/blog/wp-content/uploads/2012/01/hes-got-the-whole-world-in-his-hands.jpg">http://momastery.com/blog/wp-content/uploads/2012/01/hes-got-the-whole-world-in-his-hands.jpg</a></p> <p>Theresa of Avila’s prayer can be found in many different places e.g. <a href="http://evangelicalcatholicism.wordpress.com/2009/07/15/quote-of-the-week-christ-has-no-body/">http://evangelicalcatholicism.wordpress.com/2009/07/15/quote-of-the-week-christ-has-no-body/</a></p>

*What do we want from working with this question?*

Pupils to understand that Christians believe they should DO something about the unfairness in the world because they believe that God loves everyone and wants them to do it.

**Key Question: How do some people work to make the world fairer for everyone?**

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes (Can be written as success criteria)	Points to note
<p>To discover whether Christians put their beliefs into practice through supporting charities</p> <p>To begin to understand what motivates different people to support charities</p>	<ul style="list-style-type: none"> <li>• If possible, invite a visitor from your local church or charity organisation to talk with you about a <i>Christian</i> charity. Alternatively investigate the website of a charity with a Christian foundation.</li> <li>• Are <i>all</i> charities run by Christians (or religious people)? Challenge the children to brainstorm a list of all the charities they know about (what have you raised money for in school?) and decide which ones to investigate to see if their websites say <i>why</i> they undertake their work. (Small group work)</li> <li>• Plenary - Compare answers with your Christian charity. (To think about – if the charity is <i>not</i> labelled as Christian does that mean that the people who work for it are <i>not</i> Christians?)</li> </ul>	<p>I can talk about the work of a chosen charity and what I like or do not like about it. Level 2</p> <p>I can make links between Christian beliefs and the work of Christian charities and can explain why I would or would not choose to support a charity Level 3</p> <p>I can describe how Christian beliefs may make people support Christian and non- Christian charities and can give different reasons why people would or would not choose a charity Level 4</p>	<p>The Christian Aid website includes materials and stories specifically for children under the heading “global gang” <a href="http://www.christianaid.org.uk/resources/games/index.aspx">http://www.christianaid.org.uk/resources/games/index.aspx</a> The annual Christmas shoebox appeal is also Christian based <a href="http://www.operationchristmaschild.org.uk">http://www.operationchristmaschild.org.uk</a> as is Tear Fund <a href="http://www.tearfund.org/">http://www.tearfund.org/</a></p> <p>You may like to make a comparison with another faith – there is a helpful Muslim website at <a href="http://www.islamicrelief.com/hilal/">http://www.islamicrelief.com/hilal/</a></p> <p>Other comparisons could include:</p> <p><a href="http://www.wateraid.org/uk/who-we-are/our-strategy">http://www.wateraid.org/uk/who-we-are/our-strategy</a></p> <p><a href="http://www.clicsargent.org.uk/content/our-vision">http://www.clicsargent.org.uk/content/our-vision</a></p> <p><a href="http://www.whizz-kidz.org.uk/why-we-need-your-help/">http://www.whizz-kidz.org.uk/why-we-need-your-help/</a></p>

*What do we want from working with this question?*

Pupils to realise that people support charities for many different reasons, some of which will be religious, but that Christians are not limited to supporting, or working for, acknowledged Christian charities.

Key Question: Can we change the world?			
Learning Objectives	Suggested Teaching and Learning	Learning Outcomes (Can be written as success criteria)	Points to note
To understand how Christians can apply their beliefs when decision making	<ul style="list-style-type: none"> <li>Is it possible to make the world a fairer place if we work hard enough? Try a role play exercise where pupils work in groups to identify some cause (from the websites investigated or from current news bulletins) that needs funding from around the world (flood, famine, earthquake, epidemic, individuals) and present their requests to the committee of a charity with a limited budget. How will they decide who to help? Incorporate a Christian argument into the presentation. <b>(assessment possibility—based on arguments rather than presentational skills)</b></li> </ul> <p>Make the presentations (see “points to note box” for suggested working). In a plenary discuss the motivation behind any “decisions” made and agree whether or not Christian belief and practice influenced the outcome.</p> <p><i>Pupils may respond to this RE work by suggesting fundraising for one of the charities studied in order to make the whole thing more “real”, but this, if undertaken, should be voluntary and initiated by them.</i></p>	<p>I can talk about a charity and explain why I have chosen it. Level 2</p> <p>I can describe how a charity is based on Christian teaching and link this with the reasons Christians would support it. Level 3</p> <p>I can give different reasons why people should support a charity, linking this to Christian teaching, and I can describe what influences different people, including myself, in deciding to support a charity. Level 4</p>	In the activity pupils can use the information they discovered about the work of charities under the previous key question, or charities in school, which they present firstly to their peers, who rank them in the order they would support them (ballot paper). They could then present again to a charity finance committee composed of adults “Dragons’ Den” style. (Invite the governors and head to be the finance (dragons) committee.) The presentations could incorporate I.T and images from the websites. By stressing the dragons are a church based committee, pupils will understand that faith based arguments will gain them extra points when they present, and this should be reinforced as the dragons feed back their decision to the class. <i>(Note – the two sets of interviews could be held concurrently.)</i>

*What do we want from working with this question?*  
Pupils to realise that the work of charities can help change people’s lives. Realistically, there will always be poor and underprivileged people, and people of faith (and no faith) will wish to help them.