

A Fair World – Years 3/4

About the Unit

This unit looks at the inequalities that are apparent in the world around us caused by phenomena such as climate, economic issues, war and disaster. It raises the question of whose responsibility it is to work for justice, looking at the work of governments, non-government organizations and international agencies as well as individuals. The religious content focuses on the work of Christian and Hindu charities and their supporters, and the motivation which comes from religious teaching. Finally, pupils are challenged to consider whether they too have a role in helping to create a fairer world.

Key Concepts

1.2 Practices and ways of life

- a) Exploring and considering how religions and beliefs influence the ways in which people live their lives

1.3 Expressing meaning

- a) Exploring different ways people express beliefs and values

1.5 Meaning, purpose and truth

- a) Exploring some of the ultimate questions that confront humanity

1.6 Values and Commitments

- a) Understanding how moral values and a sense of obligation come from beliefs and experience
- b) Reflecting on their own values in relation to others

Key Processes

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| 2.1a | Importance/Impact of Religion & Religious Diversity | (i) Investigate the significance of religions in local, national and global communities |
| 2.1c | Beliefs and practices | (i) describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others (ii) describe the variety of practices and ways of life in religions and understand how these stem from and are closely connected with beliefs and teachings |
| 2.1d | Sources | Use and interpret information about religions from a range of sources and understand why they are important in religion |
| 2.1f | Ultimate and Ethical Questions | Describe and begin to understand religious and other responses to ultimate and ethical questions |
| 2.2a | Reflection on Feelings, Experiences and Values | Explore and reflect on the relationship between beliefs, practices, teachings and ultimate questions, communicating their own ideas |
| 2.2c | Reflection on what Individuals and Communities Value | Reflect on the importance of religion and other world views for individuals and communities |
| 2.2d | Responses to Ethical and Philosophical Issues | Express their own and others' views of right and wrong, belief and religious truth, including reflection on sources of inspiration in their own and others' lives |

Range and Content (traditions and themes)

This unit focuses on the Christian and Hindu traditions.

Themes for this unit:

- a) **Beliefs and questions:** how people's beliefs about God, the world and others impact on their lives.
- g) **Religion and the Individual:** What is expected of a person in following a religion or belief
- i) **Beliefs in action in the world:** how religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment.

Curriculum opportunities:

During the course of this unit children may use:

ICT- in the form of digital cameras to film their TV adverts, using websites to research charities and various organisations

Maths- receiving a budget to purchase resources and intervention schemes to prevent natural disasters

Geography – research the affects of climate and natural disasters in different countries and more specifically to studies of particular areas affected by such phenomena.

Drama- to act out a Christian parable, to take on the role of representatives from different organisations

Literacy- to write their own versions of the Christian parables, write a script for a tv advert

Art- to paint/draw pictures to illustrate an element of human rights

DT- to create puppets in order to retell a Christian parable, to design and make a t-shirt

PSHE – reflect on the idea of Global Citizenship

Assessment

During this unit pupils should have opportunities to show their knowledge, understanding and skills. When working at differentiated levels, pupils could demonstrate this in the following ways:

| | Year 3 | Year 4 |
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| Basic | Pupils can re tell a story about how others help those in need. They can share comments on what they believe to be fair. Level 1 | Pupils will be aware of some basic causes of inequality in the world and will name some organisations which attempt to work for justice. They can respond sensitively to questions about others' experiences and feelings. Level 2 |
| Developed | Pupils will be aware of some basic causes of inequality in the world and will name some organisations which attempt to work for justice. They can respond sensitively to questions about others' experiences and feelings. Level 2 | Pupils will recognise that religious traditions are motivated by specific teaching as well as empathy/sympathy to support the disadvantaged. They will describe with understanding the role of the recipients of aid. Level 3 |
| Extended | Pupils will recognise that religious traditions are motivated by specific teaching as well as empathy/sympathy to support the disadvantaged. They will describe with understanding the role of the recipients of aid. Level 3 | Pupils will raise the question of what fairness is and how it might be achieved, recognising there is no one answer. They use sources to compare they ways in which different organisations and religions seek to solve the problem. Level 4 |

Possible assessment tasks:

- Observe the children during discussion and record responses which show children's understanding of fairness and inequality. Can children back up their judgements by reasoned arguments?
- Ask the children to consider what motivation organisations have from their research.
- For more able pupils, ask the children to compare the similarities between the different religious charitable organisations and what happens when we disregard human rights.

Resources

You may find the following resources useful when teaching this unit:

- Picture of a new world
- UN declaration of human rights in plain speak <http://cyberschoolbus.un.org/>
- Original UN declaration of human rights for teacher information <http://www.un.org/en/documents/udhr/>
- Slide show of natural and manmade disasters such as famine, shanty towns, earthquake zones, Tsunami etc
- Brief explanation of government, organisations, individuals and disadvantaged people
- Information leaflets from Christian Aid, Sewa International, World Vision, Tear Fund, Cafod, Traidcraft.
- Extracts from bible or DVD of parables e.g. 'The Good Samaritan', 'The Rich Man and Lazarus', 'The Sheep and the Goats'.
- White sheet and black card for screen puppetry, light box
- Recording equipment for tv advert
- Plain white t-shirts or old shirts, fabric marker pens.
- <http://www.stopdisastersgame.org/en/home.html> stop disaster game
- <http://www.sewainternational.com/> images and news of Sewa International
- Christian Aid website
- Art materials such as paints, collage to illustrate human rights.

Vocabulary

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|--------------|---------------|----------------------|--------------------------------|-----------|-------|
| Human Rights | Charity | Inequality | Government | Fairness | Sewa |
| Government | Organisations | Disadvantaged People | Natural and Man-made Disasters | Christian | Hindu |

Glossary

Sewa

Service to the poor and suffering. Sewa is considered a part of human Dharma in Hindu thought (sewa dharma is a duty).

By the term sewa, the common understanding is that it implies an act, word or thought which helps to mitigate the sufferings of others and increases their happiness.

Hindus believe that real charity is that which provides permanent source of honest earning to the poor.

Sewa International

A Hindu relief agency.

The principle role of Sewa International is:

- To relieve poverty and disease and help the sick, needy, the weak and those affected by natural calamities, disasters and other suffering.
- To help in the education and training of the poor, sick, disabled and socially backward students and assist them financially.

Further Guidance

Please see WAS Guidance on using these units (www.warwickshire.gov.uk/SACRE)

Although the unit has linked the Hindu and Christian traditions to charitable support, it would be equally relevant to consider any of the other religious traditions as an alternative.

It is most important to avoid any kind of suggestion that the disadvantaged are totally dependent. Emphasis should be placed on the support of finance and expertise to back up their initiative and hard work, and their ownership of natural resources.

This unit might be supported by an act of worship to which one of the charities studied might be invited, or by the planning and carrying out of a fund raising event.

Teaching the Unit:

| Learning objectives | Key questions | Content | Teaching and Learning Activities | Learning Outcomes | Resources |
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| <p>2.2 a Explore and reflect on the relationship between beliefs, practices, teachings and ultimate questions, communicating their own ideas</p> <p><i>To be able to reflect on and share ideas on what a fair world would be like</i></p> <p><i>To be able to investigate inequalities in the world.</i></p> | <p>What would a fair world be like?</p> <p>What problems cause inequalities among people?</p> <p>Why are some people born into suffering?</p> | <p>Examining the concept of fairness.</p> <p>Human rights.</p> <p>Factors such as climate, economic issues, war, natural and man made disasters.</p> | <p>Show an image of a new 'unknown' world. Explain they will transform this planet into a new, fair world.</p> <p>Ask children to create a list written or recorded list, description or labelled pictures to suggest what they would do to make their world fair. Or they could draw their fair world on large sheets of paper and label it. Encourage them to think of what the inhabitants of their world would be entitled to such as types of environment, clean water, clothes, home etc.</p> <p>Draw their attention to the UN declaration of human rights. Ask children to decide which five would be the most important to include for their new world. Hold a new world meeting and bring together their ideas.</p> <p>Explain that problems have occurred in the new world, which have lead to inequality such as wars, natural disaster, famine, climate, economic issues. Look at a slide show illustrating situations where human rights entitlement cannot happen.</p> <p>Use the internet or non- fiction books to investigate what it would be like for a child who is not getting their entitlements. Then either create a monologue to reflect their point of view or write in a speech bubble how the person is feeling.</p> | <p>Children are able to select the criteria needed for a fair world.</p> <p>Children can express empathy for a person experiencing inequality.</p> | <p>Picture of a new planet.</p> <p>UN human declaration of rights.</p> <p>Slide show of natural/man made disasters</p> <p>Computers or non fiction books</p> |

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| | | | <p>Develop further by choosing an element such as 'peace for all' and use art materials to illustrate what it would look like. Show images from 'Art for Human Rights' website as inspiration.</p> | | |
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| Learning objectives | Key questions | Content | Teaching and Learning Activities | Learning Outcomes | Resources |
|---|--|---|--|---|--|
| <p>2.1f Describe and begin to understand religious and other responses to ultimate and ethical questions</p> <p>2.2 c Reflect on the importance of religion and other world views for individuals and communities</p> <p><i>To begin to understand ways in which others help to improve inequality in the world.</i></p> | <p>How can we be involved in efforts to improve inequality?</p> <p>Who should help to organise fair sharing worldwide?</p> | <p>The work of governments , organisations , individuals and the disadvantaged themselves to improve situations.</p> <p>Focus here on those who are not specifically religiously motivated.</p> | <p>Raise the question of whose responsibility it is to attempt to restore fairness.</p> <p>Place large sheets on tables with headings such as governments, organisations – various non religious charities, individuals, disadvantaged people.</p> <p>Allocate children to different tables and highlight the power and funding they would have. Set them the challenge of deciding what they can do in their role to improve inequality. Record ideas on the sheets.</p> <p>Share their ideas and discuss who has the most power to change inequality. Examine what actually happens and whether their suggestions are being carried out. Focus on the self - help of the disadvantaged.</p> <p><i>Alternatively</i>, focus on how organisations work together in shared responsibility to prevent natural disasters. Play “Stop the Disaster” game on the internet (see resource list) or issue children with a budget (depending on their role) and different resources to purchase in order to prevent a disaster from affecting a community i.e reinforced foundations for homes. Discuss what each different sector can do to help these measures and the problems they face.</p> <p>Investigate a recent natural disaster and who gave aid or support to improve inequality.</p> | <p>Children are able to discuss whose responsibility it is to improve inequality.</p> | <p>Large paper</p> <p>Marker pens</p> <p>Information about each organisation.</p> <p>Information leaflets from a range of charities such as Red Cross/ Oxfam/Crescent, Médecins Sans Frontières.</p> <p>Budget allowance for different organisations, resource list of how to prevent natural disasters.</p> |

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| <p>2.1c (i) describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others(ii) describe the variety of practices and ways of life in religions and understand how these stem from and are closely connected with beliefs and teachings</p> <p><i>To be able to retell a Christian parable and say how this influences their belief.</i></p> | <p>Why do Christians believe they should act to help?</p> <p>What do they do?</p> | <p>Christian teaching about caring and sharing, eg, The Good Samaritan, The Rich and the Poor Man, Lazarus, The Sheep and the goats. The worth of every individual.</p> | <p>Show the Christian commandment “Love your neighbour as yourself” on the IWB or on a large sheet of paper. Discuss the implications this has for Christians.</p> <p>Ask children in groups to read or listen to one of the parables such as ‘The Good Samaritan’. Develop it by either retelling the story using drama or create a screen puppet show (this could be a simple re telling or adapting it in a modern setting). Encourage children to add thought tracking in to their performance to relay how the characters are feeling and why they are behaving as they are.</p> <p>Ask children based on their knowledge of the teachings of Jesus how Christians should respond to the need of others. Look at Christian charity websites or literature to find out how they do this.</p> | <p>Children are able to re-tell a parable using means appropriate to their ability.</p> <p>Children are able to reflect on the teachings of Jesus and say how they guide Christians to respond to those who need help.</p> | <p>DVD retelling of the parables or extracts from the bible: Luke 10 – The Good Samaritan; Luke 16 – Rich Man and Lazarus.</p> <p>Art Materials if creating a screen puppet show such as sheet and black card.</p> <p>Related websites or leaflets from World Vision, Cafod, Tear Fund, Traidcraft.</p> |

| Learning objectives | Key questions | Content | Teaching and Learning Activities | Learning Outcomes | Resources |
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| <p>2.1 a (i) Investigate the significance of religions in local, national and global communities</p> <p>2.1 d Use and interpret information about religions from a range of sources and understand why they are important in religion</p> <p><i>To be able to show how different religions respond to inequality by producing an advert</i></p> | <p>Why do Hindus believe they should act to help?</p> <p>What do they do?</p> <p>How do charitable organisations work?</p> | <p>Hindu teaching about respect for all living beings.</p> <p>Sewa International's work in disaster areas.</p> <p>The work of Christian charities, their aims and practise.</p> | <p>Create a television advert for Sewa International (a Hindu relief agency) or Christian Aid to show how they help people in need due to their beliefs. Investigate the type of fundraising they do through looking at their literature or inviting visitors to explain what they do and why they do it.</p> <p>Both charities have websites that pupils could use for research.</p> <p>Make it clear in the adverts that charities rely on personal giving and emphasise the focus on helping people to help themselves, empowering them and protecting personal dignity.</p> | <p>Children are able to say how and why religious charitable organisations act to help.</p> | <p>Recording equipment such as digi-blue cameras for filming TV advert.</p> <p>Related websites and leaflets from Christian Aid and Sewa International.</p> |

| Learning objectives | Key questions | Content | Teaching and Learning Activities | Learning Outcomes | Resources |
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| <p>2.2 d Express their own and others' views of right and wrong, belief and religious truth, including reflection on sources of inspiration in their own and others' lives</p> <p><i>To be able to express a personal viewpoint about an issue and charity work</i></p> | <p>What would I be prepared to do to make the world fairer?</p> | <p>Pupil's own responses to the part they can play in relation to justice.</p> | <p>Review the issues which have been raised and the part they can play in relation to justice.</p> <p>Encourage them to either</p> <ol style="list-style-type: none"> 1. Raise awareness of the issues 2. Promote or support a charity organisation 3. Show why they don't feel they have a role to play in making the world fairer <p>Ask them to design and make a t-shirt using fabric pens, including a slogan and picture conveying their view point.</p> | <p>Children are able to reflect on the issues raised and say what their role is to help make the world fairer.</p> | <p>Old T-Shirts, fabric marker pens, design sheets.</p> |