

Unit Question U2.5	Religion(s) Covered
<b>Christian Aid, Islamic Relief and non-religious charities-Can Charity Change the World? Why/How does faith make a difference?</b>	<b>Christianity, Islam</b>

**Year Group: 5**

**Suggested Hours: 6**

Key Vocabulary	RE Skills	Points to Note
Almsgiving Zakat Ummah Generosity charity fellowship justice stewardship fundraising fairness being empowered emergency aid development	Empathise Synthesis Evaluate	Throughout this unit, make connections with other units such as how believers try to live?  <b>Resources</b> <a href="http://www.Islamic-Relief.org.uk">www.Islamic-Relief.org.uk</a> <a href="http://www.muslimhands.org.uk">www.muslimhands.org.uk</a> <a href="http://www.christianaid.org.uk">www.christianaid.org.uk</a>

<b>Key Question 1:</b> <b>What do we know about charities already?</b>	<p>Challenge pupils to make the longest list of all the charities they can think of with a partner. See who can get twenty or more. Make the point that some charities help humans, some help animals, some help in Britain, some in the whole world. Talk about how fundraising is often what charities ask children to do, but in this work we are not doing fundraising (which should always be voluntary) but are learning about the ways two charities want to change the world.</p> <p>Use these two quotations to provoke the children to think about what's wrong with the world. What do they mean? What if everyone followed these ideas?</p> <p>Jesus said 'I have come that people might have life, and have it in all its fullness.' (Gospel of John,10:10 )</p> <p>The Qur'an teaches 'You who believe: those who spend their wealth in Allah's way are like a grain that grows seven ears, and every ear a hundred new grains. God gives to whom he will. God is all-embracing' (Surah II: 261)</p> <p><b>Do you want to change the world?</b> Ask the pupils how they would like to change the world. They might draw 'before and after' cartoons about their ideas. You could give out world card circles, and ask the pupils to show the changes they would like to see. Ask if they have heard this saying: 'Be the change you want to see in the world' What might it mean? Often attributed to Gandhi, a Hindu.</p> <p><b>Guess lists – made in threes.</b> Tell pupils they will be finding out about Christian Aid and Islamic Relief, two charities. In 3s, ask them to make a 'guess list' – what do they think these two charities might do? Can they think of 5+ ideas for each of the two charities? They put their names on the guess lists and hand them in. Later, they will see if they guessed right and what new and maybe surprising things they learned.</p>
<b>Key Question 2:</b> <b>How and why does Islamic Relief try to change the world?</b>	<p>Ask students to think about why Muslims might try to make the world better by trying to lessen or stop poverty and injustice. Ask students what it means to 'be charitable'. What sorts of things can people give? Why should they? Why should we?</p> <p><b>Explore with pupils what the Qur'an teaches:</b> 'And be steadfast in prayer and regular in charity. And whatever good you send out before you, you shall find it with Allah: for Allah sees all that you do.' (Qur'an 2:110) 'So establish regular prayer and give regular charity;</p>

and obey the Apostle; that you may receive mercy.' (Qur'an 24:56). 'For those who give in charity, men and women, and loan to Allah a beautiful loan, it shall be increased manifold (to their credit) and they shall have (besides) a liberal reward.' (Qur'an 57:18)

Look at some sayings and teachings of Islam about the Ummah (the worldwide community of Muslims), Zakat (the pillar of charitable giving) and wealth and poverty, and consider what difference they would make to life today if everyone followed them. This will include the practices of Zakat in some detail: £1 out of every £40 is given charitably to those less fortunate.

**Link Actions and Beliefs.** Ask children to suggest some things people believe about the way we should live. Make a list of these suggestions. In pairs give pupils some dilemma situations and ask children to decide what is the right and wrong thing to do in each situation. Consider how some of the values listed earlier might affect these decisions. Go back to the values of the Qur'an – how might these beliefs affect what a Muslim does? If possible talk to/email a Muslim with the class's questions about this

Use the web and published resources to discover more about the charity Islamic Relief. Find out about some particular projects the charity has undertaken, and ask and answer questions such as:

- o Who supports Islamic Relief? Why?
- o What does Islamic Relief do to make a difference? Does it work?
- o Does Islamic Relief follow the teachings of Islam? In what ways?
- o What do you think is good about the charity?

**Learning about Christian Aid.** Listen to a story of Jesus about wealth and poverty, asking and answering questions about Christian attitudes to wealth and poverty. E.g. Matthew 19:16-30 - 'The Rich Young Ruler'. Look at some sayings of Jesus about helping people, fellowship and generosity (e.g. *The Good Samaritan*, Luke 10:25-37). Respond by applying the ideas: what would happen if everyone did this?

Investigate and report on some projects of Christian Aid and its partners to change the world, asking & answering questions such as:

- o Does Christian Aid make a difference?
- o Who supports Christian Aid? Why?
- o Does Christian Aid put Jesus' teaching into action?
- o What do you think is good about the charity?

**Enquiry in action.** Ask pupils to produce a newsprint or flipchart sheet with these six enquiry questions in boxes: Who / Where / What / When / How / Why? Children should work in groups of four to come up with all the questions they can about Christian Aid. Then pass / swap each sheet to another group, and give them some information pages about Christian Aid, or access to the website. The new group must try and find and communicate answers to as many of the questions as they can.

**Key Question 3:  
How and why  
does Christian  
Aid try to  
change the  
world?**

To get children to think about some big questions, try a run round activity. All stand in the centre, Go to 'YES' or 'NO' (two sides of the room) depending on what you think about these questions, and be prepared to give a reason for your answer. Is the world unfair? Can anything be done to make it fairer? Can children make a difference? Can people 'make poverty history'? Will there be a day when no one is starving? Is it God's fault that people starve? Is it greedy people's fault that some children are starving?

Add some more questions, but instead of 'YES / NO' give some alternatives. Should it be governments or charities who help the poor? Should British people help the poor in Africa or at home? Is it better to give money, or to give time to helping the poor? (There is an issue of language here – 'the poor' is only a simplistic starting point, and may of course include many children in the class – tread sensitively!) Ask the children to propose a question as well.

**Key Question 4:  
Will I make a  
positive  
difference to the  
world in my  
lifetime?**

Use some reflective work or silence. Ask pupils to write a meditation, prayer or other text that expresses their response to unfairness in the world. Ask them to devise a logo or image

	<p>to show why everyone should work against the evils of disaster and poverty.</p>
	<p>The websites for both charities have sections for children: Islamic Relief Kidzone and Christian Aid's Global Gang</p> <p><a href="http://www.islamicrelief.com/hilal/index.htm">http://www.islamicrelief.com/hilal/index.htm</a>  <a href="http://www.christianaid.org.uk/resources/games/index.aspx">http://www.christianaid.org.uk/resources/games/index.aspx</a></p> <p>Ask pupils to use and evaluate the websites. What are they trying to achieve? What use are they? Could they be improved? They might use these criteria, giving marks out of ten for each:</p> <ul style="list-style-type: none"> <li>○ Is it interesting? (What makes it work?)</li> <li>○ Does it have good images, pictures and videos? (visually attractive?)</li> <li>○ Is it educational? (What did you learn?)</li> <li>○ Will it increase support for the charity? (How?)</li> <li>○ How could it be improved? (three + ideas?)</li> <li>○</li> </ul> <p>Ask pupils to make a list of things that are good about each site, and make three detailed suggestions about how they could be improved. Would their suggestions help Christian Aid and Islamic Relief get more support? How and why? They report back to the class using a poster or web page with their ideas on it.</p> <p>Some charities advertise on TV as well – can they devise a TV advert for one of the charities? Can they write persuasive text for their advert? Christian aid have all their recent TV ads on their site.</p>
<p><b>Unit Assessment:</b>  <b>Can I design a charity that would make a difference in the world?</b></p>	<p><b>Pulling together their learning from this topic, ask children to design their own charity. They should think about:</b></p> <p>What it will be called  Who it will help  The charity's core values  Where it will operate  How it will fundraise  What will make their charity different to any that have gone before</p> <p>Children can make a leaflet/poster about their charity and present it to the class if there is sufficient time.</p>