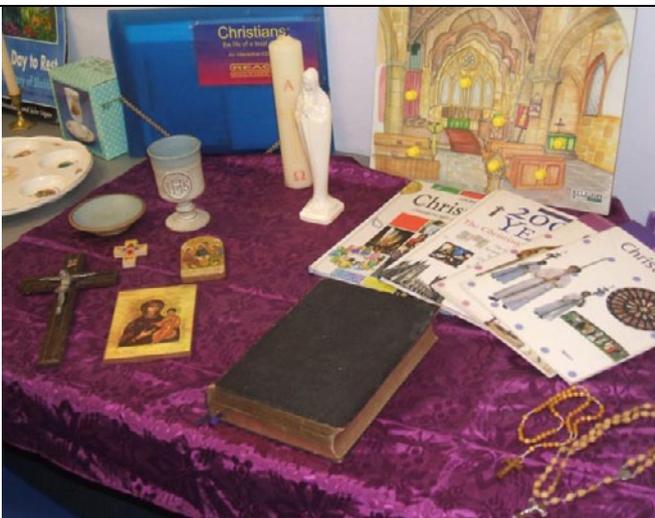


# The Agreed Syllabus for Religious Education in Northamptonshire

## Non-Statutory Exemplification



**Title:** Christianity in Action: *What difference do Christians make towards addressing some problems in the UK today?*

**Year Group:** 3/4



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### About this unit:

This unit enables pupils to begin to understand how the Christian faith responds to global issues of human rights, fairness and social justice. The focus is on the way Christian teaching impacts on the beliefs and practices of Christians.

Children will engage in activities that will allow them to explore the relationship between what a person believes and what they do, drawing on their own experiences and those of other people, including Christians.

Pupils are encouraged to consider what can be learned from Christian beliefs and practices whilst referring to their own experiences, beliefs and values and the points of connection or difference between them.

### Where this unit fits in:

This unit will help teachers to implement the Northamptonshire Agreed Syllabus for Religious Education by providing them with well worked examples of teaching and learning about the theme of faith in action, including a focus on key Christian beliefs and what they mean to Christians today. By using the concepts of beliefs and commitment and examples of faith in action, this unit will help pupils to understand what it is like to be a member of a faith group in Britain today.

This unit contributes to the continuity and progression of pupils' learning by building upon the learning about Christianity in KS1 units, especially the "People in Christianity" unit, and linking with the KS2 unit "Jesus: Why is Jesus an inspirational leader for some people?" Units such as "Christian Aid and Islamic Relief: Can they change the world?" in UKS2 will build upon the understanding pupils' gain during this unit.

**Estimated teaching time for this unit: 10 hours.** It is recognised that this unit may provide more teaching ideas than a class will cover in 10 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than trying to cover everything, and linking with other areas of the curriculum as appropriate to maximise learning opportunities and experiences.

### Key Fields of Enquiry addressed in this unit:

#### AT 1: Learning about Religion and Belief

- Beliefs, Values and Teaching
- Practices and Ways of Life

#### AT 2: Learning from Religion and Belief

- Values and Commitment

**The core RE concepts that the unit develops are:**

**Belonging** (People may feel that belonging to a religion gives them identity and purpose);

**Commitment** (People may do things because they are committed to a faith).

**Attitudes Focus**

This unit will help pupils to explore attitudes of:

- **Self-awareness** by exploring the beliefs and values that influence the way they live;
- **Open mindedness** by engaging in positive discussion and debate about the importance of Christian teachings and the effect it has on the way people live their lives;
- **Commitment** by considering the actions and motives of people who follow a Christian way of life.

**The unit will provide these opportunities for pupils:**

- To consider different ways in which Christians express their faith;
- To develop the skill of empathy by considering contemporary social issues from a Christian point of view;
- To be able to think about their own experiences and views in relation to questions of belief and how this impacts on the way a person chooses to live their life;
- Experiences including role play, drama, creative art, thinking skills and use of ICT.

**Background information for the teacher:**

The Bible teaches Christians that they should “love their neighbour as themselves”. Many Christians put this into practice by caring for others, either through direct action, or by giving money or support to charities.

Vocabulary & Concepts	Resources
<p><b>In this unit, pupils will have an opportunity to use words and phrases related to:</b></p> <p><b>Specific religions:</b></p> <p><b>Christianity</b>            Beliefs            Caring            Charity            Christian            Faith            Jericho            Levite            Priest            Revelation            Saint            Samaritan</p>	<p><b>Teachers might use:</b></p> <ul style="list-style-type: none"> <li>• Pictures of people caring</li> <li>• Pictures of social issues</li> <li>• Sticky Notes</li> <li>• Blanket/cloak for Teacher in role</li> <li>• Puppet-donkey</li> <li>• Picture of track through rocky woodland</li> <li>• TV screen sheets</li> <li>• Visit/Visitors (charity)</li> <li>• Bible extracts</li> <li>• Obstacle course</li> <li>• Information about Saints and contemporary figures chosen.</li> </ul> <p><b>Web</b></p> <ul style="list-style-type: none"> <li>• The National Association of Teachers of RE (NATRE) <a href="http://www.natre.org.uk/spiritedarts">www.natre.org.uk/spiritedarts</a> enables pupils to view and judge numerous works of pupil art on key Biblical stories and spiritual ideas from young people.</li> <li>• Try <a href="http://www.reonline.org.uk">www.reonline.org.uk</a> for a good general gateway to RE materials.</li> <li>• <a href="http://www.request.co.uk">www.request.co.uk</a></li> <li>• <a href="http://www.bbc.co.uk/education">www.bbc.co.uk/education</a></li> </ul> <p><b>Books</b></p> <ul style="list-style-type: none"> <li>• Exploring Beliefs in Action in the World (RE Today)</li> </ul> <p><b>DVDs</b></p> <ul style="list-style-type: none"> <li>• Friends and Heroes Series (<a href="http://www.friendsandheroes.com">www.friendsandheroes.com</a>)</li> </ul>
<p><b>Contributions to spiritual, moral, social and cultural development of pupils:</b></p> <ul style="list-style-type: none"> <li>• Opportunities for <b>spiritual development</b> come from considering how beliefs and concepts in religion may be expressed through actions;</li> <li>• Opportunities for <b>social development</b> come from considering how religious and other beliefs lead to particular actions and concerns; investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as the common ground between religions; articulating pupils' own and others' ideas on a range of contemporary social issues, including environmental concerns, issues of equality and community cohesion.</li> </ul>	

<b>EXPECTATIONS: At the end of this unit....</b>		
<p><b>Pupils working at level 2 will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify some Christian beliefs, teachings and practices. (AT1)</li> <li>• Identify some of the things that Christians do to put their faith into action. (AT1)</li> <li>• <i>Listen to and respond sensitively to the beliefs, feelings and experiences of others, including Christians. (AT2)</i></li> <li>• <i>Identify ways in which they can help others. (AT2)</i></li> </ul>	<p><b>Pupils working at level 3 will be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe some Christian beliefs and teachings and their importance to followers. (AT1)</li> <li>• Describe how such beliefs and teachings are exemplified in practice. (AT1)</li> <li>• Make links between what Christians believe and what they do. (AT1)</li> <li>• <i>Identify what influences their own attitudes and behaviour and compare this with the experiences of others, including Christians. (AT2)</i></li> <li>• <i>Describe ways in which they can help others. (AT2)</i></li> </ul>	<p><b>Pupils working at level 4 will be able to:</b></p> <ul style="list-style-type: none"> <li>• Show understanding of what belonging to a religion involves. (AT1)</li> <li>• Show how religious beliefs, ideas and feelings can be expressed in different ways. (AT1)</li> <li>• Show understanding of why certain things are held to be right and wrong in Christianity. (AT1)</li> <li>• <i>Ask questions and suggest answers from their own and others' experiences about the significant experiences of key figures/groups from Christianity. (AT2)</i></li> </ul>
<p><b>ASSESSMENT SUGGESTIONS</b></p> <p><i>A formal assessment of each pupil is neither required nor desirable for every .E unit. Continuing use of Assessment for Learning methods is best.</i></p> <p><i>Teachers can assess this work by setting a learning task towards the end of the unit. The task aims to elicit engaged and reflective responses to the material studied throughout the unit, across the ability range.</i></p> <p>Following teacher-led exploration of the way Christian beliefs have influenced the way Christians have lived their lives, pupils could be asked to investigate more contemporary Christians, finding out how their beliefs affected their actions, presenting what they have found out in the way they choose e.g. fact file, interview, poster, or PPT.</p>		

**UNIT TITLE: Christianity in Action: *What difference do Christians make towards addressing some problems in the UK today?***

**Key Question: *What is the relationship between what I believe and what I do?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To reflect on what others do because they care.</p> <p>To reflect on how people show love and care for others.</p>	<p>Show pictures of people caring – nurse, carer, mother etc. Why do the pupils think those people care?</p> <p>Pupils describe who cares for them and how they show they care. How do the pupils themselves demonstrate care for others?</p> <p>Either draw cartoons or create collages showing care, with sentences to accompany explaining why this is so.</p>	<p><i>I can identify situations of caring. (AT2 L2)</i></p> <p><i>I can reflect on what others do because they care. (AT2 L2)</i></p> <p><i>I can reflect on how I show love and care for others. (AT2 L2)</i></p>	

**Key Question: *What can I do to help others?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To reflect upon and respond to a current social issue.</p>	<p>Show a picture/s reflecting a current social issue (homelessness, refugees, victims of famine, war etc.) Pupils express their initial thoughts/feelings on sticky notes, which they then stick around the picture/s.</p> <p>Lower attaining pupils can be given a sheet with words to choose from or the teacher can ask all the pupils for their ideas, write them on the sticky notes and hand them to the pupils to place round the picture.</p> <p>In groups, pupils then describe the picture, how any people in it might be feeling and how it makes them feel personally. Share thoughts. They then complete thought bubbles for people in the picture to show what they might be thinking.</p> <p>As a circle time activity, discuss and share ideas as a class about what people are doing to help in such situations and what they might try to do to help.</p>	<p><i>I can describe my thoughts/feelings about social issues. (AT2 L3)</i></p> <p><i>I can empathise with the feelings and situations of others. (AT2 L3)</i></p>	

**Key Question: *What is the relationship between what people believe and what they do?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know the story of The Good Samaritan.</p> <p>To learn from the story.</p>	<p>A picture of a track through a rocky area with bushes etc can be projected for pupils to see. Music can also be used for atmosphere. Discuss what the place is like. What can pupils see, hear, smell, how does it make them feel etc?</p> <p>In pairs, A takes B for a guided journey along the path, stopping regularly to describe the place really clearly to their partner. B closes their eyes and is led around the room. Roles are then reversed and ideas from all pupils are shared about what the place is like. What could be seen, heard, smelt? What dangers were there? How did it feel to be there?</p> <p>Teacher in role of the Samaritan mimes the scene of stopping and helping the man after he has been attacked by the robbers, up to the moment of putting him onto the donkey, and then freezes.</p> <p>Teacher then asks what the pupils saw and what questions they have. Pupils hot seat the Samaritan (Teacher in role or teacher with Puppet – donkey in the hot seat) to help answer the questions and therefore tell much of the story. Teacher should add information if questions do not target important details (e.g. victim was considered an enemy etc).</p> <p>Two pupils in the centre of the circle are sculpted by other pupils into the moment when the Samaritan helps the man up. Communal voice can be used to help identify the thoughts and feelings of the characters.</p>	<p>I can raise questions and suggest answers to find out more about a story. (AT1 L3)</p> <p><i>I can empathise with the feelings of the characters in the story, relating them to my own experiences.</i> (AT2 L3)</p>	<p><i>Google image search photographs if needed.</i></p> <p><i>Refer to the Support Materials CD for a Dramatic Conventions Glossary which explains Hot Seating, Communal Voice etc.</i></p>

	<p>A role on the wall should now be completed for the Samaritan. What do we know about him? Either draw a stick man and pupils are asked to write facts around it or, place an object such as a cloak or bag etc to represent the Samaritan in the centre of the circle. Pupils are then asked what they know/ have found out about the Samaritan. Details are recorded on sticky notes and placed on the object. Teacher sums up information gained about the Samaritan.</p> <p>The whole story is then narrated. Freeze frames can be created of scenes through the story, characters thought tapped and feelings discussed, relating to the pupils' own feelings/lives.</p> <p>Focus on a painting of the scene where the people pass by. A Conscience Alley can be held for the Priest or the Levite. Should they help or not?</p> <p>Pairs of pupils are then given a blank TV screen and asked to run the story through their head like a video, pausing at the most important moment, in their view, and drawing it on the TV screen. They should then explain to a partner why they think that is the most important moment.</p> <p>Discussion should then centre on what has been learned from the story. What was Jesus teaching his followers? What are the key messages? How do Christians today try to put this teaching into practice today? What difficulties might it pose?</p>	<p>I can reflect upon, and suggest reasons for, the most important part of the story in my opinion. (AT1 L3)</p> <p>I can describe what the story teaches Christians today. (AT1 L3)</p> <p><i>I can apply ideas to my own life and experiences. (AT2 L4)</i></p>	
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**Key Question: *What is the relationship between what people believe and what they do?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To find out about the work of a Christian charity.</p> <p>To begin to understand how actions are motivated by beliefs.</p>	<p>Organise a visit from or to a local Christian charity – e.g.</p> <ul style="list-style-type: none"> <li>- Soup kitchen;</li> <li>- Salvation Army;</li> <li>- Church Social Issue Group.</li> </ul> <p>The charity should be asked to speak about their work, why they do it and, in particular, their Christian motivation. What difference do they make to problems in the local community?</p> <p>Pupils create a montage in groups to show the work of the charity and write to explain why the work is done.</p> <p>Discuss what charities do on a wider scale? Is the local charity part of a bigger UK Charity Group? What charities do we know that work to help with problems in the UK today? What difference do they make?</p>	<p><i>I can listen with respect to the views of others. (AT2 L2)</i></p> <p>I can describe how the work of a particular charity shows beliefs in action. (AT1 L3)</p>	

**Key Question: *What can I do to help others?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To consider how they might help the work of a charity.</p>	<p>Pupils are asked to think about a charity that they would like to support and why. Decide on one charity to support as a class. Find out about its work. Why is it important? What motivates the workers and what motivates people to support the work of this charity?</p> <p>Discuss the sorts of things that the class could do to raise money for the charity, or other ways in which they could help (give time etc).</p> <p>It may be possible to hold a charity fair. Discuss the sort of stalls that they could have for such an event and how they would advertise the event.</p> <p>Pupils design posters explaining the charity's work that they wish to support and advertising the event/s chosen.</p> <p>(Other ventures such as 'love boxes' or a sponsored event are also possibilities).</p>	<p><i>I can describe the work of a charity I would like to support and give reasons for this. (AT2 L3)</i></p>	<p><i>Pupils could also promote any events through an assembly, explaining the work of the charity and reasons for supporting it etc.</i></p>

**Key Question: *What is the relationship between what people believe and what they do?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know the story of St. Paul's conversion.</p> <p>To begin to understand the concept of revelation and how it changed Paul.</p>	<p><b>At this stage teachers could select one or two Saints as a focus for identifying Christian beliefs in action. The examples that follow are only suggestions. It is important to avoid repetition from the Key Stage One Unit – “People in Christianity” or to cover too much.</b></p> <p><b>E.g. - St. Paul</b>            Set up an obstacle course in the hall. In pairs, pupils take turns to describe/attempt the course blindfold.            Discuss what it was like. How did it feel when the course was revealed and became clear to them?</p> <p>Give groups extracts from the story of Paul's conversion:</p> <ol style="list-style-type: none"> <li>1) Saul persecuting the church (Acts 7:56-60);</li> <li>2) Saul asking for warrants (Acts 9:1,2);</li> <li>3) Saul blinded on road to Damascus (Acts 9:3-9);</li> <li>4) Ananias goes to Saul (Acts 9:10-19);</li> <li>5) Saul starts preaching (Acts 9: 19-22);</li> <li>6) Saul goes to Jerusalem (Acts 9: 26-30).</li> </ol> <p>Once they are clear about their event they should role play and freeze frame it. Teacher in role as interviewer should step into each scene and interview characters to find out what is going on (as if they are a TV reporter at the scene).</p> <p>Focus on the first/last scene. Discuss:</p> <ul style="list-style-type: none"> <li>- What has happened?</li> <li>- What has changed?</li> <li>- Why?</li> </ul> <p>How did St. Paul show beliefs put into action?            How might this story influence Christians today?</p>	<p>I can retell through drama the story of Saul's conversion. (AT1 L2)</p> <p>I can begin to describe the concept of revelation. (AT1 L3)</p>	

**Key Question: *Who was St. Patrick? How did he show his Christian faith in action?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To become familiar with the Patron Saint of Ireland – St. Patrick.</p> <p>To be aware of ways in which beliefs can affect behaviour.</p> <p>To reflect upon and respond to questions of meaning and value.</p>	<p><b>E.g. - St. Patrick</b></p> <p>Prepare a story sack/box with objects related to St. Patrick – e.g. shamrock, Bible, cross, map of Ireland, a toy sheep, a model boat, pirate’s outfit, pictures of slaves, Roman coins, Priest’s robe or collar, book of prayers etc.</p> <p>Show each of the objects to the pupils one at a time and ask them what clues we have about the person we are going to find out about. Where might he be from? When did he live? What job could he have done? What religion did he belong to? Etc.</p> <p>Show a large picture of St. Patrick being captured. What are his thoughts? Pupils fill in speech bubbles and discuss.</p> <p>Tell a simple version of the story of St. Patrick. Discuss how Patrick might have been feeling at times throughout the story and why they think that. Complete a “Feelings Graph” for the story, showing how feelings change throughout. Describe this to a partner, whilst retelling the story. (Pupils could watch extracts from an animated tale of St. Patrick to reinforce the story).</p> <p>Give the pupils a blank ‘DVD/video cover’ and ask them to devise a title for the story to reflect what it is all about and write the details for the ‘blurb’ of the cover. (Depending on their ability this could be a few simple sentences or a longer passage).</p>	<p>I can retell the story of St. Patrick. (AT1 L2)</p> <p>I can describe what I feel to be the most important parts of the story and suggest reasons for this. (AT1 L3)</p>	

	<p>Ask the pupils to run the story through their head like a video and stop it at what they think is the most important part of the story and to explain why they think that. They could draw the scene on the DVD/video cover or a blank 'TV screen' or higher attaining pupils could write/tape their justification.</p> <p>Discuss what St. Patrick's main beliefs were. Why did he act as he did? Relate to examples from children's experiences about why they or people around them behave as they do.</p> <p>Look at a variety of pictures of St. Patrick by different artists. Which do they think are most likely to be accurate? Why? Which do they like/dislike? Why? More able pupils could select a picture and complete a more in-depth analysis about what the picture shows and why the artist has painted it in that way. Discuss whether pictures are the best way to find out about what somebody is like.</p> <p>Link to the pupil's experience by asking them to bring in photographs of themselves. Combine these with photographs of a variety of famous people and people in school etc. Do the photographs reveal anything about the person? Do the clothes matter? Etc. Can we really tell what the person is like?</p> <p>Read St. Patrick's blessing. Discuss what it means. Who is he concerned about? Pupils compose their own 'blessings'/thoughts about what they hope for their friends/family. Pupils share their thoughts, if they so wish.</p> <p>Discuss how St. Patrick put his beliefs into action and how Christians today might be influenced by this.</p>	<p>I can describe why St. Patrick was motivated to behave in a certain way. (AT1 L3)</p> <p>I can interpret and describe how artists might convey their own ideas/beliefs in a painting. (AT1 L4)</p> <p><i>I can reflect upon St. Patrick's blessing and respond to these ideas, relating to my own experiences. (AT2 L4)</i></p>	
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<p>To know some of the ways in which Christians may celebrate the life of Saint Patrick today.</p>	<p>Explain how the church recognises Saints' Days and how to many countries these days are very important. People are often named after Saints and, in Italy for example, villages have grand celebrations when the Saint to whom their village/church is dedicated has their day. Look at some of the customs/celebrations associated with celebrating St. Patrick's Day, particularly in Ireland e.g. The Parade in Dublin.</p> <p>(If desired, links could be made to other curriculum areas and cultural awareness here. For example: prepare the class /school for a celebration of St. Patrick's Day. Invite parents and other guests. Invite Irish Dancers to work with the children to devise simple dances to perform. Have Irish cookery lessons with food to share, prepare a puppet play or dramatisation of St. Patrick's life and have Irish songs and blessings. Involve guests in making cards to send greetings on St. Patrick's Day and generally celebrate Ireland! Link, via e-mail, with schools in Ireland to see how they are celebrating the day.</p> <p>Following the event, reflect on how it felt to participate in the celebrations and evaluate the experience).</p> <p>Recap what has been learned about St. Patrick's actions and how this links to his beliefs.</p>	<p><i>I can make links between beliefs and actions. (AT2 L3)</i></p>	
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**Key Question: *Who was St. Brendan? How did he show his Christian faith in action?***

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know the story of St. Brendan.</p> <p>To know how people can be motivated by their beliefs.</p> <p>To be aware that beliefs can be expressed in different forms.</p>	<p><b>E.g. - St. Brendan</b>            Tell the story of St. Brendan. Retell as a chorus narration where the teacher narrates a simple version of the story and the class form a chorus with relevant actions/words/sounds to reinforce key features of the story.</p> <p>Discuss the key points of the story. Why did Brendan behave as he did? What must the journey have been like? Why didn't he give up?</p> <p>Show pictures of the mysterious events of the journey. Pupils suggest what may be being said by characters and fill in speech bubbles to accompany the pictures. Discuss why such things would have seemed so strange then.</p> <p>Link to the pupils' own experiences by having photographs of everyday objects taken from strange angles or showing only part of the object. Discuss how things seem strange until we are familiar with them.</p> <p>Display a map of Brendan's journey. Stick pictures or words on it to show/describe the feelings at each stage of the journey.</p> <p>Devise a story bowl together. What would the ingredients be to tell the story of St. Brendan? What characters? Feelings? Etc.</p> <p>Show the pupils an empty envelope addressed to "My dear friend, Enda". Explain that the letter from Brendan has gone missing. In groups, decide where on the journey it was written and compose a letter together. It should show Brendan's fears, hopes, excitement, etc.</p> <p>Depending on ability, children could then compose another letter for a different stage of the journey, on their own or with support.</p>	<p>I can retell the story of St. Brendan. (AT1 L2)</p> <p><i>I can make links with my own experiences.</i> (AT2 L3)</p> <p>I can describe how beliefs might be expressed through different forms. (AT1 L3)</p>	

	<p>Listen to short extracts of music from “The Brendan Voyage” by Shaun Davey.</p> <p>Ask the pupils to close their eyes and think about the music. What pictures does it bring to their minds/ Why might that be? Discuss the instruments used. Draw the things that come to their minds and discuss. Do they think the extracts relate to specific parts of Brendan’s journey? Which? Why?</p> <p>Ask the pupils, in small groups, to make up their own sounds/music to represent the different events of the journey. What objects/instruments would they choose to make the sounds? Why? Would the sounds be loud/soft? Fast/slow? Etc. Once composed the children could create simple drama scenes about their event to accompany their ‘music’. This could be performed to the class or an assembly.</p>		
	<p>Imagine that you could go back in time and meet St. Brendan. What questions would the children like to ask him? As well as simple details, encourage questions on feelings and reasons for his actions. Teacher in the role of St. Brendan then takes the hot seat and answers questions put to them from the children, giving as much detail as possible about him. A role on the wall of Brendan should then be created, gathering all the information learned about him together. (A simple outline of a person is drawn and details written around the outside. Feelings are written inside the outline).</p>		
	<p><b>What have we learned about St. Brendan?</b></p> <p>Pupils individually, or in groups, use information to make zigzag books or big books for younger pupils entitled, ‘Who was St. Brendan?’ Depending on their ability, this might be sequenced pictures, a few simple statements or a more detailed collection of pictures and writing including detail of why Brendan did what he did.</p> <p>Return to the main theme of how did Brendan put his beliefs into action -what can Christians learn from this today?</p>		

**Key Question: *Why do we behave as we do?***

<b>Learning Objectives</b>	<b>Suggested Teaching and Learning</b>	<b>Learning Outcomes</b>	<b>Points to note</b>
<p>To make simple comparisons between the Saints studied and the motivation behind their actions.</p> <p>To be aware of ways in which beliefs motivate behaviour.</p>	<p>Encourage the pupils to look for similarities between the Saints studied, if more than one has been covered. Identify the reasons behind their ventures and link to the children's experiences of why they behave as they do.</p>	<p>I can identify similarities/ differences between the lives /motivations of the Saints studied. (AT1 L3)</p> <p><i>I can make links between the experience in the lives of the Saints with their own behaviour/ motivations and relate to my own experiences. (AT 2 L4)</i></p>	

**Key Question: What is the relationship between what people believe and what they do? What difference do Christians make to some problems in Britain today?**

Learning Objectives	Suggested Teaching and Learning	Learning Outcomes	Points to note
<p>To know who Martin Luther King was.</p> <p>To be aware of ways in which beliefs can affect behaviour.</p>	<p><b>What made Martin Luther King an inspiring leader?</b></p> <ul style="list-style-type: none"> <li>▪ In this activity, pupils are enabled to think about the ways Dr King was inspired by Jesus, and the ways he inspired others.</li> <li>▪ Look at the story from his life told on the page below. Encourage pupils to engage in the talking and writing tasks that go with it.</li> <li>▪ Give time for pupils to research more of his story. What were the characteristics that made Dr King an inspiring leader?</li> <li>▪ Dr King is most famous for his dream of equality, peace and justice. Give pupils a sheet of paper with an illustration of a child dreaming in one corner, and ask them about their own dreams, for themselves, their families, their future and the world. They can collage images or write reflectively.</li> </ul> <p><b>Challenge the more able:</b> Ask pupils aiming for level 4 to work on the ways Dr King was a follower of Jesus. Ask them to write a speech to say what his message to your school would be.</p>	<p>I can suggest something that made Dr King an important leader. (AT1 L2)</p> <p><i>I can talk about what mattered to Dr King, and what matters to me. (AT2 L2)</i></p> <p>I can describe an impact Dr King's religion had on his life. (AT1 L3)</p> <p>I can make a link between Jesus' teaching and Dr King's behaviour. (AT1 L3)</p> <p><i>I can make a link between Dr King's message and my own ideas about fairness. (AT2 L3)</i></p> <p>I can describe the impact of Jesus' teaching on Dr King's life. (AT1 L4)</p> <p>I can show understanding of how some of Jesus' teaching made a difference to Martin's life. (AT1 L4)</p> <p><i>I can suggest answers to questions about the value of equality or the inspiration that Martin could provide for a Christian today. (AT2 L4)</i></p> <p><i>I can apply a Christian idea about equality to my own experience. (AT2 L4)</i></p>	<p><i>There are many excellent sites about Dr King. Pupils can hear some short clips from his speeches at:</i></p> <p><a href="http://www.webcorp.com/civilrights">www.webcorp.com/civilrights</a> and some good links are listed at:</p> <p><a href="http://www.thekingcentre.com">www.thekingcentre.com</a></p> <p><i>The Peace Pledge Union sell an audio tape of Dr King speaking, great value from PPU at 41B Brecknock Road, London N7 0BT, about £6. Tel: 020 7424 9444.</i></p>

**To follow these lessons, a contemporary Christian/s should be chosen. Ensure that activities are varied and inclusive. Focus on how beliefs have motivated the actions of such a person. Avoid a 'biography' style approach and again, avoid repetition from Key Stage One. Possible figures to choose from, include:**

**Euan Murray, Kris Akabussi, Eric Liddle, Father Damien, Dr. Barnardo, Jonathan Edwards, Helen Keller, Dr John Sentamu, Archbishop Desmond Tutu and Mother Teresa.**

**Local Christians also provide good examples, particularly if they have been involved in projects such as Christian Aid etc.**

**Martin's Story:** Martin Luther King was an inspiring leader. He was a black man who changed America in the 1960s by challenging racism. The story of his anti-racist work began when he was a small child.

**Buying shoes.** Martin and his dad went into the shoe shop one day to get Martin some new shoes. They sat down in a front row of seats. The shop assistant, who was white, asked them to move to the back of the shop before she served them. Black people were not allowed to sit in white people's seats in the shops where Martin and his dad lived, in Georgia USA in the 1940s.

Martin's dad was a patient man, and polite, but he did not agree with having special seats for people because they were black or white. "We're happy here," he said. The assistant refused to serve them. Martin's dad walked out, and took Martin somewhere else to buy his shoes.

**Sitting on the bus.** Twenty years later, Rosa Parks, a tired black woman on the way home on the bus, sat in a white person's seat on the bus – her feet hurt, and there were none of the 'seats for blacks' left. When she refused to move, the bus driver called the police. She was arrested. Martin had grown up to become a Baptist Church Minister. He believed God makes everyone equal. When Rosa was arrested, he decided the time had come to stop using the buses, until the seats

were available fairly. Thousands of black people joined Martin, and walked everywhere for a whole year until the rules were changed. Some white people joined in too.

**Threats to his family.** While this 'bus boycott' was going on, some people hated what Martin was doing. One racist person phoned him up and threatened to blow up his home and family. Martin prayed to God for strength, and heard a voice saying to him, 'Stand up for justice. I will be with you.' He believed it was God's voice.

**A leader who changed things.** From 1955 till 1968 Martin worked to make things fairer for black people. He never used violence himself. Instead he urged everyone to share his dream of a country where people could live together peacefully and treat each other fairly. Laws changed, and black people were treated much better. But in 1968, at the age of 39, Martin was shot dead by a racist gunman who hated him. On his grave, it says 'Free at last!'

Jesus said, "Love your enemies and do good to those who hate you."

Jesus said, "Whatever you do to the least of these brothers and sisters of mine, you do it to me."

Jesus said, "Don't judge others and you won't be judged. Forgive others, and you will be forgiven."

Jesus said, "Where two or three people gather together in my name, I am with them."

**For you to do:**

1. How do you think Martin's experience at the shoe shop made a difference to his life?
2. Think of a time you have been treated unfairly. What happened, and how did you feel?
3. Discuss the four sayings of Jesus in the speech bubbles. Can you say how each one made a difference to Martin?
4. Describe the ways Martin was a follower of Jesus. Do you think Martin was a good follower of Jesus?
5. If Martin came to your school today, what would he like? What would he dislike?
6. What did you learn from Martin's story?