

Unit L2.12 How and why do people try to make the world a better place?

This unit supports the principal aim of RE: *The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.*

<p>Step 1: Key question</p> <ul style="list-style-type: none"> Select a key question from p.57 Make sure that you can explain where this unit/question fits into key stage planning 	<p>How and why do people try to make the world a better place?</p> <p>This unit fits in well at the end of Y3 or Y4, allowing pupils to consolidate their learning about individual religions through the previous terms' units. Teachers should be explicit about making links with what pupils have studied earlier in the year. It gives an opportunity to compare ways in which Christians, Jews, Muslims and non-religious people make a difference, and also making connections with pupils' experiences.</p>
<p>Step 2: Use learning outcomes</p> <ul style="list-style-type: none"> Use the learning outcomes from unit outlines, as appropriate for the age and ability of your pupils. Being clear about these outcomes will help you to decide what and how to teach. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin). Make links between religious beliefs and teachings and why people try to live and make the world a better place. <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. <i>tikkun olam</i> and the charity Tzedek) Describe some examples of how people try to live (e.g. individuals and organisations) Identify some differences in how people put their beliefs into action <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.
<p>Step 3: Select specific content</p> <p>Look at the suggested content for your key question, from column 2 in the key question outlines/units of study.</p> <p>Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes</p>	<ul style="list-style-type: none"> Think about some of the ways in which the world is not such a good place: you could start small and local, and end up big and global e.g. from upsetting people in the dinner queue through to messing up the environment. Talk about why people are not always as good as they could be. Connect with Units L2.1 and L2.4 which explore the idea for Christians (and Jews) that people prefer to do their own thing rather than obey the Creator (sin) and so keep needing to say sorry and ask for help. Recall that Christians believe God helps them through the Holy Spirit (see Unit L2.1). Muslims believe people do good and bad deeds, and also need God's mercy. Religions suggest that people need help and guidance to live in the right way. Explore teachings which act as guides for living within two religious traditions studied during the year, and a non-religious belief system, e.g. the Ten Commandments (Exodus 20:1–21, Deuteronomy 5:1–22), the Two Commandments of Jesus (Mark 12:28–34) and the 'Golden Rule' (Matthew 7:12). Note that the Golden Rule is important in many traditions, including for Humanists. Work out what people must have been doing if they needed to be given those rules. Do people still behave like that? What difference would it make if people keep these guides for living? How would it make the world a better place? Explore some ideas and individuals that help inspire people to make the world a better place: e.g.

	<ul style="list-style-type: none"> • The Jewish teaching of tikkun olam (mending the world) and tzedekah (charity): find some examples of Jewish charities who try to make the world better; what do they do and why? (e.g. Tzedek, Jewish Child's Day); find out about how the Jewish new year festival for trees (Tu B'shevat) and how that can 'mend the world'. • The Muslim belief in charity (Zakat): find out what it is, and how Muslims give charity; use some examples of charities such as www.Islamic-Relief.org.uk or www.muslimhands.org.uk and find out how and why they help to make the world a better place. • Explore the lives of inspirational Christians (e.g. Desmond Tutu, Martin Luther King Jr, Mother Teresa etc.). Consider how their religious faith inspired and guided them in their lives, and their contribution to making the world a better place. • Compare non-religious ways of 'being good without God': e.g. what do Humanists use to guide their ways of living? Many use the Golden Rule (which is common across many religions too), using reason, listening to conscience. Look at some inspiring Humanists who fight for justice (e.g. Annie Besant, who worked for women's rights) and why they did this. Look at the work of the secular charity, such as Oxfam. How have they made the world a better place? • Enable pupils to reflect on the value of love, forgiveness, honesty, kindness, generosity and service in their own lives and the lives of others, in the light of their studies in RE. How can these values become stronger in our lives and in the world?
<p>Step 4: Assessment: write specific pupil outcomes</p> <ul style="list-style-type: none"> • Turn the learning outcomes into pupil-friendly 'I can' or 'You can' statements • Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to understand and do as a result of their learning. • These 'I can/You can' statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment. 	<p>I can... (Self-assessment) You can... (Teacher assessment) Can you...? (Next steps/challenge)</p> <ul style="list-style-type: none"> • Identify what different religions and worldviews say about what is wrong with the world • Connect our own list of problems in the world with some simple religious ideas • Raise questions about what is wrong with the world • Express my own ideas about some ways of explaining the problems of the worldmaking links with religious ideas studied, giving good reasons for their views. • Connect ideas about the 'Golden Rule' from different religions and beliefs • Identify the ways in which following the Golden Rule can make a difference in different communities • Express my own ideas about a version of the Golden Rule. • Say why anyone might want to 'repair the world' • Describe Jewish beliefs and actions • Identify the meaning of 'tikkun olam' • Connect Jewish texts with Jewish ways of repairing the world • Express my own ideas about 'wise proverbs.' • Identify an inspirational Christian • Connect the story they study to the teaching of Jesus • Describe an inspiring life story • Suggest answers as to why some people are inspiring, referring to an example I have learned about.
<p>Step 5: Develop teaching and learning activities</p> <ul style="list-style-type: none"> • Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes. • Make sure that the activities allow pupils to practise these skills as well as show their understanding. 	<p>NOTE: This unit of work should take around 8 hours of classroom time. It includes more activities than you can fit into this time, so use it as the basis of your planning and select from it, adding in extra activities (e.g. ones that you have used in the past and that you know are effective in helping pupils to learn) in order to enable pupils to achieve the learning outcomes set out in Step 2 above. Ensure that you build on pupils' prior learning in RE, making explicit links where you can.</p>

Teaching and learning ideas and activities

Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.

LEARNING OUTCOMES

These activities will help pupils to work towards achieving the following expected outcomes:

What's wrong with the world?

- Ask the class in groups of 3 or 4 to make a list of what's wrong, in several areas: What's wrong with our town? What's wrong in our country? What's wrong in the world? Can they put 5 things on each list? Can they rank the lists, with the worst kinds of wrong at the top? Have a whole class discussion about the lists, and see if they are similar. Ask: is there any one thing that explains all these things that are wrong? Try out the ideas of SELFISHNESS / LACK OF LOVE / HUMANS as single explanations of what is wrong with the world.
- Talk about religions: one thing religions do is to tell people how to understand what is wrong with the world and how to put it right. This can be a very deep subject, but in the boxes below some very simple ideas from different religions are given. Ask pupils to try and understand what each one means. Can they ask two questions about each one? Can they say what is good about each explanation of what is wrong, and how it could be fixed?



Many Humanists think:

'The world is a wonderful and amazing planet, but it is not perfect – things go wrong, and people can be hurt. We can work together to make it better. We won't get any help from gods or goddesses, but we can make the world better ourselves.'

Many Muslims think:

'Every human is born submitted to Allah (God). But people turn away from God and do bad things. This can spoil our lives – and other people's lives too. But Allah has shown us the straight path to live by. It is called Islam. We try to follow the path and help make a better world.'

Many Christians think:

'God made the world good and beautiful. Humans are free to choose how to live. This freedom is a gift from God. The Bible says we have spoiled our relationship with God and spoiled the world by making bad choices (called 'sin'). But God came to Earth (in Jesus) to rescue us and repair the damage. Now we need to make the world better too.'

Many Jewish people think:

'The Almighty (G-d) created the Earth and everything in it, and he makes all things good. But the world needs to be mended all the time. Jewish people have an idea called 'Tikkun Olam.' It means to 'mend the world' and people work with God to make the world better. Anyone can join in.'

- Give pupils an image of the world and ask them to make it the centre of their own expression of the ideas they have about what is wrong with the world. They might, for example, cut out some tears, as if the world is crying, and put a different word in each tear to label some things that are wrong with our world. Make a display (a mobile hanging display?) of the images pupils create. Hold a discussion about the different views expressed.

Make sense of belief:

- Identify some beliefs about why the world is not always a good place

Understand the impact:

- Describe simply different ideas about what is wrong with the world

Make connections:

- Raise questions and suggest answers about why the world is not always a good place.

Sample 'I can...' statements

- Identify what different religions and worldviews say about what is wrong with the world
- Connect our own list of problems in the world with some simple religious ideas
- Raise questions about what is wrong with the world
- Express my own ideas about some ways of explaining the problems of the world

Teaching and learning ideas and activities

Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.

LEARNING OUTCOMES

These activities will help pupils to work towards achieving the following expected outcomes:

How can the 'Golden Rule' help people to work out how to make the world a better place?

- Religions and beliefs often suggest that people need help and guidance to live in the right way. Many different religions teach a version of 'The Golden Rule': *Treat others how you would like to be treated*. Here are 9 versions, including a non-religious one:

"Do to others as you would like them to do to you; reject for others what you would reject for yourself." Muslim, Hadith of Abu Dawud	The Greatest Commandment: 'Love the Lord your God with all your heart, all your soul, all your strength and with all your mind. And, 'Love your neighbour as you love yourself.' Christian, Luke 10:28	"I am a stranger to no one, and no one is a stranger to me. Indeed, I am a friend to all." Sikh, Guru Granth Sahib 1299
"What you don't like, don't do to anyone else." Jewish, Talmud: Shabbat 31a	"No one of you is a believer until you love for your brother or sister what you love for yourself." Muslim, Forty Hadith of an-Nawawi, 13	"This is the sum of duty; don't do anything to others that you don't want them to do to you." Hindu, Mahabharata 5, 1517
"Don't hurt others in ways you yourself would find hurtful." Buddhist, Udana-Varga 5,1	"May all beings look on me with the eye of a friend. May I look on all beings with the eye of a friend. May we look on one another with the eye of a friend." Hindu. Yajur Veda 36.18	'Treat other people as you'd want to be treated in their situation.' Non-religious, Humanists UK

- Share these with pupils, perhaps using a set of flashcards. Ask them why they think all the different religions and worldviews share this idea. Talk about ways pupils would like to be treated by others at school. Talk about what it would make class or school like if everyone treated each other in this way. You might think about what it would be like if no one did this – what a terrible place to be! Ask pupils to agree some ideas using these sentence starters: *I'd like to be treated... so I will....* E.g. *I'd like to be treated kindly, so I will be kind to other people. I'd like to be able to play without being pushed, so I will...*
- In groups, ask pupils to list ways in which the world would be different if people keep the Golden Rules above (e.g. to our families, our town, our country, our world). How would it make the world a better place? Build on the ideas that pupils have already had about what difference it would make in your classroom.
- Ask pupils (in pairs, perhaps) to choose one of the versions of the Golden Rule and create a poster to go with it. There are many brilliant examples of this activity at www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-gallery/archive/2014/?ThemeID=60 Get pupils to review these, and select their three favourites.

Make sense of belief:

- Make links between ideas about the 'Golden Rule' and different religious beliefs

Understand the impact:

- Make simple links between teachings about how to live and ways in which people try to make the world a better place

Make connections:

- Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas

Sample 'I can...' statements

- Connect ideas about the 'Golden Rule' from different religions and beliefs
- Identify the ways in which following the Golden Rule can make a difference in different communities
- Express my own ideas about a version of the Golden Rule.

Teaching and learning ideas and activities

Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.

LEARNING OUTCOMES

These activities will help pupils to work towards achieving the following expected outcomes:

Repairing the world, rescuing the Earth: what can we learn from this Jewish idea?

- The Jewish teaching of *tikkun olam* (mending or repairing the world) is an idea anyone can learn from: you don't have to be Jewish to do your bit for the world and its people. Ask pupils to suggest some ways in which people can 'repair the world'.
- Here are nine texts from Jewish scripture. Get pupils to see how many ideas they give about 'repairing the world', putting right things that have gone wrong on earth. Why do Jewish teachings say people should repair the world?

The LORD God put the man in the Garden of Eden to take care of it and to look after it. <i>Genesis 2:15</i>	The seventh day of the week belongs to me, your God. No one is to work on that day—not you, your children, your oxen or donkeys or any other animal. <i>Deuteronomy 5:14</i>	When you are attacking a town, don't chop down its fruit trees... Fruit trees aren't your enemies, and they produce food that you can eat, so don't cut them down. <i>Deuteronomy 20:19</i>
The heavens and the earth belong to you (God). And so does the world with all its people because you created them. <i>Psalms 89:11</i>	Trust in your wealth, and you will be a failure, but God's people will grow like healthy plants. <i>Proverbs 11:28</i>	Truthful words will stand for ever, but lies are soon found out. <i>Proverbs 12:19</i>
If you treat the poor badly, you are rude to your Creator; if you are kind to them, you show Him respect. <i>Proverbs 14:31</i>	Starting a fight is like water leaking through a dam: better stop the quarrel before it gets worse. <i>Proverbs 17:14</i>	The Lord blesses everyone who freely gives food to the poor. <i>Proverbs 22:9</i>

- Can pupils suggest other ideas or wise sayings they know which can help to 'mend the world'?
- Learn about Tzedek, a Jewish charity that puts the ideas of 'repairing the world' into action. In one example (read about it here <https://tzedek.org.uk/portfolio/saving-turtles-and-increasing-income-in-nigeria/>) poor women in Nigeria who have been collecting turtle eggs for a living are given new jobs, to project turtles and their eggs, from which they can make more money. The turtles are saved, and the women can feed their families better. Use the TZEDEK website's 'Overseas' project descriptions to work out with the pupils what 'repairing the world' looks like in action. Which of the Proverbs are they putting into action?
- Remind the pupils of the images of the 'world in tears' they made in part 1. Give out another image of the globe, but this time ask pupils to use words that show how the world can be saved, mended or repaired. They could decorate their image of the globe with sticking plasters, each one having a key word or phrase written on it and use it for a display.
- Extend the work for your higher-achieving pupils with a research task: Find out about the Jewish new year festival for trees and ask: how does this put the Jewish teachings into action? Tu B'shevat: how can this celebration 'mend the world'? Begin with the BBC Information page: www.bbc.co.uk/religion/religions/judaism/holydays/tubishvat.shtml
- More ideas for this unit can be found in *RE Ideas: Fairness and Justice* ed. Fiona Moss, RE Today 2015.

Make sense of belief:

- Make links between Jewish beliefs and how people try to make the world a better place.

Understand the impact:

- Describe some examples of how people try to live to make the world a better place

Make connections:

- Express their own ideas about the best ways to make the world a better place, making links with Jewish ideas studied

Sample 'I can...' statements

- Say why anyone might want to 'repair the world'
- Describe Jewish beliefs and actions
- Identify the meaning of 'tikkun olam'
- Connect Jewish texts with Jewish ways of repairing the world
- Express my own ideas about 'wise proverbs.'

Teaching and learning ideas and activities

Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.

LEARNING OUTCOMES

These activities will help pupils to work towards achieving the following expected outcomes:

Who is inspired by Jesus' example of sacrifice? Find out about an inspiring Christian person

- Most Christians believe that Jesus was not just a good teacher, but that he also sacrificed his life to save humanity (link with Unit L2.5). Many Christians try to follow his example by putting the needs of others before their own. Some people do this in world-changing ways. This section gives an opportunity to find out more about some of these people.
- Use this lesson to develop pupils' enquiry skills. Support them with resources as appropriate to their needs. Can they find out, research and gather facts and information for themselves? Can they plan to present their findings simply to the class?
- In twos, pupils should research the life of a Christian e.g. Martin Luther King, Gladys Aylward, Mother Teresa, Corrie Ten Boom, Desmond Tutu, Harriet Tubman, Rosa Parks, Pope Francis, and/or a local example.
- Ask the pupils to complete their investigation by finding answers to these 6 questions:
 - Who was this person?
 - Where and when did this person live?
 - What was this person's struggle, their way of changing the world?
 - What did this person say about following Jesus or being a Christian?
 - What Christian teachings did they put into practice? (Link with ideas you have already learned about)
 - In what ways did they make the world a better place?
- Present their findings to a group or the class, orally or in writing. What did the person do that was difficult or unusual in the circumstances? What did they sacrifice? What helped them to maintain that commitment? What words / phrases describe their action or qualities?
- Ask children to consider how they might behave in similar situations. Illustrate these using word art or design a calligram.
- Give all pupils a newspaper page outline (e.g. on the right) and get them to design and make a newspaper page to show the inspirational story they have been finding out about on a single page.

Inspirational News Stories	
Headline:	Picture:
Story:	"Quote"
	Connection to Jesus' teaching:

Understand the impact:

- Make simple links between teachings about how to live and ways in which people try to make the world a better place

Make connections:

- Make links between some teachings of Jesus and the ways inspirational Christians have tried to follow him
- Express their own ideas, making links with religious ideas studied, giving good reasons for their views.

Sample 'I can...' statements

- Identify an inspirational Christian
- Connect the story they study to the teaching of Jesus
- Describe an inspiring life story
- Suggest answers as to why some people are inspiring, referring to an example I have learned about.

Some relevant case studies of more 'ordinary' people can be found in *Inspiring RE: Inspirational People* ed. Fiona Moss (RE Today, 2018).

Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
How do Muslims try to make the world a better place?	
<ul style="list-style-type: none"> Note connections with Units 1.6 and L2.9. Start by getting pupils to think about generosity, using the story of the two brothers (see p.10 in this unit). This is a Muslim story but you can reveal that later. Talk about what the story teaches about being generous. How would the brothers feel at different stages in the story? Introduce pupils to the idea of Zakah (or Zakat), charity or almsgiving in Islam. The third pillar of Islam, Zakah is the giving of 2.5% of surplus wealth each year to people in need. It is one important way that Muslim adults help and care for the worldwide Muslim community (Ummah). Just as washing purifies the body before prayer, Zakah is seen by most Muslims as a way of purifying their wealth. Muslims usually give Zakah during Ramadan, when they are also thinking about people in need. Sometimes the Mosque will collect Zakah money to give away to charity. The Qur'an talks a lot about generosity, for example: "Whatever you spend with a good heart, give it to parents, relatives, orphans, the helpless, and travellers in need. Whatever good you do, God is aware of it." - Quran 2:215 Talk about this and ask pupils to consider why Muslims are commanded to give charity; how it might make them feel to give it; and whether it is a challenging thing to do. This clip introduces zakah, Islamic Relief and <i>sadaqah</i> – which is voluntary charity (not Zakah, which is obligatory): www.bbc.co.uk/programmes/p010xbny Use it to encourage pupils to ask questions about Zakah. Find out about an Islamic charity, such as Islamic Relief www.islamic-relief.org or http://muslimhands.org.uk Gather information together to make a fact file for each. [Note that the next section explores some non-religious charities too – you could have some pupils look at those alongside some looking at Muslims charities.] Give pupils the following questions to answer, and then transfer their answers into the facts for the fact files. Who supports Islamic Relief/Muslim Hands and why? Who do they help? How do they make the world better for these people? What teachings from Islam do they follow? What is the most interesting or surprising thing you have found out about Islamic Relief/Muslim Hands? Ask pupils to consider the importance of generosity in their own lives: who is generous to them, and to whom are they generous? Why, and how does this make a difference? How could they be more generous? Ask each pupil to identify one thing they could to be more generous and try and do it for a whole week. Ask pupils to consider this quotation, from a ten-year-old Muslim: "When my uncle came to Britain, he was very poor. He was given money from the mosque to help him start his new life. He is a wealthy person now, and the most generous man I know." Can pupils see a link with the story of the two brothers? What does this tell us about how Islamic charity works? In what way does this show the idea of making the world a better place? See <i>RE Ideas: Fairness and Justice</i> ed. Fiona Moss, (RE Today 2015) for an excellent mystery activity on Zakah. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Make links between religious teachings and ways in which Muslims try to make the world a better place. <p>Understand the impact:</p> <ul style="list-style-type: none"> Describe examples of how Muslims practise charity <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about how being generous to the poor makes the world better Express their own ideas about the ideas of generosity and charity <p>Sample 'I can...' statements</p> <ul style="list-style-type: none"> Explain what Zakah is, giving some examples Identify some examples of how and why Muslims give to people in need <p>Make connections:</p> <ul style="list-style-type: none"> Say why I think charity is important, comparing my ideas with Muslim idea.

Teaching and learning ideas and activities	LEARNING OUTCOMES
Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.	These activities will help pupils to work towards achieving the following expected outcomes:
How do non-religious people try to make the world a better place?	
<ul style="list-style-type: none"> Ask pupils to recall the Golden Rule and revise what they learned. Has anyone put it into practice in the classroom since then? We learned last time that most religious traditions teach a version of the Golden Rule, but it is important for many non-religious people too. Most religious traditions see the rule as being part of God's rules. Non-religious people generally don't believe there is a God. Ask pupils where they think non-religious people get their guidelines from. For most non-religious people, they say we have to make up our own guidelines – to help us to live together well and make the most of life. Ask pupils individually to come up with at least three guidelines for living. See if they can come up with some important categories, or suggest them: they could include some about how to get on with others, how to treat the world, how to handle disagreements, how to live fairly, how to spend your time etc. They pair and share, combining their lists and coming up with their top three (they could do this again with another pair, if you think that would work). Feed back some of their top ideas and come up with a class set. They could present these in a class book of guidelines for living, with one page per category, or create posters for each of the most important guidelines. How many have included the Golden Rule? See if the rules balance the needs of individuals, communities and the wider world. A prize was offered for the top 10 rules or guidelines for non-religious people. (These were not written for KS2 pupils but you might like to look: www.atheistmindhumanistheart.com/winners/) They include one that is a version of the Golden Rule: No.7 'Treat others as you would want them to treat you. Think about their perspective.' No.8 'We must think about others, including future generations.' No.1 'Be open-minded and willing to change your mind when you find out new information.' No. 9 'There is no one right way to live.' No. 10 'Leave the world a better place than you found it.' What do pupils think about these ideas? How do they compare with their own suggestions? Some non-religious people are called Humanists. They do not all agree about what they believe, but they emphasise the need for people to use their minds to think about the best ways to live. Find out a bit more from local Humanists. How many of your class's rule would fit into a Humanist way of living? https://humanism.org.uk/ Create some fact files [see previous section on Muslim charities] for some non-religious charities (e.g. Oxfam, Medicine without Borders, WaterAid) and find out how they help to make the world a better place. Ask pupils to create a simple headline to sum up why people should support these charities. One example of a non-religious hero is Annie Besant (1847-1933). She was an atheist and a member of the National Secular Society. She led strikes at the Bryant and May match factory in London, where girls were paid very little and were being made ill by the phosphorous in matches. Eventually this led to the girls getting paid more and their conditions improved. She also fought for improvements in education of poor children in London, organising free meals and free medical examinations for over 700,000 children, argued for votes for women, and helped the London Dockers fight for better wages. Ask pupils to design a logo or slogan to help people to remember what Annie did to make the world a better place, and any lessons we can learn. <p>See <i>Inspiring RE Living without God</i>, ed. Fiona Moss, (RE Today 2017) for case studies on non-religious aid agencies and organisations.</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Make links between non-religious ideas and ways in which non-religious people try to make the world a better place. <p>Understand the impact:</p> <ul style="list-style-type: none"> Describe examples of how non-religious people practise charity <p>Make connections:</p> <ul style="list-style-type: none"> Express their own ideas about the kinds of guidelines/rules for life that can make the world a better place. <p>Sample 'I can...' statements</p> <ul style="list-style-type: none"> Suggest some guidelines for life that non-religious people might use Give some examples of what non-religious people might do if they stick to these rules Make some connections between these guidelines and my own.

Teaching and learning ideas and activities

Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.

LEARNING OUTCOMES

These activities will help pupils to work towards achieving the following expected outcomes:

Will we all be world-changers? How can we each make the world 'a better place'?

- Enable pupils to reflect on the value of love, forgiveness, honesty, kindness, generosity and service in their own lives and the lives of others, in the light of their studies in RE. How can these values become stronger in our lives and in the world?
- Recap the learning done over the last few lessons and invite pupils to say what they have enjoyed, found difficult and remembered best. Talk about what makes some people 'world-changers' in a big way, and whether we can all be world-changers in a small way.
- Ask the pupils to list the things that enabled our 'world changers' to make a difference. The list might include:

Love	Forgiveness	Kindness	Care	Prayer
Peace	God's help	Generosity	Vision	Honesty
Courage	Teamwork	Determination	Leadership	????

- Can they give examples from this unit of study of people who have shown these qualities?
- **'Baking the better world cake': an imaginary recipe.** All religions – and non-religious worldviews like Humanism – challenge their followers to make the world a better place. But we still have a lot of problems, as we noticed at the beginning of the unit. After discussion, invite pupils to use the 'Better World Recipe' writing frame. Pupils may want to use some of the word from the grid above.

My recipe for a Better World	Method:
Ingredients: A spoonful of... A cup full of... Three large... The juice of... A big dollop of... A shake of... A pinch of...	In a large mixing bowl, blend together... Stir into the mixture... Gently add... Stir it all well with... When the mixture is light and fluffy, put it into the oven for... Serve it while still warm with...

- This activity often gets some texts which are worth reading aloud. Might the class put together an assembly about the work they have done?

Make sense of belief:

- Make links between religious beliefs and teachings and why people try to live and make the world a better place.

Understand the impact:

- Identify different ways of 'living the make the world a better place'

Make connections:

- Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.

Sample 'I can...' statements

- Say why my 'better world recipe' is full of good ideas
- Describe the ingredients of a better world in my recipe
- Connect religious values and my own values in a piece of creative writing

The Two Brothers

Religion/belief: Islam

Themes: generosity; charity; giving

The Story

This is a story about two grown-up brothers who owned a farm. One was married and had children. The other was single. They shared all the work, and at harvest time they divided the crop in half. Each brother had his own barn in which they stored the grain.

One night after a busy day harvesting the corn and bagging it into sacks, the brother who lived alone, sat down, thinking happily about what a good harvest it had been. He felt very satisfied with all their hard work, and looked forward to taking it easy now most of the work was done. But then a niggling thought passed through his mind. 'Here I am,' he thought, 'just with myself to think about. My brother has a wife and family to feed. It's not fair for me to keep half the corn – he should have a larger share than me.'

He knew that his brother would never agree to taking more, so he came up with a secret plan! 'I know,' he thought, 'When everyone's in bed tonight, I will move some of my sacks into his barn. No one will see me in the dark!'

So that night he did just that. Slowly, secretly, he moved six sacks into his brother's barn.

Later that night the other brother lay awake, also thinking about the harvest. 'I'm so lucky' he thought, 'I have a lovely wife and family, the farm and lots of food to eat. My brother is all alone. I wish I could do something for him. What could I do?' He lay awake thinking ... and then suddenly came up with a bright idea! 'I know' he thought, 'I could give him some of my corn!'

So he crept outside and took six bags from his own barn and put them in his brother's!

The next morning the two brothers got up for work as usual. Imagine the surprise when the unmarried brother went into his barn! 'Why are there so many sacks of corn in here?' he wondered. 'I thought I'd moved some last night. I must have been dreaming!'

Then the married brother went into his barn and he couldn't understand it either. Neither of the brothers said anything because they wanted to keep quiet about giving the corn, but they didn't understand what had happened. And neither of them ever found out!

Activities for pupils

- 1) Tell the story, pausing in appropriate places for pupils to participate and respond.
- 2) Revisit parts of the story and ask some probing questions to encourage personal response and reflection on the themes of generosity and kindness.
- 3) Put pupils in pairs and ask them to talk about these questions:
 - a. Do you think the brothers in the story were kind and caring? How do you know?
 - b. Why did they give the bags of corn in secret?
 - c. What sorts of things can we do to show we care for others?
 - d. What sorts of things can you share with others?
- 4) Give each pupil a barn outline (A4) and a set of six sack outlines. Ask them to retell the story inside the barn shape and on each of the sack shapes write and draw things they can do for others.

More Stories

A large number of stories are available from RE Today (<http://shop.retoday.org.uk>):

- **individual stories** downloaded as a pdf at the point of sale
- **stories included in a range curriculum publications**