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| **Strands** | Faith in Action; Christian Ethics and Ethical Theory; Philosophy of Religion; Bible and Christian Belief | | | |
| **Stage of Development** | Lower Secondary (Years 7-9) | **Created** 2018 | | **Review** 2022 |
| **Aim** | Poverty is one of the major challenges facing the global community today. Although there has been much progress towards eliminating poverty over the past 3 decades, around 10% of the world’s population still live in extreme poverty. Christians believe that all people are created in God’s image (Genesis 1:27), that God wants all people to experience life to the full (John 10:10) and that God calls us to love our neighbours as ourselves (Mark 12:31). Christians therefore are called to respond to the issue of poverty with loving action – personally, locally and globally. This unit will deepen students understanding of the issue of poverty, the Biblical perspective on it and also provide opportunities and encouragement for them to develop their own response. | | | |
| **Content Descriptions** | **Knowledge and Understanding**   * What poverty is * The causes of poverty * The nature and extend of poverty globally and nationally * The possible responses supported by a Christian ethic * The links between a students’ own lifestyle and actions and the consequences of this for others | | **Religious Studies Skills & virtues**   * Compassion * Ethical thinking * Problem solving | |
| **Additional Resources** | Global Education  <https://www.globaleducation.edu.au/> | | This is a website supported by the Australian government that provides resources on global education. | | |
| Centre for Public Christianity  [www.publicchristianity.org](http://www.publicchristianity.org/) | | This website contains a number of resources including a documentary called For the Love of God that has a section on the history of Christian charities that serve the poor. | | |
| Christian organisations that help the poor | | [www.abmission.org](https://www.abmission.org/)  [www.anglicarewa.org.au](https://www.anglicarewa.org.au/)  [www.compassion.com.au](http://www.compassion.com.au/) | | |

| **Lesson** | | **Key Questions** | **Lesson Activity Ideas** | | **Resources** |
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| **1** | Quality of Life | What makes a good life?  How can we measure a good life?  What is the Human Development Index (HDI)?  What stops people for enjoying a ‘high’ quality of life? | 20min  10min  15min | Activity: Draw a “good life road” on the WB - write “very important” at one end and “not important” at the other. Record their responses along the road according to where they think they fit. (This could be done on the WB or on post-it notes by students). Once this is done, see if other class members think the responses should be moved elsewhere on the continuum.  Explain: The Human Development Index (HDI) is a measure used globally to rank countries based on the quality of life enjoyed by its citizens. It considers life expectancy, expected years of schooling, and income per person. Discuss the fact sheet on HDI <https://www.worldvision.com.au/docs/default-source/school-resources/human-development-index.pdf?sfvrsn=c35fdd79_0>  Watch: a stimulus resource such as <https://vimeo.com/99300188> (2:21min) - Hope for tomorrow (Mozambique) and discuss if people living in poverty are able to enjoy a ‘high’ quality of life. What stops them for enjoying a high quality of life. Are there any limitations in using the HDI as a measure for quality of life? (what might it fail to account for). | TEACHER BACKGROUND on poverty:  <http://www.worldbank.org/en/publication/poverty-and-shared-prosperity>  <https://www.globaleducation.edu.au/verve/_resources/What_Matters_Most_-_web_file.pdf>  World Vision Fact Sheet on HDI <https://www.worldvision.com.au/docs/default-source/school-resources/human-development-index.pdf?sfvrsn=c35fdd79_0> |
| **2** | Poverty | What is poverty?  What causes poverty? | 15min  15min  15min | Discuss: What is poverty? Use the PowerPoint below to guide your discussion. It contains a number of quotes on poverty. PowerPoint: <https://www.globaleducation.edu.au/verve/_resources/Defining_poverty.pdf>. Distinguish between relative poverty and absolute poverty (**Relative poverty** is the kind most often experienced by Australians living in poverty. This means that a family or individual may have less money or possessions than the majority of the population, but they are still able to meet their own everyday basic needs. This might include families that have somewhere to live but cannot afford to pay all their bills or food expenses each week. In Australia, the government and not-for-profit organisations provide support to people experiencing relative poverty. **What is absolute poverty?** The World Bank considers a person to be living in absolute poverty if they cannot afford their basic needs like shelter, water and food. Also known as extreme poverty, this is the kind of poverty experienced by people in developing countries. In many developing countries, people living in extreme poverty do not have access to clean water, nutritious food or basic healthcare. This means they are often sick and have a low chance of survival. Furthermore, they have few possessions and face barriers to gaining an education.)  Activity: Break the students into pairs and provide each student with one square from the printout (Causes of Poverty). Ask them to explain their square to the class.  Activity: Break the students into small groups. Provide each group with one of the rectangles from the printout Connections. Ask each group to explain how the factors in the grey headings connect in their scenario. | PowerPoint: <https://www.globaleducation.edu.au/verve/_resources/Defining_poverty.pdf>  Printout: Causes of Poverty  Printout: Connections |
| 3 | The Christian Ethic | What is a Christian ethic?  How could a Christian ethic guide a person’s response to poverty?  What is the relationship between the Church and charities for the poor? | 5min  30min  10min | Watch: <https://www.compassion.com/poverty/what-the-bible-says-about-poverty.htm> (1:15min).  PowerPoint: The Christian Ethic. This considers the story of the Great Banquet. The beginning slides overlap with the Homelessness unit. The last slide asks students to develop am modern interpretation of the Great Banquet story.  Watch: The Invention of Charity <https://www.publicchristianity.org/the-invention-of-charity/> (7min). Discuss: Is it your impression that the Church is more focused on giving or on getting? From what you have heard and read so far – what do you think the Bible’s main messages about the poor are? | Compassion video on poverty <https://www.compassion.com/poverty/what-the-bible-says-about-poverty.htm>  For the Love of God video on charity <https://www.publicchristianity.org/the-invention-of-charity/> |
| **4** | Poverty in Australia | What does poverty look like in Australia?  Who is in danger of living in poverty in Australia?  How could a Christian ethic help us respond to this situation in our city? | 10min  15min  20min | PowerPoint: Poverty in Australia  *Discussion could include questions like the following:*   * What awareness do students have of poverty in Australia? * Has it ever affected them/anyone they know? * How/what was their experience? * What are/were the biggest challenges? * Are there stereotypes of who might find themselves living in poverty? What do students think is the reality? (e.g. families on benefits make up the majority of people living in poverty in Australia, and an increasing number of single women over 60 are finding themselves in poverty also – see SBS article in notes)   Watch the Average Amanda and/or Average Matt video clips to think a bit more about what things cost when you live on benefits. Discussion what families would have to go without and what this would be like.  <https://www.youtube.com/watch?time_continue=94&v=ftn7XvM8n_o> Average Matt ($18 a day?)  <https://www.youtube.com/watch?time_continue=92&v=EzvrdoPsaew>  Average Amanda  Activity: Break students into small groups and ask them to brainstorm possible individual, government and business responses to the issue of poverty in Australia | <https://www.sbs.com.au/topics/life/culture/article/2017/11/24/aged-over-60-and-female-heres-why-you-might-be-risk-poverty>  NB You could invite a speaker in from a Christian support organisation such as Anglicare to share some stories with students. |
| **5-8** | Share the Benefit |  |  | Students participate in a project to give insight into what it might be like to live on the Centrelink benefit for a week – and with parent permission, donate the difference in their spending on food to Anglicare WA (or equivalent local charity).  For those students who are unable to participate in Share the Benefit you could provide an opportunity for them to respond creatively or practically to what they have been learning about poverty.  Options could include:   * Create an artwork * Write a poem, blog post or article for the school magazine/newsletter * Take some photos which raise awareness of poverty * Make posters to display in the school/library to educate others * Create a drama/dance/song * Write letters to politicians * Do a chapel/assembly item about poverty and opportunities to respond | The student booklet provides all the information students will need to participate in the project.  Additional teacher notes provided also. |