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|  **Strands** | Bible and Christian Belief andChristian Ethics and Ethical Theory |
| **Stage of Development** | Years 3-6 | **Created** May 2021 | **Review** 2025 |
| **Aim** | This unit encourages students to explore the Christian hallmark of hospitality and how this may apply to those who seek refuge in our land. Students are encouraged to understand different ethical frameworks, including a Christian ethic. They reflect on a Biblical understanding of personhood and the story of the Good Samaritan. Students are encouraged to consider more recent examples of refugees, noting the impact displacement has on people and their families. Social enterprise or service learning to develop possible solutions to some of the problems faced by modern refugees is encouraged. It is best to complete the unit titled ‘An Introduction to Ethics’ before attempting this unit.  |
| **Content Descriptions** | **Knowledge and Understanding*** An understanding of the Christian ethic
* Understanding of Christian hospitality and the applications of the story of the Good Sarmatian
* What a refugee is
* Possible solutions to the current refugee crisis
 | **Religious Studies Skills & Virtues*** Empathy
* Critical thinking
* Social enterprise/service learning
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| **Resources** | A joined-up Life by Andrew Cameron | A teacher resource. This book clearly outlines a Christian ethic.  |
| [www.unrefugees.org](http://www.unrefugees.org) | This website provides significant detail on refugees globally. If teachers wanted to provide more information and statistics about the current refugee crisis this website may be helpful.  |
| [www.refugeecouncil.org.au](http://www.refugeecouncil.org.au) | Lists current services available to help refugees.  |
|  | [www.socialjustice.perth.anglican.org/refugee-week.html](http://www.socialjustice.perth.anglican.org/refugee-week.html) | This link demonstrates an activity completed by students at St Mark’s and includes some prayers for refugees written by students.  |

| **Lesson** | **Key Questions** | **Lesson Activity Ideas** | **Resources** |
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| **1** | Who should we love? | Who should we love?Should we treat all people equally?What does it mean to love people who are different to us? | 15min10min10min10min | Complete the spaceship scenario. It would be best to do this individually, followed by small groups then students coming back together for a class discussion. Read Romans 5:6-8 to the students. Challenge the students to think about what these verses mean. You will probably need to explain it/and define some words for them e.g. righteousness. Challenge the students to think about who Jesus would let onto the spaceship based on this verse (would Jesus get off, so others could get on?) Explain that often Jesus challenges us to think about things in a really different way. This is one of those examples. Brainstorm: where students have opportunities to love people without getting anything in return e.g. helping a younger Kindy student when no one is watching. Develop a class list and display in the classroom and remind students of the different ideas during the week.Activity: Ask the students to write a reflection on what they think it means to love others. You could remind the students of the verse from Romans 5 or read 1 Corinthians 13 to them before they commence this task.  | Worksheet: Planet Earth is about to explode/spaceship.Bible |
| **2** | The Story of the Good Samaritan | What is the story of the Good Samaritan about?What does the parable of the Good Samaritan teach us about how God has treated us and how we should treat others? | 5min10min5min20min5min | Discussion: Ask the students to share a time when they helped someone. Ask the students about their relationship with the person they helped. Read the story of the Good Samaritan (Luke 10:25-37) and discuss why the Samaritan helped the injured man even though they were enemies. Discuss if the students think the Smartian man did the right thing. What factors do the students think the other characters used when deciding not to stop and help the injured man? You could look back at the table in the PowerPoint to stimulate discussion. Ask the students some questions to try and understand the meaning of the text. Depending on the ability of your class this could include questions that encourage students to locate meaning within the text, with the reader and with the author. The first question is ‘what do we know about the author?’ This means asking questions about the story like:1. Who is the author of the story?
2. What do we know about the author of the story?
3. When was the story written?
4. Who was the story first told to? /who was the story written for?

The second question is ‘what happens in the story?’ This means asking questions about the story like:1. What characters are involved in the story?
2. What happens in the story?
3. Is there anything in the story I don’t understand?

The third question is ‘what does the story mean?’ This means asking questions about the story like:1. What do I think someone who believed in God would think about this story?
2. What do I think my friends and family would think of this story?
3. What do I think of this story?
4. How could this story change the way someone thought about this topic?

Picture cards: The Good Samaritan. Use the images of the story ask the students to imagine what the characters might be saying and thinking. Philosophical question: discuss the following question with the students “should someone’s religion affect the way they treat others?”  | Bible or Children’s BiblePicture cards: The Good Samaritan  |
| 3 | Ethical frameworks | What different ethical frameworks do people use to make decisions?What is a Christian ethic? | 5min20min10min5min5min | Discuss: ask the students to brainstorm the different things that impact the way they treat others e.g. relationship, past hurts, age, language, how much contact they have with the person, how they are feeling, what other people say about them helping the person, what the student believes about God etcPowerPoint: On ethical frameworks and world views. Read: Luke 14:15-24 the story of the Great Banquet. The story emphasises that God’s kingdom is for all people, but particularly for those who cannot reciprocate hospitality or those who are vulnerable and on the margins. It is about showing humility and being inclusive, thus challenging the norms of the day by inviting people to sit atthe table who are not necessarily friends.Printout: The Great Banquet. Break the students into small groups. Provide them with two copies of the table (no people). Ask the students to draw pictures of the types of people the story describes as being invited to the banquet. Then ask them to think who would be like the guests in our modern society. Ask the students to repeat the drawing activity using a modern interpretation of the parable. You may choose to show students the banquet picture with people at this point. Ask the students some questions to try and understand the meaning of the text. Depending on the ability of your class this could include questions that encourage students to locate meaning within the text, with the reader and with the author. The first question is ‘what do we know about the author?’ This means asking questions about the story like:1. Who is the author of the story?
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Activity: look back at the ethical frameworks in the PowerPoint and discuss what ethical framework the students think the host of the banquet used.  | PowerPoint: Ethical decisionsBible/ Children’s BiblePrintout: The Story of the Great Banquet |
| 4 | Refugees | What is a refugee? | 15min25min5min | Activity: Tell the students they need to leave the classroom in 1 minute, never to return. They need to grab everything they want to take with them. Sit the students down somewhere outside the classroom (with their belongings). Explain to them that they are about to walk 50km and they need to carry anything they want to take with them. Would they choose to leave anything else behind? It is not safe to pick up belongings from their homes. Ask the students how they are feeling. Use this activity as an introduction to refugees. Ask the students to work in small groups to create a poster with some facts about refugees. Get each group to share their poster with the class. At the end of the activity ensure all students understand what a refugee is and how a refugee is different to a migrant. You may want to limit students to the website below <<https://www.unrefugees.org/refugee-facts/what-is-a-refugee/>>Reflection: * What types of people are ‘refugees’?
* Where are they coming from and where are they going?
* Why do they need to leave their home regions?
* How might these people feel in such circumstances?
* Did the students know that Jesus’ family were refugees? (Matthew 2:13-18)
 | Ability to leave the classroom for 10min. Internet access in small groups. Poster materials.  |
| **5** | Modern Refugees  | What do we know about refugees’ experiences in modern times? | 10min10min20min5min | Share: some appropriate stories of refugees. <https://www.savethechildren.org/us/what-we-do/emergency-response/refugee-children-crisis>OR read a story like ‘The Littlest Refugee’ by Anh Do and Suzanne Do. Once again students are asked to note:* Who is involved in these refugee stories?
* Where are they coming from and where are they going?
* Why do they need to leave their home regions?
* How might these people feel in such circumstances?
* What hope for the future do you think there is in these stories?
* What do the students think Jesus would say to these people?

Remind, watch or re-read students the Story of the Good Samaritan and the Great Banquet and discuss how the students think a modern-day Good Samaritan or Banquet host should respond to these stories about refugees. Discuss what it means to love all people, even those that might be considered our political or religious enemies. Why does Jesus call his followers to such radical love? (because all humans are created in God’s image and he loves each one of them). Worksheet: Responding to refugees. Pick one challenge from the list and discuss the different responses that the various people listed on the worksheet could make to the challenge selected. If you have time consider any flow on problems that may be created from adopting particular solutions e.g. open boarders may lead to overcrowding in some cities.PowerPoint: re-use the Ethical frameworks PowerPoint. Discuss the different ethical frameworks that the responses they identified fall under.  | Book ‘The Littlest Refugee’ by Anh Do and Suzanne DoBibleWorksheet: Responding to RefugeesPowerPoint: Ethical frameworks and worldviews |
| **6** | Responses | How can we respond to the refugee crisis? Why is free movement between countries a good or bad solution to the current refugee crisis? | 10min35min | Research: give the students some time to research some things that are being done to help refugees in their city e.g. Perth. Ask the students to describe at least one service/program they read about. e.g. [www.refugeecouncil.org.au](http://www.refugeecouncil.org.au)Worksheet: Break the students into small groups and ask the students to plan and write a reflection on the quote at the top of the worksheet. Use the worksheet provided to guide students. If you have time at the end you could ask each group to share their reflection with the class. | Worksheet: Refugee reflection |
| **7** | Social Enterprise | How can your students help refugees in need? |  | It would be great to involve students in a service learning or social enterprise project that seeks to help refugees. Contact Anglicare if you need some help developing a project.  | Teacher preparation required for this lesson.  |