

Living in the Kingdom - Learning Activities

with a focus on the Millennium Development Goals and the
Anglican Board of Mission Australia



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The following learning activities were developed within the Revised Religious Education Philosophy and Curriculum Framework, produced by the Anglican Schools Commission Queensland. Their purpose is to engage students with key ideas relating to issues of social justice in the Christian faith. In particular they focus on the Millennium Development Goals and the Anglican Board of Mission Australia.

Lesson One	Life in another country
Lesson Two	Goals for a better life
Lesson Three	Working towards the Millennium Development Goals
Lesson Four	Supporting ABM
Lesson Five	Social Justice and the Bible
Lesson Six	Where to now?

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Living in the Kingdom Learning Activity

with a focus on the Millennium Development Goals and the
Anglican Board of Mission Australia



Core Content Area:

Living in the Kingdom
(Philosophy & Curriculum Framework ASC)

Level:

Middle School

Aims:

Students will:

1. Explore the lives of others and develop empathy and understanding.
2. Gain a basic understanding of the Millennium Development Goals.
3. Learn about the Anglican Board of Mission Australia and its purpose and activities.
4. Explore the connection between social justice and the Christian faith.
5. Consider ways they might support ABM and its mission.



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Anglican Schools Commission

Learning Activities – Lesson One

Life in Another Country

What to do:

Orient Activity

Explore the following questions with students:

- What choices does a young person in Australia get to make each day?
- What kind of access do they have to food, education, shelter etc.?

Enhance Activity

Students will engage and respond to three different stimuli. These may either be set up as stations that students rotate through or could be explored one at a time with the whole class. The 'Stimulus Response' worksheet may be used.

Stimulus 1: ABM Rubbish Dump Kids Video (12 Minutes)

Students watch a video about children/people living in poverty.
(<http://youtu.be/oFOiL3T6HqU>)

Students to answer the following:

- List 3 things you have that they don't.
- Identify 2 ways people in the village show ingenuity.
- Identify 2 reasons Benny, the leader, helps.
- Identify 2 things the youth group does for the rubbish dump kids.

Stimulus 2: 'If It Were My Home' Country Comparison Website.

(<http://www.ifitweremyhome.com>)

This website enables students to compare Australia with other countries in terms of wealth and health indicators. Compare Australia with Ethiopia, Papua New Guinea and the Philippines.

Students to answer the following questions:

- What are three major differences between Australia and the three countries you looked at?
- What one thing shocked or surprised you?
- What two questions do you have from comparing the countries?

Stimulus 3: Living on \$1 a Day

You are living on \$1 a day in a developing country (see 'Living on \$1 a Day' sheets)

- What things would you buy in a month?
- What things do you need that you can't buy?



Above: Baluan Community Potable Water Project, Northern Luzon.
Photo: © ABM

Ages/Year Level:

Upper Primary - Middle School

Time Required:

45 minutes - 1 hour

Aim:

Students will explore and reflect on the lives of those in developing nations and some of the problems they face.

Resources Required:

- * Computer with internet access
- * Projector screen/whiteboard
- * Lesson One resources and worksheets

Learning Activities – Lesson One

Life in Another Country



Above: A young girl with her goat in Kenya.
Photo: © ABM

Ages/Year Level:

Upper Primary - Middle School

Time Required:

45 minutes - 1 hour

Aim:

Students will explore and reflect on the lives of those in developing nations and some of the problems they face.

Resources Required:

- * Computer with internet access
- * Projector screen/whiteboard
- * Lesson One resources and worksheets

Synthesis Activity

Discuss with the class:

- What choices do you think a young person living in a developing nation get to make each day?
- What kind of access do they have to food, education, shelter etc.?

Compare and contrast the life of a young person in a developing nation with that of an Australian young person using the (Double Bubble Map).

Learning Activities – Lesson Two

Goals for a Better Life



Above: Group members share the labour and the rewards as they learn together in this demonstration plot.

Photo: © ABM

What to do:

Orient Activity

- Have students brainstorm problems in developing nations. (Some explanation of what a developing nation is might be required. Students should have some basic knowledge from the previous lesson. At this stage it doesn't matter if they don't know much.)
- Provide students with the 'The Millennium Development Goals' sheet or show them the 'Millennium Development Goals' PowerPoint or show them a MDG video from YouTube, such as: <http://www.youtube.com/watch?v=npGOCqaJkXI&feature=related>
- Discuss with students to make sure the basic meaning of each goal is understood.

Enhance Activity

1. Split students into seven expert groups. The goal of each group is to understand one of the Millennium Development Goals.
2. Provide each group of students with an information sheet on one of the MDG's (MDG Info Sheet). Ensure all seven goals are covered by the groups. Give students time to learn about their assigned goal.
3. Provide students with 'Ariam's Story' and have them identify the issues associated with their assigned MDG in her story.
4. Have expert groups feed back to the class and put their information on the whiteboard using a grid like this:

Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7
Ariam works fulltime					Her father is HIV positive	

Year Level:

Upper Primary - Middle School

Time required:

45 minutes - 1 hour

Aim:

Students will gain a basic understanding of the Millennium Development Goals (MDG's).

Resources Required:

- * Computer with internet access
- * Projector screen/whiteboard
- * Lesson Two resources and worksheets

Learning Activities – Lesson Two

Goals for a Better Life



Above: Christian Care Centre, Honiara
Photo: © ABM

Year Level:

Upper Primary - Middle School

Time required:

45 minutes - 1 hour

Aim:

Students will gain a basic understanding of the Millennium Development Goals (MDG's).

Resources Required:

- * Computer with internet access
- * Projector screen/whiteboard
- * Lesson Two resources and worksheets

Synthesis Activity - 321 RIQ

Students are to reflect on what they have discovered by identifying:

1. Three recalls - three things they remember.
2. Two insights - two light bulbs that went on in their minds.
3. One question they now have.

Share with the class.

Learning Activities – Lesson Three

Working Towards MDG's



Above: The distribution of humanitarian relief in Kenya is a well managed and orderly process.

Photo: © ABM

Year Level:

Upper Primary - Middle School

Time required:

45 minutes - 1 hour

Aim:

Students will hear about the work of the Anglican Board of Mission Australia (ABM) and its purpose and activities.

Resources Required:

- * Laptop
- * Computer with internet access
- * Projector screen/whiteboard
- * Lesson Three resources and worksheet

What to do:

Orient Activity

Ask class to brainstorm:

- What organisations do you know that are working to make a difference in developing nations? What do they do?

Enhance Activity

1. Australian Organisations Assisting to Develop Overseas Nations

Explain to students that today they are going to learn about one Australian organisation that does work overseas in developing nations.

2. Play ABM Video: A Tale of Two Sheds (13 Minutes)

<http://www.youtube.com/watch?v=blzdurl1gok>

RAS ALERT

Before watching video inform students that they need to discover:

- What MDG's does this work seek to address?
- What is ABM doing to help?
- How is ABM making a difference?

Use the 'Tale of Two Sheds' worksheet.

Synthesis Activity

A newspaper article has challenged the role of Churches in running organisations like ABM. Write a letter to the editor that explains why Churches do this kind of work.



Above: Waiting for a donkey or a wheelbarrow to carry home the month's rations.

Photo: © ABM

Year Level:

Upper Primary - Middle School

Time required:

45 minutes - 1 hour

Aim:

Students will explore the purpose and activities of the Anglican Board of Mission Australia. Students will also explore ways they might support the work of the ABM.

Resources Required:

- * ABM project book
- * \$100.00 and \$200.00 fake notes

What to do:

Orient/Enhance Activity

1. Students are split into groups and must pick a project out of the ABM project book.

Available at:

http://www.abmission.org/_resource/view?id=2dbb28876e09b78942f489ded50140bb

Students must create a 1 minute ad campaign and pitch it to the class.

Each member of the class gets a fake \$100 and \$200 note. When all the projects have been presented class members must choose two different projects (other than their own) to which they will donate their \$100 and \$200 notes.

2. Discuss with students:

- How did it feel to "win"? How did it feel to "lose"?
- Are those causes that got less money less worthy?
- What were some of the reasons people gave their money to a particular project?

Learning Activities – Lesson Five

Social Justice and The Bible



Above: Distributing relief supplies for 650 households in Kenya takes most of the day.

Photo: © ABM

Year Level:

Upper Primary - Middle School

Time required:

45 minutes - 1 hour

Aim:

Students will explore the connection between social justice and the Christian faith.

Resources Required:

* Lesson Five resources and worksheets

* Resources for poster making

What to do:

Orient Activity – Values Clarification Exercise

- Discuss the question: Why do Christians care about helping others?
- Engage students in a values clarification exercise where they must stand on one side of the room if they **agree** or the other side if they **disagree** when a statement is read out. Students may stand somewhere between these two extremes, but encourage students to avoid sitting on the fence. Invite students to share why they chose a particular position.

Values clarification questions:

- Christians don't do much to help people in need.
- People should only be helped if they deserve it.
- God helps those who help themselves.
- We should look after needy people in our own country first.
- If we help people they'll never learn to do things for themselves.
- Everyone should have access to food, health and education.

Enhance Activity

- Students will be given ten cards with quotes on them (Quotes sheet). Half are from the Bible and half are from other sources. The students in groups must silently shuffle these into two separate groups representing those in the Bible and those not.
- Have students justify why they shuffled this way.
- Invite students to respond to their thoughts about the quotes.

Synthesis Activity

- Design a poster based on Jesus' words (see 'Jesus speaks' sheet) to remind Christians/the church about the MDG's.



Above: Innovation is important to ensure that scarce resources like water can be used efficiently.

Photo: © ABM

Year Level:

Upper Primary - Middle School

Time required:

45 minutes - 1 hour

Aim:

Students will reflect on what they learnt in the previous lessons.

Resources Required:

* Students objects

What to do:

A range of activities can be used to assist students in reflecting on their learning. These could be used at the end of any of the lessons above or as a final lesson.

321 RIQ

Students are to reflect on and write:

1. Three recalls - three things they remember.
2. Two insights - two lightbulbs that went on in their minds.
3. One question they now have.

MAS

What do we do in the school that we could modify, add or increase in size to make a difference to the people ABM works with?

- Modify
- Add
- Size

BUNCHING

- Students are invited to word-storm all the key concepts that had been an important part of the lessons they have done.
- The students were instructed to 'bring an object' to the next class. Any object. These objects are placed in the bunching circle along with the words above. The entire class sit in a circle around them.

Instructions:

1. Pick three or more things from the table.
2. String them together with a few sentences and help us all to see how they might be connected with what you have been learning.