

Educating children about charity At KS3-4

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Introduction

Charities are a significant part of many students lives. My students are regularly involved in fundraising both in school and at home. Charity fund raising is a regular event on TV through Comic Relief, Sports Relief and others... Most people believe that charities are a good thing and ought to be supported – this is the common view of these activities and organisations. I want in this project to turn my students attention to the organisations themselves, to allow them time to think about how charities operate and the difficult choices they have to face, to make charities more '3D' as organisations.

Due to our status as a technology college, Hall Mead school has just built and opened an 'E-learning center' providing much greater access to IT. Therefore in looking at this subject I set out to see how I could use technology to enhance my students' learning.

Acknowledgments

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I thank the Head and staff at Hall Mead School for allowing me to take off given that I was new to the school especially John Dorsett for looking after the department in my absence.

I also thank Janet Orchard for her advice and enthusiasm

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Tear Fund – Dave Cooper
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Dogs Trust – Kerry Glover

Finally my long suffering husband, Peter, without whose help my ventures into the world of IT would have been much scarier.

Research on students' views

I started just before I left school by writing a questionnaire for my KS3 students to find out about what they knew and what they believed about charities. My overall impression was that they knew rather more than I imagined and had highly moral ideas about why charities were important. I surveyed 100 students and gave them the questionnaire at the start of unrelated lessons – I did not give them any help or advice. The students were from one yr 7, two yr8 and one yr 9 class.

I started by asking them to simply list all the charities they had heard of. The top ten in order of how often they were mentioned:

Kids Alive (most of the fund raising in the school is for this charity)

Oxfam

RSPCA

St. Francis Hospice (local adult hospice – extensive fund raising in local area)

Cancer Research

NSPCC

Comic Relief

Sports Relief

British Heart Foundation

Breast Cancer Research

56 charities got a mention in total with 22 of them being mentioned by only one child. It interesting how wide ranging they are mostly coming from students family and community links suggesting involvement with charities in many different parts of their lives.

The students came up with 25 different types of fund raising they were involved in which broadly fall into two categories – selling things and being sponsored to do things. The majority said their favourite way to raise money was to do something active and be sponsored.

I then asked them which sort of charities they were most interested in. They put the following categories in order of preference. Results in order of preference:

Children's charities in Britain

Charities which work against disease

Animal charities

Children's Charities abroad

Local charities

Disaster Relief charities

Conveniently they corresponded to the top 10 charities they were most familiar with so I had an automatic list to investigate their web sites. I gave them no help with how they could make this decision. I was mostly thinking about which charities would be most interesting for them to investigate rather than most important to support. It's no surprise that the students list mostly came up with charities which they could most relate to in their own lives. A few students, mostly those who prioritized disaster relief or children's charities abroad, were thinking in terms of the greatest need as they made their decision. This was borne out in their answers to the next question: 'Explain why you are most interested in your favourite charity.'

Their answers divided broadly into three categories:

Personal experience

- Because my Grandpa died of cancer
- Because I am a sufferer of Cystic Fibrosis and my mum, dad and sisters are carriers of the gene.
- Because a close friend died because of cancer so I would like to help other people who get cancer and give them a chance.
- My Nan spent the last few months of her life at St. Francis'.

A sense of justice

- All children should be treated the same.
- Children should have opportunities
- Because it helps everyone in the world.
- Because I feel sorry for children who get beaten up by their mum and dad

An attachment to animals

- Animals are our companions and are therefore important
- Because animals can't speak and are sometimes forgotten.
- I love animals and if you have no one else you have your animal there.

I was very struck by what a strong sense of awareness of the world around them these 11-14 year olds have and a strong sense of morality. It

is very encouraging, I think! 1 in 4 of their responses were about animals. Animals are significant in the lives of many children who get a lot out of the contact – the issue would make an interesting study!

The next question was similar but more focused: Why should people give money to charity? Their answers were quite generalized:

Empathy

- Because they would want people to help if they were in their shoes
- There are people out there who can't have things like we have
- Because imagine if you were in a horrible situation you would be wishing to get better.

On principle

- Because people are in need.
- It is for a good cause
- Because you can make a difference
- Because we care
- To help people have a chance in life
- Because they need it more than you do

Self interest

- So they can have a good feeling knowing that they have done something that helps someone else
- They might get cancer themselves
- To feel better about yourself

Looking at Charity Web Sites

I did an analysis of the 6 key charities which students had mentioned giving a wide variety of charities. I made up 20 questions to ask the web sites half based on what the students said they wanted to know and half based on my own ideas. These web sites are not easy to use! They are typically enormous and difficult to navigate. The ones which have student sections are not obvious on the main page. The ones which have a clear structure are usually designed to help people who need the charity (e.g., they've got cancer) or to encourage fund raisers. They're not designed to help children! From the 20 questions I asked I could find answers to the following on all the websites:

What are the aims of the charity?
Who runs charities?
How did the charity get started
How can money be raised?/how can we help?
Who works for charities, how are they structured?
What does this charity do?
What sort of people do charities need working for them?

It is not necessarily easy to find these answers especially on the larger sites. These questions are all very AT1 – AT2 will have to come from somewhere else! Also, even if a charity has Christian roots, e.g., NSPCC, they may not mention it in their website.

The questions I didn't find answers to on the websites are:

How does the money get to the places it needs to go to?
What is the religious/ethical basis for the bigger charities?
Fund raising and ethics – can you take money from anyone? Are some methods more moral than others?
How do charities decide who to give their money to?
What accountability do charities require?

Appendix One is a pack of worksheets using the charities I believe my students will find reasonably easy to use. I have not limited my search to exclusively Christian charities in order to meet the interests of my students. I will ask my students to look at Islamic sites as part of their GCSE course – the skills they have developed in these lessons should make this easy to achieve.

Conclusions:

The actual information students can easily find on the web is limited to 'Learning About...' questions.

Charities vary considerably in how user friendly they are towards students using them for research – there are some good ones out there but students need clear guidance if they are not to get hopelessly sidetracked or lost.

From this information I have constructed a series of lesson plans on charities which aim to achieve AT1 objectives by using websites and AT2 objectives by lessons based on discussion and role play.

Seven lessons introducing the issue of poverty.

Introduction

The aim of this unit is to educate students about issues of poverty in the world today and the implications for all the people on our very divided planet. Students need to understand some of the international issues which cause such poverty and how Christians and others are campaigning to make significant changes in international law. They will also examine what motivates people to help and consider what they and others could personally do to make a difference.

Key questions

- What causes poverty?
- What can people do to help?

Religious Focus

- Jesus' teaching about helping those in need

Learning outcomes

As a result of their studies, it is expected that students will:

- Understand some of the causes of world poverty
- Empathize with the poor
- Explain why it is right to help the poor
- Describe Christian teaching about helping the poor
- Describe some of the ways people help the poor
- Discuss controversial issues
- Examine the life of Bono as an example of one person who helps the poor.

Resources

- Interactive white board with internet access
- Worksheets.....

N.B The lesson plans are grouped together with all the worksheets relating to them immediately afterwards.

The lesson plans on charity start on p. 26

Lesson 1: Why are people poor?

1. The Debt Problem. Start by reading the story – Steps to Poverty. In pairs students complete the tasks at the end of the sheet on the issues and possible solutions.

2. The Trade Problem. Students complete the sheet on trade rules by watching the interactive cartoons using the white board. This is quite a difficult exercise so probably best done as a whole class activity.

Use some of the real life stories in maketrade4fair.com to illustrate the issues.

Lesson 2: Play one of the Christian Aid games which aims to help students empathize with people in poor countries.

Lesson 3: Why help the poor?

Key words: Justice, compassion, stewardship

1. Ask the students to start with naming 10 charities.

In groups they make a big list of

- a. why they are interested in these charities
- b. why it is a good idea to support charity

They will hopefully include the following ideas – if not suggest them:

- Because my Grandpa died of cancer
- Because a close friend died because of cancer so I would like to help other people who get cancer and give them a chance.
- My Nan spent the last few months of her life at St. Francis’.
- All children should be treated the same.
- Children should have opportunities
- To give children memories before they die
- Because it helps everyone in the world.
- To give someone a chance to live life to the full
- Because there are little children with really bad things wrong with them
- Because I feel sorry for children who get beaten up by their mum and dad
- Animals are our companions and are therefore important
- Because animals can’t speak and are sometimes forgotten.
- I love animals and if you have no one else you have your animal there.
- Because they would want people to help if they were in their shoes
- Because imagine if you were in a horrible situation you would be wishing to get better
- Because you can make a difference
- Because we care
- To help people have a chance in life
- To feel better about yourself

Staying in their groups they then colour code their list to make these categories:

Justice e.g. ‘Because they need it more than you do’

Compassion e.g. 'Because I feel sorry for children who get beaten up by their mum'
Self interest e.g. 'I might get cancer myself'
Empathy e.g. 'Because imagine if you were in a horrible situation'

They could also prioritise their reasons.

2. Christian reasons for helping the poor.

Emphasis that Christians are going to agree with their reasons and that they are going to

Investigate some more reasons Christians have for getting involved. Could point out that many charities have Christian roots because of how motivated Christians are to getting involved. Before they get started they need to know two ideas:

Stewardship the belief that all of the universe belongs to God. God has put people in the world to take care of it. He has ordered us to look after the environment and all the people and animals in it.

Judgment Day – Christians believe that after everyone dies they go to meet God to be judged according to how they have acted on earth. God will reward or punish people.

Parable of the poor man and Lazarus Luke 16.19-31

Parable of the Rich Fool Luke 12.13-21

Find these on Biblegateway.com.

After reading each one get the students to make a role play where one of them is the interviewer and one of them the character in the parable. Start with Why are you in hell, Lazarus?

Discuss as a class: What are the ideas in these stories which encourages Christians to help the poor today? Ns: Following Jesus, going to Hell...

Lesson 4: Following Jesus' example – Parable of the Good Samaritan

Read the story of the Good Samaritan Luke 10.25-37 using Biblegateway.com

Discuss how this story could be translated into today's world. Who are our neighbours?

Watch video – 'Wrestling with the big one' (Tony Robinson presenting)

Divide them into groups and ask them to create a 'freeze frame' moment for each of the following points of the story:.

Man travelling from Jerusalem to Jericho

Robber waiting

The attack

Priest sees unconscious traveller and walks past

Levite sees unconscious traveller and walks past

Samaritan sees man and helps him

Innkeeper sees Samaritan coming with injured traveler

Injured traveler wakes up in the Inn.

Could take digital photos and put on interactive whiteboard for future lessons.

Ask students to consider what each person is thinking – write it down.

Key question: Why would a Christian reading this want to help the poor?

Ans: Follower of Jesus wants to do the same

Homework: Write a modern version – who are our versions of these characters?

Lesson 5 Bono – someone who follows Jesus’ example today.

This leads to an assessed piece of work following National Framework guidelines.

Find out what they know about Bono. Use of newspaper articles about him. See any major newspaper e.g. the launch of Red in the Independent 27th January 2006

Give out ‘A powerful voice’ on the life of Bono from the Faith in Action series and the sheet for note taking. Different sheets with specific questions for SEN students *Leave out p.7 from ‘Sunday Bloody Sunday’ to p.10 on N.Ireland. Discourage them from starting the essay until we have done the next lesson on Bono’s songs.*

Lesson 6 – How Bono’s music reflects his beliefs

Explain the aim of the lesson is to match Bono’s actions to his beliefs by examining the lyrics of his songs and the Bible.

Working in pairs, give each pair a copy of the lyrics of the 4 songs (or put them on the board) and the work sheet (they can stick this in their books). Play the songs and get them to discuss and write out the lyrics which match the idea in the song.

Discuss and possibly write:

- a. Which ideas in his music help explain Bono’s actions?
- b. Why do you think Bono might be more negative towards God in the song, ‘Wake up Dead Man’?
- c. What do you think of Bono’s religious views? Agree/disagree? Why?

Lesson 7 – They start writing their assignment on Bono



Steps to poverty

Country X is in the middle of Africa. It is a rich and beautiful country popular with tourists. The people in the country are mostly small farmers who grow their own crops and live on what they eat. In 1970 the country was prospering and the government decided that it was time to try to improve the conditions of their people. They wanted to provide education for all their children and more hospitals. They decided to take out a loan from a big European bank. They knew they could afford the repayments because the coffee and rice they exported was getting a reasonable price on the international market.

The European money was provided from the banks and soon used to start building schools and hospitals. They had no problem paying for the loans and things were looking up. Then disaster struck.

In 1978 there was a bad drought affecting the crops badly. The drought lasted for three years. All building work stopped as the government spent their money on trying to keep people alive. They had to import food and supplies at inflated prices. The European banks said they realized the country couldn't keep up all the repayments for the loan but they still had to pay interest. Millions of dollars leaves the country every year but this is only the interest payments so there is no hope of paying off the loan.

The people in the country got poorer and poorer. International aid agencies stepped in to stop thousands starving to death.

A new leader took over. He was a military leader who promised to make their country strong again. However he did it by spending money on guns to put down his enemies. Him and his friends had a very rich lifestyle. Some of the country's money

went into his private bank accounts in Switzerland. Anyone who objected disappeared.

By the early 1980s the droughts had stopped and the rain was back. People could grow their own food but there were still few schools so no way of improving their circumstances through education.

Some farmers did well enough to consider selling their crops of rice, coffee, cocoa etc. on the international market but the rich countries had made laws which said that anyone importing things to sell into their country had to pay a big tax. The farmers realized they could make very little profit although they still need the money. Furthermore the international market fixed the price for their crops really low and there was nothing they could do about it.

Then AIDS arrived. Medicine was so expensive that when men, women or children became ill from AIDS or many other diseases they just died. The country started losing a whole generation of young people to AIDS. Tens of thousands of children became orphans. The hospitals were overwhelmed, with medicine too expensive there was very little they could do.

How could the country make progress? How could it make a better life for its people?

Your task:

Highlight the problems

Highlight who or what causes the problems.

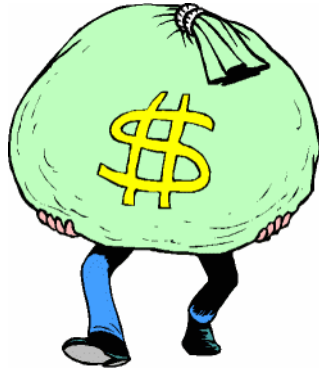
How can the country help itself?

How can the international community help the country?

What problems does the country face?

What needs to happen to make this story a happy ending?

Trade Rules – it is just not fair!



To find the answers to this worksheet you or your teacher need to go to www.maketradefair.com - the issues – rigged rules

Key words to understand before you start:

Trade - buying and selling things

Import - things we get from other countries which we want to buy e.g. we import coffee

Exports - things we grow or make we sell to other countries.

Subsidies - money given by a government to farmers to help the farmer survive. It means farmers can sell their crops or animals more cheaply.

Watch the cartoons and fill in the answers

Five unfair facts

1. Dumping.

In rich countries the governments give their farmers _____(subsidies) to keep them going. This means they can sell their produce more _____ than farmers from poor countries. Farmers in rich countries sell their produce to poor countries putting poor farmers out of business.

2. Market Access.

Sometimes poor farmers want to sell their produce to rich countries. Rich countries make the poor farmers pay a _____ to import their produce. This means poor farmers make a lot less _____. Rich countries take \$100bn from other countries every year in tax. (They give poor countries \$50bn in aid).

3. Forced liberalization.

Rich countries do not allow poor countries to decide what to _____. Rich countries sell produce to poor countries so they do not have a chance to make their own _____ *(If poor countries do not do what they are told the rich countries will refuse to trade with them at all making things worse for them).*

4 Labour rights

Workers have very _____ conditions because the factories in poor countries are under more pressure to produce a lot of goods very _____ because they can't get a good deal for selling their goods to rich countries.

5. Patents

Rich countries protect the pharmaceuticals who make _____. The poor countries are not allowed to make cheap versions of this medicine in their own countries. The result is that millions of people _____ unnecessarily because they can't afford expensive medicine.

P.S.

www.maketradefair.com have lots of real life stories about people whose lives are affected by these rules. Go to the issue page and click 'real life stories'

NOTES ON THE LIFE AND INFLUENCE OF BONO

What Bono does to stop poverty	Christian teachings which help to explain Bono's motivation	How Bono influences public opinion

NOTES ON THE LIFE AND INFLUENCE OF BONO

1. What is Bono famous for? Page 3(top)
2. What was special about the school he went to?
3. Bono became a Christian but he did not join a church. Why was this?
4. What Christian group did he join?
5. What was the name of Bono's band? P. 6(bottom)
6. How did Bono show his religious beliefs in his music?
7. Make a list of all the ways Bono tries to stop poverty. Page 11+16+17+18
8. Which song does Bono end his concerts with? P.14
9. What did Bono write about the Psalm? Copy the quote. P.14
10. Page 15 second paragraph. Copy the sentence which begins, " Bono felt the tension..."

Bono's Music Lyrics

Gloria

I try to sing this song
I, I try to stand up
But I can't find my feet.
I, I try to speak up
But only in you I'm complete.

Gloria
In te domine
Gloria
Exultate
Gloria
Gloria
Oh, Lord, loosen my lips.

I try to sing this song
I, I try to get in
But I can't find the door
The door is open
You're standing there, you let me
in.

Gloria
In te domine
Gloria
Exultate
Oh, Lord, if I had anything,
anything at all
I'd give it to you.

Gloria
In te domine
Gloria

Notes:

- The Latin words are praising God.
- 'The door' is the door to God or heaven.

40

I waited patiently for the Lord.
He inclined and heard my cry.
He brought me up out of the pit
Out of the miry clay.

I will sing, sing a new song.
I will sing, sing a new song.
How long to sing this song?
How long to sing this song?
How long, how long, how long
How long to sing this song?

You set my feet upon a rock
And made my footsteps firm.
Many will see, many will see and
hear.

I will sing, sing a new song.
I will sing, sing a new song
I will sing, sing a new song.
I will sing, sing a new song
How long to sing this song?
How long to sing this song?
How long to sing this song?
How long to sing this song? .

Notes:

- This comes directly from the Bible – Psalm 40.
- 'He brought me out of the pit' means God rescued me from the mess I was in.
- 'You set my feet upon a rock' means God gave me something firm and strong to believe in.

Grace

Grace, she takes the blame
She covers the shame
Removes the stain
It could be her name

Grace, it's the name for a girl
It's also a thought that changed the world
And when she walks on the street
You can hear the strings
Grace finds goodness in everything

Grace, she's got the walk
Not on a ramp or on chalk
She's got the time to talk
She travels outside of karma
She travels outside of karma
When she goes to work
You can hear her strings
Grace finds beauty in everything

Grace, she carries a world on her hips
No champagne flute for her lips
No twirls or skips between her fingertips
She carries a pearl in perfect condition

What once was hurt
What once was friction
What left a mark
No longer stings
Because Grace makes beauty
Out of ugly things

Grace makes beauty out of ugly things

Notes:

- In Christianity 'Grace' is the love of God for people even when they don't do anything to deserve it.
- 'Grace, she takes the blame' Christians believe when Jesus died on the Cross he took the blame for the evil people do.
- Karma – the idea that you get exactly what you deserve in your next life (Hindu idea)

Wake Up Dead Man

Jesus, Jesus help me
I'm alone in this world
And a fucked-up world it is too.

Tell me, tell me the story
The one about eternity
And the way it's all gonna be.

Wake up, wake up dead man
Wake up, wake up dead man.

Jesus, I'm waiting here, boss
I know you're looking out for us
But maybe your hands aren't free.

Wake up, wake up dead man
Wake up, wake up dead man.

Jesus, were you just around the corner?
Did you think to try and warn her?
Were you working on something new?
If there's an order in all of this disorder
Is it like a tape recorder?
Can we rewind it just once more?

Wake up, wake up dead man
Wake up, wake up dead man.
Wake up, wake up dead man.

Notes:

- Eternity: Christians believe in life after death when God will remove all evil for ever.

Christian Beliefs in Bono' music

Match the lyrics in Bono's music to these ideas:

40

God gives me a strong foundation to build my life on

God helps me in my difficulties

I can praise God because he has given me a whole new way of being

Gloria

Only knowing God can make you a whole person

God helps us find our way in life

I give you everything I am and everything I have

Grace

God (Jesus) took the blame for our sins and makes us right with God

God can make good come out of evil people or evil situations

God gives us better than we deserve

Wake up Dead Man

I need help from Jesus in this messed up world

There is hope because there is life after death.

God is in charge, we need to wait for him to act.

It is puzzling that Jesus does not help people more often

Is there really a meaning to our existence in this suffering world?

Charity Lesson Plans

Introduction

The aim of this topic is to equip students to understand, assess and support charities. To make the link between Christian thinking today on charity and the charities themselves. Our young people are often involved in fund raising both inside and outside school so charities are a part of their ordinary lives. This unit gives them the opportunity to learn more about a topic they are all involved in and to reflect on the morality behind giving to charity from a Christian perspective. It will also introduce them to some of the more controversial issues challenging charities today. The units rely heavily on IT and assumes the class has access to at least one computer between two, the internet and an interactive white board. Alternative, more prescriptive work, has been made for SEN students on the sheet: Charity Project which focuses on Christian Aid.

Key Questions

- What is a charity?
- How do charities operate?
- How do Christian beliefs about poverty link to Christian actions in supporting charities.
- What are some of the issues facing charities today?

Learning outcomes

As a result of their studies students will:

- explain what a Charity is. AT1
- know some of the key facts about charities in Britain AT1
- understand the aims of one key charity of their choice and how it achieves those aims AT1
- be able to link Christian beliefs about poverty to Christian actions in supporting charities. AT2
- Show an understanding of some of the complex issues facing charities today AT2
- Form their own reasoned opinions about some of the issues facing charities today AT2

Teaching and Learning Activities

Lesson 1: What is a charity?

You will need:

Powerpoint presentation – introduction to charities
Rough poster paper for the students to write ideas on
Sheet: Charities – the Facts (on paper or school web site)
A room full of computers including interactive white board

As the students are coming into the room run the Powerpoint – Introduction to Charities in a loop. The Powerpoint shows pictures of various people and situations in different kinds of need. For the starter activity bring each picture up one at a time. In groups the students explain what the problem is, the name of a charity or charities who might be able to help and what the charity could do. Make the groups mixed ability and 5-6 students to maximize the amount of shared knowledge! If they are struggling you could have a sheet with a list of charities and their description

Using the sheet ‘Charities – the Facts’ students research the answers on the website ‘guidestar’. The sheet can be on paper or on the school website for them to ‘cut and paste’. They could work in pairs. Everyone in the group to save the work on to their individual files. Feedback session: what surprised you? Answers: app.1

Then go to www.charityfacts.org web site and try the quiz – this will give further opportunities for discussion.

Homework: Explain what we are doing next lesson and they if anyone strongly wants to do a charity different from the ones I suggest because of their personal involvement in it they need to let me know the website before hand.

Lessons 2-4: Researching and presenting their own charities

You will need:

One bad and one good Powerpoint presentation (optional)
Sheets: Charities Research
Marking the Charities Presentation (on paper or downloadable)
Packs of information about the charity websites for the students to choose (appendix)

As students come in to the room ask them to write names of charities they know on the board. Colour code them together in these categories: children’s charities in Britain, charities which work against disease, animal charities, children’s charities abroad, local charities, disaster relief charities, other

Explain they are going to research charities and make a power point presentation. Decide together what makes a good Powerpoint and what makes a good presentation. Could show them a really bad Powerpoint presentation and ask them what is wrong with it. In future years could show them a really good presentation as example.

Explain they are working in pairs (1s or 3s if necessary) and ask them to consider carefully who they work with as their presentations will be graded.

Give them the packs on charities for them to choose one charity.

Get them to cut and paste the worksheet: 'Charities Research' to their computers and go over it with them.

At the start of lesson two ask the students to download a copy of the assessment criteria on 'Marking the Charities Presentation'. This can also serve as a check list for their Powerpoint presentations. Once they have completed the research sheet they can start putting the Powerpoint together.

Choose some of the completed Powerpoint presentations to show to the whole class, encourage them to view each others. H/W could be to show the presentation to an adult and get their opinion and also to write up their own assessment

Lesson 5: Have your say

This is a traditional discussion activity using computers. The advantage of using computers is that every student gets a chance to express their opinion and be heard (read). It also gives time to students who like to think before they speak. This idea is taken from the pcfre site – Children Talking and adapt it for use in individual schools.

IT technicians will be able to set this up through Lgfl. One class will have to manage it without step 3 to get things started. The moral issues you may like to consider are on p.36. These are real situations which have faced charities – what they did are in italics after the dilemma.

Step 1: Students are given each situation one by one and are asked to respond individually or in pairs. (see sheet on moral dilemmas)

Step 2: Teacher looks over the answers and allows appropriate ones to go on to a shared site.

Step 3: Students read other possible approaches. On the same site you could put what actually happened if you are using real situations.

Step 4: Students produce a written response. They could pick three answers they disagree with and reply giving reasons

Lesson 6: Decision Making in Charities.

Many charities operate both by responding to humanitarian disasters and by providing local people with money to expand work they are already doing. Charities are constantly receiving requests for help. Larger charities operate a committee system; smaller charities may have one or two people deciding who to help. This discussion lesson aims to introduce the students to some of the dilemmas charity personnel may find themselves in; it can be a matter of deciding who lives and who dies.

Students start by considering how to make moral decisions and they arrive at their own list of priorities. Depending on age and ability students could be introduced to some metaethics!

The students are told they have £200,000 to spend. They are given the sheets one at a time to simulate a real life scenario that charities do not know what or how worthy any future request for help might be. The first sheet deals exclusively with Britain to bring home some of the realities of running a large charity.

Each group needs to justify who they support and why referring back to their list of criteria for making the decision. You could put their answers on the board and try arriving at a class decision.

Lesson 7 – Charity fundraising.

Starter: Look at some adverts. For each advert discuss whether it is effective or not, what's the message, would it encourage you to give?

Start with the Dog's Trust poster of the dog in a toilet (Dog Trust – press office – images library- dog in toilet picture)

NSPCC – (media center (bottom of page) then video links (bottom of page) then click on talk 'til it stops..

Christian Aid –search adverts – TV – multiplier machine

Students complete a work sheet using the website: charity facts. They could gather this information and then make a wall display.

Plenary: Share what they have learnt with their neighbour.

Are any type of fund raising methods morally wrong?

Charities – The Facts

In this exercise you will find out some basic facts about charities in the UK. These facts to help you structure the presentation you will begin to work on next lesson

The research part of this exercise should be no longer than 2 pages.

Website: www.guidestar.org.uk then click on charity knowledge and about charities to get to the information you need.

Questions

1. Explain what a charity is in one line in your own words.
2. Cut and paste the 6 things charities do.
3. How many charities are there ?(careful, tricky question)
4. Three types of people work for charity – who are they?
5. What is the income of UK charities? What two areas do they spend the money on?
6. Cut and paste where the money comes from.

Key Words:

Donation - a gift

Grant - money given for specific purpose: a sum of money given by the government or some other organization to fund such things as education or research

Investment asset - things the charity owns which makes them money
e.g. renting out its buildings

Extension Work

- a. Explain in your own words the purpose of the guidestar web site
- b. Type any charity you know into its search engine – what did you find out about the charity you didn't know before?

Answers to : Charities – the Facts

1. Explain what a charity is in one line in your own words.

Charities are not-for-profit organisations that undertake activities that contribute to society.

2. Cut and paste the 6 things charities do.

- advancement of health; science, culture, arts and heritage; amateur sport; environmental protection and improvement
- promotion of human rights; conflict resolution and reconciliation; animal welfare
- provision of social housing; social and community advancement; other purposes beneficial to the community
- they provide help
- they represent or campaign
- they provide resources such as grants or volunteer help

3. How many charities are there ?(careful, trick question)

189,000

4. Three types of people work for charity – who are they?

Volunteers, paid employees, trustees

5. What is the income of UK charities? What two areas do they spend the money on?

36 billion pounds. Achieving their aims, making more money

6. Cut and paste where the money comes from.

- Donations and gifts from individuals - including legacies / charitable bequests
- Grants from charitable trusts and companies
- Fees for delivering services - including Government contracts
- Income from the investment assets such as shares that charities hold
- Profits from trading subsidiaries and charity shops

Your names: _____

Your tutor group: _____

Charity Research Sheet



The Task:

1. Have a look around the website to generally familiarize yourself. Check to see if they have a youth section.
2. Cut and paste information into the questions below. It will help you later if you keep the answers short.

The charity/charities web site we are using is:

What are the aims of the charity?

How did the charity get started?

Was the charity started by Christians? Does it still have a religious basis?

How does the web site talk about Christianity?

How can money be raised?/how can we help?

Who works for charities, how are they structured?

What does this charity do?

Are there any personal stories about the people they help?

Using your class notes from the lesson on Christian teaching and poverty, briefly summarize two Bible passages. For each passage explain how people in the charity carries out these Bible teachings through their actions.(the website will not help you!)

Any useful pictures/logos:

Marking the charity presentation

Task Summary: Design a Powerpoint presentation about one charity. Your presentation must include information about the charity's aims, history, activities, and fund raising. It should include Christian teaching and explain how the charity carries out this teaching in its work.

When they are marking your work, teachers will ask themselves:

1. How much information have you found out? How much of the work is in your own words?

2. How well have you explained Christian teaching and its relevance to this charity?

3. How good is the Powerpoint presentation visually?

They will award marks according to these levels:

Level one You mention a charity very briefly

Level two You explain a bit about the nature and activities of the Charity

Level three You make several good points about the charity. You Mention religious teaching but do not link it to the charity

Level Four You include most information about the charity. You Mention religious teaching but do not link it to the charity

Level Five You explain all key information about the charity well. You basically explain how Christian beliefs are linked to the Charity.

Level Six All the information in level five is included. The link with Christian teaching is explained in some detail.

Level Seven All the information at level 5 is included. The work is completed at a sophisticated level

Charity Project

Your project work is on a charity called Christian Aid. Their youth section is called global gang. Remember to save your work as you go along!!

The Task:

Go to www.globalgang.co.uk have a look around the website.

A. Click on 'Homework help'

Click on 'Disasters'

Open a word document and make a title:

Disasters

Answer these questions:

- 1 Name three natural disasters
- 2 Name three problems people have when there is a disaster.
- 3 Why is it worse for a poor country to have a disaster than a rich country?

Now click 'Real life' at the bottom of the page and read the story (or ask a teacher to read it to you)

B. Make a new title:

Fund raising

Go back to the home page of global gang.

Click on **Hot news**

Click on **Act now**

Click on **Change for change** and read

Click on **What children in the UK are doing** and read

Make a big list of all the ways people can raise money for charity. Add any ideas of your own.

C. Make a new title:

What does Christian Aid do?

Click on **Real life**

Click on **What is Christian Aid ?** (look for it in the top right hand corner)

Answer these questions:

1. What do Christian Aid want to do?
2. When did they begin?
3. How much money do Christian Aid spend?
4. What are 'partners'?
5. Do Christian Aid only help Christians?

D. Make your own presentation. Either you can make a Powerpoint presentation or cut and paste to a word document you can print information off then stick and glue it together.

Title for presentation:

Children helped by Christian Aid

Click on: **Hot news**

Click on: **News Flash**

On these pages there are lots of stories about children helped by Christian Aid.

Choose three of the stories. Cut and paste (or print out) their pictures.

Beside each picture:

Give the child's name and country

Give two interesting facts about the child's life

Explain how this child has been helped by a charity or person.

Once you have finished all the work and checked with your teacher you can play some of the games on the website.

Moral dilemmas for charity lesson 5

You work for a major charity. Your charity has financed a project in Africa to build orphanages. You find out that the person running the project in Africa has used some of the money to pay for his father's funeral and can not afford to pay it back. What do you do? *Outcome: You accept that this is a very different culture and understand that the person had to do as he did. In the interest of future good relationships you write the money off.*

You raise money for a small local charity. You are delighted to find a letter in the post offering you £20,000 for your charity. The letter is from a local person who moved to New York years ago but remembers his home town and wants to help a good cause. You find out that this man is a crime boss who made his money from drugs, prostitution, robbery etc. Do you take the money? *Outcome: You accept the money because at least then it will be doing good even if it came from bad sources*

A friendly person with a clip board stops your parent and you in the street. They work for a major charity and would like your parent to sign a direct debit form to give £5 a month to the charity. You know 30% of the money will go straight into the pocket of the fundraiser in the first year. Do you encourage your parent to sign up? *Outcome: Yes. You realise that fundraisers also need to be paid.*

You work for a cancer charity. You have discovered that a new drug is being tested for cancer. Do you encourage your members to risk trying this drug before it is fully checked out? *Outcome: You tell your members about the drug and warn them of the risks of being involved in trials.*

Thousands of people are beginning to starve to death in a famine in a remote area. The charity you work for needs to get aid workers and supplies to the area – this will take 3 days travel. The local military offers you a ride in their helicopters – do you accept? *Outcome: No – you can not be seen as the 'catering division' of the military. You may make an exception if the country is not at war and the flight is to bring aid to the region.*

You are working in an area of the world which is very suspicious of European charity workers. The secret police are tailing you everywhere and taking photographs of everyone you meet. You are worried about the safety of the people you are trying to help. Do you bribe the secret police

to go away? *Outcome: You pay the bribe. You build a school and a hospital. Over time the police see you are there to help and give you no further trouble.*

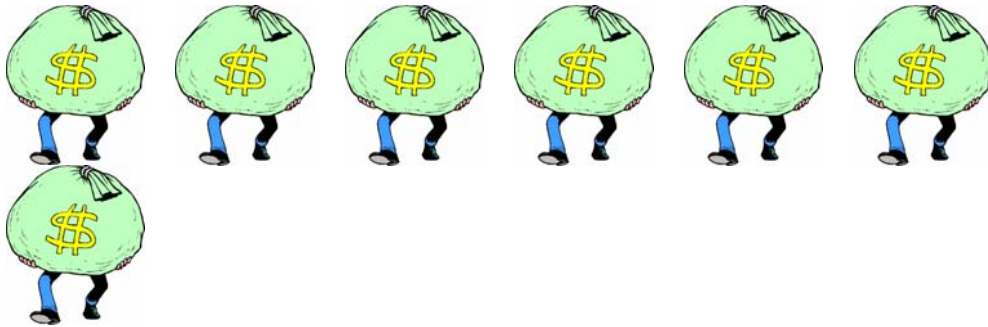
You want to get doctors and medical supplies working in a very dangerous but needy part of the world. Do you use armed guards? *Outcome: Many charities particularly with a religious basis would say no and not work in the most dangerous areas.*

Two of your workers have been kidnapped. A small ransom is demanded for their safe return. You are instructed to go to a small hotel with the money – do you go? *Outcome: You never pay ransom money – the charity workers know this and have been warned of the risks. You will try to negotiate with the kidnappers but you will not pay them.*

You need to buy food to start helping starving people. Local farmers offer to sell you the food but at a very high price. It will take a week to organize cheaper food from abroad. Do you buy the local food? *Outcome: Yes you do in order to save lives.*

It is found out that the lady who runs your local horse charity has been stealing from the account for years. New people have taken over and are desperate for your continued support given the poor state of the finances. Do you still support the charity? *Outcome: You decide to support them for three more months to see how things go*

Making decisions.



You are an international charity similar to Oxfam or Christian Aid. Your aim is to prevent poverty and aid those in need. You operate your charity according to Christian principles. Today you are having your first regular committee meetings to decide how to distribute your budget. You have three meetings a year. You have £1,000,000 to spend on funding projects.

First spend some time deciding how you will prioritize the requests for help. Will you:

Support projects which reach the largest number of people?

Support projects which agree with the Christian basis of the charity?

Support projects which you have supported before?

Prioritize children, the young, the old...

Prioritize emergency relief over long term aid

Prioritize education or health?

Put all the above options in order of priority. Add any more ways you would like to prioritize your spending.

Remember if you spend all your money in the first two rounds you may not be able to help in an emergency later in the year.

In each round you must choose two requests to support and be able to defend your reasons.

Finance meeting.

Round One:

<p>Country: Britain Department: Campaigning Cost: £10,000</p> <p>Details: To organize a demonstration against unfair trade agreement. This will include coaches to collect throughout the south east for a demo in Brighton. Also requires publicity and banners.</p>	<p>Country: Britain Department: Fundraising Cost: £35,000</p> <p>Details: The department head needs a personal assistant as, due to the success of her work she has too much to do. This will enable her to raise more money.</p>
<p>Country: Britain Department: Education Cost: £40,000</p> <p>Details: The department wants to employ a further Education Officer to work with schools educating young people about the issues surrounding charity.</p>	<p>Country: Britain Department: Publishing Cost: £50,000</p> <p>Details: The charity website needs redesigning and brought into the 21st century</p>
<p>Country: Britain Department: Housekeeping Cost: £20,000</p> <p>Details: You want to make rooms in the basement to increase your office space. It may be possible to rent these rooms out to make some extra money.</p>	<p>Country: Britain Department: Finance Cost: £30,000</p> <p>Details: The department badly needs to update its computer systems. This is the third year they have made this request for extra money.</p>

Starting money: _____

Money spent this round: _____

Money left for next round: _____

Round two:

<p>Name: Nlobe Orphanage Country: Botswana Cost: £50,000</p> <p>Details: The orphanage wants funds to start up a business making basic clothing in order to give the orphans a job once they are 16. The alternatives are very limited for them. Many children from the orphanage end up living rough on the street due to lack of work.</p> <p>Note: The previous head of this orphanage stole most of the money you gave them to set up new dormitories. He was fired when it was discovered but they never got the money back.</p>	<p>Name: Mali Farmers Cooperative Country: Mali Cost: £30,000 per year</p> <p>Details: The Cooperative has requested that your charity sends an agriculturalist to train local women in market gardening. This will increase the vegetables available for families to eat. The women can sell the excess vegetables in the local market to earn some much needed cash.</p> <p>Note: This will be a three year commitment</p>
<p>Name: Sigali Hospital Country: Rwanda Cost: £10,000</p> <p>Details: The hospital wants to buy drugs to help combat an outbreak of malaria in the area. This variety of malaria is resistant to ordinary and cheaper anti malaria drugs. Malaria can be a killer especially for the young, the ill and the old.</p> <p>Note: There is a high level of corruption in this area. You know that some of the drugs you supply will be sold on</p>	<p>Name: Atawa High School Country: Ethiopia Cost: £20,000</p> <p>Details: A group of Christians in Awasa are building a secondary school for the local children. This is only the second secondary school in a town with a population of 30,000.</p> <p>Note: This is an agricultural area. Children work on the farms from 6years old. Only the richer families will be able to spare their children the time to go to school.</p>

<p>Name: Tamasi Christian Church Country: Ghana Cost: £10,00</p> <p>Details: International oil companies operating in the area have illegally taken over the land of many small farmers and used their paid thugs to kill or pay off anyone who protests including the local police. The church wants to take their case to the international court.</p> <p>Note: They might lose!</p>	<p>Name: Darissa Christian Churches Country: Kenya Cost: £20,000</p> <p>Details: This group of churches want to train then employ community nurses. The nurses will work with the women of the area educating them about how to prevent their newborn babies from catching common illnesses.</p> <p>Note: The churches insist their employees must be Christian.</p>
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Starting money: _____

Money spent this round: _____

Money left for next round: _____

In the last six months there have been several crisis in the world which have left people suffering. Your charity has been approached for help from all angles but you have only limited funds....

Round Three:

<p>Name: Mucuta Village Country: Columbia Cost: £30,000</p> <p>Details: Mud slides in the village have destroyed part of the poorest area. They request funding to rebuild the local school.</p> <p>Note: Much of this area makes their money by growing cannabis. Couldn't the local drug barons rebuild the school?</p>	<p>Name: Hagsur Hospital Country: India Cost: £10,000</p> <p>Details: They request help in inoculating the local children against TB and Polio which are both very common in the area.</p> <p>Note: Many people are very hostile to the Christian church in this area. Remember you are spending your Christian supporters' money.</p>
<p>Name: Loshin Province Country: China Cost: £100,000</p> <p>Details: There has been a huge earth quake in a remote province. They request tents to shelter people during the long and very cold winter which is just starting.</p> <p>Note: Excessive 'red tape' on the part of the Chinese authorities will make this job more difficult.</p>	<p>Name: Rusti Baptist Church Country: Sudan Cost: £20,000</p> <p>Details: The 2000 Christians in this area are in the minority and suffer from persecution. Their Church and many of their homes have been burnt down. They need the money to rebuild.</p> <p>Note: They may be attacked again and your money wasted. However if you don't support them many will die over the winter months.</p>

<p>Name: Somali branch of your charity Country: Somalia Cost: £80,000</p> <p>Details: A drought is causing widespread famine. You need to airlift food immediately.</p> <p>Note: There is a high media interest in this situation</p>	<p>Name: Indonesian Medical Services Country: Indonesia Cost: £80,000</p> <p>Details: After excessive flooding cholera is sweeping through many towns and villages. The poorest and the youngest people are suffering the worst. The Indonesian government request that you send some of your experts to advise their medical services</p> <p>Note: Past experience suggests that their advice may not be listened to but if they can make it work they will save many lives.</p>
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Money brought forward: _____

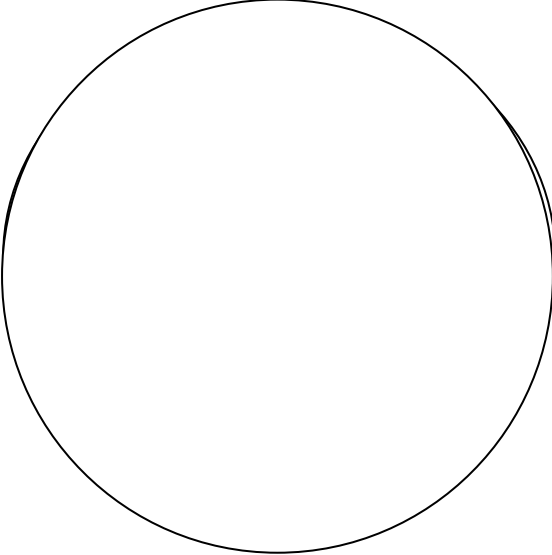
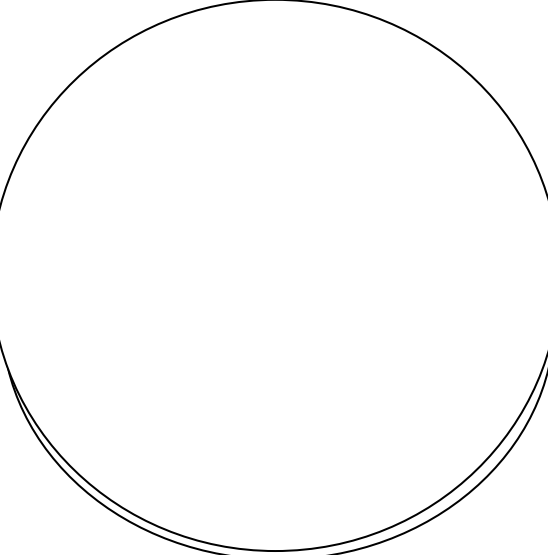
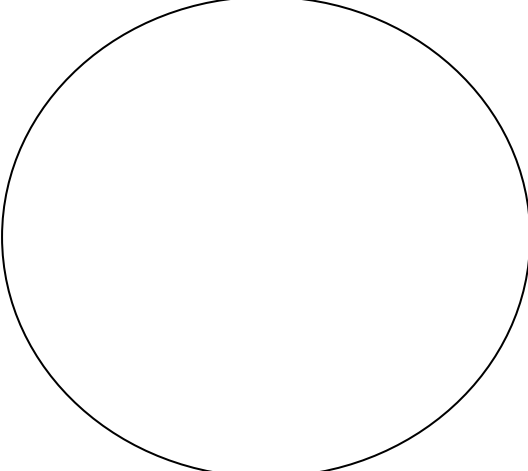
Money spent this round: _____

Money left for future events: _____

Charity fund raising.

Website: www.charityfacts.org then click fundraising then the cost of fundraising

Answer the following questions by completing the pie charts:

<p>How much does it cost a charity to raise a pound?</p> 	<p>How much money is spent on working with existing supporters as opposed to finding new supporters?</p> 
<p>How much does it cost to recruit new supporters?</p> 	<p>How much money do they make out of their supporters long term? (make your own diagram)</p>

Now click on to [fundraising fact sheets](#) at the side of the page. Using the links fill in this table:

Fundraising Methods – how effective are they?

Name of the method.	How does it work?	How much does it cost?	How effective is it?
Street fundraising			
TV and Radio			
Mailing addressed to you			
Choose a method to investigate and put it in here.			

Click on [fundraising case studies](#) on the left of the page at the bottom. Read about some real life examples of the methods you have investigated. Add any more interesting information to your table.

Conclusion

This has been a rewarding project. I intend teaching these lesson in the summer term 2007. Until they have been through a rigorous assessment from my students I will not know just how successful they are.

My research has taught me caution when setting classes work on the internet. The web is a rich source of information and a real assess but it requires preparation on the part of the teacher and some skill in the part of the student if it is to be exploited fully.

Time limitations within RE have restricted the issues we can teach however a Charity Day off timetable would give more space for students to explore further and invite the charities themselves to play a part. This could work within a Charity Week with subjects across the curriculum address the issues relevant to charities and their subject.

Charities have a lot to offer school communities. I am convinced of the importance of teaching our students about charities and providing them with the knowledge and skills they need to actively support them.

Appendix starts next page.

NSPCC

The National Society of Prevention of Cruelty to Children



Assessing risk and helping after abuse

Supporting parents

Running young People's Centres

Specialist Investigation Service

Giving children in care someone to turn

to

Work with young abusers

Website

Main website: www.nspcc.org.uk

Go to the bottom of the page and click on kidzone. You'll find most of the answers to your questions using the contents list on the left hand side of the page.

For the question about the aims of the charity and who works for the charity you will need to go back to the main site – try about us. You will also get more information about fundraising on the main site.

Oxfam

Cool Planet



Website

www.oxfam.org.uk/coolplanet

This is a straight forward site – you should find your answers here easily. There is not much on Christianity. If you have time to browse look at www.Oxfam.org.uk/generationwhy which is designed for students

Hospices

St. Francis' Hospice

Richard House



Website

www.stfrancishospice.co.uk

Be careful to get on the right website – there are lots of St Francis hospices throughout the world – you want the one in Essex!

Links from the main website will give you what you need. Scroll down to the bottom of the history section to find the information on how it started. The 'chaplaincy' link will help you with Christian questions.

You might want to add some information about Richard House or Little Haven which are local children's hospices. www.richardhouse.org.uk Or www.littlehavens.org.uk

Tear Fund

Christians around the world are demonstrating what it means to be good news to people who are poor, sick, hungry, traumatised or marginalized



Website

www.tearfund.org

Youthtearfund.org then the 'youth' square. 'About Tearfund' in the list on the left will give you some of the information you need – read the beginning and the end of the page.

For other information go back to the main site and try 'About us'

Dogs' Trust

To protect dogs from maltreatment, cruelty,
suffering



Website

www.dogstrust.org.uk

This is a very straightforward website. 'About us' and 'How we help' will tell you most of what you want to know. No clear Christian links so don't worry about these questions.

RSPCA

The Royal Society for the Prevention of Cruelty to Animals.



Website:

www.rspca.org.uk

Stay on the main site for your answers. The links to 'education' or the 'playpen' are designed for primary school children.

Mildmay Hospital

Specialising in HIV/AIDS care



Website

www.mildmay.org.uk

This is quite a small site so it is not too difficult to navigate.

Click on to the UK link. 'Christian charity' will give you the history and fundraising ideas. A look round the whole site will explain what they do.

Kids Alive



Website

www.kidsalive.org

Start with the UK site then go on to the USA site for most of your information. The 'About us' link on the left will give you lots of answers.

Comic Relief



Website

www.comicrelief.com

'All about us' and the link to 'events and fundraising' will tell you most of what you need. You probably will not find Christian links on this page.

CAFOD

Catholic Agency for Overseas Development.



Website:

www.cafod.org.uk

You will find the information you need fairly easily by following the links especially 'about us'.

If you have time look at their youth site 'FastTrack' (link on the right of the home page)