



# ISSUES

Exploring where The Salvation Army stands on moral and social issues

## poverty

[www.salvationarmy.org.uk/uki/masic](http://www.salvationarmy.org.uk/uki/masic)  
[www.salvationarmy.org.uk/schools](http://www.salvationarmy.org.uk/schools)

### A lesson for 14- to 16-year-olds

In this lesson students will reflect on and understand what poverty is and will be able to explain how and why The Salvation Army fights against poverty.

### Lesson Outcomes

- To understand and be able to explain what poverty is
- To be able to explain the work of The Salvation Army in response to poverty
- To be able to explain the beliefs and teachings behind The Salvation Army's motivation to fight against poverty

### Resources

- Poverty PowerPoint presentation
- Poverty positional statement
- Poverty sort cards
- Cardiff Bus video clip ([www.youtube.com/watch?v=hrcFc6UJ6Dk](http://www.youtube.com/watch?v=hrcFc6UJ6Dk))

### Curriculum Links

England and Northern Ireland

AQA Religious Studies B

3.3 Unit 3 - Religious Attitudes to Rich and Poor in British Society

- religious attitudes towards the responsible use of money
- the possible causes of poverty; ways of overcoming poverty; what is being done to help people break out of the poverty trap

Ireland

The Person and Preaching of Jesus

- the characteristics and meaning of the Kingdom of God as preached and witnessed to by Jesus in word and deed - such characteristics might include the special place of the poor and love of neighbour
- searching for evidence of the impact of these elements on the lives of Christian believers today

Scotland

- develop skills to describe and express views about contemporary moral questions and responses
- develop straightforward knowledge and understanding of contemporary moral questions and religious and non-religious responses

Wales

Is it fair? - Religious teaching on:

- human dignity
- equality
- social responsibility
- religious commitments to promote justice and religious responses to injustice



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### Starter

As pupils enter the room, show the statements on the first slide of the presentation. Ask pupils to guess whether these statements are true or false. When all the students have arrived and had a chance to look at the statements, go over the answers with the group, getting feedback on what they thought the answers were.

Go on to explain that in today's lesson we will be exploring attitudes to wealth and poverty with a focus on The Salvation Army's work and beliefs in this area. Go through the lesson outcomes with the class.

### Phase 1

Using the poverty sort cards, in pairs, pupils consider and discuss what they think the word 'poverty' means. Cards could be arranged in a diamond shape with the definition pupils agree with most at the top and the one they agree with least at the bottom.

Ask pupils to feed back to the class which definition they chose and why. Discuss some of the issues raised, eg:

- Does everyone who lives in a developing country live in poverty?
- In Britain, the law describes people who earn under half the average income of the country as living in poverty. However, their lifestyle may seem like luxury to someone in a much poorer country. Are these British people still living in poverty?
- Is it right that we should live in luxury while other people are starving to death?
- Whose fault is poverty? Who is responsible for helping people who are poor and needy? Are we all responsible for each other?

Explain that the exam definition for poverty is being without money, food or other basic needs of life (being poor).

### Review progress

Ask the students to tell the person next to them one new thing they have learned so far today and whether they think they have a responsibility to help poor people. After a few minutes ask a few pupils to feed back.



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### Phase 2

Depending on previous knowledge you may need to explain that The Salvation Army is a protestant denomination and part of the worldwide Christian Church.

Explain that we are now going to find out about The Salvation Army's beliefs about poverty by looking at one of its positional statements. Read through the statement once with the class, and then in their pairs ask them to number each other 1 and 2.

Explain that number 1s need to highlight any part of the text that explains a biblical teaching about poverty, and number 2s need to highlight anything in the statement that explains actions that The Salvation Army does to help those living in poverty. When the pupils have done this tell them to explain the parts they have highlighted to their partner.

Ask for feedback to check understanding on The Salvation Army's beliefs and work.

Explain that we are now going to take a short look at just one way The Salvation Army supports those living in poverty in the UK - show the Cardiff Bus video clip. Ask pupils to reflect on what they think is the most important part of this project. When the clip has finished ask for pupils' opinions. Finally, pupils are to complete the exam-style question based on today's lesson. If you have time, you may want a few pupils to feed back their answers.

### Plenary

Finish by asking the pupils to stand in one of three places in the room: one place for people who feel they have only met the first outcome, another place for people who feel they have met the first two outcomes and a third place for those that feel they have met all three outcomes. When pupils have decided where to stand, pick a couple of people from each place to explain how they have met that outcome.

For further schools resources about homelessness and The Salvation Army take a look at [www.salvationarmy.org.uk/uki/Homelessness](http://www.salvationarmy.org.uk/uki/Homelessness)