

Return to the Island.

A role play, set on the Island, for teaching moral Issues

For key stages three, four or five

In this story, which begins ten years after the shipwreck, members of Lesley's family are facing problems. In this story told over eight episodes, pupils in role as the Island council, hear each character speak about the issues and dilemmas they face. The council debates through a series of structured question and discussion activities to reach their conclusions about what they should do.

This course designed to motivate, engage and challenge pupils preparing for GCSE moral issues papers, also invites pupils to consider the answers from the point of view of the absolutist theist, the situationist theist and the rationalist atheist.

A summary of Christian teaching on each moral issue is provided together with a structured essay to support GCSE. Although this unit of work is designed to be used as a stimulus and preparation for the detailed and specific work taught for the examination, It can be adapted to support the teaching of any religious tradition and for any secondary age range or ability.

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Introduction

Teachers have often asked me if I have written anything that would support the teaching of a moral issues GCSE paper .

I had the idea for “**Return to the Island**” some years ago. My plan was that characters from the early days on the Island would encounter the particular issues explored in the examination syllabus through events in their lives that arose because of the situation they found themselves in . I drafted out the story, set just ten years after their arrival on the Island, and centering on Lesley’s family, but I felt it lacked the depth to provide the kind of learning outcome I wanted. Immersed as I was then in completing the five teacher resource files for Theatre of Learning it was never finished.

It has always been an important aspect of Theatre of Learning that the method supports the growth of pupils’ own spirituality and encourages empathy with those who are different from themselves. This story encourages that through having the characters tell their own story to touch the pupil’s hearts and enable them to ask” What if this were me ? “

Latterly, as I have moved into working on values and citizenship from the perspective of philosophy I have begun to think about the formation of moral viewpoints and attitudes, together with the promotion of positive behaviour. This has become an important additional focus. It has influenced the reworking of the story. This unit of work supports this.

This is not a detailed study of ethics, however. It is designed to engage and motivate pupils who are preparing for the particular perspective of a Religious Studies GCSE and is therefore superficial in some respects.

So often moral issues GCSE courses require young people to learn and to be able to describe various moral viewpoints . We are under so much pressure to prepare pupils for an exam that we might not necessarily have time to teach it in such a way as to also help them form their own values. This unit of work is designed to do that in a

short space of time through a series of short stories that will provoke discussion.

My aim in “Return to the island” is to enable pupils to use their imagination through story telling and role play to enter the world of the people in the story and to see the moral issues that confront them from different points of view.

Placing the situation on the Island allows the pupils to consider the issues in themselves . There are no laws on the Island so pupils have to think things through with a real concern for justice and to ask themselves if being in a non technological society with no proper medical facilities makes a difference.

It is interesting to see how the problems and the solutions differ in a society which has no technology to help and where disability, sickness and poverty are a real burden. This is a world where there is a real struggle to stay alive. Can the community afford to look after people who cannot make an equal contribution? (It is clear from early burials that humans have always cared for the sick and disabled.)

This is a fantasy, though. The people on the Island are not from a pre technological world like people in the past and so share the world views of the pupils in the class who have 21st century values. Much morality in the past was based on pragmatism. **Are our pupils going to support justice, or pragmatism, in the world of the Island?** Are there issues which they believe are right or wrong whatever the circumstances?

It is written so that any pupil from any religious background can take part. Like “The Island” , **it is religion neutral** and like other aspects of Theatre of Learning work can be inserted among existing programmes of study to bring them alive. **I have inserted Christian illustrations and sample essays as that is likely to be the most commonly required material.**

If a young person does not have an opportunity to think through a moral issue critically, preferably in advance of being faced with

difficult decisions, then he or she is likely to respond instinctively and unreflectively according to what suits them best. **Putting the situation on the Island allows them to explore the issues in the abstract before looking, for example, at a real modern day situation in the press.**

The situations here provide a pattern that can be adapted to any moral question . If it does not cover all the topics that you need to study, Invite your pupils to invent a character on the island and create a dilemma that is relevant to your work. I have not looked here at capital punishment or war, for example. Neither have I looked at animal rights.

Teaching and learning methods

These are active and experiential and develop literacy and critical thinking.

I have a **washing line** across my classroom on which I pin key words, questions, statements, quotations anything I want pupils to think about during the lesson. They are on double sided A3 sheets so they can be read from anywhere in the classroom.

Sometimes the material is already up on the line ,sometimes it is revealed from a box or bag during the lesson and pinned up as we discover and explore the issues.

Sometimes they summarise the previous learning and the line builds up as we go through the course. I have included some examples here. You may well choose to make your own. So often in a complex lesson with several activities used to make a point a summary of what we wish pupils to remember and think about can be summarised on a single poster. **Details are needed for examination success, principles, for a successfully lived life in a peaceful society.** Building up summaries of these principles and reminding pupils of what codes you live by can go a long way in reinforcing them in their minds. A very important point to emphasise with them is that *they* need to be tolerant and defend the rights of others, even it means making sacrifices, in order to ensure that *their own* rights are respected.

Information, questions and vocabulary to provide the meat of the lesson may be

- Discovered through **pass the parcel**,
- Packed into a box which is passed to music,
- Hidden in **envelopes** round the room which have to be found.
- Placed in **balloons** which need to be burst ,
- Blurted **under the seats** of chairs.

All these activities keep the pupils motivated, give pace and interest to the lesson.

After the meat of the lesson when the learning needs to be reinforced with more reading research and thinking , I pack literacy tasks into **boxes and bags** for pupils to unpack in groups following coloured instruction sheets .(See below)

The work invites them to think, read and write following caterpillar essays and reading rabbits (see appendices)

It is all drawn together with traffic lights discussions. (see appendix)

For many of these situations there is a **wild card**. After the story and the initial reaction of the class . I have introduced a fact or circumstance which might change the pupils perspective . How you introduce the wild card can be a matter of fun and variety. The pupils will come to expect it to be introduced, so hiding it or producing it from unexpected places will increase the engagement and attention.

The Learning outcome

The important thing is what you do *after* the situation has been presented to the pupils, so that they are challenged in their thinking and a real learning outcome is achieved. This should be one in which they know and understand the various views held by members of the tradition they are studying and they also know why non religious viewpoints differ and on what basis they are made.

Depending on the moral issues, I would suggest that after the situation has been presented and discussed in role that pupils

discover more factual information about the moral issue ie abortion for themselves.

They can do this in an interesting way if you put them in groups and give them attractive **gift boxes or bags** which will be unpacked by the pupils . In them they can find an instruction sheet printed on coloured card so that it easily picked out , a question to explore and come to a conclusion about - perhaps placed in a balloon to burst , fact sheets and pictures and a summary of the beliefs and teachings of the religious traditions being studied

Creating a caterpillar essay or reading rabbit will enable them to sort out the information and form a conclusion in an interesting way that will boost their literacy. (see appendix) Lots of work is needed to prepare the boxes and bags but they are easily reusable and the contents can be stored for future use in labelled A4 envelopes to enable you to re use the containers in the meantime.

A traffic light discussion (see appendix) with the group as a whole, back in role as the islander council, forms a thoughtful, probing and comprehensive plenary.

If pupils were being prepared for an examination I would have a **bullet point summary** of all that they needed to know on each topic, together with important scriptural quotes . Wherever the discussion had roamed, whatever personal opinions had been formed this will pull them back to the examination but so much richer for the process of thinking that they had been through.

Pupils should now be equipped to answer a GCSE question using the set textbook as a resource, together with the bullet point revision summary.

I hope you feel that this re working does help engage the pupils and stimulate them to look at the issues themselves before exploring the perspectives of the religious traditions you are studying.

My hope is that as they explore the issues that they will discover for themselves the various moral positions of religious and non

religious people. And that this will help them understand their points of view

For all pupils, whatever their background, I hope they come to see that reacting according to their own instincts, desires and urges is not a helpful way for any community to move forward. Feeling compassion for the person concerned makes it easier to share and give time and resources, but even if we do not feel compassion, or even like the person who is in difficulty, making a decision based on principles of human rights and tolerance, often, although not always, for the greatest good of the greatest number is the way forward.

In the case of difficult decisions the harm principle is an important guide Asking “ What harm will this do ? “ can be helpful. In the case of supporting civil partnership, none. In allowing human rights abuses of women in the name of religious belief, lots. A moral decision can therefore be made. That minimises suffering.

Using the three main moral viewpoints

I have chosen to explore these issues under three main headings so that the work can be adapted for any religious tradition.

- **The Absolutist**
- **The Situationist**
- **The Rationalist**

Strictly speaking, I am misusing each term as they are more broadly applied than the three narrow ways in which I am using them here.

An **absolutist** is a person who believes there are moral absolutes in the same way as there are mathematical absolutes. These absolutes, for example, that abortion is wrong, applies to all situations at all times, whatever the circumstances. Absolutists are not necessarily religious but I am using the term as some GCSE boards do to represent a certain religious view of moral issues.

Situationist is a term which strictly speaking comes from Joseph Fletcher's "Situation ethics". This view suggests that moral issues can only be decided by doing the most loving thing under the circumstances - the situation. I am using the term to denote a certain religious view of Moral issues, as some GCSE boards do which allows for decisions to be made on the situation, although It is possibly not accurate to use the term to apply to any other religious tradition.

There does not seem to be a term for a non religious view of morality, so I am using the term rationalist. **Rationalists** are people who believe in using human reason. Many rationalists are also religious. Their belief in God is based on their reason, they say. However, I am using the term here to describe a person who believes only in human reason as a source for morality. They do not believe in God.

The first two are religious view points based on the belief that moral truths are revealed by God and enshrined in religious texts which have great authority. They may also be promulgated by an institution or body of teachers and or priests who also have authority. The notion of revelation and authority varies, though, between the absolutist and the situationist .

The Absolutist Religious or Theist Viewpoint

The **absolutist** view of revelation is that it comes directly from God and concerns truths that could not otherwise be known by humankind. This is sometimes called **propositional revelation** or **revelation downwards** . God is up there, giving commands to us down here.

These truths are enshrined in **sacred texts or scriptures**. While **intermediaries** may be needed to teach and explain the scriptures, the teachings are clear and cannot be altered.

- This applies broadly speaking to the Orthodox Jewish view of Tenak, revealed to the Jews by Moses and not translated so as not to alter the meaning.

- It also applies to The Qur'an revealed by God to humans through his prophet Mohammad, again not translated and observed, broadly speaking, exactly as it is written.
- It also applies to the Roman Catholic, and some fundamentalist Protestant views of the Christian Bible.

All these views regard the scriptures as authoritative and final. The words mean what they say. To reinterpret them to fit in with modern times is to disobey God and to regard him as less than omnipotent or omniscient.

The Situationist Religious or Theist Viewpoint

The **situationist** is a person who also believes that moral truths are revealed by God but in a different way. They may believe the revelation is gradual, throughout history and depends on humans interpreting events around them. This is non propositional revelation, or revelation upwards. Humans interpret things for themselves using the principles in the scriptures and believe they can use their God given intelligence to apply medical and scientific advances to their moral decisions. This means the situationist can justify abortion in some circumstances, allow for civil partnerships and divorce and women priests and teachers.

Among the Situationists you might find

- Many Protestant churches
- Reformed, Liberal and Progressive Jews
- Many Sikhs and Hindus

The Rationalist Non Religious or Atheist Viewpoint

The **rationalist**, in the sense I am using it here, is a person who does not believe moral truths come from God. The rationalist believes they come from human reason. There is no complete consensus on moral issues, but broadly the rationalist will follow certain principles, namely that there are such things as human rights, whether they exist in law or not and that they are based on principles that we can appeal to when we sense an injustice has been done. In most cases the idea of the right has existed in the minds of

moral beings before the law was created to enforce it . Our pupils will find themselves appealing to a sense of justice and talking of rights in their discussions even though there are no laws on the Island at the time we are discussing the moral issues.

Rationalists will also appeal to tolerance. Tolerance is about accepting something we might not like because we recognise the right of a person to believe or practice something.

Rationalists will also invoke the harm principle to decide where the limits of tolerance lies. Eg The Taliban killing people who taught girls in the name of religion. This is harmful and so must not be tolerated.

The atheist rationalist does not believe that the existence of God is a reasonable position and so would not accept that as a good reason to hold a moral position or take moral action .

Lesson One: Matters of life and Death

Setting the scene and the first situation

- **The class enter the circle to ocean music with a display of the Island.**
- **On the board or washing line will be the keywords.**
- **Also on the board or washing line printed on an A3 poster should be the religious text that will be under discussion. (These appear, with the keywords, at the end of the chapter for you to copy and enlarge)**

Fade the music and begin the story

Setting the scene

Today we are going right back in time to the very early days on the Island. We are going to meet some of the characters and explore some of the difficult issues that faced them in the early days. As we hear their stories we will imagine that we are the council round the fire deciding what must be done.

Soon after the community settled on the Island they discovered that there was a need for moral rules . A necklace given to baby Lesley at his welcoming ceremony disappeared and one of the community was suspected of stealing it .

Ten years on the rules they make are still very much influenced by the society they came from

Some members of their society believed that moral rules came from God. This gave them a very special authority. To break them was to disobey God who was omnipotent which means all powerful . he is also omniscient. Which means all knowing These people are **religious absolutists.**

Absolutists believe the rules were revealed to special humans by God at different times all over the world and passed on to the people through special teachers and priests.

Some people in those communities believed that the laws meant exactly what they said and could not be changed. Sometimes it was tough to obey God's will but doing the right thing was the only way the society could thrive and live in peace.

Many of these people believed that at the end of their period of time on earth that they would become spiritual beings and live in the next world, but first they would be judged and need to account for the way they behaved on earth. God had made the way clear through the scriptures given to humans through special people. It was not up to individuals to decide what to do. Their task was to obey God, the creator who is omniscient, however hard it might seem at times.

Others of them believed something different. They believed that humans *interpreted* the signs that God left them in the world. They interpreted the signs gradually as they advanced in knowledge and became ready to understand.

This interpretation was often made by human beings but they were not perfect. They believed that humans therefore had to interpret the message for themselves using the principles of the scriptures, the spirit of the message, not the letter. They are **situationists**.

They believe that they should use their God given intelligence for this. This meant that they felt able to move with the times in deciding what was right and wrong. This also was not easy and presented big problems and much heartache in deciding what to do.

Others did not believe in God at all. They believed that knowing the right way to live was based on human intelligence and reason. They are **atheist rationalists**. They had a variety of principles they lived by. They believed in human rights, principles that could be appealed to when they felt an injustice had been done. They balanced this between the principle of utilitarianism or usefulness, the greatest good for the greatest number and the needs of the individual. For example, they valued tolerance, respecting the right of humans to freedom of speech and belief, but they also used the harm principle to decide when that freedom needed to be stopped to protect others.

Everyone on the Island is likely to belong to one of these groups. Where do you think you will stand ? Let's see ..

The community have been on the Island for ten years. We are going to look back on the life of our honeymoon couple. Lesley's parents. We left them relieved and happy welcoming Lesley with the whole community to the Island .Ten years on there are problems.

The Story begins : Lesley's father

Lesley's father has not adapted to life on the Island unlike his lively sociable wife. He was a computer scientist in England. He was just about to take up a post at Oxford university to research artificial intelligence . On the Island, with no technology and few books he feels useless. He has become increasingly withdrawn and depressed. There are no drugs to treat him. The doctor has done his best to help him through talking, but he has made a number of attempts on his life. He does this through sailing out to sea at night and jumping overboard. Islanders take it in turns to keep watch at night and sometimes have risked their own lives to rescue him. He is a drain on the community.

Lesley's father speaks.

"Why don't you all just leave me alone ? Can you not see what it is like for me ? I am in hell, condemned to a life of useless existence. I am not a practical man . I do not enjoy making huts and fires and trying to plant crops. I am so bored , so very, very bored.

I have nothing to read, nothing to challenge or stimulate me . I have no computer, not even any electricity. There is nothing for me to think about , nothing to develop or invent .There is no paper left and few pens still work. If I were to write something who would there be to read it , what would be the point? I am going mad. I see no hope of it ever changing. I just lie here every day on my bed and sleep.

Every time I wake up the nightmare begins again. My life has gone . There is no meaningful existence left . I just want to be left alone to end it . I believe it is my right to choose to end my life when I wish. I am no use to you all, why do you try to stop me ?

1. What impact are his feelings having on the rest of you ?
2. What do you *want* to do about this ?
3. What do you *think* you should do?
4. What would the rationalist , absolutist and situationist do ?

Wild card

Would it make a difference if it was one of the elders who was asking to die ? Aged eighty, one of them is suffering from cancer .There is no pain relief on the island and he wishes to be helped to kill himself by drowning.

Literacy Activity

Put the pupils into groups with stimulus material as outlined in the introduction . They can use the material to create the first three circles .They should write their own conclusion

The question they should explore, is this

“Should Lesley’s father be allowed to take his own life ?”

“Should a terminally ill person be allowed to take their own life ?

Plenary:

Traffic lights discussion

1. Lesley’s father’s situation is his own fault
 2. Lesley’s father is being selfish
 3. Given time he will get used to the situation
 4. Lesley’s father deserves the islanders sympathy
- Lesley’s father should put up with the situation for the sake of his family.
 - He has the right to do what he wishes with his own life
 - 7. The Islanders should try to stop him killing himself
 - 8. The Islanders should not interfere
 - The elder should wait for God to end his life.
 - To assist him to die is murder and would be wrong.
 - Modern medical advances make the situation regarding euthanasia today different
 - People have the right to choose to end their own lives
 - The Church is right to oppose Euthanasia

Caterpillar essay

1. What is the scriptural passage this situation is based on ?
(5 Marks)

2. What is the absolutist and situationist view of Suicide and Euthanasia?
(5 marks)

3. What principles would the atheist rationalist base their opinions on ?
(5 marks)

4. " Anyone who want to take their own life should be left to get on with it .It is nothing to do with anyone else" discuss giving different views.
(5 marks)

Absolutist (Theist)

**Situationist (Theist)
Rationalist (Atheist)**

**Omniscient
Omnipotent**

**Propositional Revelation
- revelation downwards**

**Non Propositional
Revelation – revelation
upwards.**

**“God is the giver of life, only He has the right to
take it away”**

Catholics believe that people should not interfere
with this process by

- Using contraception
- Artificial insemination by a donor
- Abortion
- Suicide
- Euthanasia

What happens is part of God's plan for them.

Humans should respond lovingly to the challenges of life including suffering and pain. They should not prevent the creation of life or show lack of faith in him through suicide or euthanasia.

All people can be helped through anything by the love and support of their community

Protestants believe that intelligence is a gift from God. Science and medicine should be used to improve the quality of life but with responsibility.

Protestants weigh up the principles of preserving life at all costs against Jesus' teaching on love and forgiveness . Protestants allow abortion and respond sympathetically to suicide and Euthanasia.

Episode two: Marriage and divorce and remarriage.

- **Class enter the circle to ocean music and an island display.
Fade the music**

- **Out of sight , perhaps in a large bag are scriptural passages regarding the sanctity of marriage, adultery and relating to the attitude of the religious traditions you are studying to divorce .**
- **Christian examples are included for you to copy and enlarge**

The story: Lesley's mother

Lesley's mother has been unhappy for some time. She has found it very difficult to have a rewarding relationship with Lesley's father . During her pregnancy and shortly after Lesley's birth she was happy. Her husband was wrapped up in the baby and as he later confessed, never really accepted that they would not be rescued. In the months after the birth he slid into a depression that made him uncommunicative and withdrawn.

Lesley's mother found herself attracted to one of the other men on the Island. They have conducted a secret affair for some time. When they were discovered, the matter was brought to the council round the fire. Lesley's mother said that she wished to divorce Lesley's father because she was receiving nothing back from the relationship.

Lesley's mother speaks

I know that you are all shocked at what I have done. It is easy for you when your marriages and partnerships are working. You all share things . It is not easy being here, we all know that but at least you all have each other. I don't feel as though I have anyone. I am so lonely. He just sits and mopes or sleeps all day. He snaps at me when I try to speak. I just try to keep out of his way and keep Lesley away,too.

That was when I got to know someone who seemed interested in me and had time for me. He listened . He helped me with my chores. We used to talk for hours . It wasn't long before we fell in love. I would have just carried on if you hadn't all found out. Now that you have I would like to formally separate from Lesley's father. Why should I be condemned to the same hell he lives in. I would like to re marry and start afresh.

- What do the council think?

- Allow the class to debate for a while before introducing the wild card

Wild Card

Does it make a difference if the other man is also married and his wife is devastated?

She had no idea about the affair, and loves her husband. She has three children.

- The council debate
- Choose pupils to come up and take out the scriptural passages in order and blu tak them on the board or pin them on the washing line

Put the class into eight groups

Have eight envelopes. Tell the groups that they have to make a case to the council, for what they would like to happen and why, imagining they are one of the people they have in their envelope. Each character will appear twice which gives an opportunity for different views and possibly different wishes to be expressed .

Lesley's father

Lesley

The other man

The other man's wife

Re form and present the cases to the council.

Plenary :

Ask the council :

- What would the Absolutist think ?
- What would the situationist think?
- What would the rationalist think?

Traffic lights discussion

- Lesley's mother should be entitled to an annulment because her husband is not fulfilling his part of the marriage
- Lesley's mother should stay because that is what "for better or worse" means
- Divorce under all circumstances is wrong
- Divorce under some circumstances is acceptable
- These are acceptable circumstances
- If Lesley's mother is divorced that does not mean her new partner should be allowed to divorce

What do the council decide ? Should Lesley's mother be granted a divorce ? Should the other man?

Essay

1. What is the purpose of marriage according to the Church?
(5 marks)
2. There are different attitudes to marriage, divorce and remarriage in the Christian Church. Explain what these differences are and why they have them (10 marks)
3. A religious marriage ceremony makes a partnership stronger and less likely to fracture (5 marks)

Marriage, Divorce and Remarriage

- Marriage is the foundation of the family and ideally should be permanent in order to provide a stable base for raising children

“in the beginning god created them male and female. For this reason a man shall leave his father and mother and be made one with his wife: and the two shall become one flesh.” Mark 10:6-8

- **Catholics do not permit divorce**

They believe that marriage is one of the seven **sacraments** an outward sign of a permanent, invisible change.

Anulmment which means that the marriage never really took place and is null and void, is allowed if the marriage was

- Forced
 - Not understood
 - Not consummated or
 - One partner denies the other children
-
- **The Orthodox Christian church** recognises that marriages break down. divorce and re marriage in church is allowed. A prayer is said for forgiveness for failing to keep the vows previously.
 - **The Church of England** has permitted divorce since 1966. Re marriage in church is usually not allowed because vows have been broken but a civil re marriage may be blessed.

Family life

Moses said in the ten commandments

You shall not commit adultery

You shall not covet your neighbour's wife

“Honour your father and mother”

- This is because what happens in each family affects the community to which it belongs. If children do not respect their parents and misbehave the whole society suffers
- **In Judaism the bride and groom marry under a Huppah which represents the home they will build together** .The roof symbolises the privacy of marriage. The sides are open to the community to represent the fact that every marriage affects everyone in the community through the family the couple create and build
- **Everyone in the community has a responsibility to support the families within it because each family is part of the community family**. If some families are disadvantaged through illness disability and poverty and do not receive help the whole community suffers.

Episode Three and four : Euthanasia and Abortion

- **Class enter to music and sit in the circle .When the music is faded begin the story**

Lesley's Brother

Not long after the council meeting , Lesley's mother discovered she was pregnant. She gave birth to a little boy whose legs had not developed. There was some concern that he was also brain damaged. She named him Christopher

When the news was received around the fire some people felt that the child would be a serious drain on the resources of the community as he would never be able to work and contribute to the society and might need constant care. Some people felt that he should not be allowed to live.

- The class should be able to work through this quickly using their previous learning from episode one . Do they think differently in this case ? Why is that ? Does this mean they are situationists or absolutists ?
- What do the council think should happen?
- What would the absolutist think ?
- 4. What would the situationist think ?
- What would the rationalist think ?

Traffic lights discussion.

- The child is going to be burden on the community
- The circumstances they are living in on the island means a different decision is needed than the one that might be taken in the old world
- Withholding medical treatment as might happen in the old world would not be wrong because nature would just take its course
- Not feeding the child in these circumstances would be wrong
- The child should be allowed to live whatever the cost
- The child should be left to die

Episode four : Abortion

Another disabled baby ?

When Lesley's mother became pregnant again she asked the doctor to terminate the pregnancy in case she gave birth to another disabled child.

What do the council think? Should the doctor terminate the child?

Wild Card

Because of the lack of medical facilities on the Island and her irregular periods, Lesley's mother was nearly 18 weeks pregnant when she discovered her situation.

What do the Absolutists say

What do the situationists say ?

What do the rationalists say?

Information packed into boxes about abortion and euthanasia allows pupils to create a reading rabbit or caterpillar essay to support work at GCSE. Information from the media, as well as information sheets and revision sheets will all be useful.

The following essay completed with keywords and examples will prepare pupils for GCSE. I have combined the topics but you may wish to ask pupils to either choose one topic or the other or do two.

1. What is Abortion and Euthanasia? What does the law currently say about them? (5 marks)
2. What are the arguments for and against Abortion? (5 marks)
3. What are the arguments for and against Euthanasia?(5 marks)
4. Should The law be changed regarding Abortion and Euthanasia (5 marks)

Abortion

Abortion was legalised in 1967

- It prevented thousands of deaths each year from botched illegal abortions
- It is legal if two doctors agree that it is necessary on the grounds that
- The mothers physical or mental health would be affected
- The foetus is damaged

There has been pressure recently to lower the limit from 24 to 20 weeks because improved postnatal care means that some foetus's have survived when born naturally at this time. At present this is too rare to justify changing the law

- 90% of abortions take place in the first twelve weeks

There has also been pressure to make abortion more readily and quickly available by dispensing with the signature of the doctors

- **The crucial question for many is when does life begin?**

Euthanasia

Means an easy death

“God is the giver and taker of life “

- **It is illegal in England** but there has been pressure recently to legalise it as it is in the Netherlands where terminally ill patients may receive an injection from doctors in hospital surrounded by their families
- The house of Lords which has many Bishops of the Church of England voted against legalising it, recently
- Opponents say that it will put sick people under pressure to relieve their families of the burden of caring for them
- It will allow the murder of sick people by unscrupulous relatives hastening the arrival of their inheritance
- All people can die painlessly and in dignity with proper care which makes it unnecessary

6. **Hospices** are dedicated to this

- **Catholics permit the law of double effect which recognises that pain relief which is permissible may also kill a person**
- **Withholding medical treatment and letting nature take its course is also permissible**

Episode Five : Poverty and inequality

Christopher grows up.

Let us imagine that Lesley's brother was allowed to live. As it happened he was not brain damaged and with the aid of a wheeled wooden cart in which he sat, he was able to propel himself around . He was a good looking and charming young man and very popular in the community. He was very funny and in great demand as a comedian on special community occasions.

He fell in love with one of the girls born on the Island and the Islanders watched with pleasure as she spent more and more time with him, sitting by his side, or wheeling him across the rougher parts of the Island. It was no surprise to anyone when they announced that they wanted to marry.

Now he had to support himself and it was a struggle to farm his part of the land. Because he found it so difficult to move around digging and ploughing were particularly hard. His wife had to do that, although she was not very strong and it took her a long time.

She gave birth to two children, it became more and more difficult for the couple as her pregnancies and the need to feed the babies took more and more of her time. They struggled to make a living. They were often hungry but too proud to ask for help. She died giving birth to their third child and Christopher was left disabled, with two children and a baby to raise.

The Islanders had a meeting to decide what to do

- What responsibility if any do We have towards Lesley's brother and his family?
- What responsibility do we have towards the poor in the developing world and in our own country.

Poverty is a huge issue. At this point you might wish to pause to look at "Cardboard City and other stories " using particularly the stories of Sarita and Alan or to refer back to them . It would be a good point as a refresher or an introduction if pupils were to find under the chairs

points from if the world was a village of 100 people. And read these out in turn. (see appendix)

Plenary

Traffic Lights discussion

- Lesley's brother is a burden to the community
- It would have been better if he had not been allowed to live
- Lesley's brother's situation is his own fault
- Poverty is the fault of the person who is poor
- It is not our responsibility to look after the poor
- What we earn belongs to us and we are entitled to keep it
- How we treat the poor affects us all
- It is our duty to look after the poor

Essay

1. What are the causes of poverty in the UK and in the developing world ? (5 marks)
2. Describe the solutions being provided by a Christian organisation which works to help the poor (5 marks)
3. What does the Bible say about wealth and poverty to inspire such Christians in their work ?(5 marks)
4. There will always be poverty, there is nothing we can do about it. (5 marks)

Wealth and poverty

**“A man who has two shirts must share with him
who has none”**

Luke 3

**“A rich man approached Jesus and asked him “Good
master what must I do to inherit eternal life?” Jesus
answered him “go and sell all that you have and give it
to the poor and you shall have riches in heaven”**

Mark 10: 17-21

“You cannot serve God and money”

Matthew 6:24

“The love of money is the root of all evil”

1Timothy 6: 6-10

Four fifths of the world's wealth is owned by a quarter of the population who have 90% of the world's industry and dominates the world trade system. There is life expectancy of over 70, clean water, education and healthcare for all.

Three quarters of the world's population share one fifth of the world's wealth, and have an average life expectancy of 50. One fifth are hungry or malnourished. Half the people have no education, clean water or health care

Poverty leads to war, terrorism, refugees and famine

Poverty leads to damage to the environment

The poverty trap

**Can't develop without education. Can't educate without
resources. Can't get resources without education**

Episode Six :Prejudice and Discrimination

Tim's story:

The baby born to the disabled man was an albino. This means he was very blond with unusually pale skin, and eyes. Because his skin contained no melanin he did not tan like the other children. His sight was poor but he was also exceptionally intelligent, taking after his grandfather. His name was Tim.

There were several people on the island whose sight was not good. People saw less well as they got older. One of the women had learned to melt and polish glass from the precious wine bottles left from the shipwreck to make lenses. The spectacles she made worked but were unattractive. They were uneven and held on to the face with homemade frames of wood, string and wire. Some people found it helped to make a kind of helmet to which the glass could be attached.

This meant that when Tim came to the Island school, the little boy looked very strange with his homemade spectacles and unusual colour. What is more, he felt different because he had no mother and had a disabled father. He was not as well off as the other children and had to live on what was given to them by the other families. This made him feel different and embarrassed.

Something else made him different. his cleverness. He learned to read very quickly and had a huge vocabulary. He had an amazing ability with numbers and was able to do complicated sums in his head which amazed his teacher and the other children.

Imagine that you are Tim what is it like at school? Invite pupils to speak in role before reading Tim's own account

Tim speaks

I didn't mind being me until I went to school. It was then that I realised I was different. The other children stared at me. I think some of them were a bit frightened of me. I struggled to play with them because I

could not see too well. My glasses helped but they were awkward to keep on if I ran about. It was easier to sit down at playtime.

I didn't think there was anything odd about the way I learned until I heard them gasping when I did the sums in my head and told the teacher the answers. She asked me harder and harder questions and I could answer them all.

For a while they stayed away from me at playtime. I heard one of the girls saying I was a freak. None of them had seeing glasses, they were not neat like the ones in the pictures I saw in books the two lenses weren't even the same colour. They were heavy and uneven .

It all changed when they realised I could tell stories. I don't how I came to be able to do that They just seemed to come from nowhere. After a while the other children would often crowd round me and ask me to tell them a story. Some were ones I had read, others I just made up. I was often alone. My brother and sister were very busy on the farm helping my dad. I had no Mum to tell me stories or give me a cuddle. I wonder what that is like ? I know my Dad loves me but he is so tired all the time. It is very hard for him trying to move his cart.

After a while I started to get invited home to the other children's families. Their houses were so much nicer than mine because there were two adults whose bodies worked properly to keep the houses neat and repaired and to make nice furniture. Their homes did not smell bad like mine did. I didn't want to ask friends home to my house. one day I plucked up the courage to ask Jane home .She was so kind to me. She never meant to cause trouble I know that now, she was so upset about the trouble she got my Dad into.

Put these words into balloons envelopes or blutakk under chairs. Ask each pupil to read out their word and use it in a sentence

Prejudice

Discrimination

Inferiority

Superiority

Inequality

Gender

Disability

Race

Wealth

Poverty

Generosity

Duty

Responsibility

Sharing

Community

Greed

Selfishness

Fear

Difference

Tolerance

Plenary

Traffic lights discussion

- Tim is a burden to the community
- Tim feels as though he is a burden to the community
- Being thought clever can be a burden
- Tim deserves not to be accepted
- Difference should be tolerated
- People are born prejudiced
- Parents can teach their children to accept difference
- Parents should teach their children to accept difference
- I will to treat my own children to accept difference

Essay

1. What are prejudice and discrimination?

What types of people suffer from prejudice and discrimination ? what does the law say about this ?

(5 marks)

2.What does the Bible teach about accepting difference ? What should a Christian's attitude be towards others?

(5 marks)

3. What are the benefits of a multi cultural society which does not discriminate against people who are different? (5 marks)

4. Learning to be tolerant is the most important challenge facing our society today. (5 marks)

Prejudice and Discrimination

Every human being is made in the image of God

All humans are equal before Him

**It is not for you to call unclean anything that I
have made**

**There is no difference between Jew and Gentile
free man or slave**

**The parable of the Good Samaritan tells us how
we should behave towards one another**

- We are all brothers and sisters and neighbours to one another
- There is no special merit in being good to members of your own family
- To be good to members of your own race and religion is to be expected
- The parable of the Good Samaritan tells us how we should we behave
- It was a stranger of another place and people who was neighbour to the man
- The stranger was discriminated against by the victim's people but did not let that stop him doing the right thing.

**Race is not real, racism is
Racism is a form of selfishness**

Episode Seven :The Environment

Because Christopher could not get about easily and had no woman to help him, his property began to accumulate rubbish.

When Tim brought Jane home for tea she noticed the bad smell. She was very concerned about the way the family had to live and told her parents.

Her parents were very angry about what Christopher was doing and reported him to the council. Some people suspected that he was putting waste material into the river at night because he found it difficult to travel to dispose of it properly. The Islanders met to discuss what they should do about it.

Christopher speaks

I know that I have done something that could harm others. After all, by letting the rubbish build up and rot near my house I have put my own family's health in danger. I don't know what else to do. You all take your rubbish outside the living area in carts. I cannot use a cart when I am sitting in one. I cannot push anything else when I have to push myself around. It has been very hard since my wife died.

Tim is too small to carry heavy loads and any rate he cannot see very well. He keeps tripping over when he is trying to carry things. The other two have to work all day in the field to grow enough for us to eat and that is not very much. They are still only children themselves. I admit some times I was so tired that I did put stuff in the river.

- What is the solution ?
- What does this tell us about environmental issues in the world today?
- How often are they caused by poverty ?
- What are the consequences of ignoring poverty ?
- What are the consequences of doing something about it ?

Traffic lights discussion

- Tim's dad should be fined for what he has done
- Tim's dad was wrong to let rubbish build up
- Tim's dad was wrong to put waste in the water
- This situation was Tim's dad's fault
- The situation was the Islanders' responsibility.

Essay:

1. What environmental issues face our society ?
(5 marks)
2. How does being a rich or poor society affect this ?
(5 marks)
3. What is the Christian teaching about the environment?
(5 marks)
4. Environmental issues are the most serious issues facing our society today. discuss giving different points of view.

The Environment

Christians believe that God created the earth and that human beings are the responsible stewards of the planet. They believe that people should protect what has been given to them. they should work with nature, not against it.

“You appointed him ruler over everything you made; you placed him over all creation”

Psalm 8:3-6

“I believe that the world is god’s creation and therefore it is sacred. Human beings must act as responsible guardians and responsible stewards. We have no right to plunder, pollute, exploit, destroy, kill or in anyway disrespect God’s creation

Bishop of Lincoln

“Protecting the environment is not an option – it is an imperative that must be placed at the centre of economic and political decision making”

David Gee Director of Friends of the Earth

Christians believe

- God created the earth
- God made humans his stewards
- The earth has been exploited by greed and ignorance
- Humans should protect their gift
- Nature should never be exploited

Episode Eight : Equality and the role of women

Sarah's story

After fifteen years there are a number of children on the island and it is suggested at a council meeting that the women who ,up to that point, had the same responsibilities as the men, should be responsible for caring for them together with the people who were now growing old.

The men should be responsible for farming, hunting and building.

One of the women who has three children and is breast feeding, objects. Her name is Sarah. She is an ex soldier who has been in combat. She enjoyed having an active role on the Island before her children came along. She has just become pregnant with her fourth child.

Sarah speaks

I think this is outrageous . All the equality we won in the old world you are just planning to take away. I know I can't be much help at the moment but I do not want to think that when I have finished having my babies I cannot help with the hunting and building, or that I can't help now, sometimes, while my husband looks after the children. What about decision making ? Are you going to start excluding us from that now, on the grounds that we are at home and so do not understand what is going on in the world? Why do we get left with caring for others, cooking and cleaning - why can you men not help with that, too? Every harvest time you want us all out helping you, children, old folk. We are all needed to get the crops in while the weather is good so why cant you give us a break and let us do some of the more physical jobs too.

I am not a china doll, I won't break and I don't want to be shut at home all day without being able to use my body in the way I trained in the army.

A male council member replies

You have to be realistic. While you women are raising children you cannot be involved with other hard physical jobs or travelling off for days at a time, hunting.

As a tribe we cannot afford to indulge you women in this. We have to farm and hunt with every able bodied person we have in order for us to have enough to eat and to survive

You are better suited to caring for people and looking after your vegetable gardens near the house than we men. You can look after those while you are keeping an eye on the children. We also need you to teach school. It is a biological fact that we are physically stronger.

Now that we are on the Island it makes sense that we have different roles as we did in the past. We cannot afford the luxury of women's lib. It just does not make sense in the kind of world we are living in here where we do not have machinery to do the heavy work in the fields or dishwashers and microwaves to leave you ladies free to pursue your careers.

Here, it is all about doing what is necessary to stay alive and we need you to leave us to do the heavy, dangerous work which we can do much better than you and we need you to look after the children, the old ones and the home. We are not saying you are inferior we are just saying we need you to do different roles. The roles are just as valuable. In these circumstances common sense is more important than principles.

- What do the council think?
- Do we have an equal, liberal society in Britain because we can afford that luxury? or is the equality of women a universal human right?
- Are rights based on what is useful at the time or are they more important than that?

Traffic lights discussion plenary

- The roles that men and women have should fit the society in which they live
- The role that women had in the past was because no one knew that women were as intelligent as men because they were usually denied any education
- The role women had on the past was because no one knew they were as physically strong as they are.
- Equality for women should be based on rights, not convenience
- Sarah is right to protest
- The man in the council chamber is right
- If the men get their way women will gradually slip back into an inferior role

Essay

1. What is the Catholic Churches teaching about the role of women?
(5 marks)
2. What is the Protestant view about the role of women?
(5 marks)
2. Why does the Church have such varying views?
(5 marks)
3. The needs of an institution or the community are more important than beliefs of the individual (5marks)

The role of women in the Church

“I permit no woman to teach or have authority over men. She is to keep silent”

1Timothy 2 – 12

Today, there are women priests in most **Protestant** Christian denominations. They won equality by arguing that there are many instances of women having considerable authority in the early Church. Jesus was close to a number of women and he taught that everyone was equal. When one sister chided another for listening to Jesus teach instead of helping prepare a meal for him Jesus said that listening was the right thing. The Bible was written in a period when the world was dominated by men and is full of sexist language. The New Testament teaching about women reflects the time when it was written, not what Jesus believed. Women are the first to witness the resurrection which shows their importance. God is described as male, but surely God, the creator of everything, is both male and female?

The Catholic Church believes that women can never be priests. Priests must be male and unmarried. The priesthood deserves absolute commitment and cannot be shared with the duties to a family. Jesus was a man and priests reflect the image of Christ on earth

Appendices

1. Reading Rabbits

2..Traffic lights

3. Caterpillars

4.If the world was a village of 100 people

1. Creating a reading rabbit to teach reading for meaning and detect bias in newspaper articles.

This can be adapted for use with poor readers and for use with academic texts for sixth formers.

This is what you need for an able class

- Copies of the newspaper articles to be discussed
- A3 paper , white or coloured, or coloured sugar paper
- Felt tips

This is what you do

If you have a mixed ability class put the pupils in groups where a confident reader can read to the others.

1. Sort pupils into suitable groups and give out copies of the article or articles to be discussed
2. The headlines will usually form a statement . Turn the statement into a question for the class to respond to and see that everyone in the room has a good idea about what the issues are before they tackle the newspaper accounts

3. Give out A3 paper and felt tips

Ask pupils to draw a rabbit's face

The circle for the face is for the topic of the article and recording the question(s) under discussion,. This where the facts go

The rabbit should have two large ears, one will be for points in favour of the question, the other will be points against the question

(my classes spent so long drawing the faces that I now give them a template created from three pieces of A3)

Able pupils read the original article and a scribe makes notes on the rabbit

Encourage pupils to find key quotes. This may be what someone has actually said, or a point that sums up a particular view in the article. Finding key quotes encourages pupils to concentrate on crucial issues and how people feel about issues . These could be highlighted by writing them on post it notes or on speech bubbles which are appended to the rabbit. (My class asked to put the quotes in carrots !)

The rabbit should have a large fluffy tail near the face. This will be for the conclusion the group or individual has reached and should give reasons why the group believes this

Looking at the actual newspapers, rather than simply holding a discussion gave an added dimension to looking at the issue, which the first group made explicit in their writing

The reading rabbit can now be turned into an essay and or answer for an exam question. You may wish to use the caterpillar technique for this. Pupils can be encouraged to make notes in three columns when they are reading and studying on their own. Formulating a question or questions about whatever they are reading even if it is a simple textbook account will help them read more critically and with more engagement than if they are just bullet pointing information. They can then put the notes in the three columns - facts, for and against

Using this technique with less confident readers

It became quickly apparent when I presented the issues to lower English sets that the newspapers were proving inaccessible. I took the articles and cut out the headlines and the key points and quotations, discarding background information that they did not need. I usually needed to re type the article so that it could be cut up into easily read strips. I then decided it would be fun to have a large

brightly coloured gift box (gift bags work equally well) for each group that they could unpack to find the task and all the ingredients they needed for a fun activity. It was time consuming but well worth it."We can see them through the door!" said one group excitedly when I explained outside what they would find when they went in. "I want the pink one "

The next stage is to encourage them to talk about the issues to each other so that they really understand and internalise the argument. The final stage is to create an answer to an examination question from the rabbit. The face is the first section of the caterpillar, the ears are the next two and the tail is the final segment.

Issues in a box (One box Per group of four to six pupils)

Put cut up sections of a newspaper article in a brightly coloured shirt/ jumper /gift box, together with photographs, headlines any information or statistics from other sources that might help. Add the equipment pupils will need to create their reading rabbit

Give the attractive and inviting box out to each group who will be excited to see what is inside and to play - what they will be doing is thinking discussing, sorting and coming to conclusions as they play !

Pupils unpack the box and read the instructions. They take turns to read each quote, discuss any issues it raises and place it on the reading rabbit. (If they glue it, it cannot be used again.

Instructions

Blow up the balloon and burst it to reveal your questions.

Create a reading rabbit from the A3 sheets of paper. Place the questions from the balloon on the face

Deal the newspaper extracts out like cards so that everyone has a pile.

Take turns to read them out and discuss them .
Decide where they go on the rabbit and place them there

Decide on your conclusion to the questions in the balloon and put it on the tail

2.. Using Traffic lights discussions

Traffic lights in a nutshell

For this exercise each pupil is given three coloured cards. The teacher reads from a list of prepared statements .which guide the pupils logically, carefully and thoroughly through the argument the teacher is presenting for discussion and consideration. After each statement the pupils vote and the issue is discussed from each point of view expressed. Every pupil is thus involved and thinking and can contribute about each point.

The ground rules to establish with the students are :

- No answer is right or wrong, so no one should be worried that they are giving a wrong answer as in the true/ false version
- Every person must be prepared to say why they hold the opinion that they do.
- Some responses, while not wrong, might not be as clear or well expressed as they could be, especially as this is difficult so the teacher may help them to argue better or invite them to think about what they said and see if they can improve it.
- All members of the class should respond to comments as they would like people to respond to theirs, ie respectfully, the more people feel safe to think and express openly, the more interesting and deep the discussion will be.

How Traffic lights discussions help with exam preparation

This is excellent preparation for evaluation questions at GCSE where pupils are expected to write about different points of view, explain why people hold them and write a conclusion justifying their own opinion. It is also a great help for AS/A2 level students studying Critical Thinking or Philosophy where their answers will be more sophisticated and may contain reference to scholarly opinion in support of their argument.

This method can be adapted to use quotations from philosophers or other writers as the statement set out for discussion. This enables students to develop arguments or even check their subject knowledge if the quotations are sometimes not accurate. It is a great

revision technique and can be adapted to use with children of any age.

This is how you use a traffic light discussion

- After each statement is made pause, while the pupils think about their response (Ofsted inspectors say we do not give our pupils time to think in class before being required to put up their hand. Students who respond quickly, and of course, possibly superficially, are the ones who are praised.)
- Then say “vote “. You will see from their faces when they are ready. Intense concentration and hesitation shows how hard they are thinking.
- Red means “I do not agree with the statement “
- Amber “I am not sure “
- Green “I agree with the statement.”

Pupils are then invited to say why they hold the view they do and thus a discussion ensues which is thorough and careful and is less likely to veer off on a tangent. If it does, the next question will bring it firmly back on track. This also ensures that every pupil engages and that quiet ones have a chance to speak. Most shy pupils I have found will express their opinion when in a circle where they know everyone is listening and they have been invited to speak and do not have to make a judgement about whether their contribution will be of value or of interest.

The points made can be summarised in a literacy exercise as they are here in the caterpillar exercise which follows

This method means pupils are learning interactively, not from a worksheet or book but will read and understand demanding ideas *after* the discussion, having got the points clear through the discussion. They will also relish reading philosophical or political text coming to them *after* having grasped the meat of the ideas.

Traffic lights is a kind of mental gymnastics.

The real skill in using traffic lights relies on the way the teacher conducts the discussion between the statements.

After a child has spoken “I think this because” the teacher can invite other pupils to add to, or develop the point. If the reason is not sound

or logical the teacher can praise the pupil for its contribution while inviting the pupil to reconsider what it just said . All this is so much easier when there is not a forest of hands, (or over enthusiastic but distracting calling out), all wanting to make a point, which may or may not be helpful at this point.

Before moving on to the next point the teacher should ask “Are there any more points anyone wishes to make on this statement before we move on?”. This means no intellectual stone is left unturned or unconsidered, if it is, the teacher can fill it in and each class member feels satisfied intellectually and personally. It is a very satisfying to examine a question or issue in this way for pupils and teachers. It also means that the teacher also thinks deeply and carefully and in sequence about all the relevant points. I often make notes to myself between the statements about points I wish to see are raised.

3. Caterpillar Essays

I am grateful to colleague, Julie Woodward for this idea to support literacy and help pupil structure essays

Making a Caterpillar

Pupils draw 4 circles in a line to create a caterpillar across a double page, or piece of A4 .They can add a face and legs if they wish

1.Over the first circle write T

In here we will put the **topic sentence** ie the definition of toleration and the issues that come out of that.

2.Over the second circle we will write **For,**

3. which goes with the third circle which is **Against** (Because this question is a debate we will use these two for arguments for and against, In other essays they may be used for different things such as how and why.)

4.Over the last circle we write C for **Conclusion** . This is where we will put our conclusion and why we have reached it.

Use the caterpillar to brainstorm the points we are going to make and then use that framework to answer the question in prose in one or more paragraphs.

Use this pattern over and over again to answer exam questions in any subject or to provide evidence for assessment in citizenship. Over the next few lessons the caterpillars will build up drafts which can form an extended essay. Pupils quickly see how helpful this is in structuring essays and examination answers.

They can ensure they have made sufficient points to satisfy the mark scheme. Writing in sentences, using key words, makes for a higher response level, enabling them to meet the more demanding assessment objectives.

Using this technique regularly makes pupils sufficiently proficient to use this for rapid planning in the actual exam.

Large, colourful caterpillars created with key stage three and four pupils provide evidence of citizenship, enabling critical thinking, and supporting literacy, without the need for a full detailed essay in an area which may not require homework or course work.

Sample answer using the caterpillar technique

First circle topic sentence(s)

- Toleration means to put up with something
- It is an uncomfortable feeling
- It is not the same as acceptance. If you accept something it is not a problem and you are not tolerating it.

The next two circles allow the pupils to structure an argument in answer to the question “how important is the issue of toleration in our society today?”

The second circle is arguments for

- Toleration is very important in our society today because we have a multicultural society and we need to learn to accept each other
- Our society is going through many changes rapidly which require us to be more tolerant. We have blended families, we have civil partnerships. We have househusbands, female politicians and priests.

The third circle is arguments against

- Some people would say that we do not need to be more tolerant, we should simply stop the changes.
- We should not tolerate gay marriage.
- We should not tolerate women politicians and priests. Some political groups such as the BNP would like an all-white Britain.

The fourth circle is for the conclusion

Tolerance is vital for the survival of a peaceful society. The opposite of it is intolerance. Intolerance would mean allowing hatred rejection and discrimination to rule our society. The idea of an all white Britain is a nonsense. The majority of non-whites have been born in Britain. The idea of sending them away is nonsense. Where are they to go? it would be like asking a white Briton with a Greek great-grandfather to go "home " or "back " to Greece. Toleration is therefore of great importance in our fast changing society if we are to preserve peace

4. Facts and statistics on world poverty

If all our world was a village

There are 6 billion people in our world, that is a lot of people ! It takes eleven and a half days to count to a million, so imagine how long it would take just to count the people in our country - about 59 million.

Because there are so many people it is rather hard to picture so let us imagine that the world is a village of 100 people.

- There is no shortage of food in our village and everyone would have enough to eat if it was all divided equally. But
- 75 people live in the poor south of the world
- 25 live in the rich north
- the rich 25 have two thirds of the world's wealth
- The richest three people control the same amount of wealth as the poorest 600million living in the least developed countries.
- 50 are hungry some or all of the time
- 20 are severely malnourished
- only 30 people always have enough to eat
- 75 have access to safe water
- 60 have adequate sanitation
- 68 breathe clean air
- How many people do not have what they need ?
- Where do the people who do not breathe clean air live ?
- 76 have electricity
- 24 have none
- most of the 76 only use electricity for light at night
- what does that mean they go without ?
- 24 have televisions
- 42 have radios
- 30 have phones
- 15 have mobiles
- 10 have computers

Task: design a chart to illustrate the village .You might like to start with a circle or rectangle showing the world divided into thirds. Show two thirds as poor and one third as rich. Show how much water food electricity etc that they have .

