

## **Theme Based Unit**

### **Title**

A Presbyterian Heritage of Passion for Justice and Solution Focused Responses to Inequality

### **Conceptual Understanding (Big Idea):**

The Presbyterian heritage offers many examples of people whose Christian faith inspired them to address issues of inequality in New Zealand. These people can inspire us to generate solution focussed responses to current issues of inequality in New Zealand.

### **Concepts for Focus (what is worth understanding?):**

1. Christian belief that all people are created in the image of God and therefore of equal worth.
2. The bible offers guidance on justice and equality.
3. We can learn from the examples of faithful people in the history of the Presbyterian Church, how to address issues of inequality in our own time so that we build a positive community for the next generations.

### **Key Competencies**

**P and C:** discussing, group work, presenting, offering perspectives, verbal and oral reflection.

**Using LST:** reading biblical texts and researching resources including visual media

**Relating to others:** respectful class discussion, developing empathy and compassion for the marginalized.

**Managing self:** contribute positively to group research, bring resources required, complete work on time.

**Thinking:** comprehend, analyse, discuss and explain resource texts, link, integrate and apply learning from the past to the present, generate solutions, create and formulate strategic action plans.

### **Values**

Generosity of Spirit is at the heart of the Christian gospel.

Compassion and empathy empower us to act to nourish and nurture our fellow citizens.

### **Perspective**

The Past (How it was) The Present (How I am now) The Future (Where do I want to be and how am I going to get there.)

**Social Inquiry:** *Through social inquiry, students ask questions, gather information, and examine the background to important life attitudes. Students explore and analyse values and perspectives relating to these attitudes and develop understandings about issues and the ways that people (themselves and others) make decisions and participate in change.*

### **Social Inquiry Focus**

*How can the actions of Presbyterians in the past in addressing inequality help us generate solution focused responses to contemporary issues of inequality in NZ?*

### **The Achievement Objective(s) to be assessed**

1. Students will research a New Zealand Presbyterian and be able to (a) describe how they addressed inequality, (b) explain the influence the individual's faith had on their actions (c) identify a contemporary example of inequality in New Zealand and relate/apply the individual's ideas and reasoning to it (d) explore a solution focussed alternative (e) generate a value base for participating as a long term stakeholder in a more equal NZ society.

### **Issues (examples)**

Child Poverty in New Zealand  
Human Trafficking in New Zealand  
NZ's Low Wage economy  
Warm housing  
Teen pregnancy and parenthood  
Global market

Learning Intentions (students will...)	Activities for Learning	Notes/ Assessments
<p>Formulate questions about inequality in NZ to respond to at the end of the unit.</p> <p>Become familiar with a historical Presbyterian figure's response to poverty.</p> <p>Make the link between Rev Waddell's ideas and a contemporary example of inequality</p> <p>Identify, Explore and evaluate current solution focused strategies that address child poverty in NZ. Relate these to the responses, to the video, collated during lesson one.</p> <p>Generate a value base for participating as a long term stakeholder in a more equal NZ society.</p>	<p>Mind the Gap – Bryan Bruce documentary poverty and NZ</p> <p>Student worksheet (group) on Rev Dr Rutherford Waddell</p> <p>Interview with a time travelling Rev Waddell.</p> <p>Group research and presentation into child poverty in NZ – Student solution focus resource sheet.</p> <p>Individual written statements in response to the questions:          “What do you believe is important in order to participate in building a positive society in NZ?          On what do you base your answer?          How does the example of Rev Waddell influence your position?          Include any solution -focused responses you might have besides those that have been researched.”</p>	<p>Group responses to video – collate. Class focus for discussion. Revisit at the end of the unit.</p> <p>Write a summary paragraph <i>describing</i> how Rev Waddell addressed issues of poverty in Dunedin in the late 19<sup>th</sup> early 20<sup>th</sup> centuries and <i>explaining</i> the influence of his faith on his teaching and actions. Further information. (assessment objectives a &amp; b )</p> <p>c) <i>identify</i> a contemporary example of inequality in New Zealand and <i>relate/apply</i> the individual's ideas and reasoning to it</p> <p>(d) explore a solution focused alternative</p> <p>(e) demonstrate a value base for participating as a long term stakeholder in a more equal NZ society.</p>

