

Teacher notes and lesson outlines

Note: This unit could be taught as a whole with high achieving year 10 as well as the senior school. The unit could be adapted to all of year 10 by focusing on the material on Rev Dr Rutherford Waddell rather than the latter solution focused research.

This unit is a part of a social inquiry based theme that encounters some Presbyterians from the past who exercised leadership by their passion for addressing social justice issues in NZ. The unit asks students to identify current issues of poverty in NZ, to explore solution focused strategies, and generate responses for the future of NZ based on the values and principles of the historical role model they have studied.

*This unit has been written based on research into **Rev Dr Rutherford Waddell**.*

Note that hyperlinks are embedded and highlighted in blue throughout this document and others in the unit.

Introduction Lesson

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Person focus – Rev Dr Rutherford Waddell

Lesson One - Contemporary context : Show video but have short small group discussion, with leader writing notes, at the end of each segment focused on key question – collect responses at the end of the lesson.

Key Question

What was one thing you heard in that segment which you would like to understand better?

Visual Media (teachers will need to check Social Studies haven't used the videos given here)

[Inside Child Poverty – Bryan Bruce](#) documentary on poverty and NZ –

Part 1: history and critique of Neo-liberal economy post 1980's.

Part 2: Neo-liberalism values, individualism, Christianity.

Part 3 Why Share (social research) and solution examples.

Part 4 Solution focus cont. – Total: 45mins.

Lessons Two & Three (Group comprehension and inquiry)

1. Reconnecting –Read out some of the group responses from the first lesson. Seek peer responses – write some common queries on the board or somewhere where they can remain in front of the class for the duration of the unit. Explain that this unit will encourage them to explore these ideas further. Keep these responses to work on in groups at the end of the unit. (*Teachers note: you will be able to adjust the unit to focus on some of these responses.*)
2. **Historical Figure** – The Reverend Dr Rutherford Waddell – Student information sheet and group comprehension and inquiry.

The Reverend Rutherford Waddell, minister of St Andrew's Presbyterian Church in Dunedin for forty years, was an innovative and creative leader with a passion for social justice and strong Christian principles. His leadership was particularly outstanding in his fight against "the sweating system". This practice involved the exploitation of piece workers for "starvation wages".

"in Dunedin...wages were being earned that were totally inadequate to keep body and soul together....In this city women were sewing moleskin trousers ...from 8a.m. till 11pm and they were only able to make 2s a day."

In 1888, he preached on "The Sin of Cheapness" in which he accused the church throughout the world of being preoccupied with the "moral and spiritual welfare of people" but failing to show more interest in their social welfare. The working classes "*did not go to church on Sunday because the capitalists prayed for them on Sundays and preyed upon them during the other six days of the week.*" The 'sin of cheapness' resulted, Waddell claimed, because people desired bargains "*that were produced at the cost of the life, prosperity, and happiness of hundreds and thousands of working men and women.*"

Waddell's proposed alternative involved "*profit-sharing and co-operation*" and the upholding of "*the laws of Christ as the laws of commercial and social as well as of religious life.*"

Many in the church found this too challenging and instead believed it was a matter of individual responsibility and the church should work to change individuals rather than structures and systems.

Waddell had an enviable ability to take Christian conviction from the pulpit where words can be cheap out into the public arena where action can be costly. He moved from idea to action, a skill and courage the church has never been overly blessed with. His work within the Tailoresses' Trade Union and on the government appointed Sweating Commission was appropriate for a minister of the gospel. Without taking anything away from his achievement we might say he was simply acting out the implications of his ordination as a minister or servant of the Gospel.

Waddell understood himself to be a servant of the Kingdom of God embodied in the ministry of Jesus. It's a Kingdom or rule that's larger and more extensive than the boundaries of the church and the comfort of its members. The dream of a world shaped by God's loving purposes was the background music to all Jesus did and said and Rutherford Waddell, within the limits of human frailty, sought to live within the same dream.

Comprehension and Inquiry – student group work. (The videos are suggestions. You might find others.)

Read the information on Rev Rutherford Waddell and answer the questions below.

1. What was the sweating system that Rev Waddell spoke out so strongly about?
2. Can you give an example from today's world?
[Would You Still Buy That Dress After Watching This?](#) 42 minute movie on clothing workers in Bangladesh.
3. Explain the difference in meaning between “prayed” and “preyed”
4. What did Rev Waddell mean by “*The working classes did not go to church on Sunday because the capitalists prayed for them on Sunday and preyed upon them during the other six days of the week.*”?
5. What did Rev Waddell mean by “the sin of cheapness”?
6. Can you give some examples of the “sin of cheapness” in your own life and society?
[Nike Sweatshops: Behind the Swoosh](#) A 20 minute movie looking at the sweatshop issue in today's world.
7. What did Rev Waddell understand as the laws of Christ? Read some of the [following bible texts](#) before you answer. The Bible verses reference the call to live and act justly, particularly towards the vulnerable in society.
or study
Jeremiah 22:13-17 English Standard Version (ESV)

“Woe to him who builds his house by unrighteousness, and his upper rooms by injustice, who makes his neighbor serve him for nothing and does not give him his wages, who says, ‘I will build myself a great house with spacious upper rooms,’ who cuts out windows for it, paneling it with cedar and painting it with vermilion. Do you think you are a king because you compete in cedar? Did not your father eat and drink and do justice and righteousness? Then it was well with him. He judged the cause of the poor and needy; then it was well. Is not this to know me? declares the Lord. But you have eyes and heart only for your dishonest gain for shedding innocent blood, and for practicing oppression and violence.”

8. Write a summary paragraph *describing* how Rev Waddell addressed issues of poverty in Dunedin in the late 19th early 20th centuries and *explaining* the influence of his faith on his teaching and actions. Further information can be found in a [sermon](#) preached by Rev Drs Allan Davidson and Keith Rowe at St Luke's Community Church, Remuera Auckland on Rev Dr Rutherford Waddell.
(Teacher note: This covers assessment objectives a & b.)

Lessons Four & Five & possibly Six

Presentation by groups of comprehension and social inquiry work.

Group activity: Prepare and present an interview set in present day that involves the interviewer asking Rev Rutherford Waddell (Time traveller!) questions about a present day issue (identified in previous exercise). Ensure his answers demonstrate an understanding of his reasoning, attitudes and values. Include a final question that asks Rev Waddell what his solution to the contemporary issue might be.

(Assessment objective C)

Lesson Six or Seven / Eight - Solution Focus Exploration (see student sheet)

Note: Have the responses to the Inside Child Poverty video, collated in lesson one, visible on board or display so that groups can refer to these in their research and presentations.

Working in groups – have students return to part 4 of the Bryan Bruce documentary to remind themselves of solution focus. Explore the child poverty issue and other solution focused examples in NZ.

Divide into groups – decide whether whole class will research large topic of Child Poverty in NZ or each group address one issue, as identified in “Investing in our Nation’s Kids”, (see link below)

Presentations: groups present their research findings and complete their presentation by noting how their findings address any of the responses collated in lesson one after viewing the Mind the Gap video. **See Student Sheet – Solution Focus Exploration.**

There is material on the internet on child poverty (links are in the resources sheet)

Auckland based people might like to invite a speaker from the Education Faculty project, “[Investing in our Nation’s Kids.](#)”

<http://www.scoop.co.nz/stories/PO1310/S00277/good-progress-on-child-poverty-but-big-task-still-ahead.htm>

“Business and communities have also stepped up. For example, significant business funding has been put into food-in-schools programmes, Dunedin City Council is looking to improve the quality of private rental accommodation and a number of charities have put money into child poverty initiatives.

“While this groundswell of work is positive, it will not be adequate given the magnitude of the challenge. Working in a piecemeal way, no matter how well-intentioned, is no way to tackle a complex problem like child poverty.”

The EAG’s report, Solutions to Child Poverty in New Zealand: Evidence for Action, recommended a comprehensive, holistic and sustained response.

“We need a proper strategic approach, with specific poverty reduction targets and a clear monitoring and reporting framework. A good start would be to include child poverty in the Better Public Service targets,” Professor Boston says.

Dr Tracey McIntosh, EAG co-chair says there is also a pressing need to fill the gaps in areas where children experiencing poverty are most at risk of poor outcomes. These gaps are around inadequate family income and access to healthcare and affordable, good quality housing.

See student sheet for solution focus exploration. Teachers can either have the whole class do a general exploration (first section of the sheet) or divide the class into groups with each group dealing with one issue. (Section Two of sheet)

Final Lesson and final assessment.

Written response from each student to the following:

“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.”

(assess whether students can articulate a values base for action and whether they can identify reasons for their position. Note: whilst the hope is that they will value addressing inequality it may be that they don't but they need to be able to justify their position by rational argument which includes response to the material covered in the unit.)