

Topic: SOCIAL RESPONSIBILITY Need – versus – Greed

Objective: To stimulate thought and action regarding use of our resources; respecting diversity.

Synthesis - Connecting different aspects of life into a meaningful whole.

Pupils look at situations where people's rights have been infringed.

Human rights - Gandhi. Global issues/money. Effect of greed on the world.

Respecting those who have different beliefs/customs.

Appreciation that others' religious convictions are often deeply felt.

Curriculum Links: Citizenship, Drama, English, History, IT, Maths, Music, PSHE, RE

Key words: advocate, alleviate, assassinated, dedication, disposal, epitomise, evolve, fasting, illiterate, ingenuity, inspire, justice, oppression, profound, pursuit, reconciliation, reforms, sacrifice, tolerance, triumph, untouchable, vision

Materials needed:

- The Manual or copy of lesson plan
- Page 36 of the Introduction Manual
- CD player
- CD with music for silent sitting
- CD with music for the song
- Photocopies of Money Management Sheets
- Pages of the drama for 6 pupils

QUOTATION/THEME FOR THE WEEK



THERE IS ENOUGH FOR NEED BUT NOT FOR GREED

Discuss: What do you think this means? Find an example of something that you have which is more than you need. What could we, as a class, give up (e.g. one can of drink each a week) in order to help someone in need?

SILENT SITTING

Step 1 (See page 36 of the Introduction Manual). Steps 2, 4 (Optional).

Step 5: As you listen to the music imagine ... You are walking in your favourite place ... It is very beautiful ... The birds are singing and you feel happy and contented ... Look at the blue sky ... How much space there is ...

Imagine yourself expanding and becoming bigger, like the sky ...

See how the sun shines brightly over the earth sending out rays of light and love ...

Everything in nature is beautiful and free for you to enjoy ...

Think of all the things you use in your life ...

Imagine yourself using less of something, yet still having all you need (though not necessarily all you want!) ...

Remember or imagine a time when you successfully resisted the pull to use, have or take, more than you needed ...

Step 6.

DRAMA

GANDHI

Excerpts from an article by Lalita Unnithan

The scene is set in India

Characters: *Narrator*
 Gandhi
 Louis Fischer, writer
 Nelson Mandela
 Dalai Lama
 Martin Luther King



Narrator: Gandhi epitomised the highest human values. Throughout his life he practised truth in thought, word and deed. He loved India, his Motherland and also his fellow men and women.

Gandhi: I am a Hindu. But I borrow freely from the principles of other religions, such as Buddhism, Christianity, Islam and Judaism.

Narrator: He is known for his honesty, skill and courage, as well as great determination.

Gandhi: My mother had a deep influence on me. She was a very religious Hindu and lived simply desiring only the essentials to live. She did not care for worldly goods and jewels. Like my mother, I am a vegetarian who values everything: time, energy, money - nothing need be wasted.

Narrator: Fond of children, he was often seen playing with them. He emphasised the educational value of practical, creative activities in making people more confident and self-reliant and believed that everyone should do some practical work for the benefit of the whole community. Although highly educated - he was a brilliant lawyer - from his days on the Tolstoy Farm in South Africa to the spinning days in Sabarmathi, Gandhi worked with his hands, identifying himself with the poor, illiterate and untouchable masses of India. All useful work was noble to him.

Louis Fischer: In my book, ‘The Life of the Mahatma’ I said, “He gave them tenderness and affection, he remembered their personal needs and enjoyed catering for their wants at the unnoticed expense of his limited time and energy.”

Narrator: Gandhi talked gently, kindly and whole-heartedly with everyone. In his later years he came to England and stayed with the poor in the East End of London where he was greatly respected and loved.

Gandhi: Throughout the long years of struggle for Indian independence, I advocated peaceful demonstrations and called for calmness in the face of turmoil. My main aim was for a united society based on equality.

Narrator: He didn't look like the type of person that would free the largest nation in the British Empire and inspire millions of people, but he had a way of attracting people to him like honey attracts bees. He could control the vast numbers of people through love and right action in a way the British Empire could not.

Gandhi: But sometimes I have to resort to fasting and prayer when my call for passive resistance is threatened. I am a man who loves truth and right action. My ideas are practical. I am not trying to physically beat our opponents, but to melt their hearts and appeal to their sense of fairness and justice, two qualities which have always been held dear by the British.

Narrator: His lifelong pursuit against social injustice alleviated much suffering. Seeds were sown by him for the reforms of the future years. He was compassionate to one and all.

Gandhi: I consider non-violence as "the greatest force at the disposal of mankind, mightier than the mightiest weapon of destruction devised by the ingenuity of man. Destruction is not the law of the humans".

Narrator: On 30th January 1948 Mahatma Gandhi was assassinated. His violent death shocked the world. Gandhi's life and his many sacrifices in the cause of justice, inspired people throughout the world. He became one of India's greatest and most popular national leaders who practised the spiritual values of truth, love, peace, right action and non-violence. Let's hear what people said about Gandhi:

Nelson Mandela: When I spoke at Pietermaritzberg, on 25.4.97 I said, Gandhi's magnificent example of personal sacrifice and dedication in the face of oppression was one of his many legacies to our country and to the world. He showed us that it was necessary to brave imprisonment if truth and justice were to triumph over evil. The values of tolerance, mutual respect and unity for which he stood and acted had a profound influence on our liberation movement, and on my own thinking. They inspire us today in our efforts of reconciliation and nation-building.

Dalai Lama: In 1990 I said, the Chinese students have given me great hope for the future of China and Tibet. I feel that their movement follows the tradition of Mahatma Gandhi's Non-violence which has deeply inspired me ever since I was a small boy.

Martin Luther King: If humanity is to progress, Gandhi is inescapable. He lived, thought and acted, inspired by the vision of humanity evolving towards a world of peace and harmony. We may ignore him at our risk.

Key words: Look up any of the words in the dictionary that you have not understood and make sure you understand them and can spell them.

QUESTIONS: *Support answers to question 1 to 3 with evidence from the text*

1. What was Gandhi's greatest strength?
2. Why was he so loved by many people?
3. What did he say about non-violence? *(pto)*
4. What famous black leader in the USA followed Gandhi's example?
5. What does the name 'Mahatma' mean?
6. What name would you give Gandhi to describe him?
7. Why do you think Gandhi's methods to secure independence for his country worked so well upon the British?
8. How did you feel when you heard, saw or acted in the drama?
9. Did it remind you of anything in your own life?

GROUP ACTIVITY

Remind the class of the importance of confidentiality when we are sharing personal aspects of ourselves.

- 1A. What evidence is there of the effect of greed on the world?
- 1B. List ways in which greed influences life in Britain at the moment.
- 1C. Discuss the effects of this on:
 - i) *Individuals and families in Britain*
 - ii) *People in other parts of the world.*
- 1D. Brainstorm ways in which
 - i) *families and*
 - ii) *your class*

could cut waste and use less of the world's resources.

Money Management

- 2A. Discuss in small groups first, then report back to large group.

What is the difference between what I need and what I want?

What does a teenager need in order to have a rich and satisfying life?

Identify anything on your list that does not cost money.

Identify things that do not use up the world's resources.

For anything that does cost money or uses resources, what is the least that will enable a teenager to flourish?

- 2B. Consider how people used to exchange goods and services (i.e. barter) and how using money is more efficient.
Is money spent differently at different ages?
Do you ever waste money?
How?
What is the difference between thrifty use of money and being miserly?
- 2C. Give each pupil a copy of the Money Management Sheet on the next page.

Money Management

How I spend my money each day

| | Monday | Tuesday | Wednes | Thursday | Friday | Total |
|---|--------|---------|--------|----------|--------|-------|
| Bus or train fare | | | | | | |
| Lunch | | | | | | |
| Sweets | | | | | | |
| A friend (in need) | | | | | | |
| Charity: regular occasional | | | | | | |
| Savings: Christmas Birthdays Holidays General | | | | | | |
| Other | | | | | | |
| TOTAL | | | | | | |
| GRAND TOTAL | | | | | | |

Conclusion: Do I need to make any changes?

GROUP SINGING

SING FOR PEACE

(lyrics by L. McCartney and Nicky Gilbert, music by Stuart Jones)

Now is the time to sing for peace
Let us feel it, this peaceful creation.
Gonna share it, send it to the nation.

Now is the time we ask for peace.
Let us see it in skies of blue.
Gonna keep it inside me and you.

*Chorus: Now is the time to sing for peace.
Now is the time to make our peace.
This is the time to make a start.
This is the place, work from the heart.*

Now is the time to act for peace.
Let us show it, the love inspiration.
Gonna share it, send it to the nation.

Now is the time to work for peace.
Let us be it in everything we do.
Gonna show it to everyone too.

Extension: What work does the charity named after Gandhi do now? Look on the web for information.

Citizenship Link: Unit 3 examine situations ... where people's rights have been infringed. Unit 4 respect for diversity

Unit 10 Citizenship and Geography: Debating a global issue

Unit 21 People and the environment.

Programme of study: 1b the diversity of national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding;

1f the work of community-based, national and international voluntary groups.

English Link: Spelling 7: Spelling key words; Vocabulary 15: use a dictionary;

Stylistic 13a: Information which maintains the use of the present tense and the third person, organises and links information clearly;

Drama 15: develop drama techniques.

History Link: Research the effects that great world leaders like Mahatma Gandhi, Martin Luther King, Abraham Lincoln and Nelson Mandela had on their people. Include Winston Churchill.

IT Link: See extension re web research.

Maths Link: Additions of totals, etc.

PSHE Link: 1g what influences how we spend or save money and how to become competent at managing personal money.

RE Link: How did Gandhi show that people:

with similar beliefs and values can learn to live peaceably together?

with different beliefs and values can learn to live peaceably together?