



Starters and Plenaries

For GCSE AQA Religious Studies A
Component 2: Thematic Studies

Theme F: Religion, Human Rights and Social Justice

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Teacher's Introduction

This resource has been designed to support the learning and teaching of GCSE AQA Religious Studies A Component 2: Thematic Studies, Theme F: Religion, Human Rights and Social Justice. All areas of the specification are covered.

Different activities provide a way into new topics or allow students to reinforce and consolidate their learning – there is also some assessment content. Some activities can be done individually, others in groups, or with the entire class; and there is flexibility to adapt this.

The starters and plenaries in this resource are designed to help teachers allow students to learn continuously by providing short activities which can be slotted in at the beginning and end of lessons. Each activity should take between 5 and 15 minutes to complete, though some could be adapted into a longer main-lesson activity if desired.

A plan of the activities with teacher's notes is provided at the beginning of the resource to give guidance on how to teach the content. Answers, or possible answers, are included at the end of the resource, to help with student or teacher marking, and in some cases it may be helpful to distribute these as revision resources.

This resource should be informative and educational, and hopefully also enjoyable for students. It should support teachers with a base which they can build on when teaching additional content and skills.

The topics force students to consider different arguments and philosophical ways of thinking, as well as exploring how different views and arguments impact the modern world and influence society. Ideally, this will help the students to develop reasoning skills as well as learning important details.

March 2018

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* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

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Topic Coverage

For many of these it will be useful for the student to have some knowledge of the topic already.

Specification Area	Topic	Activity Description	Suggested Use	Notes
Human Rights	Prejudice and Discrimination in Religion and Belief – Status and Treatment of Women	1 – Fill in a table	S or P	Individual or group activity feeding back to the class.
	Prejudice and Discrimination in Religion and Belief – Status and Treatment of Homosexuals	2 – Complete the flow chart	S	Individual activity
	Issues of Equality – Freedom of Religion and Belief, including Freedom of Religious Expression	3 – Vote with your feet		Class activity

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Specification Area	Topic	Activity Description	Suggested Use	Notes
Human Rights <i>continued</i>	Human Rights	4 – Colour-code the statements into groups	S or P	Individual or group activity
	Social Justice	5 – P...esh...	S or P	Group activity
	Racial Prejudice Discrimination	6 – Thoughts and crosses with questions	S or P	Class activity
	Ethical Arguments Related to Racial Discrimination	7 – Correct the mistakes	P	Individual activity
Wealth and Poverty	Uses of Wealth	8 – Assess an example exam answer	S or P	Individual or group activity, it may be feeding back to the class.
	Attitude to and Responsibilities of Wealth	9 – Multiple choice	S or P	Individual activity
	Exploitation of the Poor	10 – ...der...	P	Individual or group activity
	Responsibilities of those living in Poverty	11 – Class discussion	S	Class activity This sheet is not for the students, though they may wish to cut out the questions to give to groups of students.
	Charity	12 – Advantages and disadvantages	S or P	Individual activity
Revision	Summary	13 – Spider diagram with questions	P	Can be done individually or in groups (use paper for groups).

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Activity 1 – Prejudice and Discrimination in Religion and Belief

Fill out this table with what status women have in each religion, and how women are treated, within different religions. This will be useful for your research.

1 st Religion	2 nd Religion
<div>Christianity</div>	

Extension: Explain two contrasting religious beliefs about the treatment of women in religion, and how they are treated. This is good practice for your questions.

Complete in your exercise book, or on the back of the sheet.

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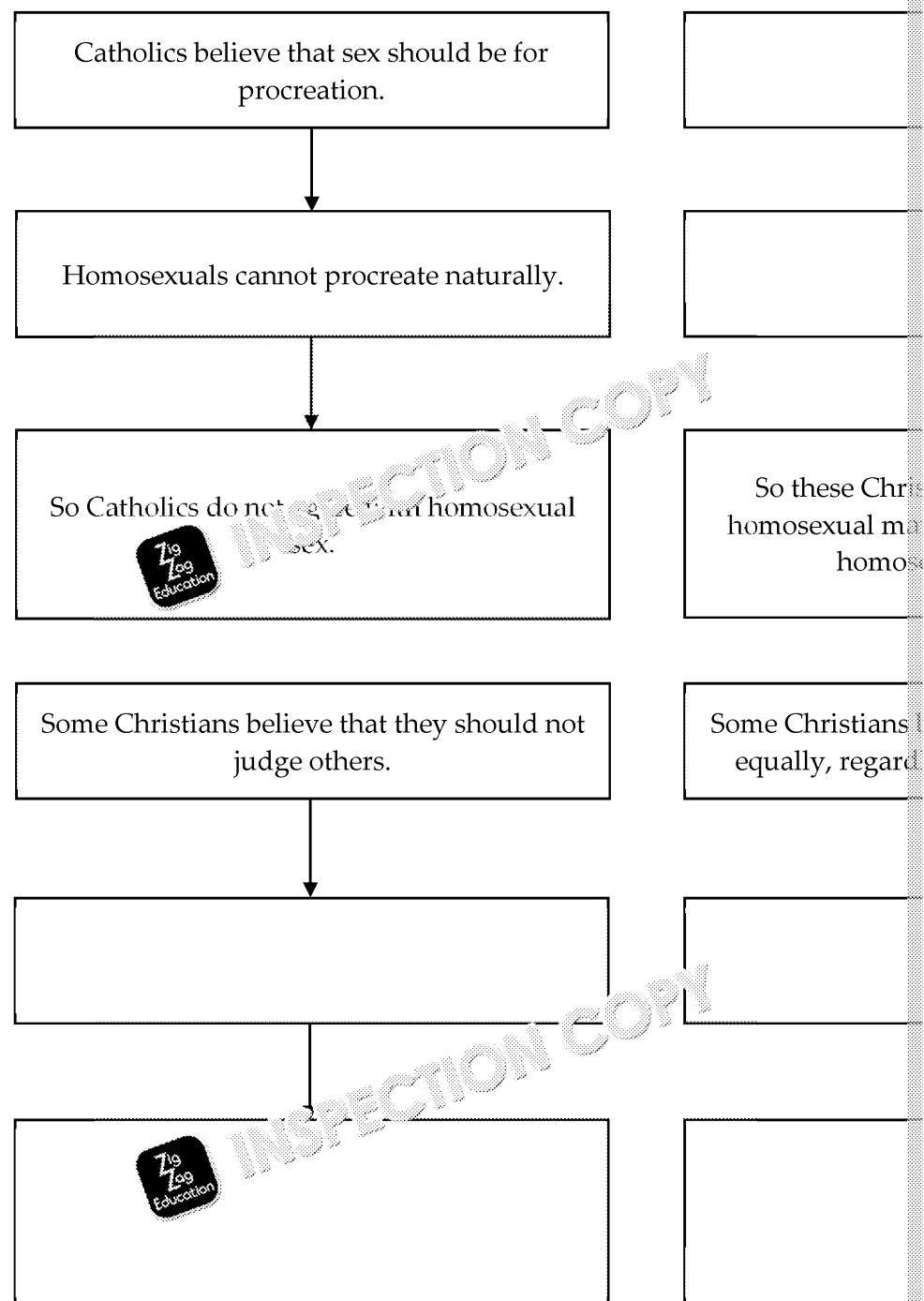
Activity 2 – Prejudice and Discrimination in Religion and Treatment of Homosexuals

Complete the flow chart with:

- 1) the Christian position or belief
- 2) how this relates to homosexuals
- 3) the conclusion of this for Christians

The first one is done as an example, and some boxes are filled in for you.

This will show reasons for different or equal status of homosexuals within Christianity and the equal treatment of homosexuals within Christianity.



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Activity 3 – Issues of Equality – Freedom of Religion & Freedom of Religious Expression

Let the class vote with their feet for this activity – are the statements true or false?

- Establish an area where students should go for True and another for False.
 - If they're true, ask one student for an extra fact, or further explanation, or ask a student how they could be corrected.
- 1) The UK protects people's right to equality.
 - 2) All religious people think it is a good idea to put complete equality into law.
 - 3) Being treated equally always means treating people in the same way.
 - 4) In the UK, everyone has freedom of religion and belief.
 - 5) There is freedom of religion and belief everywhere in the world.
 - 6) All religious practices should be tolerated.
 - 7) People may express their religion through their dress.
 - 8) The UK has a blasphemy law, which may limit freedom of religious expression.
 - 9) Islam permits everyone freedom of religion and belief.

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Activity 4 – Human Rights

Colour-code these statements to show whether they are legal human rights or made-up examples.

The right to a job	The right to a job
The right to freedom from discrimination (regarding human rights)	The right to freedom from discrimination (regarding human rights)
The right to be paid the same as everyone else	Rights to money
The right to seven weeks' holiday a year	The right to a holiday
The right to a good house	The right to a good house
The right to a democratic vote	The right to freedom of expression including religion
The right not to be enslaved	The right to a fair trial
The right to a nice boss	The right to a fair trial
The right not to be tortured	The right to a fair trial
	The right to a fair trial

Extension: Give two examples of responsibilities which come with human rights. This is good practice for exam questions.

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Activity 5 – Social Justice – Battleship

- Pair up with someone with Battleships 2.
- Hide a one-square, a two-square and a three-square battleship on your grid.
- Take it in turns to ask the other person a question from your sheet. Suggested answers are given below the questions for checking. Questions can be used many times (there are multiple answers).
- If someone answers a question well, they can try to sink one of the opponent's battleships by guessing a square, e.g. C4. Guessing one square sinks a battleship. Whoever sinks the most ships in the time given, wins!

1. a) **Give a reason why Christians may work for social justice.**

Jesus taught that people should be kind to everyone / the letter to the Galatians indicates that everyone is equal to God / the Old and New Testament promote helping the poor and treating them fairly...

1. b) **Give an example of how Christians have not worked for social justice.**

The Church has spent much on the clergy and on church buildings, rather than spending on the poor / the Church did support the slave trade...

1. c) **Give a view from another religion about social justice.**

Muslims think zakah should be paid to help create social justice in society / Hinduism does not promote social justice, as its caste system discriminates against people based on the family they were born into

	A	B
1		
2		
3		
4		
5		

	Guess	
	A	B
1		
2		
3		
4		
5		

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Activity 5 – Social Justice – Battleships

- Pair up with someone with Battleships 1.
- Hide a one-square, a two-square and a three-square battleship on your grid.
- Take it in turns to ask the other person a question from your sheet. Suggested answers are given below the questions for checking. Questions can be used multiple times (there are multiple answers).
- If someone answers a question well, they can try to sink one of the opponent's battleships by guessing a square, e.g. C4. Guessing one square sinks a battleship. Whoever sinks the most ships in the time given, wins!

2. a) **Give a reason why Christians may not work for social justice.**

Some Christians may feel that not everyone deserves equal treatment, e.g. that homosexuals do not deserve equal treatment / some Christians think that it is the responsibility of the poor to help themselves / some Christians think wealth is a gift from God and does not need to be redistributed...

2. b) **Give an example of how Christians have worked for social justice.**

Christians worked to end the slave trade / Christians have campaigned for fair pay...

2. c) **Give a non-religious or philosophical view about social justice.**

John Rawls suggests that people would choose a socially just society from behind a veil of ignorance / rich people have the money they need because they are not allowed any redistribution of wealth if it is unfair...

	A	B
1		
2		
3		
4		
5		

	Guesses	
	A	B
1		
2		
3		
4		
5		

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Activity 6 – Racial Prejudice and Discrimination

Play noughts and crosses with the class on the board.

- Split the class in two, and ask each side of the room a question from the list below before allowing them a nought/cross.
- Some questions have multiple answers, and can be asked multiple times at the beginning of the lesson, and then at the end of the lesson to see if students have remembered. Ask each team the same question for extra fairness.

- 1) Give an example of racial discrimination which is **unlikely** to occur in the UK.
- 2) Give a reason why someone might hold a racial prejudice.
- 3) Give an example of a place/time where racial prejudice is/was acceptable.
- 4) Give an example of racial discrimination which **might** occur in the UK.
- 5) Why might religious people oppose racial discrimination and prejudice?

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Activity 7 – Ethical Arguments Related to Racial

Correct the mistakes in these statements about ethical arguments related to racial discrimination.
Write the correct sentences in the spaces below each statement.

- 1) People would be likely to choose an unequal world if they did not know any better.

.....

- 2) There are plenty of reasons for racial discrimination.

.....

Bonus: Give a Bible verse which could be used to oppose racial discrimination.

.....

- 3) Racial discrimination has scientific basis but is unfair.

.....

- 4) Racial discrimination bonds society.

.....

- 5) The police stopping and searching people of ethnic minorities helps control crime.

.....

- 6) Positive discrimination is treating people badly because of their race or ethnicity.

.....

Bonus: Give a Bible verse which could be used to support or oppose positive discrimination.

.....

- 7) Positive discrimination is never allowed in the UK.

.....

- 8) Positive discrimination will disadvantage the white ethnic minorities.

.....

- 9) Positive discrimination might make problems caused by negative discrimination worse.

.....

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Activity 8 – Uses of Wealth

Have a look at this example answer to an exam-style question.

- 1) Annotate things which the answer does well.
- 2) Make at least three alterations or additions which would raise the number of marks you could expect.

You could highlight or underline good features, and number the text with alterations. Put the alterations underneath/on the back.

- 3) Feedback to the class so that you can learn from others' ideas about how

'People should be able to do whatever they like with their money.'
Evaluate this statement. (12 marks)

Argue for and against this statement. Give religious and non-religious arguments. Reach a conclusion which follows from your argument.

Some non-religious people believe that because most people earn their money, they should be able to do whatever they like with their wealth.

However, some people disagree that people should be able to do whatever they like with their wealth. It can be argued that being wealthy is down to luck; many people are born into money, or are naturally gifted in areas where they are well-paid, where others are not. Therefore, these people do not deserve their wealth, and should have to share it with others.

Most Muslims do not feel they can do whatever they like with their money. One of the pillars of Islam is paying zakah - Muslims feel that they must give a percentage of their wealth to certain causes, including helping the poor. Therefore they cannot do whatever they like with all their wealth.

There are good reasons for sharing wealth with others.

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Activity 9 – Attitude to and Responsibilities

Answer the multiple-choice questions about responsibilities of wealth. Tick

- 1) Why may people feel they have a right to their money and no responsibility?

A	They are utilitarians
B	No one is that poor
C	They earned it

☐
☐
☐

- 2) Which of these is **not** a reason Christians try not to value wealth too highly?

A	It is seen as a reward from God
B	Jesus taught to give to the poor
C	It may be seen as a distraction from God

☐
☐
☐

- 3) Which of these is **not** a reason why people value wealth?

A	It provides security
B	It buys happiness
C	It can buy luxuries

☐
☐
☐

- 4) Which of these is believed to be a responsibility of the wealthy by many?

A	A duty to tackle poverty
B	A duty to exploit
C	A duty to reflate the economy

☐
☐
☐

- 5) Why might some argue the rich do not deserve to keep all their wealth?

A	They all exploited people to get it
B	They are horrible people
C	Being wealthy is largely down to luck

☐
☐
☐

- 6) How is a wealthy Muslim likely to help to tackle poverty and its causes?

A	Giving everything they own to charity
B	Paying a tithe
C	Paying zakah

☐
☐
☐

- 7) Which of these is **not** a way of tackling poverty and its causes?

A	Paying workers a wage
B	Exploiting people
C	Developing poor or less-developed areas
D	Tax avoidance
E	Rehabilitating criminals and addicts

☐
☐
☐
☐
☐

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Activity 10 – Exploitation of the Poor

Cut these boxes out and **rearrange** them into a sensible order to create a pie chart to revise about exploitation of the poor.



A second way in which the poor can be exploited is through excessive interest.

A third way in which the poor can be exploited is through people-trafficking.

Also, the money people are paid is sometimes not enough to allow them to live.

Many people are against such exploitation as it goes against religious principles of not enslaving others, and against humanist teaching to teach people with dignity.

Many religious people oppose high interest, and charging interest to the poor is forbidden in Islam.

Not every worker is given a wage which reflects the work they have done.

One issue which affects the poor is fair pay – people can be exploited if they are not paid enough.

Poor people may be vulnerable to being kidnapped and used for sex or labour.

These can be combatted by raising wages or buying products where the workers are paid well.

This often means that they can never afford to pay back their debts, as they have to pay more than they originally borrowed.

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Activity 11 – Responsibilities of Those Living

Separate the class into five groups, and give each group a question to discuss and write bullet points about. Then bring the class together to have a class discussion about the responsibilities of those living in poverty to help themselves overcome their difficulties. Each group can feedback answers to their own question, and other students can offer more ideas.



1 Why might those living in poverty have a responsibility to help themselves overcome their difficulties?



1

2 How might those living in poverty help themselves to overcome their difficulties?

2

3 Why might those living in poverty not be able to (completely) overcome their difficulties?



3

4 Give some different religious responses to whether those living in poverty have a responsibility to help themselves overcome the difficulties they face.

4

5 If it is not just the responsibility of those living in poverty to overcome their difficulties, how can others help to reduce poverty?



5

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Activity 12 – Charity

Fill out these thought bubbles with **pros and cons** of giving money to charity.
(These can relate to both the people giving and receiving charity.)

Pros:



Cons:



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Activity 13 – Summary: Revision Questions

Choose at least six questions, and write the answers to these questions on the back of the page. Write your answers in full sentences. If you have spare time, answer more questions.

* = Easier Question

** = More Challenging Question

If you are unsure about an answer, answer the easier questions, or if you're confident, challenge yourself by choosing some harder questions

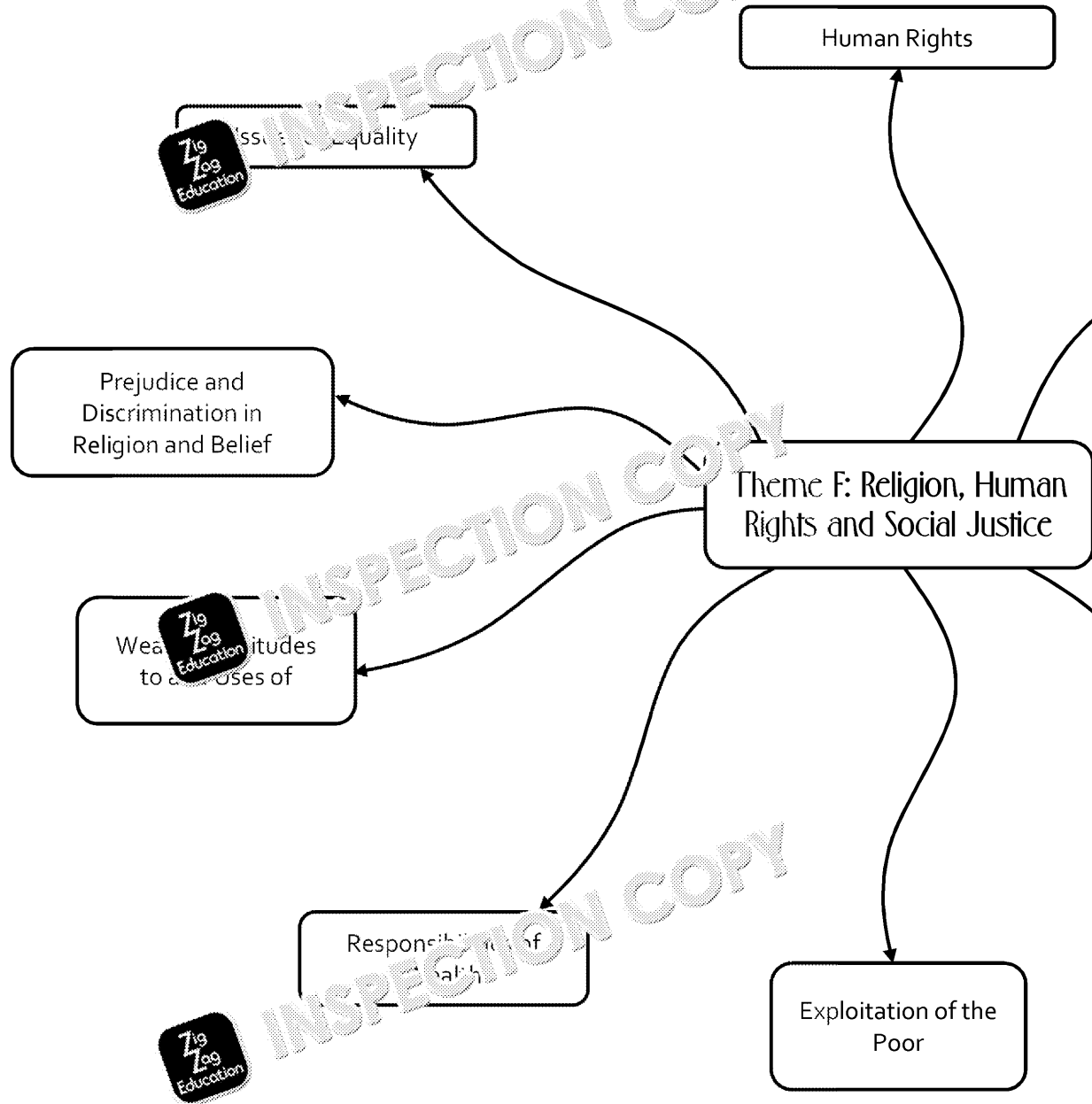
- 1) ** Why might it be thought that women have a lower status to men in Christianity?
- 2) ** How might some Christians treat homosexuals differently?
- 3) * Give a way in which someone might express their religion.
- 4) * Give three examples of human rights.
- 5) * Give a reason why a religious person might work for social justice.
- 6) * What is racial prejudice?
- 7) ** Why might someone disagree with positive discrimination?
- 8) * How might a religious person use their wealth?
- 9) * Give two ways of tackling poverty and its causes.
- 10) * Give three ways of exploiting the poor.
- 11) ** Why might the poor be able to overcome the difficulties they face?
- 12) * Give one example of how charities help the poor.

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Revision Spider Diagram – Theme F: Religion, Human



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Answers

Activity 1 – Prejudice and Discrimination in Religion and Belief – Status

Possible answers:

Christianity	Islam	
<ul style="list-style-type: none"> In some denominations, women are treated differently in that they cannot be ordained, e.g. Catholicism. In some denominations women are treated the same as men, and can do all the same things, including being ordained. Some Christians may be seen to give women a lower status, as they feel that women should submit to their husbands, and that their place is raising children. Some Christians who treat men and women differently argue that they still give them equal status, and treating them differently does not mean treating them unequal. 	<ul style="list-style-type: none"> Women are often treated differently to men in practical ways, e.g. <ul style="list-style-type: none"> They inherit less than men. They are treated as less reliable in a court of law. Men are allowed multiple wives but women are only allowed one husband. Women may have to cover up more than men. Some people claim that this different treatment does not mean that women have a lower status; it is just that there are practical reasons for treating men and women in different ways. The Quran indicates that men and women have the same spiritual status. 	<ul style="list-style-type: none">

Extension: Compare two contrasting religious beliefs about the treatment of women in Christianity and another religion. (4 marks)

1 mark per point (max. 2), 1 mark per development (max. 2).

Make sure the answer refers to Christianity and another religion and that the beliefs are contrasting.

Example answer:

Some Christians believe it is acceptable to treat women differently because St. Paul taught that men have authority over women, or teach in church, and therefore some denominations do not allow women to be ordained. In contrast, in the Sikh religion, women are treated equally, because the gurus taught that women were just as important as men.

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Activity 2 Answers – Prejudice and Discrimination in Religion and Beliefs

Possible answers:

Catholics believe that sex should be for procreation.

Some Christians
should be betw

Homo.  s cannot procreate naturally.

Homosexual &

So Catholics do not agree with homosexual sex.

So these Chris
homosexual ma
homos

Some Christians believe that they should not judge others.

Some Christians
equally, regard

Homosexuals may be sinning against God or
may not be.

Homosexuals

These Christians do not treat homosexuals differently, even if they feel God disapproves of homosexuality.

So these Christians
as inferior to the

Activity 3 – Issues of Equality – Freedom of Religion and Belief, Including Expression

Answers and possible developments:

- 1) **True** – this is protected under the Human Rights Act 1998.
- 2) **False** – some religious people do not want to treat everyone equally, e.g. not all homosexual people should be allowed to be married.
- 3) **False** – it might be necessary to treat some people differently to treat them equally, e.g. wearing religious dress.
- 4) **True** – this is protected by the Human Rights Act – but this has not always been followed.
- 5) **False** – some countries such as North Korea, China and Saudi Arabia may not allow freedom of religion.
- 6) **True or False** – opinion.
Students may think that no one has the right to judge the religious practices or that religious practices such as circumcision which are potentially harmful.
- 7) **True** – head scarves, face veils, turbans and religious jewellery may express personal beliefs.
- 8) **False** – it used to until relatively recently.
- 9) **False** – Islam permits freedom of religion and belief to many religions, but not to all religions, and does not allow Muslims to leave the faith.

Activity 4 – Human Rights

Possible answers:

Actual Human Rights	Made Law
The right to life	The right to life
The right not to be enslaved	The right to be paid
The right to a fair trial	The right to a fair trial
Rights to marriage and family	The right to serve
The right to freedom from discrimination (regarding human rights)	The right to freedom from discrimination
The right to education	The right to education
The right to a democratic vote	The right to a democratic vote
The right to freedom of religion and belief, including religious expression	The right to freedom of religion and belief, including religious expression
The right not to be tortured	The right not to be tortured

Extension: Give two examples of responsibilities which come with human rights.
In an examination you get one mark per correct point, up to the maximum 2 marks.

Possible answers:

- A responsibility not to kill, as this violates another's right to life.
- A responsibility not to enslave, as this violates another's right to freedom.
- A responsibility not to discriminate.

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Activity 6 – Racial Prejudice and Discrimination

Possible answers:

- 1)
 - Segregation of different races on buses
 - The government refusing to hire people of an ethnic minority
 - Slavery of ethnic minorities
- 2)
 - Ignorance / lack of education
 - Fear of insecurity
 - Fear of difference
 - Belief in stereotypes
- 3)
 - The apartheid in South Africa
 - During the slave trade
- 4)
 - Racial abuse in the streets
 - A small business owner discriminating when hiring employees
 - Police searching a higher percentage of people of ethnic minorities
- 5)
 - Jesus treated everyone well, including people of disliked minorities such as Samaritans
 - Galatians 3:28 says that everyone is equal to God
 - Christians believe they should love everyone
 - Many religions teach to treat everyone equally

Activity 7 – Ethical Arguments Related to Racial Discrimination

- 1) People would be likely to choose an **equal** world if they did not know who they were. People would **not** be likely to choose an unequal world if they did not know who they were.
- 2) There are **no good** reasons for racial discrimination.
Bonus example: 'There is neither Jew nor Greek, there is no longer slave or free, but all are one in Christ Jesus' (Galatians 3:28 NRSV)
- 3) Racial discrimination has **no** scientific basis **and** is unfair.
- 4) Racial discrimination **divides** society.
- 5) The police stopping and searching people of ethnic minorities **is an example of discrimination**. The police stopping and searching people of ethnic minorities **does not help** the situation.
- 6) Positive discrimination is treating people **better** because of their race or gender.
Bonus example: 'Justice, and only justice, you shall pursue...' (Deuteronomy 16:19) (to support or oppose)
- 7) Positive discrimination is **sometimes/rarely** allowed in the UK.
- 8) Positive discrimination will **(unfairly) advantage** those of ethnic minorities. Positive discrimination will **not** disadvantage those of ethnic minorities.
- 9) Positive discrimination **is unlikely to make problems** caused by negative discrimination worse. Positive discrimination might **create additional problems to those** caused by negative discrimination.

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Activity 8 – Uses of Wealth

Possible annotation, and possible alterations and additions to improve the answer

'People should be able to do whatever they like with their wealth'
Evaluate this statement. (12 marks)

Argue for and against this statement. Give religious and (preferably) secular religious arguments. Reach a conclusion which follows from your argument.

Many religious people believe that because (most) people earn their money through hard work, they should be able to do whatever they like with their wealth.^{1,2}

However, some people disagree that people should be able to do whatever they like with their wealth. It can be argued that being wealthy is down to luck, as some people are born into money, or are naturally gifted in areas which are well-paid, while others are not. Therefore, these people do not deserve their wealth, and should share it with others.

Most Muslims do not feel they can do whatever they like with their wealth. One of the pillars of Islam is paying zakah - Muslims feel that they must pay a certain percentage of their wealth to certain causes, including helping the poor. Therefore, they cannot do whatever they like with all their wealth.^{3,4}

Overall, there are good reasons for sharing wealth with others.⁵

Good to give different points of view – for and against.

Good to reference Muslim belief

Good to come to a conclusion

- 1) The answer could give a justification for this point, e.g. 'If they could not, this would mean people would not be motivated to make money, which could reduce the standard of living on even more people.'
- 2) The answer should give at least one more reason to argue for the statement, e.g. 'Many people believe that people should be able to do whatever they like with their wealth as a reward from God.'
- 3) The answer needs more religious views/arguments to get good marks. It would be good to include views from Christianity, or another religion, e.g. 'Jesus taught that people should give to the poor, so that Christians should not do whatever they like with their wealth, as they need to help others.'
- 4) It might also be good to include a scriptural quote for one view, e.g. '...go, sell your possessions, and come to follow me, and you will have treasure in heaven...' (Mark 10:21 NRSV)
- 5) The argument needs a stronger conclusion that links to the question, as all the arguments could conclude: 'Overall, there are good reasons for sharing wealth with others.' It might be good to add the fact that having wealth is likely to be partly due to luck. Therefore, people should share their wealth, because they should use some to help others.'

Activity 9 – Attitude to and Responsibilities of Wealth

- 1) c – They earned it
- 2) a – It is seen as a reward from God
- 3) b – It brings happiness
- 4) a – A duty to tackle poverty
- 5) c – Being wealthy is largely down to luck
- 6) c – Paying zakah
- 7) d – Tax avoidance

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Activity 10 – Exploitation of the Poor

Suggested order:

- One issue which affects the poor is fair pay – people can be exploited if they are not given a fair wage.
- Not everyone is given a wage which reflects the work they have done.
- Also, the money people are paid is sometimes not enough to allow them to live on.
- These can be combatted by raising wages or buying products where the workers are paid a fair wage.
- A second way in which the poor can be exploited is through excessive interest.
- This often means that they can never afford to pay back their debts, as the amount they have to pay is more than they originally borrowed.
- Many religious people believe in charging interest to the poor – charity.
- A third way in which the poor can be exploited is through people-trafficking.
- Poor people may be vulnerable to being kidnapped and used for sex or labour.
- Many people are against such exploitation as it goes against religious principles, and against humanist teaching to teach people with dignity.

Activity 11 – Responsibilities of those living in Poverty

Possible discussion points:

- 1) Why might those living in poverty have a responsibility to help themselves overcome the difficulties they face?
 - They may have the ability to overcome these difficulties, e.g. by working.
 - Some people believe it is someone's own fault if they are poor, so it is their responsibility of anyone else to solve their problems.
 - Some people believe it is someone's own fault if they are poor, so it is their responsibility to overcome the difficulties they face.
 - Even if it is not someone's fault they are poor, they may have a responsibility to help themselves overcome the difficulties if others are helping them too, as they would be being ungrateful.
- 2) How might those living in poverty help themselves overcome the difficulties they face?
 - They could look (harder) for work.
 - They could work more.
 - They could train for a better education to improve their work prospects.
 - They could manage their money well.
- 3) Why might those living in poverty not be able to (completely) overcome the difficulties they face?
 - They may have lost all their possessions, e.g. through war or natural disasters.
 - They may have health issues.
 - There may be no jobs available.
 - They may not be able to get a job due to mental illness or addiction.
 - They may not be able to get a job that pays them well.
- 4) Give some different religious responses to whether those living in poverty have a responsibility to help themselves overcome the difficulties they face.
 - Some religious people feel that people are poor because they are lazy – the Bible and other religious texts suggest this. Therefore, these people may feel that it is solely their responsibility to help themselves, as it is their fault that they are poor.
 - Some religious people believe that they have a responsibility to help the poor. They may feel that those in poverty should sell possessions and give to those in need. They may feel that those in poverty should help themselves, and it is the responsibility of those with means to help them.
- 5) If it is not the responsibility of those living in poverty to overcome poverty, what can be done to reduce poverty?
 - Do not exploit people through unfair pay or charging interest.
 - Provide education and healthcare.
 - Pay fair wages and give money to charity.
 - Aim to reduce war and work to prevent damage from natural disasters.

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Activity 12 – Charity

Possible answers:

Pros:

- Many religions promote giving money to charity, so believers will feel this will earn them favour with God.
- Giving money shows compassion.
- Charities provide people in need with education, health, food, shelter, and other things they need.
- For the majority of people it is easier to give money to charity as they could not help those in other countries directly.
- Money can be used to buy whatever is needed, so may be preferable to gifts of clothing where food is needed, etc.

Cons:

- If the poor continually receive money, they may not be motivated to work to get themselves out of poverty.
- Once money is given to charity, the giver does not have control over how it is spent:
 - Money may be used to help those in poverty in the short term, which may not help to end poverty.
 - Charities will spend money on salaries and other administration costs, and so not all money given will actually help the poor.

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