

# The Bishop of Carlisle's Harvest Appeal: Collective Worship for Primary Schools

Every year the Bishop of Carlisle invites people from across Cumbria to support the work of charities who work to tackle poverty and injustice around the world.

This year, the appeal is raising money for the work of Christian Aid in Burkina Faso and the Church Mission Society in Northern Argentina. This collective worship resource focuses on Christian Aid's work, in particular the issue of climate justice.

## About Christian Aid

Christian Aid is an international organisation that seeks to follow Jesus' example and put God's love into action. Christian Aid exists to help create a world where everyone can live a full life, free from poverty. So, it works in 14 countries through 257 projects, reaching 1.4 million people to help bring about a fairer world. Christian Aid doesn't just help Christians – it helps people of all faiths and none – because Christians believe that love does not discriminate. This work is possible due to the generous giving of money as well as the hard work of campaigning to change the systems that are not fair and which keep people living in poverty.

Christian Aid's work is underpinned by four key values: Justice, Equality, Dignity and Love. It is not surprising that these are very similar to the values at the heart of the Church of England's vision for education: Wisdom, Hope, Dignity and Community.

Christian Aid believes that every human being is equally loved and valued by God. It asks its supporters and partners to give, act and pray so that it can work effectively to:

- a. Create a world where everyone can live a full life, free from poverty
- b. Respond to emergencies such as earthquakes, floods, war and famine
- c. Challenge decision makers to make the world a fairer place for everyone



This material focuses on the last of these three, looking in particular at climate justice. It makes use of the Seeing Anew approach to collective worship (see below).

### Climate Justice

Justice is at the heart of climate change and Christian Aid takes a strong stand on calling for governments and businesses in richer nations to help pay for the loss and damage inflicted on poorer countries. People living in the Global South (including Burkina Faso and Argentina) are suffering the worst effects of global warming but they have done the least to cause it. In the script for the collective worship below, the terms 'poorer countries' and 'richer countries' are used rather than Global South and Global North. Careful thought has been given to the appropriateness of those terms as they tend to give a simplistic view of how the world is. However, in the end, they have been used to convey the complex issue of climate justice in a way that is accessible for primary aged pupils.

### Eco-anxiety

When talking about the climate crisis with pupils it is important to stress that **it is not their responsibility to put things right**; it is the task of adults, especially those in charge of governments and organisations that make decisions about how our world is run. In this collective worship, practices have been chosen to deliberately avoid pupils taking on the role of acting out the cause or solution of the climate crisis. We need to avoid creating eco-anxiety and this can be done by giving pupils a sense of hope and empowerment by using their voice to make those in power listen. Christian Aid has produced several resources to support schools in this work. Here are three key ones:

- [Sing Up For Justice](#) is a resource to support Global Citizenship Education and SMSC. It is based on three songs written by Fischy Music with an explicit justice focus including climate justice.
- [Creative For Climate Justice](#) is a project that asks young people to use their amazing creativity and send a loud and clear climate justice message to MPs and Government Ministers.
- [Global Neighbours](#) is an accreditation scheme for both primary and secondary schools with the development of pupils as courageous advocates at its heart.



## Seeing Anew

Seeing Anew is an approach to collective worship which takes a careful look at how the practices of collective worship can be formational of all those taking part. It is based on the thinking and structure of [What if Learning](#) which provides a Christian framework for teaching and learning. Through its three steps: *Seeing Anew*, *Choosing Engagement* and *Reshaping Practices*, it provides a Christian framework for teaching and learning in the classroom.

Seeing Anew has simply made use of this for collective worship. For further information on Seeing Anew please go to [Grove Books](#) or visit [Derby Diocesan Board of Education](#).

### Prior to this collective worship you will need:

- A read through of the script below so you know what's happening!
- A large circular map/photo of the world to place on the floor
- Song '[Let Justice Roll Like a River](#)' ready to play on entry and half way through
- Large set of balancing scales with some play bricks or similar shared evenly between the two sides of the scales
- A box or small table to put the scales on
- One label with 'Richer Countries' clearly written to stick on one side of the scales and 'Poorer Countries' for the other
- Two umbrellas
- Four members of staff to help lead:
  1. Main leader
  2. Move the bricks in the scales
  3. Umbrella holder at edge of circle
  4. Umbrella holder at opposite edge of circle



Theme	Seeing Anew	Choosing engagement	Reshaping practice
<p><b>CLIMATE JUSTICE</b></p>	<p><b>Healing brokenness and seeking justice.</b></p> <p>Injustice angers God. The prophet Amos thundered against the injustices of his day, where the vulnerable were oppressed and the rich just got richer. He called for justice to roll like a river (Amos 5:24).</p> <p>We are Earth sharers – we all share the good things and challenges of this planet. But these things are not shared equally including the impact of climate change. Christian Aid works for climate justice so that those who have done the most to cause climate change also share the cost of its impact – to help repair and support adaptation in poorer countries.</p>	<p><b>Contrasts and dissonance.</b></p> <p>Do we live in a fair world when the richer countries use the most resources, produce the most carbon but the poorer countries suffer the worst effects of climate change?</p> <p>Do richer countries have any responsibility to support poorer countries cope with climate change?</p>	<p><b>Change the layout of the room.</b></p> <p><b>Provide contrasts and create dissonance.</b></p> <p><b>Make connections with the wider world.</b></p> <p>The script below makes use of these practices to help pupils engage deeply with the framing idea of healing brokenness and seeking justice.</p>



Before pupils enter have a large circular picture of the world in the middle of the hall/class floor with a large pair of balancing scales on it.

As pupils enter the room have Louis Armstrong's *What a Wonderful World* playing in the background.

Direct them to sit in a concentric circle around the picture with the youngest closest to the circle.

1. Why do you think we have sat you like this today? (e.g. one world, one human family...). We are Earth-sharers, all sharing its good things and the challenges. We have a set of scales on the Earth to represent all the things we have to help us live. So that everyone can see the scales, we are going to raise them up on this (*Have a box or table that you can easily move into the middle of the Earth*). The scales are balanced at the moment because Christians believe that God created the world with enough for everyone to live full and happy lives.

But is life fair for everyone who shares this Earth?

Life is not fair for everyone and never has been for all sorts of reasons. Today we are going to explore just one way in which the world is not fair. A long way back in time before any of us here were born and indeed before our great-great grandparents were born, this country began to change from being mainly a farming country to one that made things in factories using machines. The country needed lots of natural resources like coal and oil, metal and cotton. The UK became very rich.

2. *Move one brick from one side of the scales to the other and add the labels 'Richer Countries' (with more bricks) and 'Poorer Countries' (fewer bricks).*
  1. Other countries in Europe like Spain and France and Germany also grew rich like the UK, using lots of fossil fuels - coal and oil.
  2. *Move a few more bricks over.*
    1. What's happening to the scales? (tipping/becoming unbalanced/becoming unequal) Then after some years the United States of America also began to use lots of natural resources and became the richest nation in the world.
    2. *Move a few bricks into the richer side.*



1. Other countries like China and Australia, also began to use more and more coal and oil to produce all sorts of things that made life good in many ways but not for everyone on Earth.
2. *Move a few bricks into the richer side so there are very few left in the poorer side.*
1. As some countries got richer people all over the world began to notice that our climate was changing everywhere and that this climate change was effecting everyone. Scientists worked out that by using all this coal and oil to make some countries richer it was also changing weather patterns across our Earth.
3. *(Stands up from the back of the circle and puts up an umbrella)* You're telling me! It has been pouring with rain for days here and we have floods everywhere. My house was flooded and all the crops the farmer down the road planted are ruined. It never used to rain so heavily and for so long.
2. Are you from a richer country?
3. Yes I am.
2. In which case don't worry. I know it's been awful to have your home spoiled by the flood but take this *(2 asks pupils to pass a brick from the richer side of the scales to 3)* this will help pay for the damage and your government will mend the roads and help the farmer.
4. *(Stands up on the other side of the circle and puts an umbrella)* Just like you it has been pouring with rain for days here and we have floods everywhere. My house was flooded and all the crops the farmer down the road planted are ruined. It never used to rain so heavily and for so long.
2. Are you from a richer country?
4. No I'm from a poorer country. It's called Burkina Faso. I wonder if anyone can find it on the map? *(allow some time for students to locate Burkina Faso, they may need some help!)*



2. Oh dear. I'm sorry to say there is very little left here (*pointing to the poorer side of the scales*) that your government can use to help you. I think you might have to leave your home and find somewhere else to live. There'll be no school for your children for some time and you'll have to eat whatever you can find.

1. Is this fair? (*wait for answers*) Not only is it not fair that the richer countries became richer by using more than their fair share of resources, the richer countries also did the most to make climate change happen. But more than that, now that climate change is happening, the poorer countries are left with fewer resources to help cope with the impact of climate change like flooding.

While we listen/sing this song be thinking about how this unfairness could be put right – how can balance be brought back?

Play [Let Justice Roll Like River](#) and either ask the pupils to listen or join in if they know it.

1. There were some ideas in the song and maybe you've thought of your own about how we can redress the balance and make things more fair. Has anyone got something they'd like to suggest?

2. Did you notice the words in the song we just sang/listened to 'let justice roll like a river'.

These words are from the Bible and written by someone who was really angry at seeing how unfair the world was. This year, people all across Cumbria are raising money for the Bishop of Carlisle's Harvest Appeal. The money goes to organisations like Christian Aid and the Church Mission Society, who are working hard to help justice roll like a river, washing all injustice away, including in Burkina Faso! Christian Aid is doing this in three main ways:

Number 1 – they are calling on governments in richer countries like ours and companies who have made lots of money through selling fossil fuels to share some of their wealth to help poorer countries cope with climate change – to mend the damage done and find ways to live well with the changed climate (*take a brick from the richer countries and put into the poor countries side of the scales*).



Number 2 - they are working with organisations in the poorer countries like Burkina Faso to help them become richer by finding new ways of farming or working that suit the changed climate (*take a brick from the rich country and put into the poor country side of the scales*).

Number 3 – when disaster strikes Christian Aid helps to get emergency supplies and support to the people who need help quickly (*take a brick from the richer countries and put into the poorer countries side of the scales but make sure the scales don't balance as the world has not yet been made a fair place for everyone*).

1. In all these ways Christian Aid is working towards climate justice making it a fairer world for everyone to enjoy, seeking to help those most affected by climate change, seeking to help justice roll like a river. I'm going to read out a prayer that Christians who support Christian Aid have used. If you would like to make it to be your prayer too then join in with 'Amen' at the end:

Holy Spirit fill us anew with your presence,  
so that we may burn brightly for God's glory.  
Help us to hate evil and love goodness,  
so that we may change the unfairness in our world.  
Help our actions to let justice roll like a river,  
so God's heavenly kingdom is built here on earth.

Amen

