

7-11s Learning about Mission Aviation Fellowship

A charity with a Christian vision for serving isolated people around the world.



Lesson 3: 'What should MAF do with its funds?' Including role play

In these lessons, pupils will learn about a Christian aviation charity that uses small planes to help transport people to some of the most isolated communities in the world. Communities that are impossible to access due to a lack of safe transport and roads. Pupils will know and understand more about the ways charities select the work they do to make the best contribution they can.

Key words: Christian / Bible Scripture / Kingdom of God / Global serving / Faith / Mission work / Communities / Poverty / Impact / Suffering / Human rights / Jesus Christ / Belief & teaching / Worldwide Church / Christian charity / Inclusion / Peace / Values / Influence / Fairness / Inequality / Parables / Roleplay

Connections to RE syllabuses:

These lesson ideas are provided to help pupils aged 7-11 to learn about key ideas from the Bible, from global Christian communities and from MAF. The learning contributes to the aims of RE for 7-11-year-olds.

RE aims: In line with the outcomes RE seeks for 11-year-olds learning about Christianity, these lessons will enable pupils to work towards the outcomes across the 7-11 age group by:

- ✚ Demonstrating knowledge and understanding of Christianity, including some key ideas from the Bible about the people of God and the Gospel, and from Christian communities around the world
- ✚ Understanding some ways Christianity has an impact on people and communities, showing how Christians put their beliefs into practice through supporting different kinds of charitable work
- ✚ Applying their knowledge and understanding by thinking for themselves and expressing their own ideas about the Christian beliefs and values of MAF via role play
- ✚ Making their own connections between what they learn and their own view of life, weighing up their ideas about the work of MAF as a Christian mission.

To the teacher: Why learn about MAF?

MAF (Mission Aviation Fellowship) is an example of a Christian charity. It works in partnership with some 2,000 Christian and relief organisations. MAF enables the swiftest delivery of practical help, emergency relief, medical assistance and spiritual hope to provide help, hope and healing to some of the remotest and most inaccessible communities on earth. Their amazing fleet of over 130 light aircraft can reach places others can't access, and has grown from small beginnings more than 70 years ago. MAF supports both goals of Christian mission and humanitarian compassion.

RE learning outcomes

Through this work, pupils will:

- ✚ Think about questions to do with the meaning of Christian mission: 'How should Christians put their faith into action?'
- ✚ Consider the meaning of Jesus' 'Parable of the Rich Farmer' and think about its relevance today
- ✚ Explore through collaborative role play examples of the Christian work of MAF
- ✚ Express their own views about questions to do with Christian beliefs and values: 'How should a Christian charity like MAF put its beliefs into action?'

Curriculum connections

Religious Education: Pupils will find out about the Christian idea of a global fellowship and of loving one's neighbour (wherever they are). They will learn about Jesus' teaching on what it is best to do with your money. They will have the opportunity to take part in a dynamic learning role play and consider their own views and ideas deeply. They will also be asked to think about charity work and how it makes an impact across the world;

RME in Scotland: Pupils develop knowledge and understanding of Christian beliefs and values. They think about ideas from the Bible, relating them to the modern world.

British Values: Pupils explore the meanings of values including generosity, individual liberty and respect for all.

Understanding Christianity: Pupils develop their understanding of key Christian concepts including creation, people of God, the Gospel, salvation and the Kingdom of God.

Biblical connections: How do teachings from the Bible connect to the work of MAF?

These lessons will enable pupils to think for themselves about biblical teaching, eg Jesus' parable of the rich farmer – also known as the rich fool (Luke 12).

Religious Education learning activities

The four lessons in this series encourage pupils aged 7-11 to explore questions about Christian belief and its impact in today's world. Pupils will learn more about what MAF does through a role play, in which groups of pupils consider the best way MAF should spend its funds.

They will be able to discuss and consider MAF projects, inferring from the Bible texts or sayings of Jesus what matters most to the charity. MAF has six values, which are illustrated on **page 4** below.

Pupils will learn to think for themselves about their own ideas. Would they be willing to join in with this kind of work? What do they think about the different projects?

Is MAF following the teachings and example of Jesus well? Is MAF following its own values? What else do the pupils want to talk about from these examples?

Activity 1. What do we value?

A story told by Jesus about a rich farmer (also known as the rich fool) versus the work of MAF

From Luke 12:16-21 (simplified for pupils in this version) CEB translation.

Jesus said: There was a rich farmer whose fields gave him a bumper harvest of far more than he could use or eat. So he said to himself, 'What shall I do with all the good fruit and produce that I have got? I know!' He tore down his little barn and built lots of bigger ones, and stored all his things for himself. He didn't seem to think of sharing! He built all the new barns. Then he said to himself, 'Well done! Take your ease. You have more than enough stored up for many years, so eat, drink and be merry.'

But then God spoke to him: 'You've made a fool of yourself, because tonight, you will die. Then who will get all you have stored?'

Jesus taught, 'This man has stored up treasure for himself, but is not rich towards God.'

'Beware of all greediness, because a person's life is not made up of the many things they own.'

Questions for class discussion and group answers

1. What are the hidden messages in this story?
2. What could the rich fool/farmer have done instead of building bigger barns? Make several suggestions.
3. Jesus says, 'A person's life is not made up of the many things they own.' What did He mean? Do you agree?
4. None of us can take anything with us to 'the next world' – we leave all our material things here on earth. So how should a person who believes in heaven or the next life use their money?
5. Jesus talks about being 'rich towards God.' What did He mean? Make several suggestions.

Activity 2a. If you painted this story

What is the key moment in the story?

Make a quick sketch of the moment you think is the key.

Activity 2b. A painting of the story

The very famous and brilliant Dutch painter Rembrandt van Rijn painted the story of the 'rich fool' in **1627**, nearly 400 years ago.

Look at Rembrandt's painting carefully. What has the painter got from the Bible? What has he added to the Bible story?

What do you think makes it such a masterpiece? Was your sketch anything like that of Rembrandt? What does his painting show about the meanings in the story?



Activity 3. Funding committee role play

Many Christians follow Jesus' teaching about generosity and service to those who have less than we do. So there are thousands of Christian charities supporting people with different kinds of needs throughout the world. MAF is just one of these. But the needs are many, so charities have to choose how to use the money they are given. In this activity, pupils will be role playing a 'grants committee' – a group of people who decide how MAF should spend the money it has for the benefit of those it serves.

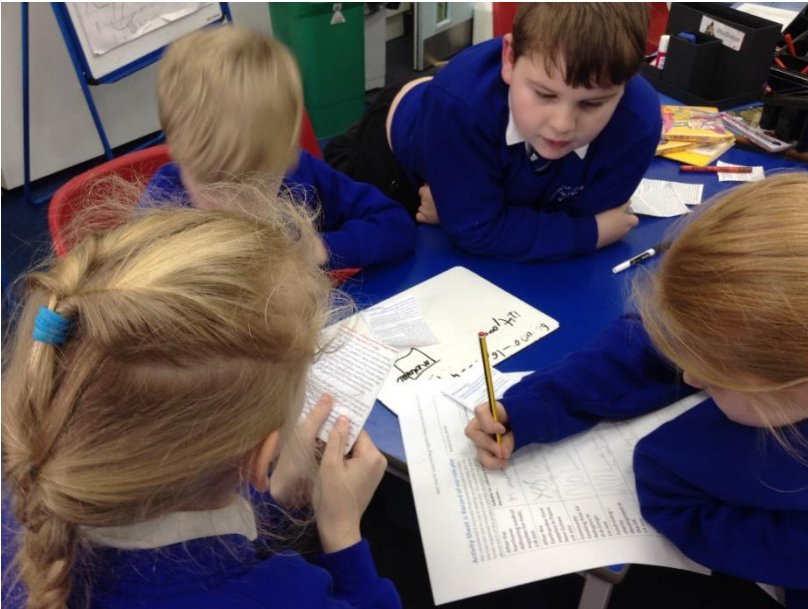
Put the pupils in groups (four or five is ideal.) Each group needs a set of eight scenarios from **pages 5 and 6** below, in an envelope, and a copy of **page 7**, possibly blown up to size A3, for them to record their ideas. They should read aloud each of the eight project requests for funding, one by one, and discuss them. They have a total of **£60,000** to spend on the project, so they will only be able to choose **4 or 5** projects out of **8**. (Tell the groups they can't just fund part of a project. It is 'all or nothing'.)

Draw attention to the Bible quotations that go with each project suggestion. (As a Christian charity, MAF wants to use Jesus' teaching and example to guide the charity's work and values to help them make good choices.) Ask the teams to consider how the quotes from the Bible might make a difference to their decisions in the role play.

The role play needs about **30 minutes** and should be followed by whole class discussion. One good way to do this is to ask the groups to pass their A3 record sheets from group to group, taking just **90 seconds** to read each one. They will find it interesting to see how varied the responses are from the different groups – a valuable learning experience.

When this is complete, ask the pupils to write a longer piece of writing, answering these questions:

1. How does MAF follow what the Bible teaches?
2. Which are your favourite examples of MAF's projects and work? (Choose two or three and say why you like them.)
3. Imagine yourself at the age of **25**. You see a job with MAF that you could do. Would you apply? Explain why, or why not.



Nikki Bonnell's pupils tackled the role play group work. She reports: 'The children enjoyed the task and found it hard to say why some areas deserved support more than others. They were able to discuss the three questions: "How does the project follow the Bible?" "Which are our favourite examples of MAF projects?" "What job would you do for MAF at the age of 25?" Most said, "Pilot!"

'Most 11-year-olds would produce good quality writing from this, but my class are 8-9s. They gave very pleasing verbal answers.'

MAF's six values (in simple language for pupils)

- 1. **Impact:** MAF wants to change the world, serving people in need and serving God
- 2. **Witness:** MAF staff try to live as followers of Jesus, showing respect, care and compassion all the time
- 3. **Excellence:** MAF think safety and being professional gives honour to Christ
- 4. **Partnership:** MAF like to co-operate and work with other partners to help more people
- 5. **Stewardship:** MAF use their money, staff and planes carefully
- 6. **Care:** MAF believes that peoples' personal and spiritual wellbeing is important

Can pupils apply the big ideas in MAF's values to the case studies they're considering? Can they connect their decision making to the Bible teachings attached to each project description?

Impact / Witness / Excellence / Partnership / Stewardship / Care

Role play: Which of the eight project ideas for MAF charity action would you support?

You will learn more about how MAF works by role playing a charity action committee. MAF has lots of requests for help, but cannot do everything. Follow your teacher's instructions to consider which of these eight projects you think should be supported, based on your learning about the Bible's teaching and the charity's mission. Which ones would you select and why? Each person in the group should speak up for two of the projects, arguing the best case they can. NB: These projects are examples from MAF's work: they have been generalised and simplified for this learning activity.

<p>After the hurricane in Haiti: medical supplies</p> <p>A hurricane has left 20,000 Haitians in a remote village homeless. They have no medical care, disease can spread easily, and they need emergency supplies. If supplies are sent by road, they don't always get through.</p> <p>MAF wants to fly once a week for three months to take doctors, nurses and medical supplies to an airstrip near the hospital.</p> <p>Jesus said in Matthew 25, 'Whenever you see anyone hungry or unwell and you give food or healing, then you do it for me.'</p> <p>Project cost: £18,000</p>	<p>After an earthquake in Papua New Guinea</p> <p>An earthquake caused landslides and mudslides in Papua New Guinea (PNG). Remote villages have been cut off from food. MAF planes can drop food supplies directly into the mountain villages so people can stay alive.</p> <p>The pilot reports: 'We need to be able to return to these villages on a weekly basis to continue to provide emergency relief for the next two months at least. We are saving lives for more than 3,000 people.'</p> <p>1 John 3:17 teaches: 'If we are rich and see others in need, yet close our hearts against them, how can we claim that we love God?'</p> <p>Project cost: £16,000</p>
<p>Community cooking pots for refugee camps in the Democratic Republic of Congo (DRC)</p> <p>MAF aircrew visited a refugee camp where more than 100,000 people were living in temporary shelters. Many were hungry, and even if they had basic food such as rice and beans, they had nothing to cook in. Christian refugees are asking if a plane can deliver some huge 300-litre cooking pots. Then groups of Christians could cook for themselves and hundreds of other refugees in a fair and economical way.</p> <p>MAF wants to provide 100 of these huge pots, along with basic foodstuffs, so groups of Christians can run feeding centres – helping 20,000 people.</p> <p>Isaiah 58:7 says, 'Share your food with the hungry. Give shelter to the homeless. Give clothes to those who need them.'</p> <p>Project cost: £12,000</p>	<p>Fundraising and charity development in the UK: securing future resources</p> <p>It's important for charities to raise funds for future programmes. Although this isn't the main thing they do, without publicising their work, many charities will have less money and may eventually have to stop their work. MAF needs more than £12 million a year to run its programmes. About 50% of this comes from individuals, about 15% from churches and about 25% from people leaving money in their Wills.</p> <p>The charity needs newsletters, magazines and online communication to tell supporters what it's doing. Spending an extra £8,000 asking supporters for funds might get 5 times as much back over 3 years.</p> <p>In Acts 20:35, Jesus taught that, 'It is more blessed to give than to receive.'</p> <p>Project cost: £8,000</p>

Medevacs saving lives in Mongolia

Mongolia has a lot of desert areas where few people live, so medical emergency flights to the nearest hospital save lives. MAF Pilot Roy Rissanan flew out one morning at 5am to rescue an 8-month-old baby who had turned yellow with a life-threatening condition. MAF is able to save many lives in Mongolia by working with nurses and doctors. The alternative to a safe 30-minute plane ride might be a 300-mile journey on rough roads. Because the baby was put on a life-support system on the plane, her young life was saved.

MAF wants to continue to provide medevac services in Mongolia for the next 6 months – aiming to save 15-20 lives. Each flight costs an average of £1,000.

In Mark 9:37, Jesus teaches, ‘Whoever welcomes one of these little children in my name, welcomes me.’

Project cost: £18,000

The Bible in Baka for South Sudan

The area of Maridi is cut off. Even the United Nations hasn’t been able to send a convoy there for five years. But the Baka Christian community has just had the Bible published in its own language. Three hundred boxes of Bibles were printed. But how to get them to the people? MAF provided a plane to fly the boxes, and a celebration service was attended by 7,000 people. One elderly lady, Mama Eunice, bought her new Bible for less than £1. ‘I was so very happy! As I held my own Baka Bible, I felt the Holy Spirit blow over me. Finally, I am able to read and understand God’s Word in my own language.’

Now this venture needs to be paid for – and MAF wants to continue to support Bible distribution wherever possible.

Saint Paul teaches in 2 Timothy 3:16 that ‘All Scripture is inspired by God and is profitable for learning.’

Project cost: £10,000

15,000 chicks flying to Timor-Leste villages

In Timor-Leste, people are working hard to get out of poverty. One local business breeds chickens to sell in the countryside. The baby chicks, which travel in crates, often get distressed during the road journey. Some get ill and die. By flying crates of chickens to farms, the chicks arrive healthy and happy. Once they have grown, they can feed thousands of people. The chicken farmers of Timor-Leste pay some money towards MAF flights but cannot always afford the full cost.

MAF wants to keep flying the chicks for another six months at a very low price. This will support this growing business, helping people escape from poverty.

Saint Paul says in Galatians 6:2, ‘You obey the law of Christ when you offer each other a helping hand.’

Project cost: £10,000

A mine free Angola by 2025? Peace making.

After its terrible civil war, Angola still has many minefields where no one can farm or work. The mines are buried in the ground, and explode if someone treads on them. Many children have been injured and killed by weapons left behind from the war. MAF helps HALO, a mine clearing and weapons destroying charity to do its work. Prince Harry supports HALO’s work, as did his mother, Princess Diana before him. The brave HALO workers have destroyed 92,000 landmines from 800 minefields.

MAF wants to keep offering free or low-cost flights to HALO staff until all the landmines are cleared.

Jesus taught, in Matthew 5:9, ‘Happy are the peacemakers. They will be called the children of God.’

Project cost: £16,000

Record of our role play

We considered 8 requests from potential partners today. We had **£60,000** to use in setting up partnerships, but the funds requested totalled £108,000. This records my views about each of the projects and the decisions of the group.

Names of our group:

	Suitable for a MAF partnership? 'Yes' because... / 'No' because...
After the Haiti hurricane. Delivering medical supplies. £18,000	
After the Earthquake. Food supplies in PNG. £16,000	
Community cooking pots for refugees in the DRC. £12,000	
Fundraising and charity development in the UK. £8,000	
Medevac. Saving lives in Mongolia. £18,000	
The Bible in Baka for South Sudan. £10,000	
15,000 chicks flying in Timor-Leste. Long-term food programme. £10,000	
A mine free Angola by 2025. Peace-making. £16,000	

Activity 4. What really is living a rich life?

Give pupils outline figures from **page 9** and ask them to use their calligraphy skills to write some carefully chosen words inside the figures. For the first one, recall Jesus' story of the rich fool/farmer. What did life mean to him?

Examples might include: crops / money / barns / food / drink / lots of stuff / everything he wanted for himself / selfishness / an easy life – and many more. What colours should they write these words in to show their meaning?

For the second figure, ask the pupils to do the same, but this time to think of what a 'truly rich life' might include. Consider all the examples of the projects which they've read about. You don't get rich working for MAF, but what might make their pilots feel good about their work? Try these words if they need examples, or get the class to suggest their own list: love / peace / partnership / care / teamwork / happiness / friends / caring / forgiveness / generosity / kindness / patience / goodness / community / service / justice / fairness.

What other words would they add? Choose less than ten, so they can make them very clear. What colours should they use for these?

Collect all the human figure outlines, punch a hole in them, and make a mobile by the classroom door, so that people walk through them when you come in. Use it for a few days to remind pupils of the values they've identified as more important than money!

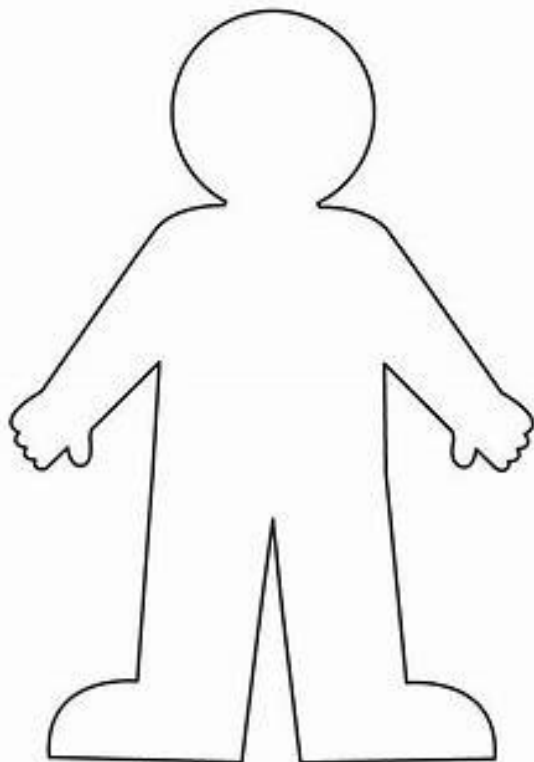
Harriet Craig's pupils tried out the idea above for understanding Jesus' parable of the rich farmer/fool.

In 9-year-old Katie's interpretation, she inferred that the rich man in Jesus' story cared for wealth, money, himself and his barns.

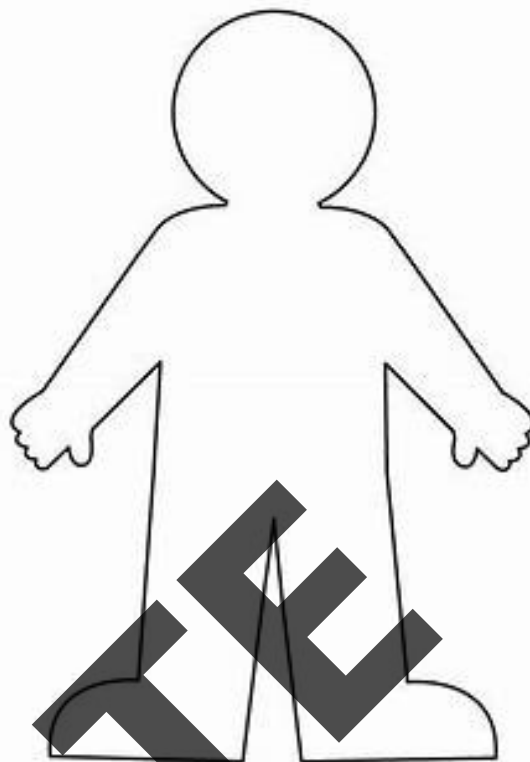
This made him unkind, dishonest and hateful. But a truly rich life, according to Katie, means helping and caring for others, happiness, love, respect, honesty and fun.

The children's interpretive images were hung on a string and made a nice classroom display.

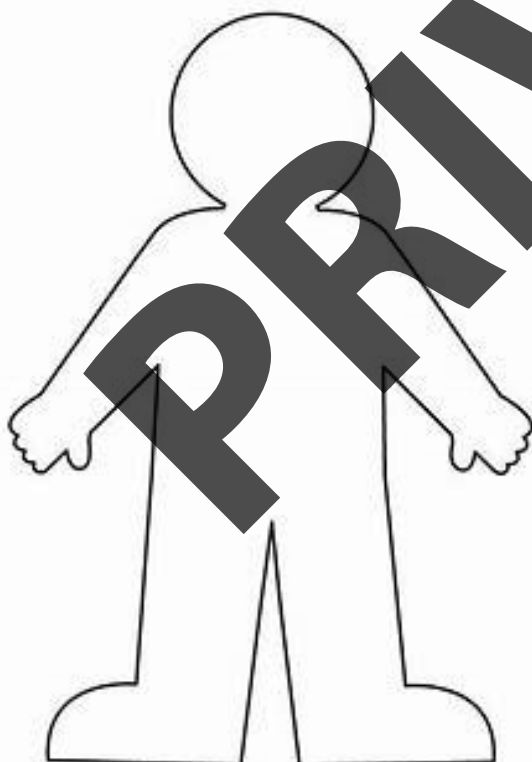




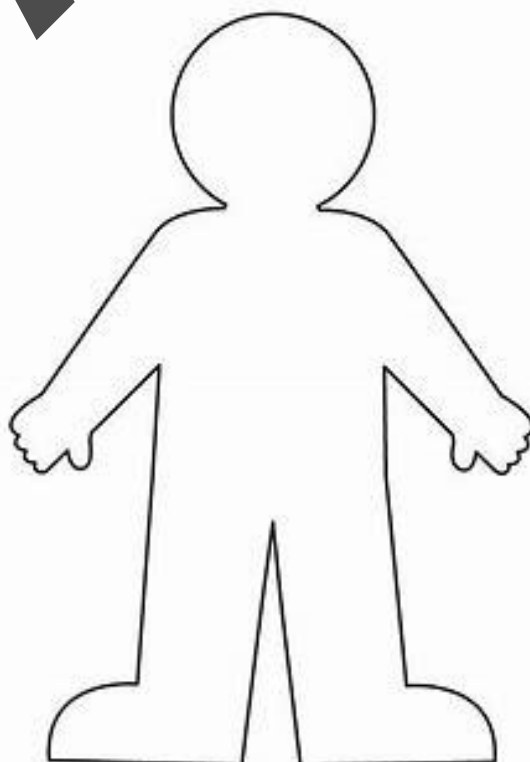
1/ What makes a rich life? What did the farmer in Jesus' parable of the rich fool think that life is made up from? Choose 5-10 words to write inside the figure above, saying what the rich farmer saw as a rich life.



2/ What makes a rich life? What do you think Jesus meant when he spoke about a life rich before God? Choose 5-10 words to write inside the figure above, saying what you think it is a truly rich life? More than money?



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2/ What makes a rich life? What do you think Jesus meant when he spoke about a life rich before God? Choose 5-10 words to write inside the figure above, saying what you think it is a truly rich life? More than money?

Activity Sheet 2: Record of our role play

We considered 8 requests from potential partners today. We had £60 000 to use in setting up partnerships, but the funds requested totalled £108 000. This records my views about each of the projects and the decisions of the group.

Names of our group:

Connie Yvi
Phoebe

★ After the hurricane: delivering medical supplies for Haiti. £18 000	Suitable for a Mission Aviation Fellowship Partnership? 'Yes' because / 'No' because... Yes it's suitable because it will help at least 20,000 people. It's like helping Jesus - so good for MAF
★ After the Earthquake: food supplies in Papua New Guinea £16 000	Yes because it is helping 3000 people they are feeding them. It's about loving God - good for MAF
Community Cooking Pots for Refugees in D.R.Congo £12 000	Yes, because we would be saving 20,000 people - feeding them. Helping Christians to help many others. Sharing food is in the Bible - good for MAF
Fundraising + charity development in the UK £8 000	Yes, but it is not saving any people at the moment. It will need to be done otherwise MAF work will not be able to go on.
Medevac: Saving lives in Mongolia £18 000	Yes because it will save 15-20 people's lives. We would like to support it, but it's very expensive for not so many lives.
The Bible in Baka for South Sudan £10 000	No because it's just Bibles and not saving lives. The MAF want to do this, but we have not got enough money at the moment.
★ 15 000 chicks flying into Timor Leste - long term food program £10 000	Yes, it would help a lot of people - it is expensive though. Maybe another time? They do have other food to eat.
★ A mine-free Angola by 2025. Peace Making. £16 000	Yes, it would help to keep a lot of people safer. Helping with peace is in the Bible.

We have spent exactly £60,000

This recording sheet shows some of the groups' thought processes in making their role play decisions.

N:B They actually spent £62,000, not £60,000.

Reflecting on learning and action

Here a 9-year-old pupil describes the impact of work done about MAF in school, including Take Off to Bake Off – an MAF fundraising event – and writes a prayer to express the pupil's ideas about the learning.

KQ - How can we support international Christian Charities?

On Friday we had an M.A.F cake sale so we could raise money to help them support people who are injured, poor or can't afford food or water.

Everybody got a piece of cake and a drink for £1 which went to M.A.F so they can help provide food, water and medicine.

People in the community were invited not just parents. Amazingly, at our "bake off to take off" sale for Missionary Aviation Fellowship (MAF) we raised £589! We are going to send that money to M.A.F so they can carry on doing ^{good} deeds and spreading the word of God.

Dear Lord,

Thank you for the M.A.F and for the people who help people who are less fortunate than us, thank you for charities like the M.A.F that help provide food and water but not just that, but loads more. We help those that can't get education.

Amen

For more information about MAF, visit: www.maf-uk.org

For more stories about the work of MAF, visit: www.maf-uk.org/how-we-help/stories

For more games and other resources to use in schools or with young people visit:

www.maf-uk.org/youth/resources