

7-11s Learning about Mission Aviation Fellowship

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



Lesson 1: ‘We are all one body, even though we are all different’

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 dangerous conditions and the lack of proper roads. Pupils will know and understand more about the idea that we all depend upon each other, through several different active learning approaches. They will think about how they are involved in teamwork and co-operation.

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 / One body / Partnership

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 Religious Education 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 the Bible’s key idea of community, interdependence (or ‘fellowship’), expressed as being ‘parts of one body’.
- ✚ Understanding some of the ways Christianity has a positive impact on people and communities through MAF’s work.
- ✚ Applying their knowledge and understanding by thinking for themselves and expressing their own ideas about Christian beliefs and values such as unity, global care and love.
- ✚ Making their own connections between what they learn and their own view of life.

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:

- ✚ Explore examples of the Christian work of MAF.
- ✚ Think about questions to do with the meaning of Christian mission.
- ✚ Learn about an example of how Christians try to put their faith into action.
- ✚ Consider examples of Saint Paul’s teaching and how it might apply to us today.
- ✚ Express their own views about the ideas of Christian fellowship and human interdependence and co-operation.

Curriculum connections

Religious Education: Pupils will find out about the Christian idea of fellowship and of ‘being one body in Christ’. They will learn about Saint Paul’s teaching on the Body of Christ. They will be asked to think about their own attitudes to team and community values. They will have the opportunity to respond to examples of MAF’s work by applying ideas about values for themselves in engaging ways.

RME in Scotland: Pupils develop knowledge and understanding of Christian beliefs and values, developing the ability to explain Christian beliefs in relation to biblical ideas; gaining insight into how beliefs and values affect the lives of Christians.

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

Understanding Christianity: Pupils develop their understanding of key Christian concepts including creation, the people of God, salvation, fellowship 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 the teaching about the interdependent members of the body of Christ from **1 Corinthians 12**.

Religious Education learning activities

The four lessons in this series encourage pupils to explore questions about Christian belief and its impact in today's world.

Activity 1 - Crushed or supported? A classroom demonstration

Take about ten identical cardboard cups and ask the pupils, 'What would happen if you stand on one of these cups? Of course, you will squash it. But what if you put ten cups on the floor together, put a sheet of card on top, and then stand on that?' Try it out! Remarkably, ten cups will support the weight of a grown human! Stand some pupils on the cups as well. This little demonstration is designed to show that we can do far more in partnership, co-operation or fellowship than we can do alone. Give the pupils one cup each and ask them to design a paper sleeve for the cup which uses one of these concepts or quotes from the Bible to illustrate the idea that we are 'better together'. They should also include some logos or images.

Jesus says to His followers: 'I am the vine and you are the branches.'

Saint Paul says to Christians:

'You are all one body, and each of you separately are parts of the body. The eye needs the hand, and the hand needs the eye.'

Jesus says: 'Do to others what you would like them to do for you.'

The Psalms say:

'Look how good and pleasant it is when brothers and sisters live together in unity.'

Saint Paul says to Christians:

'Carry each other's burdens. In this way you fulfil the law of Christ.'

The Ten Commandments in the Bible, says: 'Love your neighbour as you love yourself.'



'I am the vine. You are the branches.'

Delia Knapman's pupils created cup sleeves to express their understanding of some key sentences about teamwork and co-operation from the Bible. MAF puts these ideas into action in all its work, making partnerships across the globe to help those who need transport, emergency aid or medical emergency flights.

When your pupils have designed their cup sleeves, they can stick them on to cups; possibly taking an assembly for younger pupils that shares this fun activity and explains the Bible's teaching about teamwork.

Activity 2 - What sort of charity is MAF and what does it do?

Pupils will learn more about what MAF does through seeing a short film and working out how meeting transport needs might be especially important when people need help.

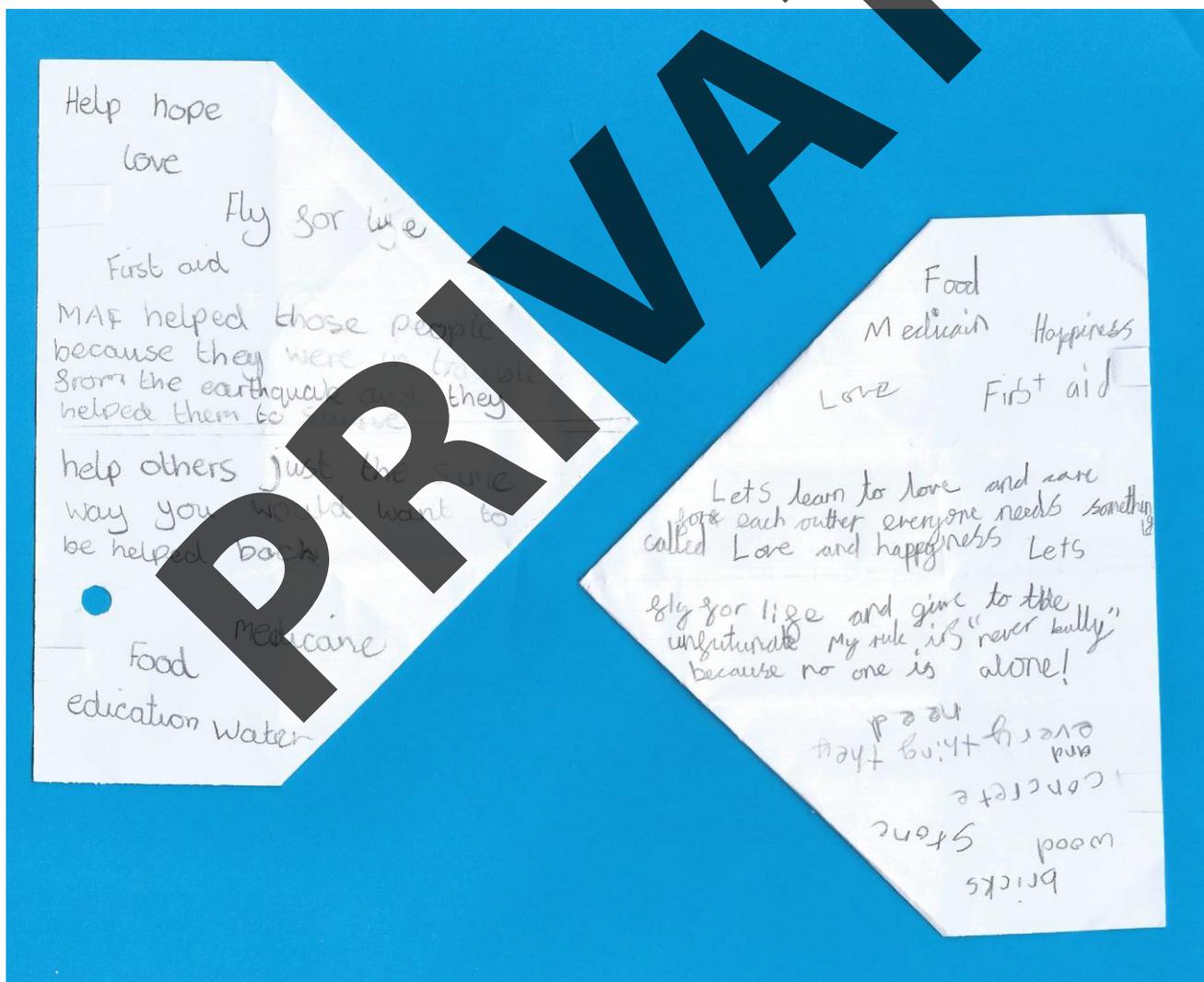
They will be able to discuss and consider ideas of their own about the kinds of support and care people need. They will consider some teaching from the Bible about co-operation and unity.

Show the video (3 minutes 54 seconds long) – a rather exciting sequence of landings and take-offs, along with some visuals without words to show where MAF makes a difference.

Ask pupils in pairs or threes to complete the tables on **page 4** below with their own ideas.

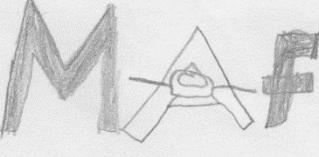
Sit the whole class in a circle and have the groups share some of their answers, completing each other's work where possible. Ask them to identify questions about MAF that will enable them to learn more about the charity. (An adult or a fast writer can note these down.) The questions may be answered by the short series of lessons they're beginning on MAF.

Harriet Craig's 8-9-year-olds made paper planes to express their ideas of what MAF's Christian mission includes: flying help, hope, love, happiness, food, medicine, first aid and more. They tried to land the planes on a small airstrip, which isn't as easy as it looks! Here are two examples of their plane outlines.



<p>1. Talk about what you saw in the video. All the planes belong to a charity called MAF. Can you make a list of six things you saw that this charity is doing?</p>	<p>2. Can you think of any reasons why MAF's small plane might be particularly helpful to people in need? Make a list. (There are lots of clues in the video.)</p>	<p>3. MAF is a Christian charity. Their planes provide people with emergency transport all over the world. How do you think their work relates to Jesus' teachings?</p>
<p>4. What did you see in the film that was exciting or dangerous?</p>	<p>5. Can you think of anyone who might need help from this charity?</p>	<p>6. What did you see in the short film that you felt was scary or sad?</p>
<p>7. Most charities need gifts of money to do their work. What did you see that might be expensive, and cost a lot?</p>	<p>8. What surprised you about the film?</p>	 <p>This is the MAF logo. Draw a symbol of your own to show how this charity puts Christian ideas into action.</p>

In this example, a 9-year-old pupil considers different aspects of MAF's work in simple written replies to questions about the video. He shows an appreciation of the ways that MAF makes a difference in places of great need.

<p>A. Talk about what you saw in the video. All the planes belong to a charity called MAF. Can you make a list of 6 things you saw in the short film that this charity is doing?</p> <p>Small planes, exploded or destroyed buildings, people in danger, animals, resources and airstrips.</p>	<p>B. Can you think of reasons why a tiny plane might be very helpful to people in need? Make a list (there are lots of clues in the video).</p> <p>To land on airstrips. To carry cargo.</p>	<p>C. MAF is a Christian charity. Their planes help people with all kinds of emergency transport, all over the world. How do you think their work connects up to what Jesus taught?</p> <p>To help people and give respect.</p>
<p>D. What did you see that was exciting or dangerous?</p> <p>planes landing on small paths and planes on water.</p>	<p>E. Who can you think of who might need the help of this charity?</p> <ul style="list-style-type: none"> people in Syria people in crisis. people who don't have a home people who haven't water. people who are hurt and have no hospital. 	<p>F. What did you see in the short film that was scary or sad?</p> <p>The injured people and the homes and whole towns destroyed.</p>
<p>G. Most charities need donations of money to do their work. What did you see in the film that might be expensive, and cost a lot?</p> <p>The planes and the food and resources.</p>	<p>H. What surprised you about the film?</p> <p>That small planes are so useful.</p>	 <p>Here is the MAF Logo. Draw a symbol of your own to show how this charity puts Christian ideas into action.</p> 

Activity 3 - Little paper planes with messages of love

Give the pupils, in teams of 6, 20 sheets of A5 paper each. (You could colour code these, different for each team.) Tell them that MAF tries to fly messages of love and hope to places throughout the world where people need food, health, education, the Gospel (or Good News), love and hope.

Allow a short time for each team to write 20 messages of love and hope onto their pieces of paper. They could use the Bible quotes from **slide 7 (activity 1)**, or they could create messages of their own. Then fold the sheets of paper into paper planes. Many children know one or more designs for making a paper plane. Have a class demo of these if it helps your pupils.

Remind the class what they saw in the film. (It isn't easy to fly a small plane onto a small airstrip safely.)

Give each team a chance to fly their planes by placing a large strip of paper on the floor. (Write 'Emergency airstrip' or 'Good news for people in trouble' on it.) Pupils must launch their planes from three metres away; flying them through a hoop which is two metres from the end of the airstrip. Can they land 10 out of their 20 planes on the strip? MAF pilots must, of course, land 20 out of 20!

Discussion

- What have we learned so far about MAF?
- How can we find out more, and what else would we like to know?
- If you were part of a charity that does this job – flying Good News, love and hope to people in need, what do you think you would enjoy about the work? What would you find hard?
- Saint Paul says, 'You are all members of one body, and each part of the body needs all the other parts.' How is this idea connected to what MAF does with its small planes?



Nikki Bonnell's pupils flew their paper planes onto the airstrip, through the hoop, with messages of solidarity, co-operation and hope written on the wings. They discussed how MAF puts Jesus' teachings into action, and whether people can make a positive difference to their community by working like one body.



Kathryn Taylor's pupils created a fleet of small planes to carry messages around the world, expressing their hopes for love, care, co-operation, equality and the idea that we are 'better together'.

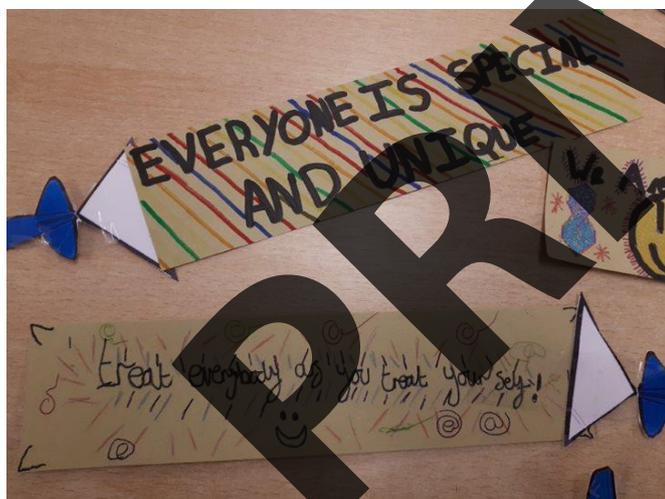
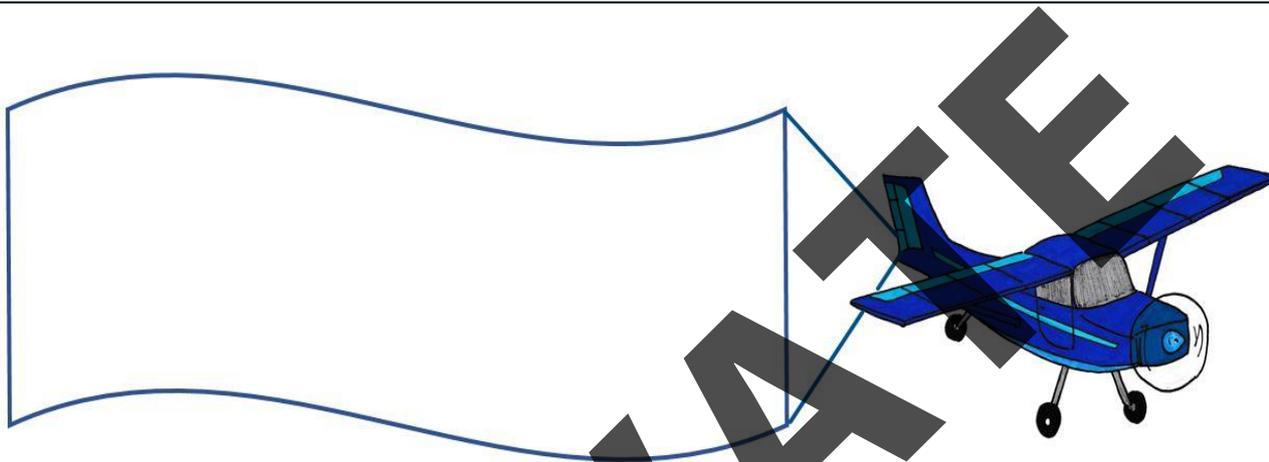
Activity 4 - Bible teaching being one body with many parts

Share the text below from **1 Corinthians** with the class, and ask them to read it aloud to each other.

Human communities, like a family, school or faith community such as a church or mosque, can all see themselves in what Saint Paul says about being interdependent. But what about the whole world?

Is it true that we are all one (human) body, all 7 billion of us? Should those who are safe and well-off care for those who facing an emergency, who have no food, or are hundreds of miles from a hospital?

Ask the pupils to select a single phrase or sentence from the Bible text and use it to make their own 'plane with a banner' picture, using **page 5** of the lesson plan for **lesson 2**. Print the outline onto card and hang the banners from the classroom ceiling – making your own display mobile of the key messages of this lesson.



Katherine Taylor's pupils made 'planes with a banner' to show their thoughts about the caring work of MAF.

Saint Paul wrote:

'A body is a unit and has many parts... all the parts of the body are one body, even though there are many... ¹⁵ If the foot says, "I'm not part of the body because I'm not a hand," does that mean it's not part of the body? ¹⁶ If the ear says, "I'm not part of the body because I'm not an eye," does that mean it's not part of the body? ¹⁷ If the whole body were an eye, what would happen to the hearing? And if the whole body were an ear, what would happen to the sense of smell? ¹⁸ But as it is, God has

placed each one of the parts in the body just like He wanted. ¹⁹ If all were one and the same body part, what would happen to the body? ²⁰ But as it is, there are many parts but one body. ²¹ So the eye can't say to the hand, "I don't need you," or in turn, the head can't say to the feet, "I don't need you." ²² Instead, the parts of the body that people think are the weakest are the most necessary. ²³ The parts of the body that we think are less honourable are the ones we honour the most... ²⁶ If one part suffers, all the parts suffer with it; if one part gets the glory, all the parts celebrate with it. ²⁷ You are the body of Christ and parts of each other.'

Extracts from 1 Corinthians 12 (CEB)

A body is a Unit and has many parts. All the parts of the body are one body, even though there are many. If the foot says, "I'm not part of the body because I'm not a hand" does that mean it's not part of the body? If the ear says, "I'm not part of the body because I'm not an eye" does that mean it's not part of the body? But as it is, God has placed each one of the parts in the body just like he wanted. If all were one and the same body part, what would happen to the body? But as it is, there are many parts but one body.

1 Corinthians 12

Rachel's Year 5 pupils offered their interpretations of this text. This is a good example because it shows various ideas about the meanings of the text from the pupils' point of view.

I think this means that we all need each other even if we think we don't and if we were all the same it wouldn't work. We were all made equal and everybody should be treated the same. We are stronger together and even if we think we don't belong, we do.

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