



Sing Up For Justice

Resource to support global
citizenship education and
spiritual, moral, social
and cultural development



christian
aid

fischy music

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About Sing Up for Justice

This resource pack has been created to help pupils explore issues of injustice through music. It contains three new songs and accompanying learning activities, under the headings of Think, Talk and Act. It is designed with Key Stage 2 pupils in mind, but adaptable to other contexts.

This resource can also be found on our website: caid.org.uk/schools

This QR code will take you to the list of web-based resources referred to in this document.



Introduction

Music is the backdrop for life for many of us as well as a vehicle through which we express a huge range of thoughts and feelings, including protest, anger, joy, sadness and lament. So, Christian Aid is thrilled to have worked with Fischy Music to produce three new songs with a focus on justice with all its surrounding emotions. This resource pack has been created to accompany those songs and to help schools explore and develop pupils' understanding of issues of injustice that matter to them. They have agency to speak up for others, to find their voice as courageous advocates.

The songs and resources have been written with Key Stage 2/P4-7 pupils in mind but are not limited to that age group. Teachers can adapt the resources to suit their context.

These resources could also work well in a church setting for children and young people to explore ways they can make links between faith and actions.

The teaching and learning ideas in this pack can be used in RE/RME/RVE and assembly settings as well as in music and PSHCE/PSE. They aim to make the learning as experiential as possible, by supporting pupils to find ways to take action on issues of injustice. The themes from each of the three songs are unpacked under the simple structure of **Think, Talk** and **Act**. The activities under these headings are designed for teachers to pick and choose which to do. They could support class collective worship or provide a framework for a half term's work on justice or maybe a cross-curricular day for the whole school.

There are many links between the three songs and several of the learning activities help pupils to revisit ideas and reinforce learning from the others. Teachers may decide to use activities from one song when looking at another.

Christian Aid's core values of justice, equality, dignity and love are important themes that have shaped these songs. They also link to values which underpin the vision and practice of many schools as well as to concepts explored in many RE/RME/RVE schemes of work.

About Fischy Music

Fischy Music is a Scottish charity supporting the emotional, social and spiritual wellbeing of children through songs and music. Its resources are widely used in PSHCE and worship settings in schools and churches, and it offers workshops, concerts and training for people working with children. www.fischy.com

About Christian Aid

Christian Aid is an organisation that works with global partners and communities to help build a world free of extreme poverty where everyone can flourish. Christian Aid works to support people of all faiths and none and always works with local partners. This means that we do not send people from the UK to work in other countries; all our humanitarian and programme work is undertaken by our partners – local organisations or community groups across the world – who understand their local context best of all, and who are supported by Christian Aid.

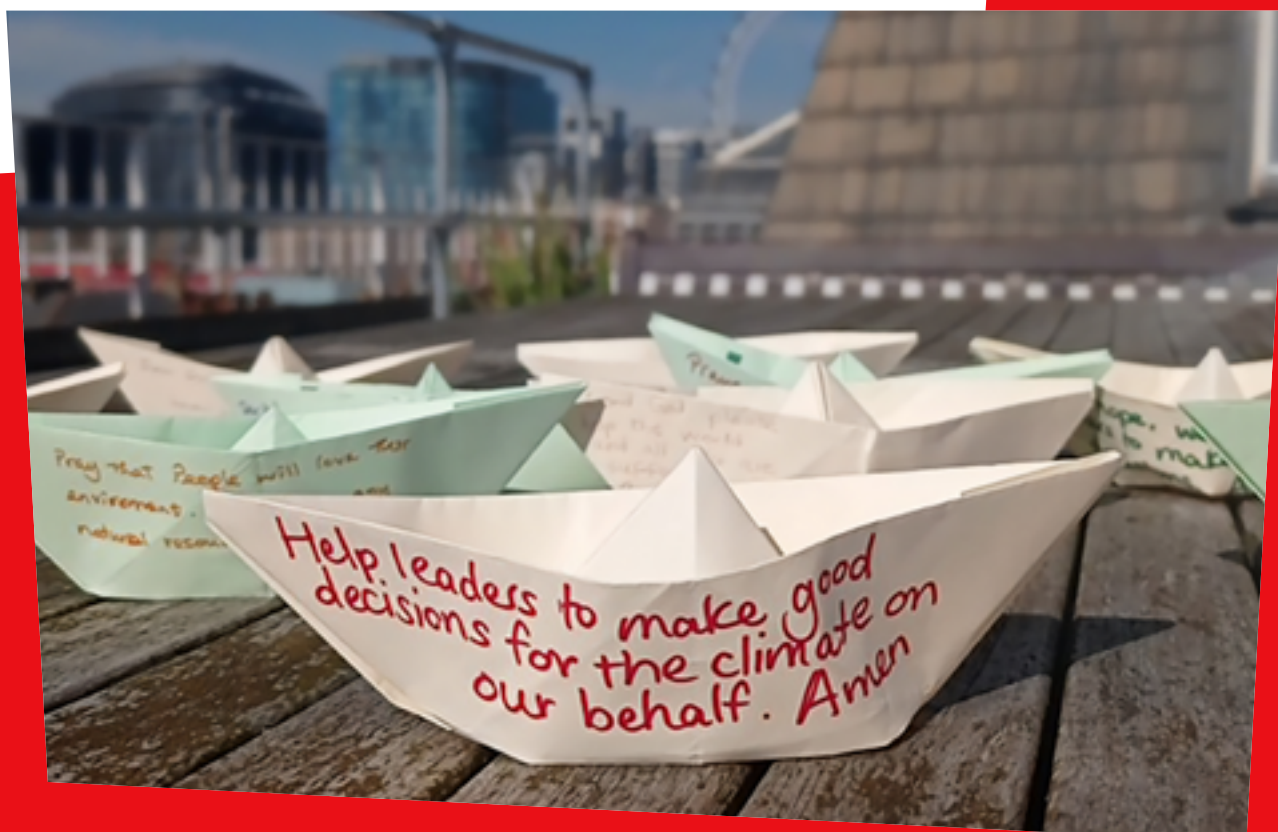
Christian Aid's work began in 1945 with a focus on helping and welcoming refugees following the Second World War. The people who began the work of Christian Aid were Christians who tried to live out Jesus' teaching about the importance of loving our neighbour as we love ourselves. Today Christian Aid's work continues and is underpinned by the values of dignity, equality and justice, motivated by love for our neighbour.

To do this work, Christian Aid encourages people in the UK to give, act and pray.

Give – Christian Aid relies on supporters to give money to help communities all over the world. Fundraising is one of the ways supporters give money. Every year during Christian Aid Week millions of pounds are raised by Christians across Britain and Ireland in their churches and the local community. Christian Aid uses the money to fund small organisations around the world, called partners. These local partners work all year to provide tools and training to help end poverty. They also know how best to help people quickly when something like a flood, earthquake or hurricane hits, because they understand their local context.

Act – Christian Aid encourages supporters to take action to help change unfair laws and systems. Because laws and systems are made by people, they can be changed by people too, to make things fairer for everyone. This includes calling on the UK Government, demanding fairness for everyone. Christian Aid has led campaigns on issues such as fair trade, the climate crisis and cancelling debt repayments for the world's lowest-income countries.

Pray – Christian Aid encourages people to pray for their global neighbours all over the world. Christian Aid believes that God cares about everyone because we are all made in God's image and should be able to flourish. Christian Aid produces resources to help people of all ages understand about poverty, injustice and exploitation of the natural world. For schools these include assemblies, lessons and games.



The Global Neighbours award scheme is an important way that Christian Aid supports schools to help pupils think about issues of injustice and what can be done to make the world a fairer place. Christian Aid schools' resources can be found at caid.org.uk/schools

Using songs effectively

These songs can be just listened to, but are especially effective if pupils get to sing them for themselves. Here are a few tips to help pupils engage with and sing the songs.

You don't have to be a fantastic singer to be good at leading singing

- Enthusiasm, confidence, technique and preparation are some of the most important qualities in singing leaders and 'enablers'.
- If you're not a confident singer, try thinking of your singing voice as an extension of the speaking voice that you use confidently every day with your classes.

Do a warm up with the pupils before singing

- Try playing live or recorded music to your group at the start. Encourage 'active' listening by asking questions about the music and how it makes them feel.
- Get the group clapping or snapping fingers along to the music. Try changing the rhythm and movement every so often.

- Try an 'echo' warm up: perform four 'hits' such as hand claps, snaps or taps on your leg, and get the group to 'echo' these back to you within the beat. Vary the rhythm and difficulty as you go along. Add rhythmic vocal noises such as 'Yeah', 'Ooh' or 'Hmmm'.
- Well-known action songs can be used as warm-ups, without the need for an instrument playing along. Invite the pupils to make up their own verses with actions.

Do a warm up for yourself before singing

- It's helpful to learn the song well enough that you don't need to rely completely on the words and music in front of you, and can watch and encourage the group instead.
- Work out clearly how you are going to teach a song – such as by breaking it into manageable sections – before you introduce it to the pupils.

Using actions or signs where appropriate

- Actions are fun but also help to focus pupils's attention and to reinforce the message of the song. Actions also help in remembering the words and tune.
- Each song has a video with actions for the pupils to follow. Presenting the actions and signs as a valid form of communication can help the pupils get into the singing too.

Expect the pupils to sing well, and they will do!

- Encouragement and support are key and should help the pupils to improve quickly.
- Praising those who are doing well will create 'positive peer pressure' to join in.
- When teaching a new melody use your hands to show how the tune goes up and down. This gives security to inexperienced singers.
- Start by humming or singing the tune to 'la la' if it seems too big a job to get words and music together at once.

Songs and resources



Speak Up

Speak Up

Speak up, speak up, use your voice
Speak up, speak up, use your voice
Speak up, speak up, use your voice
Speak for equality

[Cantor] Tell me what we will do

Stand up, stand up, stand your ground x 3
Stand for dignity

[Cantor] Tell me what we will do

Rise up, rise up, use your power x 3
Rise for justice now

(Cantor) Tell me what we will do

Step up, step up, find a way x 3
Love will find a way

[Cantor] Tell me what we can do

Sing up, sing up, from your heart x 3
Sing with us today

Alternative verse for collective worship

Sing up, sing up, to our God x 3
God will lead the way

© Fischy Music 2023. Lyrics and music by Margaret McLarty, Suzanne Butler and Stephen Fischbacher for Christian Aid Global Neighbours

<https://youtu.be/UfL7veP3uYk> (faith version)

<https://youtu.be/bs98DPV5UCo>

About the song

This song is based on Christian Aid's four values that underpin its work: equality, dignity, justice and love. The activities described below provide an opportunity to explore these and other values you might want to introduce – perhaps your school or class values, as well as pupils' individual values. It also gives a space to consider why an organisation like Christian Aid has values, and what these say about it. Using values-based curriculum work can have positive impacts on behaviour and pupils' confidence levels.

Speak Up is written in the style of a protest song, so you could also think about some other well-known protest songs. People write protest songs as an alternative way of having their voice heard on an issue they feel strongly about. The following activities can help pupils identify issues they are passionate about and think about ways to make their voice heard.

Curriculum links

This material can be used in school assemblies, as well as through RE/RME/RVE, SMSC, history and other social subjects.

Singing the song together

- This is an ideal song to use actions. Before showing pupils the video version of the song, encourage them to come up with their own actions.
- As this is a protest song, encourage pupils to think of something they are passionate about and want to stand up for. This is a song to be sung with passion, energy and maybe even a hint of anger.
- This song has a simple repeating melody and is easy to pick up. Start by singing a line at a time with the pupils then singing this back.
- Now add in the actions, either the ones on the video or those that the pupils have devised themselves.

Songs to use with this one

- *Something Inside So Strong* – Labi Siffre
- *A Change Is Gonna Come* – Sam Cooke
- *We Shall Overcome* – Pete Seeger
- *We will find a way (to tune of We Shall Overcome)* – Fischy Music



Activities and learning suggestions

THINK

■ Christian Aid's organisational values

This song uses Christian Aid's values. These inform the work that the organisation does, and all staff try to put them into practice in their day-to-day work. Being a faith-based organisation, these values are incredibly important to Christian Aid and the way it works. Having a strong sense of values can have a huge impact on how connected people feel to their work.

Share with the class the short definitions of Christian Aid's values (equality, dignity, justice, love) shown below. Write each word

on a separate large sheet of paper and display these around the room. Have a silent conversation by asking pupils to move round the room writing down other words that come into their minds related to the four values or if they have any questions or other responses. From these create a whole class word cloud for each of the four words. There are many free online tools to create these.

Equality	Recognising and responding fairly to the individual needs and identities of other people, and everyone having the opportunity to reach their full potential
Dignity	Being respected for who you are and what you believe in
Justice	Behaving in a way that is fair, equal and balanced for everyone; justice often has to do with laws and rules
Love	An intense feeling of deep affection; a connection that involves understanding another person's core values, beliefs and life goals

■ Individual values

Give pupils the following question prompts to help them think about their own values. They can write down the answers as they will be used later in another activity:

- a. Think of someone you admire, and write down three things about them that you like.
- b. What are your family values? What things do your parents or carers tell you are important in life?

There are many people who can influence how we think and feel about things, from friends and family (and teachers) to social media influencers. Who influences you? What do they do that you respect? Is the influence of others always positive?

- c. What three character traits do you look for in a friend?

■ Building on the song

As a class, listen to the song again and write on the board the actions that have been matched with each of the values: equality and voice; dignity and stand up, justice and rise up, love and step up. Discuss these with the pupils – why do you think the songwriters have chosen to match the values and actions in that way? Can you think of other actions you would add to speak up, rise up, love and step up?

Encourage the class to think about the difference in the level of action between each verse – use your voice, stand your ground, use your power – and what this might mean if you were taking action on an issue.

Pupils should now use the answers they wrote down in the individual values exercise to write another verse with a different value. Pupils could work alone or in groups to create a new verse with a different action.

TALK

■ Trigger photos/headlines

Collect photographs or headlines from a variety of sources, eg, newspapers, websites, topical local and global events, and discuss them. Ask the pupils to vote for the one that represents the most interesting issue to them. You could do this by placing the headlines around the room and giving each pupil three sticky dots. They can then vote for their favourite(s) by placing 1, 2 or 3 dots on the headlines. If the group is split on their favourites, they could work in smaller groups for the next activity.

Place the photograph or headline in the centre of a piece of paper and around the outside, answer the following questions:

1. What is the issue?
2. Who is it an issue for?
3. What message is the photo trying to give?
4. What can you do about this issue?
5. How many people are affected by this issue?
6. Is it a local, national or global issue?

List all the issues on the board. Ask pupils to vote for the ones you feel the class could work together to change. Again, vote with sticky dots or markers. Discuss the issues as a class before choosing one to take action on.



■ Compass rose activity

Develop the pupils' knowledge of the issue further by using the compass rose activity. Write the issue at the centre of a sheet of paper. Then ask the pupils to answer questions which explore the political, social, economic and environmental aspects of the issue.

Questions about the environment eg, how will climate change affect this? What's the environment used for (farming, forestry)?

Nnatural

Who
decides?

Questions about who has the power eg, will local communities have a say? Does the local council or government make the decision?

Economic

Questions about the economy eg, will there be jobs? Will local people benefit financially or is it controlled by large international companies?

Social

Questions about the impact on people and the way they live eg, does this affect human rights? Will people be able to maintain their identity and culture?

■ Freeze frame

Ask pupils to work in small groups to create a freeze frame of one of the issues that they considered in the trigger photo activity (make sure a range of topics are covered). Groups should take it in turn to show their freeze frame to the rest of the class. Tap the shoulder of each person in the freeze frame to ask them to stay in role and tell you what they are feeling/thinking/remembering.

■ Other protest songs

Look at protest songs. British songwriter Labi Siffre composed *Something Inside So Strong* in 1987, inspired by the injustice of South Africa's system of racial apartheid. (See also [Protest songs: singing for change.](#))

Swing Low Sweet Chariot was one of the songs used by Harriet Tubman and other leaders of the Underground Railroad to communicate with the slaves they were helping to escape to freedom.

Talk about how each of these songs are related to the issue highlighted.

ACT

■ School values

Share your school values with the school community. The pupils could write a termly newsletter which showcases the work that is being done in school or hold a monthly assembly to highlight a different value each time.

You could create a section of the school library to hold books which are about your school values.

Consider how the behaviour of staff and older pupils influences the rest of the school community – everyone should be role models for the values.

■ Write a protest song

Using all the work you've done so far, write your own protest song. You could choose the style of one of the songs you've listened to already.

Plan how best to use it – such as in assembly, at a special concert for parents, in a community or church event, on social media.

Use the words from the song to create a display in school or a local community space such as a church, library or community centre.



Global Neighbours

We will try to understand why this world is so unfair
We will try to understand there are better ways to share
We are thinking of our neighbours today
Even though they might be far away

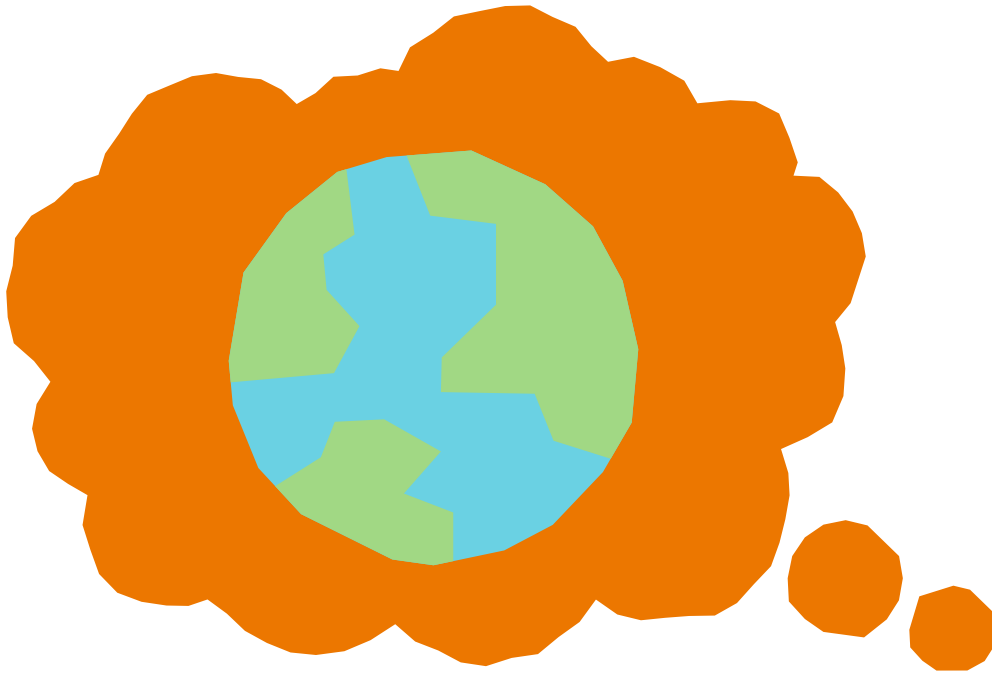
*Global neighbours, we are learning to be
Global neighbours, we are learning to be
Global neighbours, with people around the world*

We will try to make a stand here in solidarity
We will try to make a stand in our own communities
We will speak up for justice today
If it's nearby or far, far away

*Global neighbours, we are learning to be
Global neighbours, we are learning to be
Global neighbours, with people around the world*

We will try to learn from you, there are different ways to live
We will try to learn from you, that we all have gifts to give
We are singing with our neighbours today
Even though you might be far away

*Global neighbours, we are learning to be
Global neighbours, we are learning to be
Global neighbours, with people around the world*



About the song

The song introduces a key teaching of Jesus that anyone who needs help is our neighbour. If you are intending to work towards a [Global Neighbours award](#) this would also be a good way to launch your school's journey to gaining it. It emphasises justice above charity, calling for a fairer world for all rather than just a quick fix of money to alleviate the symptoms of a deeper problem. If you want to explore this further with your pupils, look at [Beyond the Bake Sale](#). The song has a real sense of humility acknowledging that we are learning to be global neighbours. We have not achieved this yet, and it may take a lifetime to get there through learning from others wherever they are in the world and offering the gifts we have.

Curriculum links

This material can be used in RE/RME/RVE and assembly settings as well as music and PSHCE/PSE.

Singing the song together

- Start off by using 'call and response' for each line of the chorus, then sing the whole chorus together.
- Move on to the verses and do call and response line by line.
- This is an ideal song to use actions. Before showing pupils the video version of the song, encourage them to come up with their own actions.
- Listen to a couple of calypso songs which have a similar rhythm and feel like the *Global Neighbours* song such as, *See Him Lying on a Bed of Straw* by Michael Perry. Clap along with the songs, picking out the different beat patterns.
- Put pupils into small groups; give them a variety of percussion instruments and assign each group one of the verses or choruses. Ask them to devise a percussion accompaniment (can they pick out the pulse and beat?) ready for a whole class performance with each group performing in turn.

Songs to use with this one

- *Would you walk by on the other side?* – Pamela Verrall
- *When I needed a neighbour* – Sydney Bertram
- *Make a Difference* – Fischy Music

Activities and learning suggestions

THINK

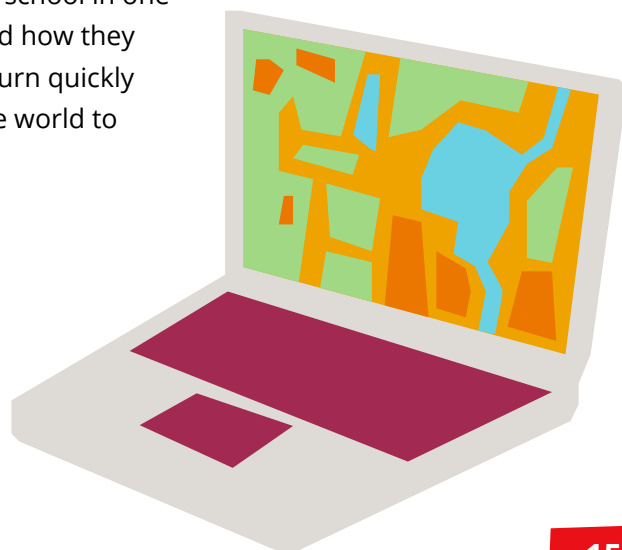
■ Guided reflection using Google Earth

Have you ever thought what it means to think globally, to think about where you are on planet Earth? It is easy as we sit here today to forget about our place in the world and just how big that world is. We are going to spend a few minutes thinking about just that. Sit quietly and listen to the words I say to help you picture yourself in the world.

Notice the seat you're sitting on, its shape and colour and how hard it is. Then notice this room full of other people. Is it warm or cool, is the sun shining through the windows? Can you hear noise from outside? You can see our school on the screen. We are looking down on the school and can see the playground and the houses of our neighbours.

If we move a little further out, we can see the roads around the school and maybe your home is now visible along with neighbours' houses. If we move out further, we can now see a much wider area in which our town/village/city is situated. So, while you sit here you are surrounded by all those neighbouring towns, rivers and woods. Moving further out still we can see the whole UK and then even some of our neighbouring countries. If we keep moving out the UK looks very small, and we become aware of the oceans and huge areas of land that make up this part of the world.

Finally, the view from space shows how the Earth is round and even now we can't see all of it because we are only able to look at one side of it at a time. But just think of all those oceans with sea creatures in them and all those countries with millions of people going about their lives, all part of this wonderful world. Maybe there is even a child sitting in a school in one of those countries thinking about their place in the world and how they share it with so many other people. We are now going to return quickly to our own school and use this awareness of our place in the world to do some more thinking.



■ Who is My Neighbour?

Use the clip from the Miracle Maker, [Parable of the Good Samaritan](#), or read the passage below from the Bible. (If you're doing the latter, explain that Samaritans were not considered to be good people by the Jewish people who were listening to Jesus tell the story. They were thought of as people to be avoided and of less value than a dog. Samaritans were the last people who were expected to behave in a good way.)

Ask pupils to think about these questions while they watch/listen ready to share their thoughts at the end: Did the Samaritan know the man? Did they live next door? Do you think they ever saw each other again? Why do you think Jesus told a story about being a good neighbour rather than just telling people to 'love your neighbour'?

On one occasion an expert in the law stood up to test Jesus. "Teacher," he asked, "what must I do to inherit eternal life?"

"What is written in the Law?" he replied. "How do you read it?"

He answered, "'Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind'; and, 'Love your neighbour as yourself.'"

"You have answered correctly," Jesus replied. "Do this and you will live."

But he wanted to justify himself, so he asked Jesus, "And who is my neighbour?"

In reply Jesus said: "A man was going down from Jerusalem to Jericho, when he was attacked by robbers. They stripped him of his clothes, beat him and went away, leaving him half dead. A priest happened to be going down the same road, and when he saw the man, he passed by on the other side. So too, a Levite, when he came to the place and saw him, passed by on the other side. But a Samaritan, as he travelled, came where the man was; and when he saw him, he took pity on him. He went to him and bandaged his wounds, pouring on oil and wine. Then he put the man on his own donkey, brought him to an inn and took care of him. The next day he took out two denarii[c] and gave them to the innkeeper. 'Look after him,' he said, 'and when I return, I will reimburse you for any extra expense you may have.'

"Which of these three do you think was a neighbour to the man who fell into the hands of robbers?"

The expert in the law replied, "The one who had mercy on him."

Jesus told him, "Go and do likewise." (*Luke 10:25-37 NRSV*)

■ The difference between charity and justice

Prepare a tank of water into which you can roll ping pong balls (or some other objects which will float) using a tube/gutter. As you are letting the balls roll into the water, tell the pupils that each ball represents a person falling into a river, and they can't swim. Ask the pupils to think how they could most effectively save the people from drowning. Then show them this quote:

“There comes a point where we need to stop just pulling people out of the river. We need to go upstream and find out why they're falling in.”

Desmund Tutu

This quote helps us to think about the difference between charity and justice. Of course, it is important to help someone in an emergency, just like the Samaritan helping the man who had been robbed. Ask the pupils to think of something that has happened recently in the world where emergency help was needed and where people were asked to give money or other things like food or clothes. Explain this is 'charity' and is a key part of Christian Aid's work. If possible, look at our [website](#) together to see the current emergency appeals as well as the total raised by supporters. Ask pupils if they can think of other emergency work that has been needed recently.

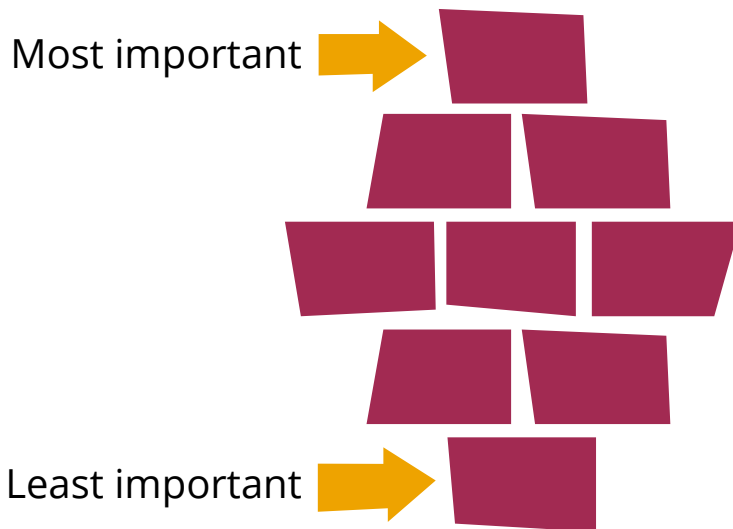
But it would be better, if possible, to stop the cause of the emergency in the first place. Much of the work Christian Aid does is trying to do just that. For example, by providing support for [women in Bangladesh](#) to run their own businesses and thereby having enough money to send their children to school. Or the [Make Polluters Pay Campaign](#), which is asking the companies who have produced the most carbon – the cause of the climate crisis – to pay to help those countries who have been the most affected by it. This is working for justice, a bit like trying to stop the people falling into the river in the first place. Can pupils think of any other examples of this?

TALK

■ What is needed to be able to see everyone as neighbours?

Global Neighbour Diamond 9

Copy and cut the table below so there are enough sets of 16 cards for each group of 3 pupils. Ask the groups to rank this list of attributes using 'Diamond 9' to show which they think are most important to be a good global neighbour. There are 16 cards altogether so the groups must decide which 7 to leave out. One card is blank so that the pupils can write their own attribute if they think something is missing. You may need to explain the meaning of some of these words.



Courageous	Generous	Informed	
Patient	Confident	Powerful	Good communicator
Hopeful	Fair	Curious	Able to speak different languages
Inventive	Empathetic	Angry	Globetrotter



■ Change makers paper chains

Being a good global neighbour can involve becoming a change maker, speaking up on behalf of others so that the world is a fairer and better place. But this doesn't just happen, it is triggered by something. Give each pupil a paper person and ask them to choose one of the change makers below and write the answer to each of the questions. They could work in pairs.

Who? (on one side of the person) What do we know about the person?

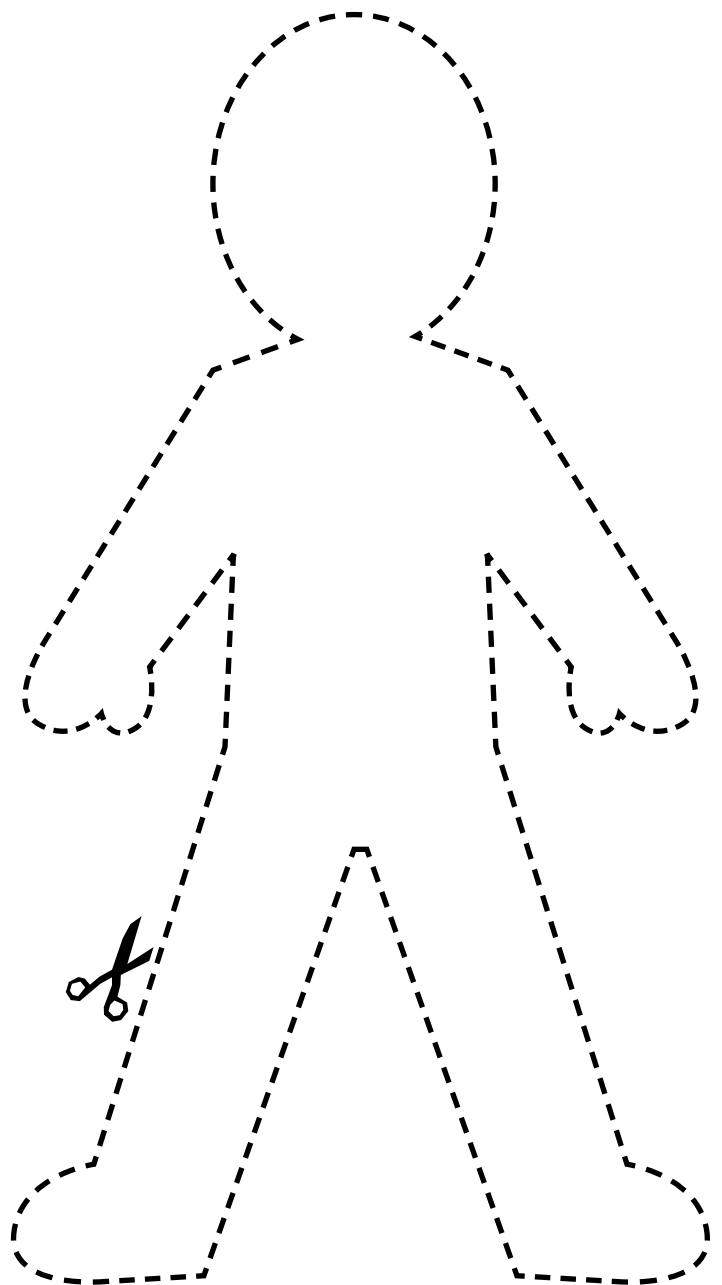
Why? (on the other side, on the head) What was the idea/thought/inspiration/motivation that made them want to make a difference to the world?

What? (on the torso) What action did they take to try to change things for the better?

When? (on the arms) Is their work finished or is there still some change needed?

So what? (on the legs) What difference has their action made?

Once completed, invite pupils to share thoughts and reactions about what they've learnt about these change makers. Can the pupils think of someone locally who has acted as a global neighbour, a change maker? In what ways have these people been like the good Samaritan? Cut out the figures and stick them together to make a paper chain of change makers to display in the classroom.



CHANGE MAKERS

Marcus Rashford, besides being a footballer, is best known for his campaign to stop child hunger. Rashford's mother was a single mum who often had to work multiple jobs to feed their family, sometimes skipping meals herself to ensure Rashford and his siblings ate. In July 2020 he had raised over £20 million for the charity [FareShare](#).

His campaign has twice led to government action to address child hunger. This included causing the government to reverse a decision made to not extend access to free school meals during school holidays. The footballer is committed to 'fight for the rest of my life' to end child hunger in the UK.

Rosa Parks, from the US, lived at a time when it was illegal for black and white people to mix. This was called the law of segregation. Even on the buses black people had to sit in their own section at the back. Rosa had to catch the bus to get to work but one day, having been to meetings about how to stand up against this racism, she sat in the front and refused to move for a white man to sit in her place. She was arrested and her action inspired many black people to boycott the buses for over a year in support of her action. Eventually the courts decided the law of segregation should not exist in the US.

While she was waiting for the court to make up its mind, Rosa was fired from her job for speaking out against racial segregation and she received death threats. After retirement, Parks wrote her autobiography and continued to insist that there was more work to be done in the struggle for justice.

Fast Fashion

A Year 3/4 class was doing a STEM project on the fashion industry. They learnt about fast fashion, where clothes are designed to be worn only once or twice before ending up in landfill. Clothes from the UK are sent to be dumped in other countries with one such place in South America now visible from space.

The pupils were horrified and set about sharing their concerns. They designed new clothes from old and held a fashion show for their parents and community. They displayed the clothes in a local charity shop and are writing to shops that sell clothes asking them to make clothing that lasts and to not encourage fast fashion.

Ed Walker and Hope into Action

One day when playing with his young daughter in a park Ed started talking to a man sitting on a bench. He found out he had just come out of prison and had no home to go to and nowhere to stay that night. Ed tried to find him somewhere to stay but the usual places would not take the man because he was too old or from the wrong country or an ex-offender.

Ed felt terrible that he couldn't help him but as he walked away, he noticed half a dozen churches within a kilometre. He thought about the skills and talents of the people in those churches: 'If only I could get these people together, we could give people like this a home'. [Hope into Action](#) was born. Many Christians who are lucky enough to have some savings have decided to lend their money to buy homes for people who have just left prison. The church provides practical help and support to these people who need to rebuild their lives.

Christian Aid move from Barclays Bank

Barclays Bank is Europe's main bank to invest in fossil fuels. It uses the money that people save with it to fund the building of oil rigs and coal mines. The CO₂ from fossil fuels is causing climate change. A group called Christian Climate Action (CCA) is concerned about the impact on the planet as well as humans.

CCA were disturbed to learn that Christian Aid banked with Barclays especially when it was calling for climate justice. So, as well as holding protests outside Barclays headquarters, CCA ran a campaign to persuade Christian Aid to change who they banked with. Group members put up banners, held a prayer vigil outside Christian Aid's main office in London, and met with its directors. As a result, Christian Aid has moved bank.

Autumn Peltier is a Canadian who was born and raised in a First Nations reserve by Lake Huron which is part of the largest group of freshwater lakes on Earth. Peltier grew up understanding the importance of water and the need to protect it. She began advocating to the Canadian government for the universal right to clean drinking water at an early age, raising awareness about water rights and ensuring communities have access to clean, safe and reliable drinking water.

By age eight she was noticing warning signs of 'toxic' drinking water, caused by factors such as pipeline leaks and pollution. When her mother told her that water should be boiled to make it safe to drink she was shocked. This experience made her want to work as a water protector, and she became a campaigner.

Stop Palm Oil Club

Year 5 pupils were doing a geography topic on rainforests and deforestation because of palm oil plantations. They were concerned about what this did to the humans and animals who lived there as well as its impact on global warming. So, they started a campaign called Stop Palm Oil Club. They wanted to tell their community and they wanted the local shops to stop selling products which contained palm oil.

They led assemblies and wrote to parents. They audited products in kitchen cupboards at home and on shop shelves. In English they wrote persuasive letters to the operations managers for local supermarkets and a food manufacturer who has a factory nearby. One of the supermarkets replied but not to the satisfaction of the pupils who felt that it did not show sufficient intent to remove oil from its products. They have written back to urge more stringent action.

Pupils at Sunnyside school in Glasgow are known as **Ocean Defenders** and have taken part in many campaigns to protect the environment. Sunnyside describes itself as a 'conservation school' with the motto 'We do not inherit the earth from our ancestors, we borrow it from our children'.

One campaign involved persuading the ferry operator CalMac to ban the use of single use plastics. Some pupils attended the company's board meeting and gave an informed presentation about the negative impact of plastic in the ocean and suggested good alternatives. CalMac has adopted the suggestions, banned plastic straws on all its ferries and is supporting the campaign across all the communities to which its ferries go.

Housing development

A new housing development was being built in a field beside a school. Year 5 and 6 pupils were concerned about the local environmental consequences of this as well as the impact on global warming. They had been learning in geography of the impact of climate change on poorer countries and of the need of richer countries to cut back on CO₂ emissions. The pupils wrote to the construction company encouraging them to make building work more environmentally friendly. The chief executive officer (CEO) accepted an invitation to come and talk with the class about their concerns and to explore issues around seemingly conflicting needs of housing and protection of the environment.

Before the meeting, the pupils researched environmentally friendly building techniques and prepared a presentation of their wish list to share with the CEO. The class were encouraged to learn that the company was installing ground source heat pumps for the whole development as well as keeping green areas for shared community activities. As a result of the meeting the company has also agreed to ensure that swift bricks (in which swifts can nest) are used in the remaining houses to be built.

Glue sticks and glitter

In science, Years 5 and 6 learnt about plastic and in geography they learnt about ocean currents and marine biomes. They explored the impact that plastic is having in the oceans for animals and ecosystems but also for humans living in coastal communities. Pupils created a display using all of the plastic waste generated by their class at breaktime. They decided to create eco-bricks and are now deciding what to use these for in the school grounds.

They were also concerned about the amount of plastic waste created in their class by glue sticks and handwriting pens that were thrown away when they ran out. Pupils researched alternatives and asked the headteacher if their school could purchase refillable glue sticks and handwriting pens that take ink cartridges.

They also researched which plastics can be recycled in their county. They were outraged to discover that their county council only recycled plastic bottles. They shared this knowledge with younger pupils and used the council as the focus of their persuasive writing. The class then collated their ideas to create a class letter to send to the council challenging them to recycle more plastic items like nearby councils do.

■ Sphere of influence

Introduce the concept of 'influence' and some potential ways we can exercise it. Ask pupils to think about the change maker they studied from the table above and who they influenced to bring about the change they wanted (this may range from other pupils to parents, CEOs and governments). Explain that in this activity we are going to map out the people and organisations that we can influence. Invite pupils to draw a big circle on a piece of paper, then to draw themselves in the middle.

Thinking of the people or organisations they can influence, ask them to draw or write those they have the most influence with close to themselves, and those they have less influence with towards the edge of the circle. For example, pupils might think of the headteacher or even school governors as people in power who they know and therefore could have greater influence over.

Pupils who shop, for instance, at Sainsburys, Asda or Lidl with their family do have some consumer power by the choices they make in their shopping, but as they don't have personal relationships with these stores, this might be placed at the edge of the circle. Likewise, their MP is charged with representing the concerns of the people who live in their constituency; again pupils won't necessarily have a personal relationship with them but can use their voice to raise concerns.



ACT

- Get active and enjoy cooperating to achieve a common goal. Use dance, gymnastics, musical squares to enjoy exploring how we all need each other.
- Build a campaign
- Use the grid below to help your class or group of pupils plan and carry out an action about the justice issue they are concerned about.

Five-step approach

(Based on *Get Global: A Guide to Active Global Citizenship for 11–16 year olds*, Oxfam, Christian Aid and Cafod)

1	Get an issue/issue of injustice that you want to change.			
2	Get more information – learn more about the issue and how it connects with our lives.			
3	Get planning/explore and evaluate possible ways you could respond/ actions you could take.			
4	Get active/choose a way to respond and act on it. Use your voice to advocate about the issue within your sphere of influence.	What action will you take?	When will you do it?	Who will do it?
5	Get thinking about it/evaluate the action you took. Would you change anything next time around? Is there anything else you now need to do?			

■ Suggestions Shoebox

This activity makes use of something that schools often do around Christmas: the Shoebox Appeal. Perhaps explore with your pupils if this appeal comes under the heading of charity or justice.

Shoebox appeals really are a temptingly tangible way to make pupils feel that they are making a direct difference, but in fact this is also where they risk simplifying complex problems. Often, they present a rather simplistic solution to a much more complex problem and, consequently, children might not have the opportunity to consider the more difficult questions behind the issue and consider their own agency – or indeed, lack of agency. They might also cost a lot to transport overseas, when that money could more usefully and sustainably be spent on sourcing materials in that country.

(Guidance for Good Global Citizenship Education, Global Neighbours Resource Pack, p8)

From all we have been thinking about ask pupils: What gifts do we have to give that could make a difference to our global neighbours?

Give each pupil a card and ask them to write something that they think needs to change to make the world better for everyone. On the other side of the card, ask them to write any ideas they have of the sort of action the class or school could take as global neighbours that might help that issue/situation. Then swap the cards between the pupils to see if they can add suggestions to other people's cards. When this has happened a couple of times ask the pupils to put their cards into the Global Neighbours Suggestions Shoebox.

These ideas can then be sorted through by a group of pupils to see if there any main themes emerging. If your school is applying for a Global Neighbours award the ideas could be used to decide what actions the pupils could participate in. Then working with pupils (either whole classes or representatives) put a plan of action into place. Then carry it out!



Let Justice Roll Like a River

Our wonderful planet is hurting
It's time for people to act
The global climate is changing
It's not fiction – it's a fact

Leaders will you listen?
Leaders will you listen?

Solutions to this crisis
are already in your hands
It's time for climate action
Already we're taking a stand

Companies will you listen?
Companies will you listen?

*Let justice roll like a river
We want a fair world for all
Let justice roll like a river
People in power hear our call*

Flooding and droughts are
threatening homes
Surely this isn't right?
You've let this go on for far too long
Now we are paying the price

Governments will you listen?
Governments will you listen?

*Let justice roll like a river
We want a fair world for all
Let justice roll like a river
People in power hear our call*

Let's harness the sun, the wind
and the tide
And stop burning fossil fuels
Let's keep up the pressure, with
hope for the future,
On people who make up the rules

Leaders will you listen?
Companies will you listen?
Governments will you listen?
Everyone will you listen?

*Let justice roll like a river
We want a fair world for all
Let justice roll like a river
People in power hear our call*

*Let justice roll like a river
We want a fair world for all
Let justice roll like a river
People in power hear our call*

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and Suzanne Butler for Christian Aid Global Neighbours

youtu.be/kr3Yw4uKr9w

youtu.be/MX90qJBLT98

About the song

This song focuses on climate change and climate justice. It starts with a sorrowful feel, almost a lament, and builds up to a defiant call to action in the face of global warming. Of course, we all can play our part to help reduce carbon emissions and our dependency on fossil fuels. But this song calls for people in power to make the necessary decisions for the common good. Not least for people living in poverty, in the global South, with the effects of global warming while having done the least to cause it. Justice is at the heart of global warming 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.

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. We need to avoid creating eco-anxiety and we do this by giving pupils a sense of hope and empowerment by using their voice to make those in power listen. This song may offer some help with that. The music starts quietly with a single voice and simple piano accompaniment and builds to a chorus of voices making demands of governments and companies.

There is an [international version](#) of the song which adds a visual aspect to the words with running water shown at the start linking the title of the song to the Bible passage it is based on:

'Let justice roll like a river, righteousness like a never-ending stream.' (Amos 5:24)

Curriculum links

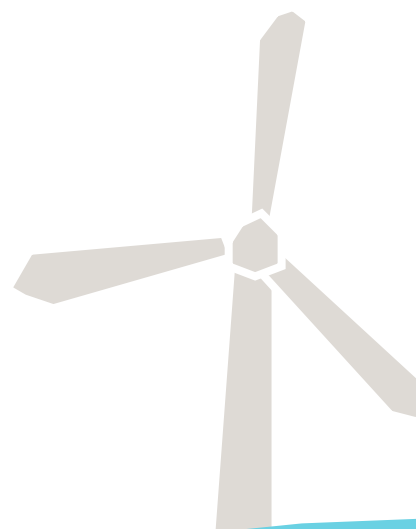
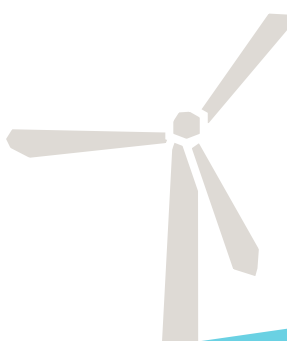
This song can be used in assembly settings as well as English, RE/RME/RVE, science, geography and history.

Singing the song together

- Start off by looking at the attitude of singing this song. In what ways is it similar to *Speak Up*? Ask pupils to think of something they are passionate about and want to stand up for. This song puts the responsibility on leaders, governments and companies to make changes and good choices rather than putting the onus on children to change the world. The song gives pupils the opportunity to boldly call on people in power to make these changes and look after the world.
- Start by using 'call and response' to learn the chorus line by line, then sing it all together.
- Add in the actions suggested in the video or other actions the pupils devise themselves.
- Pupils can either sing all the verses or just listen to the lead singer then join in with 'Leaders will you listen'.

Songs to use with this one

- *Swing Low Sweet Chariot* – Wallace Willis
- *There's only one of you* – Fischy Music



Activities and learning suggestions

THINK

- **Reflect** on 'our wonderful planet', as mentioned in the opening line. Spend a few minutes sharing ideas about the things which make our planet wonderful. Could you make a class A to Z for our wonderful planet eg, A is for amazing ants; B is for buttercups and bullfinches; C is for countryside to enjoy; D is for dragonflies. Then spend a few moments sharing ideas about the things which spoil our wonderful planet.
- **Listen** carefully to the song, inviting pupils to close their eyes to help them do that. Ask them to pick out one word or a group of words which they particularly noticed in the song. The song focuses on the themes of justice and fairness; it took inspiration from a verse in the Bible:

'Let justice roll like a river, righteousness like a never-ending stream.' (Amos 5:24)

How has the sound of the song made use of the picture language in this sentence from the Bible?

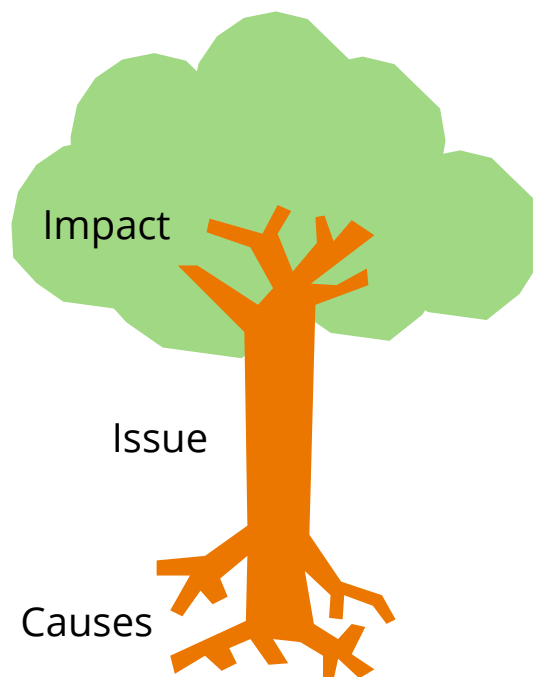
- **Explain** that Amos was a prophet, and his teaching is written in the short book of Amos in the Old Testament. A prophet is someone who can see what is wrong in the world and how it needs changing. Amos lived at a time when rich people didn't share their riches and exploited those who were not rich and did not have power. They were not living how God wanted and so Amos told them that their religious festivals and practices were worthless until they lived in a way that was fair for everybody. What do you think Amos would have to say about our world today? Amos and his teaching are more deeply explored in the RE/RME/RVE resource *Speak Up or Stay Silent* UKS2/P6-7 'Is Life Fair For Everyone?'

Watch this film together [A Fair Future Episode 1 - The Climate Crisis Isn't Fair! - Fairtrade Schools](#). It explains in a clear way the injustice at the heart of global warming.

TALK

■ Issue tree

To help pupils think further about unfairness in the world today, make an issue tree together.



Draw a simple picture of a tree so everyone can see it, with roots going into the ground and branches leading up to the sky. Write an issue that the pupils are concerned about on the trunk of the tree, eg, plastic in the ocean or lack of access to clean water for all, and then ask the pupils to tell you what they think are the causes of the problem and write these on the roots of the tree. In the tree branches pupils can write the different impacts this issue has.

Next think about the impact of the issue on people.

Research online about the issue and if possible, ask relevant people in the community about it. Pupils could then give feedback on what they have found out and its causes and impact on people who are affected.

■ The arc of history

‘The arc of moral universe is long, but it bends towards justice’

This is a quote from Martin Luther King who knew first-hand the injustice of racism, but he believed that despite all the wrong in the world, it is slowly moving towards being a fairer place for everyone. On an arc ask pupils to add events or people who have helped to make our country or the world a fairer place in the last 200 years eg, universal education in the UK, women’s vote, abolition of slavery and modern-day slavery, living wage, fair trade.

The people could include Ellen and William Craft, William Booth, Elizabeth Fry, Olaudah Equiano, Wilberforce, Harriet Tubman. You can make the link here with *Swing Low Sweet Chariot*, a favourite song of Harriet Tubman, which she sang as a way of letting enslaved friends and family know that it was soon time to make their escape from slavery.

Can pupils add more recent events or people who have worked to make the world a fairer place? It would be good to include people who have worked internationally, nationally and locally.

Ask pupils to choose one person, from the past or present, and carry out some research to complete this flow chart:

Share findings and discuss if the people have anything in common.

ACT

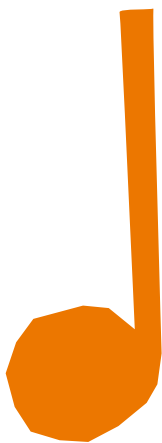
Take action following some discussion and decision making about which issue from the issue tree you want to pursue. Make sure it has people at the heart of it. Decide which way you want to raise your voice. It could be through art (see [Creative for Climate Justice](#)), music, letters, posters, interviews, speeches, pictures, stunts, protests, plays, poems, raps, taking the knee. This film clip may help: [A Fair Future Episode 4 - Taking Action for a Fairer Future - Fairtrade Schools](#)

A helping hand – a line in the song says that solutions to the climate crisis are already in our hands. Ask pupils to think of what they might include (a few are mentioned in the song). Then ask pupils to draw round their hand and on each finger or thumb write down one thing companies, government, school, your class, or each person can do. Join the hands to make a paper chain and display in the school to show that collectively we can work together to make a change for the better.

Write another verse for the song that has a different justice focus from climate justice. Or create a dance to represent the message of the song.



Sheet music



Speak up

For voice and piano - RE and collective worship version

♩ = 115

Margaret McLarty, Suzanne Butler, Stephen Fischbacher

F

F

1. Speak up, speak up, Use your voice.
 2. Stand up, stand up, Stand your ground.
 3. Rise up, rise up, Use your power.
 4. Step up, step up, Find a way.
 5. Sing up, sing up, From your heart.
 6. Sing up, sing up, To our God.

♩ = 115

5

B \flat C F

Speak up, speak up, Use your voice. Speak up, speak up,
 Stand up, stand up, Stand your ground. Stand up, stand up,
 Rise up, rise up, Use your po - wer. Rise up, rise up,
 Step up, step up, Find a way. Step up, step up,
 Sing up, sing up, From your heart. Sing up, sing up,
 Sing up, sing up, To our God. Sing up, sing up,

8

B \flat C F

Use your voice: Speak for e - qua - li - ty. (tell me what we will do)
 Stand your ground: Stand for dig - ni - ty.
 Use your power: Rise for jus - tice now.
 Find a way: Love will find a way.
 From your heart: Sing with us to - day.
 To our God: God will lead the way.

11

B \flat C F

God will lead the way. rall. B \flat C F
 God will lead the way. rall.

Global Neighbours

For voice and piano

♩ = 125

Stephen Fischbacher, Suzanne Butler, Margaret McLarty

INTRO (repeat bars 1-4 ad lib.)

C F G C Last time to CODA ☺

Chorus 2nd, 3rd & 4th time (world.)

♩ = 125 Last time to CODA ☺

VERSE

5 C G F

1. We will try_ to un - der - stand_ why this world is so un - fair._
2. We will try_ to make a stand_ here in so - li - da - ri - ty._
3. We will try_ to learn from you_ there are diff - 'rent ways to live._

9 C G F

We will try_ to un - der - stand_ there are bet - ter ways to share._ We are
We will try_ to make a stand_ in our own com - mu - ni - ties._ We will
We will try_ to learn from you_ that we all have gifts to give._ We are

13 Am G

think - ing_ of our neigh - bours_ to - day, E - ven
speak up_ for jus - tice_ to - day, If it's
sing - ing_ with our neigh - bours_ to - day, E - ven

Global Neighbours

17 F G CHORUS

though they might be far a way.
near by or far, far a way.
though you might be far a way.

Chorus: Glo-bal

21 C F G C

Neigh-bours, We are learn-ing to be Glo-bal Neigh-bours, We are

24 F G C F G

learn-ing to be Glo-bal Neigh-bours, with peo-ple a-round the world.

CODA ⊕

27 C F G C

CODA ⊕

Let Justice Roll Like a River

For voice and piano

♩ = 63

INTRO

Suzanne Butler, Stephen Fischbacher, Margaret McLarty

E⁵ C^{#m} A⁹ B⁵

VERSE

8 E⁵ Emaj7 E⁵ Emaj7

1. Our won - der - ful pla - net is hurt - ing, it's time for peo - ple to act. The
(2. So -) lu - tions to this cri - sis are al - rea - dy in your hands. It's
3. Flood - ing and droughts are threa - ten - ing homes, sure - ly this is - n't right? You've
(4. Let's) har - ness the sun, the wind and the tide, and stop burn - ing fos - sil fuels. Let's

13 E⁵ Emaj7 E⁵ E/F# E/G#

glo - bal cli - mate is chang - ing, It's not fic - tion, it's a fact.
time for cli - mate ac - tion, al - rea - dy we're tak - ing a stand.
let this go on for far too long, now we are pay - ing the price.
keep up the pres - sure with hope for the fu - ture on peo - ple who make up the rules.

17 1.2.3. F^{#m7} B^{7(sus4)} B⁷ F^{#m7} B^{7(sus4)} B⁷

Lea - ders will you lis - ten?___ Lea - ders will you lis - ten?___
Com - pa - nies will you lis - ten?___ Com - pa - nies will you lis - ten?___
Go - vern - ments will you lis - ten?___ Go - vern - ments will you lis - ten?___

1.2.3.

Let Justice Roll Like a River

CHORUS

22 E C#m A B7

Ch: Let jus - tice roll like a ri - ver, We want a fair world for all.

Repeat chorus after verse 4,
then last time to Coda ⊕

26 E C#m A B7

Let jus - tice roll like a ri - ver, Peo - ple in power hear our call. 2. So -
Repeat chorus after verse 4, 4. Let's
then last time to Coda ⊕

31 4. A B C#m

Lea - ders will you lis - ten? Com - pa - nies will you lis - ten? Go - vern - ments will you

36 B⁶/D# D.S. al Coda

lis - ten? Ev - 'ry - one will you lis - ten!

D.S. al Coda

Coda ⊕ B7

Coda ⊕

Additional Fischy Music songs

There are several songs from the Fischy Music catalogue that can support the focus on injustice found in this resource. We want to highlight three in particular: *Wonder of These Days*, *Make a Difference*, *We Won't Stop Singing*.

1. *Wonder of These Days* provides the backdrop for all the work of working for justice for our fellow human beings and creatures as well as the planet which we all share. It notes and celebrates the beauty of creation and the enormous gift that it is. Grounding all work towards justice in the acknowledgement of this beauty and gratitude for it gives a good balance and sustenance for the more active work that courageous advocacy can involve.

2. *Make a Difference* provides another focus on how we can make the world a better place for all. It seeks to empower and inspire pupils to see themselves as agents of change for people around them.

3. *We Won't Stop Singing* galvanises pupils to persevere in their work for justice. This sort of work is rarely a quick fix and usually involves resilience and patience. So, this song can act as a reminder and inspiration for keeping going in working for a better world.

All these songs have teacher notes to accompany them and can be found on the Fischy Music website.

Links to web-based resources

Introduction

www.fischy.com
caid.org.uk/schools

Speak Up

youtu.be/UfL7veP3uYk (faith version)
youtu.be/bs98DPV5UCo

Something Inside So Strong www.youtube.com/watch?v=7B-4LsrX8IA

Protest songs: singing for change www.singup.org/blog/article/1415-protest-songs-singing-for-change

Global Neighbours

youtu.be/g3EOB07t1Q4

Global Neighbours accreditation scheme

www.christianaid.org.uk/get-involved/schools/global-neighbours-accreditation-scheme

Beyond the Bake Sale

www.christianaid.org.uk/sites/default/files/2023-12/j375279-beyond-the-bake-sale.pdf

Parable of the Good Samaritan www.youtube.com/watch?v=bWXtiGLhoEI

Appeals www.caid.org.uk/appeals

Make Polluters Pay Action Day

www.christianaid.org.uk/get-involved/campaigns/climate-change/make-polluters-pay-action-day

FareShare www.fareshare.org.uk

Hope Into Action UK www.hopeintoaction.org.uk

Let Justice Roll Like a River

youtu.be/kr3Yw4uKr9w (Fischy Music version)

youtu.be/MX90qjBLT98 (International version)

The Climate Crisis Isn't Fair!

schools.fairtrade.org.uk/teaching-resources/a-fair-future-episode-1-the-climate-crisis-isnt-fair

Creative for Climate Justice www.christianaid.org.uk/get-involved/schools/creative-climate

Taking Action for a Fairer Future

schools.fairtrade.org.uk/teaching-resources/a-fair-future-episode-4-taking-action-for-a-fairer-future