



What is The Salvation Army?

Lesson 2 Why is it called an Army?

A LESSON FOR 7-11 YEAR OLDS

LESSON 2 - WHY IS IT CALLED AN ARMY?

This is the second in a series of lessons introducing primary school children to the beliefs, history and work of The Salvation Army through an exciting new range of 'What is The Salvation Army?' resources. To download the PowerPoint, card sort or outcomes sheet go to www.salvationarmy/schools.

This lesson will introduce pupils to how and why The Salvation Army began and enable students to reflect on the things they want to fight against that are unjust

LESSON OUTCOMES

To understand what life was like in Victorian Britain

To be able to explain some of the things The Salvation Army did and believed when they first started

To reflect on what The Salvation Army were fighting against when they started and what you want to fight against today

RESOURCES

Lesson 2 PowerPoint

Victorian life card sort

Lesson Outcomes sheet

Victorian photographs

5 W's starter sheet

What is The Salvation Army? A5 booklet

CURRICULUM LINKS

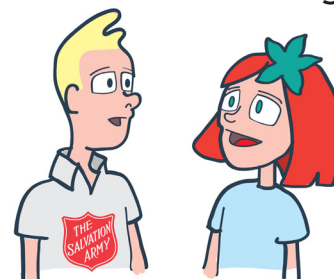
ENGLAND RELIGIOUS EDUCATION

- Identify what matters to them and others, including those with religious commitments, and communicate their responses.
- Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings.
- Reflect on what it means to belong to a faith community, communicating their own and others' responses.
- Use specialist vocabulary in communicating their knowledge and understanding.



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NORTHERN IRELAND

RELIGIOUS EDUCATION

- Develop an awareness, knowledge, understanding and appreciation of the key Christian teachings about Jesus Christ, and about the Bible; and develop an ability to interpret and relate the Bible to life.
- Pupils should develop their ability to think and judge about morality, to relate Christian moral principles to personal and social life, and to identify values and attitudes that influence behaviour.

REPUBLIC OF IRELAND

RELIGIOUS EDUCATION

- Know stories of notable Christians both contemporary and from history.
- Understand that Christians believe Jesus showed what God is like.
- Show awareness of and concern for the need individuals in the local community.
- Show some understanding of beliefs such as loving God and one's neighbour.

SCOTLAND

RELIGIOUS AND MORAL EDUCATION

- Understanding what is fair and unfair and the importance of caring for, sharing and cooperating with others.
- Understanding of key values of Christianity and how they might be put into action in people's lives and communities.
- Developing an increasing awareness and understanding of my own beliefs and how I put them into action in positive ways.
- Developing my understanding that people have beliefs and values based upon religious positions.

WALES

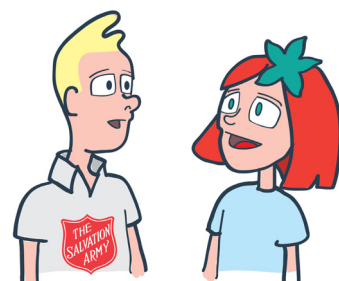
RELIGIOUS EDUCATION

- Thinking creatively and imaginatively about important human and religious questions.
- Expressing their own opinions and feelings, and making decisions whilst considering the viewpoints of others.
- Ask questions about what is important in life from a personal perspective and from the perspective of other people.
- Communicate ideas, values and beliefs about themselves, others and the world.



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STARTER

Give each group of four pupils one of the photographs. Ask pupils to think of some ideas to answer the who, what, where, when, and why questions as shown on the sheet. Explain that it doesn't matter if they're answers are wrong but encourage them to come up with an idea for each question.

Give pupils around 5 minutes to discuss these questions and then show each of the photos on the PowerPoint and ask the groups for any ideas they have for what is going on.

At the end if it has not been mentioned you can explain that these are all images of families and children who had very little money in the Victorian times, they were all people The Salvation Army helped.

Now go on to read through the lesson objectives. Explain to the pupils that we will be looking at these again in the middle and at the end of the lesson to see how we are getting on.

FIRST ACTIVITY

In the same groups give the pupils the Victorian life cards. Explain to the pupils that they need to divide the cards into things they think they would be able to do and things they think they wouldn't be able to do if they were a Victorian. When the groups are complete ask for feedback on each card and correct any incorrect answers as shown below:

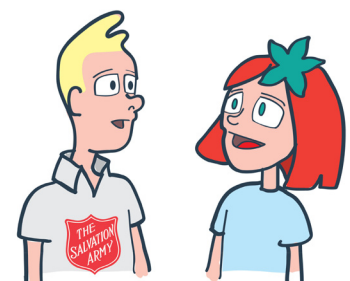
- Go to school (True - but only if you had enough money. At the beginning of the Victorian times many poor children had to work in mines and factories)
- Watch television (False)
- Do a crossword puzzle (False)
- Buy a newspaper (True)
- Read a book (True)
- Play tennis (True)
- Drive a car (True - but only rich people could afford them)
- Go to a football match (True)
- Take a photograph (True)
- Make a phone call (False)
- Go to church (True)

Explain that life would have been very different if we were living in Victorian times. This was the time that The Salvation Army was started by a man named William Booth and a time where there were lot of poor children and families like the ones we saw in the pictures at the start of the lesson.



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Read through page 4 of the booklet with the pupils. Before looking any further ask the pupils in their groups to spend two minutes sharing ideas about why they think William Booth wanted to change the name of The Christian Mission to The Salvation Army. Emphasise that it is the word 'Army' that they are focusing on. Ask for feedback from some of the groups. Explain that we will shortly see if these ideas are correct but first we are going to see how we are meeting the lesson outcomes.

REVIEW PROGRESS

Give each pupil a lesson outcome sheet and ask the pupils to circle any of the outcome/s they feel they have met so far. Explain that they should think carefully about how they have met the outcome/s. When all have done this ask a few pupils to tell you what outcome they have met and how.

SECOND ACTIVITY

Now that the pupils have discussed their own ideas as to why it would be called an army go on to read page 5 of the booklet.

Then ask the class what sort of things The Salvation Army did when they started and what sort of things The Salvation Army do today. You may show the students the poster just to remind them of what The Salvation Army does today.

Ask the students what 4 things would fight against if they were to start an Army that fights against things that are unjust. Pupils are to write down the four things from most important to least important.

PLENARY

To review what has been learnt today, complete the true or false quiz with the class. The pupils can go through the questions in pairs. When complete ask pupils to feedback what they think, correcting any incorrect answers.

Finally ask pupils to return to their lesson outcome sheet and ask them to again circle the outcomes they have met now that the lesson is completed, you could suggest using a different coloured pen. When the pupils have done this you could go through each outcome and ask pupils to stand if they have circled the outcome. When pupils stand you could ask a few pupils to explain how they have reached this outcome.

