

Introduction ;

Magnus MacFarlane-Barrow is a contemporary Scot. Born in Aberdeen in 1968, he originally lived in Braemar then moved to Ballachulish and latterly Dalmally, a village in Argyll and Bute. Magnus studied History and Politics at Stirling University but left after six months to become a fish farmer in Lochgoilhead. He is married to Julie and they have seven children. As a teenager Magnus visited Medjugorje in Bosnia. After reading reports about the war-torn country in 1992, Magnus and his brother were compelled to try to help. They filled a jeep with donations of clothes, blankets etc. and joined a travelling convoy to the country. This became the charity 'Scottish International Relief'. In 2002 they started feeding 200 children in Malawi. The name of the charity changed in 2012 when it became known as Mary's Meals and an estimated 800,000 children are now fed on a daily basis in 16 countries. In 2010 Magnus became a CNN Ordinary Hero- an award given to the top 10 everyday people who change the world. He was awarded an O.B.E in the New Year Honours list in 2011 and an Honorary Degree from the University of Hull in January 2013. Today Magnus spends his time furthering the work of the charity whether it be by visiting the recipients across the developing world or looking for new donors and supporting existing groups in the UK, USA and elsewhere. E.g. Magnus was accompanied by Scots-born actor Gerard Butler on a visit to Liberia in December 2013 <http://www.telegraph.co.uk/news/worldnews/africaandindianocean/liberia/10529045/Through-Liberia-with-Gerard-Butler.html>

This learning journey contains three different approaches:

1. Economic and Social Differences
2. Global Inequality- focus on hunger f
3. Beliefs and Values into Action

Listen to Magnus talking about his life and work in the featured interview he did with Education Scotland staff.



Prior learning

Many learners will already have heard of the charity “Mary’s Meals” but may know nothing of its founder or origins.

Depending on their age and stage, learners will likely have some previous knowledge of what a charity is and this could perhaps be explored as an introduction.

From an early age learners will have been encouraged to help others within their own school, home and community. Here they can think globally and be encouraged to realise that every one of them can make a difference, by putting their own beliefs into action..

They will also consider what motivates people to action through considering the influences in MacFarlane-Barrow’s life, such as his Christian faith, which have shaped the work on Mary’s Meals.

Interdisciplinary opportunities

The main curricular area for this learning journey is Social Studies particularly People, Place and Environment and People, Society and Business.

Links can be made with RME through morals and values or Technologies through looking at food production.

The cross-cutting theme of Global Citizenship will permeate the learning journey.

Responsibilities for all can also be considered e.g. in numeracy across learning and financial education by thinking about the numbers of children being fed, how much it costs and the development indicators of the countries involved. The health and economic well-being of children around the world can also be explored.

Capabilities

Successful learners - Learners will learn independently and as part of a group. They will link and apply different kinds of learning in new situations.

Confident individuals - Learners will relate to other children and develop their view of the world. They will make informed decisions about world development.

Responsible citizens - Learners will develop knowledge and understanding of the world and Scotland’s place in it as they consider different cultures and ways of life. Learners will consider how values can influence actions. They will understand how their financial decisions can affect others locally and globally

Effective contributors - Learners will work in partnership and in teams as they investigate various countries around the world. They will apply critical thinking as they debate the various issues surrounding hunger.

Curriculum information - UK

People, Place and Environment

- I can compare the social and economic differences between more and less economically-developed countries and can discuss the possibilities for reducing these differences **SOC 3-11a**

People, Society, Economy and Business

- I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed. **SOC 3-16a**
- Through discussion, I have identified aspects of a social issue to investigate and by gathering information I can assess its impact and the attitudes of the people affected. **SOC 4-16b**

RME

- Through investigating and reflecting upon how Christians put their beliefs into action, I can reflect upon the consequences of putting my own beliefs into action. **RME 3-01b**
- Having reflected upon Christian responses to issues of morality, I can discuss ways in which to create a more just, equal, compassionate and tolerant society. **RME 3-02a**
- I can demonstrate my developing understanding of moral values through participating in events and projects which make a positive difference to others. **RME 3-02b**
- I can describe how the values of Christianity contribute to as well as challenge Scottish and other societies. **RME 3-02c**
- I am developing respect for others and my understanding of their beliefs and values. **RME 3-07a**
- I am developing my own understanding of values such as honesty, respect and compassion and am able to identify how these values might be applied in relation to moral issues. **RME 3-09b**
- I can explain how the different beliefs that people have, including beliefs which are independent of religion, relate to their moral viewpoints and how this leads them to respond to moral issues. **RME 3-09c**

Health and Well-being

- Through contributing my views, time and talents, I play apart in bringing about positive change in my school and wider community. **HWB 3-14a**

Literacy

- I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. **LIT 3-14a**
- To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognise persuasion and assess the reliability of information and credibility and value of my sources. **LIT 3-18a**

Numeracy

- I can work collaboratively making appropriate use of technology, to source information presented in a range of ways, interpret what it conveys and discuss whether I believe the information to be robust, vague or misleading. **MNU 4-20a.**

Learning experience A: Economic and Social Differences

Introduction: The first African country that Magnus started working in was Malawi. Malawi is part of the Commonwealth and a link can be made here to the Commonwealth Games being held in Glasgow in 2014. Learners can compare the social and economic differences between the various countries of the Commonwealth and discuss how these differences could be reduced.

If you know someone locally who has been to Malawi or another developing country get them to come and talk about it.

Key Learning

Learners can:

- Research countries of the Commonwealth
- Recognize that there are differences between countries
- Compare the different social and economic indicators
- Discuss ways of reducing these differences between countries

Possible learning opportunities/tasks:

- Through personalisation and choice, learners could work in pairs to research a country from the Commonwealth.
- A world map showing all the countries could be displayed in the classroom. Learners could produce a factfile/poster about their particular country to display beside the map.
- A class discussion could take place about the social and economic differences between the countries. Learners could explore some of the data further using the gapminder website
- Learners could explore the 8 Millenium Development Goals & the reasons why they were created
- A class debate could be held on different types of Aid eg long term, short term, multilateral, bilateral
- Learners could engage in writing to individuals/organisations that may be able to make a difference

Useful resources

Further information on Malawi available at

www.scotland-malawipartnership.org

Millenium Development Goals

www.un.org/millenniumgoals/

Mary's Meals

www.marysmeals.org.uk

Oxfam

www.oxfam.org.uk

Gapminder- for comparisons of statistics

www.gapminder.org/world

Possible evidence

Learners can:

Say- make presentations about their chosen Commonwealth country

Write- letters, emails to organisations that might make a difference

Make- fact files and powerpoint presentations

Do- discuss and debate issues around development indicators and, in particular, International Aid

Reflecting on learning

Reflective questions for learners:

Learners could reflect on what will happen after the goals target of 2015 is reached. What can they personally do? How can they help to redress the imbalance between the countries of the world?

Taking it further

Schools could link with a school in another country ((Global Citizenship)

Learners could set up a Fair Trade group (Global Citizenship)

Learners could carry out an enterprise project to raise money to support a project in a developing country Enterprise/financial education)

Learners could consider one issue across several countries e.g. education, health, hunger (Health and Well-being)

Learning experience B: Global Inequality- focus on hunger

Introduction: The key theme for learning is *global inequality*. This can be explored through a number of differing factors; this learning journey will explore the *effects of hunger* on and the impact this can have on poverty. Whilst famine and hunger are global issues, learners should understand that those in developing countries are more likely to suffer from the direct effects of lack of access to adequate nutrition. Staff may wish to begin with a discussion regarding 'needs' and 'wants'. Staff could use the Child 31 DVD which was produced by Mary's Meals and has been shown on television. Staff may wish to use extracts from the DVD to prompt discussion. Mary's Meals are also able to send individuals into schools to discuss their work, which could further add value to class based discussions.

Key Learning

Learners can: Learners can:

- Work co-operatively to define the differences between 'needs' and 'wants'
- Identify the effects that lack of food have had upon development of countries across the globe
- Understand and describe how organisations such as Mary's Meals can have an impact in terms of helping to redress the issues surrounding hunger

Possible learning opportunities/tasks

Explore UN Millennium Development goal number one – to eradicate extreme poverty and hunger:

<http://www.un.org/millenniumgoals/poverty.shtml>

This goal is broken down into 3 sub-headings which focus on: increasing income globally for the poorest paid, increasing employment opportunities and decreasing hunger.

Staff could divide learners into groups to consider each of these sub-headings. Learners could be asked to identify whether or not progress to date has been achieved. This could be facilitated by a case study approach on countries where hunger has been particularly acute due to the effects of famine. See useful resources.

Learners could then be asked to present their evidence to peers which could then be used to inform a class debate. Staff may wish to structure a formal debate or a more informal discussion dependent on their learners and locality.

Useful resources

Child 31

<http://www.marysmeals.org.uk/child31/>

UN Development Goals:

<http://www.un.org/millenniumgoals/poverty.shtml>

Country case studies on hunger:

<http://www.bbc.co.uk/news/world-latin-america-22526622>

Venezuela

<http://www.bbc.co.uk/news/uk-22417334> UK

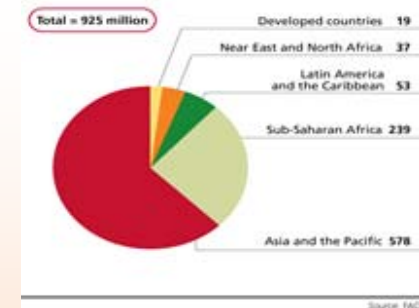
<http://www.bbc.co.uk/news/world-africa-22380352> Somalia

<http://www.bbc.co.uk/news/world-africa-21955740>

Madagascar

Debating in Schools:

<http://www.educationscotland.gov.uk/debatinginschools/>



Possible evidence

Say- What they understand about needs and wants

Write- a critical account of the effectiveness of organisations in tackling global hunger

Make- a presentation on their country or on the relevant part of MDG 1 which they have been asked to analyse

Do- discuss and debate issues around the achievability of MDG 1 by 2014

Teacher's reflecting on pupils' learning

Staff could now prompt learners to think about the work of other international organisations – such as charities and non-governmental agencies. This evidence could be used to inform a critical piece of work analysing the most effective method of tackling global hunger.

Taking it further

Learners could now consider how the international community have responded to the issues of global hunger. They could also begin to think about how they can have a role as young people living in Scotland in tackling global hunger. Staff may wish to encourage their learners to organise their own fundraising, to this end.

Learning experience C: Beliefs and Values into Action

Introduction:

The focus of this learning experience is in exploring how belief/faith and/or values inform actions through considering how Magnus MacFarlane-Barrow's Christian faith shaped the choices in his life and the part that his faith played in the establishment of Mary's Meals.

Mary's Meals is named after Mary, the mother of Jesus, and the beginning of Scottish International Relief (which is now Mary's Meals) was in a Christian Prayer House Retreat Centre run by MacFarlane-Barrow's family.

Key Learning

Learners can:

- Describe what Magnus MacFarlane-Barrow says about the part his Christian faith played in the origin and the direction of Mary's Meals.
- Explain how beliefs and values (whether religious or non-religious in origin) can influence choices and actions in people's lives.
- Comment on what motivates and influences people to carry out work that benefits others.

Possible learning opportunities /tasks

Using one or more of the resources linked below learners can investigate and explore the origin of the charity Mary's Meals and consider what motivated and inspired MacFarlane Barrow to do this work. What experiences did he have as a teenager which he described as spiritual? What were the values and beliefs that he was brought up with and how did those influence his actions?

MacFarlane-Barrow quotes Edward, a 14-year-old boy he met in Malawi, who told him that what he wanted from life was to have enough to eat and to go to school one day. McFarlane-Barrow notes this as being a key part of his inspiration to start the work that Mary's Meals is now doing. The interviewer in the video (at 12.50mins) on [this](#) page comments that it was God speaking to MacFarlane-Barrow through Edward. Reflecting on this, learners could explore the place of revelation and vocation in Christianity.

Useful resources

Face to Face: Magnus MacFarlane-Barrow, founder of Mary's Meals
<http://www.heraldscotland.com/life-style/real-lives/face-to-face-magnus-macfarlane-barrow-founder-of-mary-s-meals-1.1088924>

Charity's rapid growth could be due to Pope's influence
<http://www.catholicnewsagency.com/news/charitys-rapid-growth-could-be-due-to-popes-influence/>

Mary's Meals Statement of Values: <http://www.marysmeals.org.uk/wp-content/uploads/2010/06/MARYS-MEALS-SIR-VALUES-STATEMENT-2013.pdf>

The video on this page of the Mary's Meals website:
<http://www.marysmeals.org.uk/about/story-behind-marys-meals/>

The content and video on this page of the Mary's Meals website:
<http://www.marysmeals.org.uk/what-you-can-do/prayer-support/>

Possible evidence

Learners can:

Say/Write

Describe what Magnus MacFarlane-Barrow says about the origins of Mary's Meals. Discuss the ways in which and how far his religious beliefs and values affected his actions

Make

From one or more of the resources listed, select key quotes which suggest reasons/motivations/inspiration for McFarlane-Barlow's actions and create a presentation which explores why Magnus MacFarlane-Barrow to set up Mary's Meals.

Do

Show respect for the values and beliefs of others.

Reflecting on learning

Reflective questions for learners:

- Magnus MacFarlane-Barrow says that he has "a huge confidence in the innate goodness of people" (see the [video](#) about 12 minutes in). What do you think he means by this? What evidence do you see in yourself and in others that supports or challenges his view?
- On the Mary's Meals website there is a section titled "What you can do". As well as the headings such as "fundraise" and "volunteer" there is "prayer support". Think about the idea of prayer support. Why do you think Mary's Meals asks for prayer support? Do you think this is a valuable form of support? Why do Christians believe that God wants them to pray for others who are in need? What questions about prayer does this raise?
- What moral challenges does the work of Mary's Meals present for people in Scotland? ... specifically, for Christians in Scotland? ... for political leaders here and around the world?

Taking it further

Consider your own beliefs and/or values. What opportunities do you have to put your values into action in a way that helps others? Consider what factors make it more or less likely that you put your values into action.