

GAMECHANGERS

Diocesan Education Team Project 2023-2024



Introduction

A Vision for and from our Nations.



Depending on where you get your stats, up to 70% of people in the UK wear glasses or contact lenses. I don't wear glasses all the time, but if I'm at the supermarket and have forgotten mine, it changes the situation completely – but interestingly, reminds me how helpful people are when asked to assist if I can't see something detailed that's required!

For most people in the UK, a trip to the Optician takes less than half an hour. In many African countries, it can take five hours. Not having glasses in these contexts typically means exclusion from learning; exclusion from participation; sadness and loneliness. But this is changing rapidly. In Rwanda, for example, there's a commitment to providing eye-care for all.

Volunteer optometrists, nurses, opticians and others; the one-dollar-glasses scheme; as well as funded programmes, are offering, quite literally, enlightenment for hundreds of thousands of people.

Individuals making this happen are Gamechangers. However, it's not down to one person, but many individuals working and serving together under a shared vision -excuse the pun.

Whether 'standing on the shoulders of giants', or seated at the feet of lesser-known people, we can all be Gamechangers. We can do and be this by living and using our God-given gifts and skills for the good and benefit of individuals, families, local communities and society at large.

Our diocesan project this year celebrates individuals and groups who are Gamechangers. Focusing on people like this can lead one to feel ill-equipped personally or, and this is our aim, to enthuse and inspire individual pupils and staff; schools and governing bodies corporately. Knowing that together we can achieve lots and be Gamechangers is a demonstration of us living out in reality our commitment to 'Serve The Common Good' and to be 'Courageous Advocates' - at home and abroad.

We invite children, young people and adults to knowingly inhabit their place in St Paul's teaching on 'The Body of Christ' where we are co-constructors; inter-dependent and collaborators. We explore this through the lenses of Gamechangers in the realms of history, art, social entrepreneurs, music, sport and so many more.

So my invite, challenge and thanks go to you as you engage with us, and as you develop or discover your Game-changing place in the context where you can have influence and opportunity.



Our Gamechangers logo : The Greek word for fish is Ichthus. The ICHTHUS fish symbol has its origins in first century Israel, where early Christians, under Roman occupation were often persecuted. Sharing one's faith and commitment to follow the teachings and example of Jesus was epitomised in the casual scratching of the simple outline of a fish in the ground. This would be recognised by fellow followers, knowing Jesus' teaching on the symbolism of fish. It also captures the Greek letters that are formed in the simple drawing of the symbol : I Iesus (Jesus) X Christos (Christ) Th Theos (God) U Uios (Son) S Sotare (Saviour). Our logo highlights one of the fish tails pointing both upwards and onwards – to show how by the grace of Jesus we can, through prayer, become Gamechangers.



Gamechangers at the Summer Leavers' Days : we will share a separate leaflet with you next term outlining the details of art installations that we will create at the Cathedrals, Abbey and Priory during our Leavers' Days in July 2024. It is based on and inspired by the Game-Changing creativity of Anthony Gormley, who has brought a mass, public appreciation of sculpture and art across our country. Our installations will only gain meaning, appreciation and amazement as they 'grow' from the contributions of individual children and schools.

Meanwhile and going forward : our Project Booklet, as every year, is a 'work in progress'. We would really appreciate enhancing our initial ideas in this booklet by incorporating and sharing your wisdom, ideas and creativity. Do please share any with me, and I'll circulate through the Fortnightly Bulletin.

A request : my direct communication is with our own diocesan schools and those clergy and parishes attached to our schools. Would you please share this project booklet and our vision with other Anglican parishes and clergy, in our diocese and beyond? Equally, we have community schools and other denominations who enjoy using our ideas – both locally, across dioceses in England, and indeed, churches and schools in the USA and our World Partner Provinces – so please share widely!

Bless you for your Game-changing service and work in His name, and for the sake of the kingdom.

Jeff

Jeff Williams
Director of Education

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Collective worships - Jesus as a Gamechanger

Below are a whole school collective worship and follow-up class worship exploring how Jesus changed the way people saw the strength of a leader. It uses examples from film, sport and the Bible.

Gathering

Begin with the school's usual practice for the start of worship

Explore the following with pupils:

What words would you use to describe a leader?

Gather and record some key adjectives.

Engaging

Below is a quote from a television interview with a sportsman, read it to the children. Ask a child to role play the following with you.

Television reporter: "That was a great match this afternoon. What was it like being the leader of the team today?"

Sportsman/woman: "Being on the team gives me opportunity to influence people, but I wonder if I'm really making the kind of difference I want to make. I guess I'm still not exactly sure what it means to be a leader. If I'm not a high scorer, the captain, the most popular, the noisiest or the one getting all the attention, can I still be a leader on the team?"

In my years on the team, I've seen some of my teammates play lots of games and others not play at all, so playing time doesn't seem like it's the key issue when it comes to impact. But even if I play all the time, I'm still not clear what it means to be an effective leader.'

Explain to the children that what they just heard was from a real interview and to imagine that they had to help the person understand what a good leader was. Ask them:

What would you say makes a good leader?

The Bible records an assortment of different leaders, some who were praised for having a positive effect on others, others who were criticised. Jesus was a very different leader from the other leaders in the world – it is sometimes referred to as 'servant leadership'.

Jesus explained how he thinks people should lead in Mark 10:35-45 when he speaks to His disciples about what it means to be in a position of power and serve others.

James and John ask Jesus, "Can we sit on your left and your right? Everyone in Heaven will see us and it will be great." Jesus gathered all twelve disciples around Him and He spoke of



what true greatness is. It's not thrones, crowns, gold or gems, but serving others needs before your own. Those who are greatest don't look it. You would never guess who they are. They may look like a maid or a servant, but in God's eyes they're really a star.

Responding

Do you think what James and John asked was right? Why or why not?

Are you surprised that Jesus answered James and John in this way?

When the other ten disciples heard the request that James and John made, how do you think that they responded?

Jesus used the request to teach the twelve about his model for leadership. Jesus' model is contrary to our typical notions of leadership. **In what ways was Jesus a Gamechanger? Do you think that people started to think of good leaders differently?**

How can we lead by example and change the way that people think of us as servant leaders?

Sending

Tell the children that you are going to send the list of words that they thought of at the start of worship to describe a leader to their classrooms later in the day. Ask them this week to look at the list again and think if they want to delete, save or add to the list after what they have heard about the sort of leaders that Jesus talked about.

Class worship (KS1) or reflection (EYFS)

Cartoon heroes

Gathering

Begin with the school's usual practice for the start of worship.

Explain to the children that today's worship will be about how we can become Gamechangers through our service to others.



Engaging

Tell the children that you are going to show them a movie clip from Cars and watch how Lightning McQueen gives something up to serve his friends. Tell the children that, if they have not seen the Cars movies, the main character is Lightning McQueen who is a super fast red racing car. Lightning is all about winning races and becoming famous. As you watch, see if you can figure out what he gave up for the people in Radiator Springs. Use [this link](#) to play the video clip from the movie.

Ask the child what Lightning did for his friends in the video.

Lightning gave up something really important, the Piston Cup, so that he could help the other car finish the race. He wanted to win the Piston Cup more than anything, but he knew that serving others was more important than winning.

He gave up the Piston Cup so that he could help his friend.

Remind the children of the worship that they heard yesterday (above). Jesus said time and time again that serving others above ourselves is actually the best, most rewarding way to live! If we want to win...first we must lose! To Jesus, greatness isn't measured by how powerful or cool we are. It's measured by how much we serve others above ourselves.

Responding

Look at the clip below. It is a clip from someone who worked at Disney and he is taking about Lightning McQueen as a character.

Lightning McQueen is unique among Disney heroes, as he does technically both lose and win, as that he gave up his Piston Cup title to Chick Hicks so he can help The King finish his last race, but it was meant as a lesson for him as he learned that helping others is more important than winning races and that his heroic actions made him earn applause from the crowd. Therefore, McQueen still loses, but his good sportsmanship makes him the true winner of the eyes of his fans and his new friends from Radiator Springs.

Ask the children:

What did the person mean by saying that Lightning McQueen lost and won at the same time?

How was Lightning McQueen different to other Disney heroes?

In what way did the writers from Disney become Gamechangers in the creation of the character of Lightning McQueen?

Sending

Give each child an envelope and a piece of paper. Tell them to think about one specific person in their life they want to serve. It could be mum, dad, a sibling, a friend, anyone. Ask them to write their name on the envelope. Then write/draw something encouraging to that person on the piece of paper (it could be a nice note or even a "coupon" for an act of service.) Put the paper in the envelope and seal it up. As they decorate, you could discuss: How do you all feel when someone says an encouraging thing to you? How do you think it will make someone else feel when you give them this note.

Tell the children that they should give this piece of encouragement to their chosen person this week!

Collective worship

Game changing Teams

Below is a collective worship based on the idea that we can 'change the game' through working as part of a team.

Gathering

Play ['Unity Hymn'](#) as the children enter.

Begin with the school's usual practice for the start of worship.

Explain to the children that we can all be Gamechangers by playing our part alongside others.



Engaging

Discuss with the children:

What is a team? (An answer might be, a group of people working toward a shared goal.)

How many different examples of teams can you think of? (The obvious answers will be sporting ones but you could lead children toward other examples, such as fire fighters, military, medical teams in operating theatres, scientists. You could point out that there are teams in the natural world such as wolf-packs.) It would be good to show some illustrations of these kinds of different teams.

Explore how the above kinds of teams 'change the game' for other people.

Tell children the story of Jesus calling his disciples (this is found in: Matthew 4:18-22, Mark 1:16-20, Luke 5:1-11, John 1:35-51). You could put this in your own words or use a version from YouTube such as [this](#) or [this](#). For Twinkl users, there are PowerPoint versions of this [here](#):

Discuss with the children how Jesus didn't choose people with special skills or people who were important to be part of his team, he chose ordinary people because he knew that everyone can be a Gamechanger if they followed his message and worked together. Jesus' team were Gamechangers because they carried his message out into the world and taught people that everyone is important to God because all people are made in his image.

Responding

Ask the children to reflect on:

What teams are we members of?

What skills do we need to be an effective member of a team?

Explain to the children that to be 'on Jesus' team', we don't need any special skills or abilities, because God's goal is for all people to have fullness of life. We can be a Gamechanger as a member of Jesus' team simply by showing kindness to those in need.

Sending

Ask the children to reflect on how they could 'change the game' for someone simply by helping them or showing kindness and to decide one something that they will do in the week ahead. Tell the children that you will be asking how they got on in your next collective worship.

End with this prayer:

Dear Lord,

Thank you that you chose all different kinds of people to be in your team.

Thank you that there are so many different kinds of people here in our school.

Please help us all to be a strong team together and to be Gamechangers through acts of helpfulness and kindness. Amen.

Collective worship

Faith in Ourselves

Below is a collective worship based on the idea that to be Gamechangers, we need to have faith in ourselves.

Gathering

Begin with the school's usual practice for the start of worship.

Explain to the children that we can all be Gamechangers, we need to have faith in ourselves.



Engaging

Prime two children to come out to the front and have a go at juggling. (It would make the worship more engaging if you can juggle – or you may wish to think of a similar activity which you can do but they can't.)

After both children have had a go and failed, ask the children in turn whether they think they could do it if they had time and really practised. The first child needs to be primed to answer yes and the second to answer no.

Ask the children why, the first child needs to be primed to answer something like, 'Because you can do most things if you try hard enough.' The second child needs to be primed to answer something like, 'Because I can never do anything like that, it's just too hard.'

Ask the rest of the children which of the two volunteers has faith in themselves.

Explore:

What does it mean to have faith in ourselves?

What prevents us from having faith in ourselves?

Tell the children that we are going to explore the story of St Paul to help us think about how we can have faith in ourselves.

Both of these animations of St Paul's life are suitable, use the version which you think will best engage the children. [Here](#) or [here](#).

Discuss how, at the beginning, Paul wasn't much of a Gamechanger at all – he had no faith in himself so he just went around making life miserable for others. However, through his conversation to following Jesus, Paul very much became a Gamechanger. In fact, he changed the future of the world by spreading the message of Jesus and writing letters which people still read to this day to help them understand what the message of Jesus means.

Display this famous quote from one of Paul's letters (Philippians 3:12–14, Living Bible translation).

I don't mean to say I am perfect. I haven't learned all I should even yet, but I keep working toward that day when I will finally be all that Christ saved me for and wants me to be. No, dear brothers, I am still not all I should be, but I am bringing all my energies to bear on this one thing: Forgetting the past and looking forward to what lies ahead, I strain to reach the end of the race and receive the prize for which God is calling us up to heaven because of what Christ Jesus did for us.

Responding

Ask children to reflect on Paul's words.

Did Paul have faith in himself because he suddenly realised that he was the best at everything?

Why did Paul come to have faith in himself?

Explain that we can have faith in ourselves and can be Gamechangers when we know in our hearts that we are following God's values.

Have a time of reflection to think about the times when we lose faith in ourselves. Reflect that we don't need to be the best at everything to be a Gamechanger – we just need to share God's values with others.

Sending

It is really important to say prayers for other people and for the world but sometimes we can forget to say a prayer for ourselves. Ask the teachers to set up a simple 'prayer bead' activity in the classroom, where children can put a bead into a bowl each morning (perhaps it could be labelled 'A prayer for faith in me') and say a prayer that they might have the faith to follow God's values.

End with this prayer:

Dear Lord,

Thank you that you have faith in every one of us.

Thank you that you give us the power to be Gamechangers.

Please help us to have faith in ourselves through following your values.

In Jesus' name, Amen.

Sporting Gamechangers

Across time, there have been athletes who have used their fame in the world of sport to highlight injustice and become true Gamechangers. . There has been a long-standing tradition of athletes using their positions to draw attention to social justice issues.



It is not unusual to see players regularly ‘taking the knee’ during sporting events across the world, but where does that originate?

In 1968, six months after Martin Luther King Jr was assassinated, Tommie Smith and John Carlos stepped up to the podium to receive their Olympic medals in Mexico City. They had won gold and bronze in the 200m, but now

neither men were wearing shoes. As the US national anthem played, [they bowed their heads and raised gloved fists](#) in what has now become an iconic image of protest against social injustice. Their black socks and no shoes represented Black-American poverty, while the gloves symbolized Black-American strength and unity. Afterwards they were expelled from the Games.

More than half a century on, one of the guiding principles of the postponed 2020 Tokyo Olympic Games in Japan, was [‘unity in diversity’](#). Podium protests were still banned under [Rule 50 of the International Olympic Committee’s \(IOC\) Olympic Charter](#), but opportunities for [athletes to express their views](#) were extended, following recommendations from human rights experts.

This meant that before their opening match with Chile, [Great Britain’s women’s football team were allowed to take the knee](#) to highlight racial inequality and discrimination.

The Tokyo 2020 Games were an unprecedented demonstration of unity and solidarity as the world came together for the first time following the COVID-19 pandemic for an Olympic Games focused on the pure essentials: a celebration of athletes and sport. There is more on the Olympics and Paralympics later in this booklet.

Below are some biographies of sporting Gamechangers. There are many examples through time of course. The biographies are interspersed with some suggested activities for schools and parishes.

Marcus Rashford

Marcus is not only known for being a brilliant professional footballer. He has led a successful campaign to end child food poverty in England and his campaign persuaded the government to offer a guaranteed meal a day to all schoolchildren in England in financially struggling families.



Marcus grew up the youngest of five children on a challenging housing estate with very little money. His mother, Melanie Maynard, raised the large family through extraordinary hard work and self-denial, which often left her going hungry to feed her children. She is a devout Christian. Throughout his campaign for families, Marcus credits his work to his mother's belief in expressing Christian faith through social action. His interviews make clear that he credits everything to God's guidance.

Committed to using his platform for positive change, Rashford launched a program in the early days of Covid lockdown to deliver meals to disadvantaged children, reaching four million children in the first few months. That June, he penned an open letter calling on the UK government to end child poverty – a move swiftly followed by a policy change extending free school meals during the summer holidays. Later that year, Rashford established the Child Food Poverty Task Force and next partnered with Macmillan Children's Books for the Marcus Rashford Book Club (a program aimed at distributing books to 400 000 children who had never owned a book before). And in 2021, Rashford made his publishing debut with 'You Are a Champion' (winner of WH Smith's Book of the Year prize).

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In the middle of his campaign, the 22-year-old Manchester United forward said: "On a week that would have opened Euro 2020, I wanted to reflect back to 27 May 2016, when I stood in the middle of the Stadium of Light in Sunderland having just broken the record for the youngest player to score in his first senior international match. I watched the crowds waving their flags and fist-pumping the Three Lions on their shirts and I was overwhelmed with pride not only for myself but for all of those who had helped me reach this moment and achieve my dream of playing for the England national team."

Activity – Debate

Explore the following with the children:

What is Marcus Rashford famous for? What do you most admire in Marcus? In what way was he a Gamechanger?

Divide the children into two groups and debate.

One side needs to argue: **Marcus Rashford was successful in his campaign because he was a famous footballer who people listened to.**

The other half of the group needs to argue: **Marcus Rashford was successful in his campaign because of his background and being brought up a Christian.**

Raheem Sterling

Through his charitable foundation, Raheem Sterling is dedicated to helping people who are disadvantaged. The Raheem Sterling Foundation works for a world where young people will always have the support they need to improve their opportunities in life.

Raheem has said he wants people to understand the difficulties those from diverse backgrounds can face, speaking out strongly against racism on and off the pitch for several years.

The 26-year-old has been subjected to vile online abuse throughout his career for both club and country, as well as from fans in the stands.

In autumn 2019, he took part in an anti-racism campaign, No Room For Racism, involving the Premier League, the Football Association, the EFL, the Professional Footballers' Association and anti-racism campaign group Kick It Out.

A Chelsea forward and committed Christian, Raheem Sterling, was once asked how important his faith was to him.

"Massive," he said. "Massive to me. I always give thanks for my life, always give thanks for my family's life and I'm just really grateful for the position I'm in." Sterling, whose dad was killed when he was two, went on to explain in the interview that his mum brought him up in the Church and he credits her with introducing him to Christianity. He also said his faith grew as he prayed after moving from the Queens Park Rangers academy to Liverpool in 2010. The foundation of that faith is an unshakeable belief in God. "I've got no doubt," Sterling said in the same interview. "Not one. I know for sure. Every day you wake up, you just look around and you don't need to look any further than what you see. A lot of scientists, the cleverest people in the world, tell you that there has to be a creator. They need answers, but you just have to sometimes accept that it's bigger than you and you have to leave it at that.



Melissa Stockwell



Para-triathlete Melissa Stockwell says her legacy as an athlete will be to inspire young girls with disabilities to take up sport and compete at the highest level.

The three-time Paratriathlon world champion, who was a second lieutenant in United States Army Transportation Corps, became first American female soldier to lose a limb in active combat, in roadside bomb in Iraq.

She says: "Maybe there's a 10-year-old girl who just lost her leg and doesn't know what she can do with her life and she turns on the TV or looks on her phone and says: 'Look at this girl, she's just like me, if she can do that, I can do it as well.'"

Tegla Loroupe

On 6th November 1994, aged 21, Tegla Loroupe became the first black African woman to win a major marathon. She was also the first black African woman to break the world record which she did twice in 1998 and 1999. From humble beginnings, she became a role model to many women and girls and paved the way for the rise of Kenyan and African women in distance running.

"I fought my way through not for myself, but for other women who couldn't believe in themselves. For them to see that there was someone who has been there fighting for them, to make a difference," she said.

Loroupe has dedicated her life to harnessing the power of sport to promote peace. Loroupe spent her childhood working fields, tending cattle and looking after younger brothers and sisters. When she started school at the age of six, Loroupe had to run ten kilometres to and from school every day. She became aware of her potential when she beat much older students in races over 800m and 1500m.

She decided to pursue a career as a runner but received little support. Athletics Kenya thought she was too small and too thin to be a successful athlete. This changed after she won a prestigious cross country barefoot race in 1988, aged 15. Loroupe began to train to compete internationally the following year, earning her first pair of running shoes in 1989.

At the 2000 Sydney Olympics, Loroupe competed in the 10,000m and the marathon. She was the favourite in the marathon but suffered food poisoning the night before the race and



could only finish 13th. Despite this, she ran the 10,000m the next day finishing 5th. She ran both races barefoot and said this was out of a sense of duty to people in her home country who saw her as a symbol of hope.

Known for her sportsmanship, Loroupe has been able to use her running success as a platform to make not only a wider contribution to the sport of running, but also to build trust between communities in Kenya, empower women and girls and create opportunities for athletes, including refugee athletes, to train. She founded the Tegla Loroupe Peace Foundation in 2003 to promote unity between rival tribes in the area. The first race attracted thousands of competitors and it is still taking place.

In 2006, she was named a United Nations Goodwill Ambassador of Sport. She was also an International Sports Ambassador for the IAAF (now World Athletics) and for UNICEF.

Loroupe set up a training camp for refugee athletes in Ngong near Nairobi. She was instrumental in creating the first-ever refugee Olympic team for the 2016 Olympics in Rio. In October 2016 Loroupe was awarded United Nations Person of the Year.

Activity – Sportsmanship, keeping the peace when competing

Anyone can learn how to be a better sport while competing. Check out the following tips for displaying good sportsmanship and challenge the children to write more tips for sports and games:

1. **Be a gracious winner.** Winning doesn't make one team superior to the other; it means the winning team's skills and best efforts put them in the best position to win that game. You can be excited and happy for yourself for winning without taunting or putting down the opponents.

2. **Play fair.** Cheating at a game is poor sportsmanship. Fair play means having a level playing field. Every athlete or competitor has an equal opportunity to win, and no one has a more significant advantage or disadvantage over someone else. If you want to win at a game, everyone must start with the same conditions as the opposing team or player, and follow the rules of the game. Deviating outside of these guidelines may cause others to see you as a poor sport (including your team members), and no one will want to play with you in the next game.



3. **Picture the future.** Sometimes you'll have to compete against a friend, family member, or loved one, and it can be hard to put that relationship aside during competition and play a good game. Tennis star Serena Williams chooses to focus on the future when she's playing against family and friends. Use the QR code to show the children a short video of Serena talking about this.

Jason Lester

Jason Lester was raised to be a champion. His father was his role model and coach - professional athletics was the ultimate goal.

“Sports was a lifestyle, I didn’t know anything different. I never had toys growing up as a kid. My toy was a baseball bat and a glove; I remember sleeping with my baseball glove under my pillow at night.”

When he was twelve years old Jason was hit by a car when a driver did not stop at a red light.

“When I got hit, I flew up on the windshield. The next thing I know, I’m in the middle of the road trying to get up.” Jason had 21 broken bones, a collapsed lung and his right arm was paralyzed. Dreams of professional athletics were over.

“‘Why, why me? Why did I get hit? Why was I the one that got picked out of this group to have to suffer like this?’ I remember seeing my dad at my bedside a lot. I saw this worry in him. It was a black hole. It was a very, very dark moment. I didn’t see myself coming out of that. I thought that’s the way it was going to be for the rest of my life.”

Tragedy struck again later that year when his father died of a heart attack in the middle of the night.

“My father, my best friend, my role model, my buddy, he was my buddy. Gone. It didn’t make any sense so what else did I have to live for?”

His uncle tried to tell Jason that in the midst of his pain and confusion God loved him and had a plan.

“The word God made no sense. Because here he was trying to explain to me that God was a loving God and that He had a perfect plan for my life. Here I thought that my life was shattered. I didn’t want to know God. I didn’t want to have a relationship with this God. I thought God was causing these things,” said Jason.

In his teens he devoted himself to running and physical fitness as an attempt to avoid the same fate of his father.

“‘The truth was Jason you suffered an accident. You do not have the use of one of your arms.’ I never dealt with that. I thought that if I could run harder and longer and keep myself busy I never would have to deal with that truth.”

In his twenties he moved to Los Angeles and became a professional sports agent.

“If I couldn’t be a professional athlete I wanted to work with professional athletes. Every day when I was sitting there I was like, ‘I wonder what would have happened if I didn’t get hit. Would this be me? Would I be gracing these walls or would I be a professional athlete as well?’

Questions about his past continued to torment him until one night he saw a Christian TV program and stopped to watch. The vicar seemed to talk right to Jason.

“It was something that stuck in my head. Finding my purpose, my purpose for life, and that God has a perfect plan for our lives. Here I was like, ‘My plan’s been kind of messed up. It has had highs and lows and a lot of lows.’ The real thing that spoke to my heart was that, ‘Yes my earth father was gone, but my Father, my real Father was still here.’ He could answer those questions that I had.”



Jason started going to church and soon after gave his life to God. This is what he said:

“The puzzle that I was always trying to solve on my own and giving my life to the Lord and letting Him solve it for me was this huge weight off of my shoulder. It was no longer me trying to figure things out. I gave it to the Lord. It was just this huge peace that came upon me. He wanted to heal me from the ground up. ‘I’m going to bring you back, but I need you to heal because I have blessings that I want to give you.’”

“Why I went through the things I went through were actually just challenges to build me up and make me stronger. It’s interesting that the things I’m doing today are challenges.”

Today Jason faces the most intense athletic challenges imaginable. He is part of a small group of elite athletes that participate in a competition known as ‘The Ultraman.’ The three day race consists of a six-mile swim, two hundred and sixty mile bike ride and a fifty-two mile run. Jason does it without the use of his right arm. In 2008 he was the first challenged athlete to finish ‘The Ultraman.’ He gives all the glory to God.

“First and foremost I want to thank God for giving me the strength to endure such a brutal event.”

In 2009 Jason won ESPN’s espy award for best athlete with a disability. In his book ‘Running on Faith,’ he talks about how God’s perfect plan for his life finally makes sense.

“All these things I went through, You were right that Your plan is perfect. No matter what the peaks and valleys that I go through, I know that God’s got my back. We all have an opportunity to be a global inspiration because we all have a story.

“Most people look at Jesus as being some person beyond the sky that you talk to. But to me, He’s my lifeline. He’s there with me. He’s a presence. He’s the Lord. God is my Father. I’m going to show my appreciation to Him by living the rest of my life for Him.”

The sportsmen and women here are not alone of course. Other Gamechangers you may like to look at include:

Jordan Henderson - Early in lockdown the Liverpool captain [Jordan Henderson launched #PlayersTogether](#) and raised £1m for NHS charities with an online auction of Premier League shirts.

Manchester United’s Juan Mata created the Common Goal initiative, which asks footballers to pledge 1% of their salary to charity. So far 160 players and managers have signed up, including Liverpool boss Jürgen Klopp, Leicester City’s Kasper Schmeichel and US winger Megan Rapinoe (who has also campaigned forcefully for equal pay for women’s football – a measure that was changed by the English FA, applying to men’s and women’s match fees and bonuses)

Can you be a Gamechanger?

Here are some examples of how young people from around the world have changed the world for the better. There is a nice introductory film made by a Ukrainian girl about how children can change the world [here](#). Perhaps these could inspire others to follow suit in some way – even if our changes are small, together we can make a big difference!

Melati and Isabel Wijsen were only **10** and **12**, respectively, when they started on a course of activism that has drastically decreased the global usage of single-use plastic. The young women were inspired by the country of Rwanda's ban of polyethylene bags in 2008, and decided to try to get their native Bali (part of Indonesia) to do the same. Their homegrown initiative of beach clean-ups and government petitions graduated to organizations advocating for reduced plastic use in 15 different countries. Bali and much of Indonesia is now officially plastic bag free, with the Wijsens to thank.



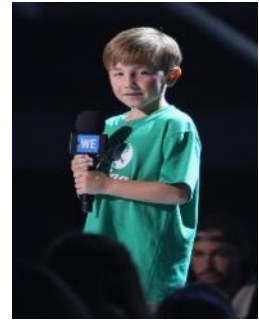
Kelvin Doe, one of Sierra Leone's most famous inventors got started when he began looking for ways to fix local problems with technology as an **11**-year-old, just five years after the country's volatile civil war ended. By 13, he was powering neighbourhood houses with batteries made out of acid, soda and metal in a tin cup. He went on to build a community radio station out of recycled parts that he powered with a generator also made out of reused material. Kelvin's mentor said: "In Sierra Leone, other young people suddenly feel they can be like Kelvin."

You've probably heard of this environmental activist after her passionate speech at the UN Climate Summit in 2019, aged **16**. Now 20 years old, **Greta Thunberg** has been advocating for sustainability for a number of years. Greta began by protesting outside the Swedish parliament in an effort to get them to do more to prevent climate change. She went on to organize Fridays for Future, a school climate strike movement. As of 2019, more than one million students around the world participated in a multi-city coordinated protest for stronger action against climate change.



Marley Dias is the activist behind the [#1000BlackGirlBooks](#) twitter phenomenon, started when she as **12** years old. The hashtag was born out of the avid reader's frustration that she couldn't find any stories where the main characters looked like her. The book drive resulted in more than 11,000 books catalogued with black female protagonists, and counting. Marley also wrote the book '*Marley Dias Gets It Done: And So Can You*' as a guide to positive change through activism.

When **Ryan Hickman** was **3**, he visited the 'rePlanet' recycling center in California. Here, he found his calling. At **7**, Ryan started Ryan's Recycling. What started out as collecting cans and bottles from his neighbours as recycling has risen to over 50 customers and over 200,000 bottles and cans. "It's because bottles get to the ocean and then animals get sick and die," he told the USA's Cable News Network (CNN).



Young people using social media may not seem life-changing, but one look at **Bana al-Abed's** Twitter page will change your mind. At just **7** years old, she documented her life in war-torn Syria to call attention to the atrocities happening there. With some assistance from her mother, Bana has called upon world leaders to take action.

Mikaila Ulmer is an example of how a little lemonade can change the world. After learning about how much bees do for the environment and how they are dying out, **4** year-old Mikaila decided to take action by joining a local children's business competition. Her product was a family lemonade recipe sweetened with locally-made honey with a portion of the sales going to organizations fighting to save the honeybee population. She sells her lemonade at public events and has a partnership with multinational supermarket chain, Whole Foods.



Cassandra Lin's plan to save the world took shape when she was **10** years old after learning that cooking oil could be turned into biofuel. She started small by convincing local restaurants in her community to donate their cooking oil waste to be recycled. As she expanded the program to other areas near her home, her Project TGIF (Turn Grease Into Fuel) was officially off the ground. Her work has earned her several environmental awards.

Romans 12:2 *Do not conform yourselves to the standards of this world, but let God transform you inwardly by a complete change of your mind. Then you will be able to know the will of God—what is good and is pleasing to him and is perfect.*

Reflection questions:

What are you passionate about changing in this world?

How could you make a start for change in just a small way?

Who could help you with this?

Is there something you can do in school to start you on a journey of change?

Gamechangers in art

This painting by Banksy appeared in the foyer near the emergency department of Southampton General Hospital in May of 2020 during the first wave of the pandemic. It was accompanied by a note which read 'Thanks for all you're doing. I hope this brightens the place up a bit, even if it's only black and white.' The painting was called 'Gamechanger' and shows a child playing with superhero toys, including a nurse.



As well as receiving 2.8 million likes and over 30,000 comments on Instagram, the Banksy's painting received praise from hospital workers from Southampton and beyond. Commenting on the donation of the painting, Paula Head, CEO of the University Hospital Southampton NHS Foundation Trust, said: "Our hospital family has been directly impacted with the tragic loss of much loved and respected members of staff and friends. The fact that Banksy has chosen us to recognise the outstanding contribution everyone in and with the NHS is making, in unprecedented times, is a huge honour."

[Here is a video](#) of hospital staff talking about how much the painting meant to everyone at the hospital:

It sold for £16.7 million at Christie's in London on 23 March 2021 – at the time, it became the most expensive Banksy artwork at auction exactly one year to the day that the UK first went into lockdown. All proceeds from the sale of Gamechanger were used to support the wellbeing of University Southampton Hospital staff and patients.

The original *Gamechanger* has been replaced by a reproduction, which now hangs in the same spot in the hospital.

While this may become one of his most profitable charity sales it is by no means Banksy's first. The artist has a [long history](#) of generosity when it comes to charity including producing and selling artworks to benefit victims of terrorist attacks, the refugee crisis, and homelessness.

The painting can be used to discuss different aspects of being a Gamechanger:

- How NHS and other key workers changed the lives and deaths of people in the pandemic
- How the painting itself changed how NHS workers and patients in Southampton felt
- How Banksy changed the traditional image of a superhero
- How Banksy's incredible charitable giving changed the way art can be used for good works



Anthony Gormley is widely regarded as Britain's best-known sculptor with permanent public artworks existing in locations across the world, including Liverpool's Crosby Beach, the Austrian Alps, Sao Paolo in Brazil and Winchester Cathedral. He has a passion for placing human figures, often many at a time, in unexpected locations. You can find information about his major artworks [here](#).

Gormley wants his sculptures to be Gamechangers, to make people think about the place of human beings in the world. He often makes them out of industrial materials like metal and concrete, to show the fragility of people compared to the landscapes around us. He once said: 'Art confronts life, making is stop and perhaps change direction. Sculpture is the most challenging and resilient of art forms. It is the greatest agent of change of all art forms.'



Gormley was brought up by strict Catholic parents but lost his faith later in life. Despite this, one of his most famous sculptures is of an angel. The huge Angel of the North is 20 metres high and 45 metres wide and stands on the site of an old colliery near Gateshead. Gormley is often asked why he chose to create an angel for the site, and he explains that, "The angel has three functions - firstly a historic one to remind

us that below this site coal miners worked in the dark for two hundred years, secondly to grasp hold of the future, expressing our transition from the industrial to the information age, and lastly to be a focus for our hopes and fears - a sculpture is an evolving thing."

The angel has become an important symbol of human endurance for the communities living around it. Visitors treat the site with the same sanctity as a cathedral, leaving flowers, spreading ashes, or pasting notes in memory of loved ones. This function taps into the spiritual essence in all Gormley's art, allowing people to think about the threshold between the real and the spiritual world. "That's a function that religious or sacred buildings have had in the past," says Gormley, "And I think that's a vital job."

Winchester Cathedral is the home of Gormley's famous 'Sound II' sculpture Made out of fibreglass and lead and based on Gormley's own body, the sculpture can be found in the crypt and was completed in 1986. Teachers may like to read the Bible verses below and the reflection from Father Patrick van der Vorst. (See [Christian Art](#).)

Discuss how, for many cathedral visitors, Sound II fulfils Gormley's hope that his art is a Gamechanger for people who come to see his work of art in the quiet of the vast cathedral.

In 2010 **Patrick van der Vorst** left his job at Sotheby's to set up his own online art valuation company, ValueMyStuff.com, often referred as the Antiques Roadshow online. He secured investment from Deborah Meaden and Theo Paphitis on BBC's Dragon's Den. With over 500,000 customers, Patrick sold the company in 2018 to the Barneby's Group, the world's leading search engine for art & antiques. During this time Patrick also did some television work for Belgian TV. In September 2019 he started seminary training in Rome for the Diocese of Westminster, London and launched the www.Christian.Art website. In his daily reflections Patrick combines his knowledge of the arts with the Gospel. The website now has 70,000 daily readers. Patrick was ordained to the priesthood on 24 June 2023 at Westminster Cathedral in London.



Jesus said to his disciples: "See that you are dressed for action and have your lamps lit. Be like men waiting for their master to return from the wedding feast, ready to open the door as soon as he comes and knocks. Happy those servants whom the master finds awake when he comes. I tell you solemnly, he will put on an apron, sit them down at table and wait on them. It may be in the second watch he comes, or in the third, but happy those servants if he finds them ready. You may be quite sure of this, that if the householder had

known at what hour the burglar would come, he would not have let anyone break through the wall of his house. **You too must stand ready**, because the Son of Man is coming at an hour you do not expect.'

Reflection

Today's reading ends with the words 'You too must stand ready'. This sculpture by Antony Gormley is a good, literal example of a standing figure. In fact, it is one of the first sculptures I saw when I arrived in the UK in 1995, after growing up in Bruges, Belgium. I went to Winchester Cathedral in the first week after arriving and I encountered this beautiful work. It stands in the cathedral crypt. I thought it was stunning. When it rains, water enters the crypt, and the figure's feet stand in the water, as we can see in this photograph of the work in situ. Furthermore when it rains, the sculpture can be found holding water in its cupped hands, silent in meditation, as the water levels rise around its feet.

Gormley, one of Britain's most important contemporary sculptors, is known for his solitary metal figures that convey a strong sense of meditation and reflection. As his works are based

on moulds taken from his own body, they carry a very personal feel. We are looking at a sculpture, yes, but also at the artist himself.

Jesus asks us in today's reading to stand ready, be awake, be alert and attentive, sensitive to the world around us and his presence within it. Through all the noise that surrounds us, we too have to find that place, like Gormley's figure in the crypt, where we take time for solitude and silence. Silence is the surrounding condition most conducive to contemplation. In the emptiness of the silence is where we get most filled!

The sculpture we are looking at today is paradoxically called Sound II. Gormley is probably conveying the sound of silence in his sculpture. The sound of our own questions when we are praying. The sound of God's answers when we listen.

Build and play a Gamechanger Art board game

(it's not whether you win or lose, it's how you paint the game!)

Another artist worth exploring with pupils is contemporary artist Derek Fordjour. He creates multi-layered, highly textured surfaces of various papers as storyboards for images of people in relation to sports and games. He thinks about what it's like for players to be in a game and part of a team, yet still be an individual. Looking at the notions of winning and losing, fair play, rules and team structures - he sees a parallel between the sports player and everyday human life experiences.



Discuss with the children that a board game, video game or sporting event is a fun pastime, yet competition, chance, and the endurance and skill required can be very stressful for players. Similar life situations take place in homes, schools, and offices every day – we are all playing the game of life. Art has the power to bring the difficult issues of society into full view and to motivate change.



Throughout history, art has created space for expressing views, raising awareness, protesting, and contributing to social development. Many people enjoy art in the same way as sports as a fun thing. But art can also be a real Gamechanger. In this lesson, students select a social issue that affects their school, city, or global community. With a combination of collaboration and individual work, they build a board game that progresses through positive advancements and road blocks to reach the goal of solving or bettering the issue. Each space on the board functions as if it were a mini poster and poses a design challenge. Children imagine their own role and create a token that puts them right in the game!

Materials

One large playing board surface (a strong mat, thick card or wood)

One sheet of cardboard, thin plywood or thick paper for each child (cut using a template to ensure consistency of size and shape. (Ensure the size fits onto the base board in a 'railtrack' design).

Oil Pastels, Paint, felt tip Markers, collage materials for game space designs.

Wooden People Shapes or recycled materials for game tokens (see examples later)

Dice

Identify a social issue, problem, or concern in the school, local area or global community.

Begin with a brainstorming session or pre-arrange a list for children to choose from. Identify the resolution of this issue as 'the goal' and name the game based on that goal, for example, the goal of ending hunger could be the 'No More Hunger Game'. For example:



Create the end goal space. Design the end goal as a special space. Use a different colour and make it larger to generate excitement. For example, in "The No More Hunger Game," the goal space might look like:



Create a start space. Board games usually have a space designed to begin the game, a launching space. Design this space as the furthest from the goal. For example, in "The No More Hunger Game," the start space might look like:


Create game spaces. Two types of spaces are key to the game: advancement and blocking spaces. Divide into teams or work as a class to share ideas for games spaces. This activity may be an opportunity to discuss how the school's Christian values can be reflected in some game spaces (see below for more information). After ideas are gathered, students can select which spaces they wish to work on.

Advancement Spaces


Brainstorm the content of these spaces by thinking of some of the positive things that can be done to move toward solving or changing the issue. Ask what actions could move individuals, a school or community closer to the goal.

Advancement spaces might also include rewards, such as moving ahead in the game or receiving bonus points.


In the example game mentioned in the preparation process, called "The No More Hunger Game," an advancement space might look like one of these:



(A) Stock the shelves of the local food pantry by organizing a community food drive.



(B) Make a monetary donation to an organization dedicated to providing food to the needy.




(C) Create a website that would make people aware of the problem and connect them to solutions.

Blocking Spaces


In sports, the defense is the team that is trying to block the way to the goal. What are some of the things that keep the issue from being resolved? Why does it continue to be a problem?

Defense spaces might prevent a player from moving forward in the game or cause them to lose a turn.


For example, in "The No More Hunger Game," a defense space might be:



(A) Negative Thinking, including thinking there is nothing that an individual can do to help or that someone else is taking care of the problem.



(B) Mistrust. People don't trust organizations to manage resources properly.



(C) An Increasing Problem. The percentage of the population experiencing hunger is growing at an overwhelming rate.

4. Create game tokens.

In many board games, the token is selected at the beginning of the game to represent each player.

After setting the end goal and building to path to reach it, students may have an idea of what their own role might be in the game. On a sports team, there are coaches, trainers, players, equipment handlers, referees, and cheerleaders.

Students reflect upon their own strengths, talents, and interests, then imagine what position they might play in reaching the goal and being part of the solution.

Tokens are designed as small, 3-dimensional pieces that can be created from scrap pieces of cardboard, clay, wooden shapes, recycled materials, etc.

For example, in "The No More Hunger Game," some of the game tokens might be:



(A) Someone who can drive a truck or fly an airplane to take the food where it is most needed.



(B) A person who can use technology and social media to let people know about the issue of hunger and how to help.



(C) A grower who can share their crops and teach others how to have success growing their own.

Create the game board . Arrange the spaces on the chosen game board and glue in place.

Play the game. Once everything is dry, pupils can play the game. You may like to offer a games night for parents or church group.

Essential Questions to explore with children: How do you think artists and designers determine goals for designing games? **How do artists and designers create works of art or design that effectively communicate?** How do objects, places, and design shape lives and communities? **How does engaging in creating art enrich people's lives?** How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Useful game information is available [here](#) and [here](#).

An inspirational card game

Learn about 52 extraordinary [black heroes in history](#) who blazed the trail and changed the game! This card deck tells the stories of 52 amazing Black heroes who overcame overwhelming obstacles to change the world for the better. From talented artists like James Baldwin to awesome athletes such as Simone Biles, inspiring activists like Martin Luther King Jr. to sensational scientists such as Gladys West, learn about people who blazed a trail with their courage, hard work, and perseverance.

Each deck includes:

52 Cards: Each unique card features a colour portrait, an inspirational quote, and challenging trivia questions.

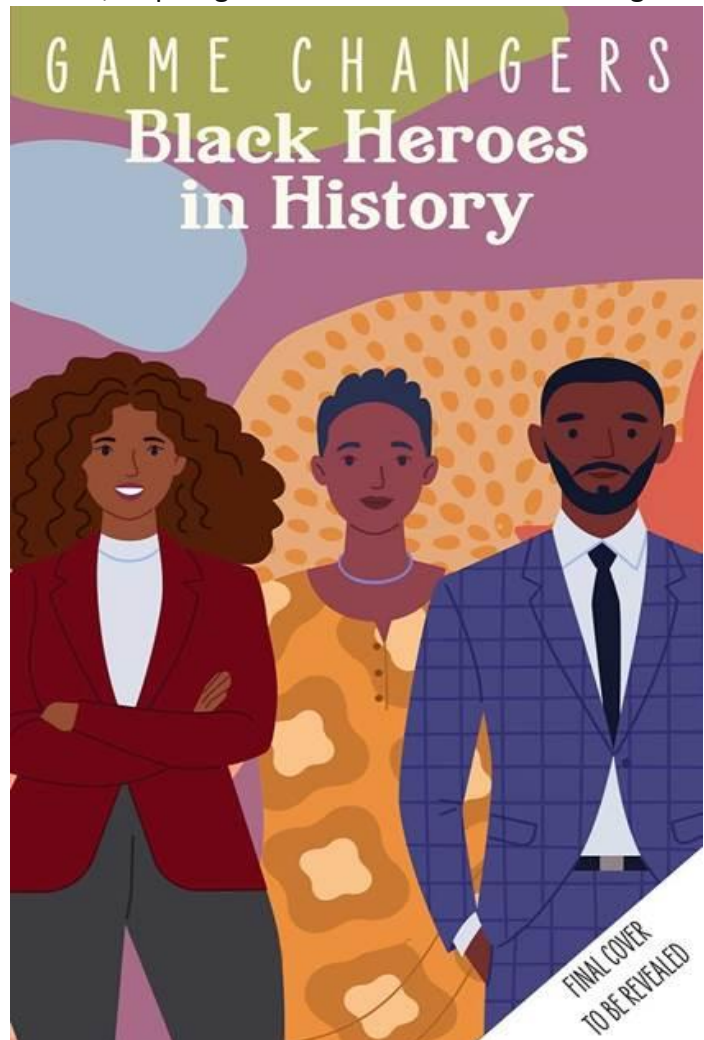
A 64-Page Booklet filled with timelines, little-known facts, and even more inspirational information on the heroes featured in the deck

A keepsake Box

There are six categories and children will learn fascinating facts about heroic black activists, artists, entertainers, athletes, leaders, pioneers and visionaries.

Read through the cards and discuss each bold, courageous, compassionate hero as you play the game. Gamechangers: Great Women in History is also available.

Teachers may like to consider challenging the children to devise their own inspirational card game based on the same pattern.

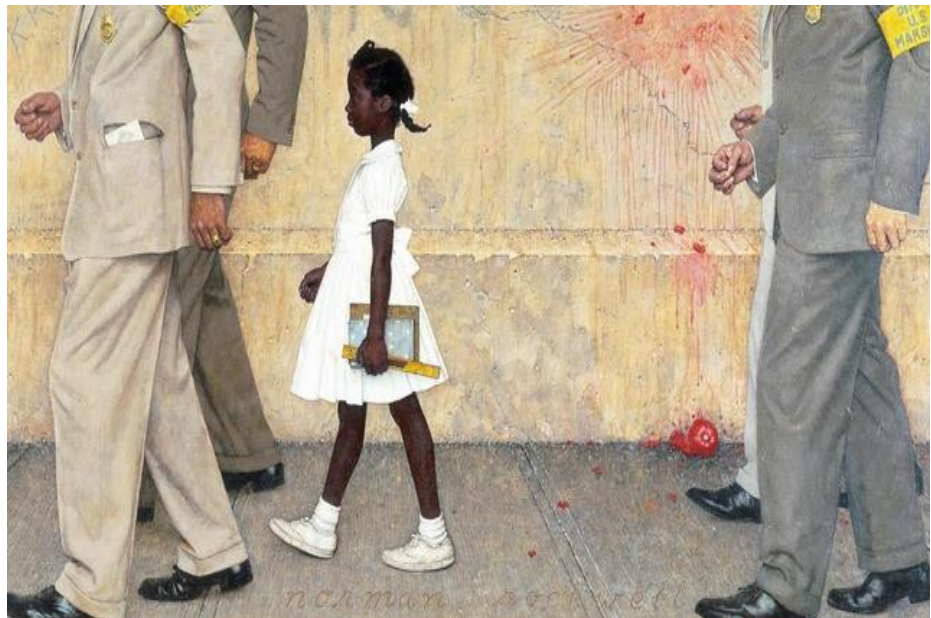


Art that changed the world

Each of the following 5 artworks is a true Gamechanger – each responsible for changing the world in their individual way. They can be used as art appreciation discussions, as a whole or a series of lessons.

The Problem We All Live With, 1964, Norman Rockwell

Illustrator Norman Rockwell made his career painting the normal life in mid-century America – the good and the bad. Painted in 1964, the painting shows a young black girl named Ruby Bridges walking down the road, on her way to attend an all-white school. She is flanked by security due to the racial hatred this incited – she walks past racial slurs written on the walls. It became an iconic image of the Civil Rights Movement and Barack Obama had it put on display when he invited Bridges to meet him at The White House in 2011.



Guernica, 1937, Pablo Picasso



No artwork has become as important a symbol of anti-war movements as this heart-breaking painting by Pablo Picasso. The work depicts the overnight bombing of the Spanish city of Guernica in 1937, during the Spanish Civil War. Picasso had been commissioned by the Spanish Republican government to create an artwork, and was so disgusted by the cruelty that he chose it as his subject. The painting was made into a full size replica tapestry which hangs in the United Nations headquarters in New York.

Black Square, 1915, Kazimir Malevich

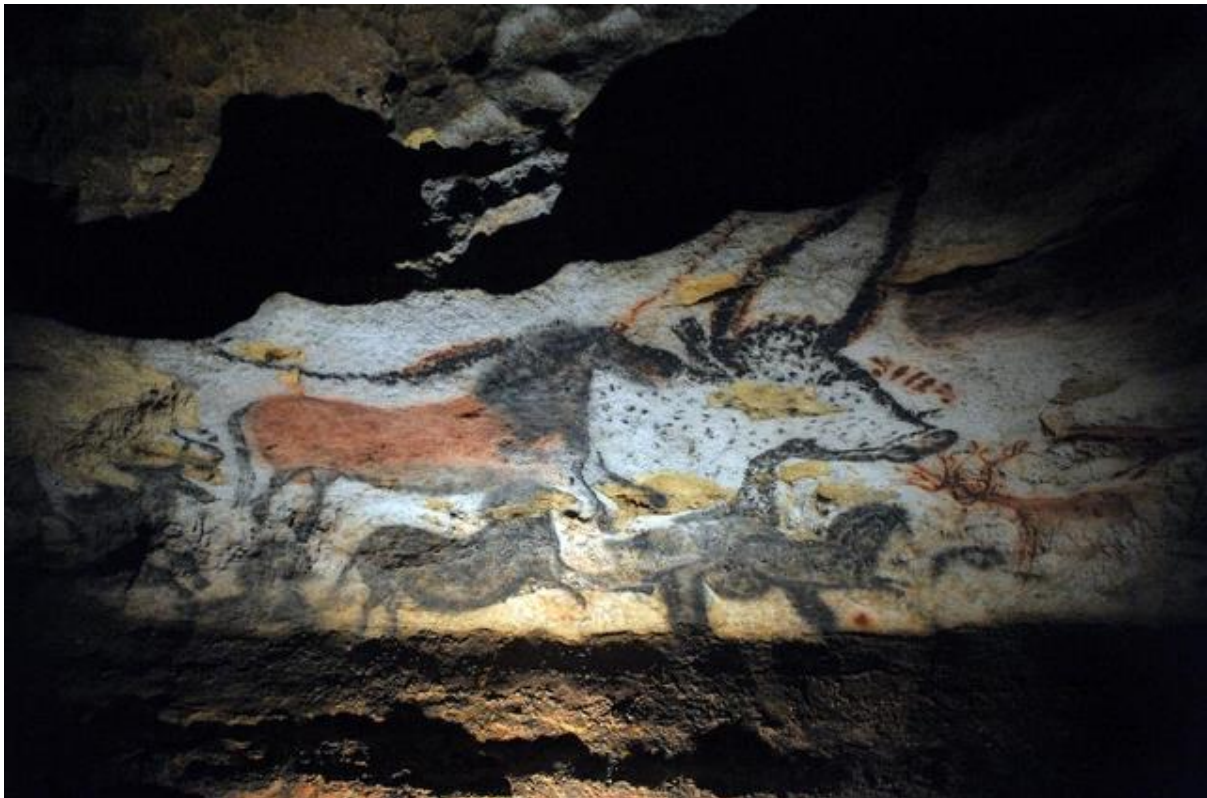


This painting may just look like a black square – and that’s because it is. The work by Kazimir Malevich is considered the first painting to not actually be of anything. Malevich wanted to completely reject the idea that art should depict reality, or even try to. This painting and Malevich’s ideas went on to inspire countless artists in the 20th century, and was the basis on which the abstract art movement was widely built – not necessarily changing the world, but changing art forever.

Campbell's Soup Cans, 1962, Andy Warhol



In contrast, this work by Andy Warhol definitely is of something – but it's not exactly something you would expect. Andy Warhol took a piece of design that the American people saw every day, and turned it into gallery-worthy art. In doing so, he questioned ideas of value attached to art – is this Campbell's soup tin really less worthy of attention than a large watercolour landscape? To emphasise his point, Warhol first displayed the works lined up on shelves in a gallery space, mimicking how they would be stacked in a grocery store.



The oldest painting on the list made quite the stir around the world – but not until 17,000 years after it was painted. In 1940, a group of young men came across a cave in the [French countryside](#), in which they discovered some one of the world's most extraordinary examples of prehistoric art. While not the oldest example of human painting, the caves are one of the earliest examples of sophisticated painting, demonstrating a key moment in the human drive to make art.

Follow-Up Activities

Teachers may like to explore the artist Cezanne as a Gamechanger. He began the modernist movement by making still life a recognised art form. There is a child's explanation of this [here](#). There is a simple still life drawing lesson [here](#).

Other works that you may like to include are:

- The Last Supper by Leonardo da Vinci, which influenced the depiction of religious scenes and inspired countless interpretations and reproductions.
- Starry Night by Vincent van Gogh, which expressed the artist's inner turmoil and inspired generations of modern artists.
- Persistence of Memory by Salvador Dali, which introduced surrealism and challenged the perception of reality and time.

Bringing people together -The Olympics and Paralympics

The Olympics (which are due to be held next in Paris in Summer 2024) are a time for all of us to come together and celebrate athletic achievements, and cheer for our country with the hope it'll take home medals. Yet the Games are also a major Gamechanger. The Olympic ideals are - **friendship, solidarity, fair play and mutual understanding**. Over the years they have changed laws, changed relationships between countries and have become increasingly inclusive. These are the some of the moments that shook the Olympics while the world was watching that you can share with the children. The text includes hyperlinks to articles on more Gamechangers and their stories.





This section is followed by some suggested activities for schools and parishes to enjoy focusing on the human rights changes throughout Olympic history .

Paris, 1900: The first female athletes participate

The 1900 Olympics were a huge first for women. Female athletes weren't allowed to compete in the Olympics until the Paris Games, when their participation in lawn tennis and golf events secured a position for women in the future. The London 2012 Olympics signified a new gender milestone with the debut of Women's Boxing, and it was the first Olympic Games in

history with female athletes from every competing country.

Berlin, 1936: Jesse Owens breaks records

Black athlete Jesse Owens broke records and won several gold medals, shattering Hitler's aim to use the 1936 Games as an example of the "new Aryan man." Owens later befriended his German competitor in the long jump, Carl Ludwig Long, and the pair's lap of honour became a symbol of the triumph of sportsmanship over Nazi ideology. [Read Owens's story and watch rare footage](#) of him at the Games.



London, 1948: Athletes first compete in wheelchairs

The 1948 London Games marked a milestone for athletes who use wheelchairs. English doctor Ludwig Guttman founded the International Wheelchair Games to help rehabilitate wounded veterans of World War II. Using sports therapy, he invited wheelchair-using athletes to compete, and the event eventually became the modern Paralympic Games.



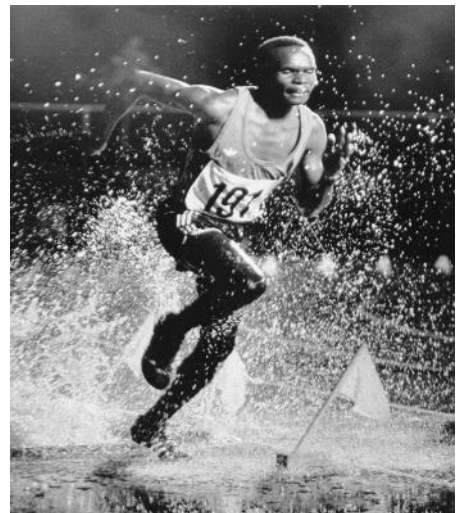
Mexico City, 1968: Athletes participate in a civil rights protest



At the height of the civil rights movement in the United States, Black American athletes were encouraged to boycott the Games. Instead, African American sprinters John Carlos (right) and Tommie Smith (left) staged a nonviolent protest by raising their fists in a Black Power salute while the national anthem played during their medal ceremony. Although they were consequently suspended from the Olympic Village, their silent demonstration brought the American battle over civil rights to the international stage.

Montreal, 1976: African nations boycott the Games

Human rights were at the forefront of the Montreal Games after 22 African nations boycotted the Olympics because New Zealand was participating. Earlier that year, New Zealand had sparked outrage among African countries when it sent its national rugby team to play in South Africa, which was under apartheid. This marked the first of several politically motivated boycotts of the Olympics.



Moscow, 1980: The United States boycotts and hosts alternative games

With the Cold War ongoing, President Jimmy Carter urged U.S. allies to pull their Olympic teams from the Games to protest against the Soviet invasion of Afghanistan. The United States did not participate in the Olympics that summer but instead hosted the Liberty Bell Classic in Philadelphia as an alternative competition for athletes of countries supporting the boycott.





Atlanta, 1996: The Games turn 100 with Muhammad Ali

Despite his struggles with Parkinson's disease, former heavyweight boxing champion and Olympic gold medallist Muhammad Ali lit the Olympic flame during the opening ceremony of the 1996 Atlanta Games. It was an emotional start to the Olympics' centennial.

Sydney, 2000: North and South Korea briefly unite

In a short-lived moment of alliance, North and South Korea marched together for the first time in Sydney's opening ceremony. Rather than carry their respective national flags, the North and South Korean teams (in identical uniforms) joined hands and waved a unification flag featuring a blue map of Korea.



Activities

Dance

Take one of the above stories and discuss with the children what aspects of the information are important and why. Ask them:

Why do you think this person (people) acted in this way? How do you think they felt? What difference do you think this made? Was it the right decision/ the right thing to do? Did this make the situation better or worse?

Ask the children to pretend that they are going to include their thoughts as part of an opening ceremony of their school Olympics.



Ask the students to design a set of dance and drama routines that would portray these aspects.

How could Olympic ideals of friendship, solidarity, fair play and mutual understanding be included in the routines?

What message should be given out in the opening speech of the school Olympics and who should make it? Who should be chosen to light the school's very own Olympic flame?

If someone from the Bible performed these two tasks, who would be the best person? Why?

Adam's Ale – Aqua - H₂O



.....of course, otherwise known as **water**. Access to water is something we take for granted, isn't it? Just turn on the tap! But it isn't as simple as that for millions of people across the globe.



WaterAid: When a community gets clean water for the first time, it's the start of something truly life-changing.

Right now, millions of children around the world like many in Ethiopia don't have **clean water** to drink, **decent toilets** to use or **good hygiene** to protect themselves. Without these basics, breaking the cycle of poverty is just a dream.

Toilet Twinning: Without proper toilets, people get trapped in a vicious cycle

They're likely to become sick through sanitation-related diseases. Illness keeps people from working, children miss school, parents have to pay for medicines or food and fall into debt.

There is a lot more to it than that and these two charities work hard to address the huge inequality that exists across the world when it comes to clean water and sanitation. This is a good example of courageous advocacy, championing those that need help and support – in this way, these two charities are definitely good examples of **gamechanging** organisations.

The Bible teaches us that we are all part of the family of God, the body of Christ (1 Corinthians 12:12-31; Romans 12:4-5). We are all children of God and therefore should look to do all we can to love and support one another. Foreign aid is one way that whole countries can do that to support communities in need but, as school communities and individuals, we can also directly support charities too – you probably do already!

Activities to explore this further:

- Explore the importance of clean water for cooking, cleaning, washing and sanitation – what other basic needs are there in life? There is a lot of interesting information on the World Health Organisation’s website, here: <https://www.who.int/news-room/fact-sheets/detail/drinking-water>
- Explore other charitable organisations and consider how they are **Gamechangers**. You can find a list of the UK’s top ten charities by expenditure on the Charity Commission’s website: <https://register-of-charities.charitycommission.gov.uk/sector-data/top-10-charities> Have a look at what those charities do to ‘change the game’. Who or what do they support? Debate whether they are all as important as each other? Why do you think some receive more funding and donations than others?
- ‘Peace, dignity and equality on a healthy planet’ - Explore the work of the United Nations, perhaps with a focus on the work of UNICEF - <https://www.unicef.org/>
- The Charities Aid Foundation (CAF) further explores reasons and benefits for giving to charity: <https://www.cafonline.org/my-personal-giving/long-term-giving/resource-centre/five-reasons-to-give-to-charity> Exploring these reasons should generate good debate and discussion.



Christian Aid unpacks the concept of courageous advocacy as follows: Children and Young People are integral to building a fairer and more sustainable world for everyone. Courageous Advocacy equips them with the skills, tools, confidence, and opportunity to speak up and take action on issues of justice.

Courageous Advocacy is an integral part of the Church of England Education Office's vision for education.

The Children and Young People's hub at Christian Aid is dedicated to resourcing those who work with children and young people, to support their learning, not only to learn about global justice issues, but to provide tips and tools to support them to help shape the world around them through courageous advocacy and campaigning.

Our commitment is to support children and young people to use their agency with autonomy and freedom on the issues they care about. We provide learning and advocacy tools on themes and issues we work on that empower children and young people to make up their own minds and act accordingly

Download the courageous Advocacy guide from Christian Aid [here](#). Global Neighbours and Christian Aid’s wider activities and resources are also signposted in the RE unit of work later in this booklet.

Gamechangers

2023-24 RE Unit of Work: Upper Key Stage 2

This is an optional scheme of work for Year 6, that links to this year's Diocesan project **Gamechangers** and the 2024 leavers' services. The resources explore the qualities needed by a Gamechanger, examine the evidence for Jesus being a Gamechanger, look at modern Gamechangers and discuss how we can be Gamechangers in today's world.

There are more ideas here than you will be able to use, but we hope some of them will generate good discussions with your class, or inspire you to develop your own enquiry.

Communicate and Apply

Use a film clip where a character acts decisively to change the course of history, to open up the discussion about **Gamechangers**. There are some suggestions here, but choose something that you know your class will respond to.

Alternatively, you could play a selection of clips and ask the class to make connections between them – what do they all have in common?

For example, in [The Lego Movie](#), Emmet throws himself off the tower to save the master builders. What made him do this? What would have happened if he hadn't been prepared to sacrifice himself?



In the [Lion King](#) Rafiki reminds Simba who he really is and encourages him to return to the Pride Lands as their one, true king. Rafiki isn't a central character, but his actions have far-reaching implications.



In [The Lorax](#), Ted plants the last Truffula seed and the trees begin to grow again. He's told that it may appear small and insignificant, and he may be just a boy, but it has the potential to be so much more. Why do pupils think the Lorax left the word 'Unless' behind? The film ends with Dr Seuss' words, "Unless someone like you cares a whole awful lot, nothing is going to get better. It's not".



In what ways does this apply to real life?

What other examples can the class suggest, either from books or films, where one character speaks up or acts courageously at a pivotal moment? Are they always the main character, or can a minor character act as a Gamechanger? E.g. Mr Curry changes the course of *Paddington* by telling the Browns that Paddington is in danger. ([Paddington clip](#) 3:36 – 4.54)

Can pupils come up with a class definition of a **Gamechanger**? The Collins Dictionary says that 'If something is a **game-changer**, it has a big and important effect on something, usually making the difference between one thing happening and another.'

Can they improve on this? Can they suggest real-life examples?

What qualities would a Gamechanger have? Why do they think these are important? You could ask pupils to work in groups and use the diamond 9 activity at the end of this resource to decide which qualities they think are most important. There are spare cards for the class to add their own ideas if they like. (There are 10 cards, so groups can discard one that they don't think is important.)

What's wrong with today's world?

Make a class list of situations in the world that needs changing, these could be local, national, or global.

Ask pupils to create a wanted poster, or write a job description, or create an advert for a Gamechanger, who would transform one of these situations.

Inquire

In what ways would Christians say Jesus was a Gamechanger?



Look together at the Understanding Christianity Big Frieze and encourage the class to piece together the big story.

Christians believe that God created the world and everything was good, but people turned away from God and ignored his teaching. Christians sometimes call this The Fall, and in the frieze the artist removes all the life and colour from the world to show that God's original plan was spoilt.

The People of God (Old Testament) panels show God sending various leaders and prophets or messengers, because the world needed a rescuer. Some of these were Gamechangers for a short time, but nothing had a permanent impact. Jesus coming into the world (Incarnation) proved to be the turning point. The Gospel panel is deliberately bright and colourful to show how Jesus brought life and light back to the world. The Salvation panel shows how Christians believe Jesus' death and resurrection bridged the gap between us and God, and the Kingdom of God section shows the world being returned to its original condition as the values of hope, love, peace etc are poured out.

You could ask pupils to add labels to the frieze to show the key moments where Jesus changed the course of history. You can download the individual panels from the [Understanding Christianity](#) website to print off or use on your Smartboard and there is also a useful booklet where the artist, Emma Yarlett, explains her thinking behind the artwork and gives an overview of the Christian story.

Here are four specific examples of Jesus acting as a Gamechanger, all taken from the Understanding Christianity resources. They may act as revision of units you have taught earlier in the year. You could review the evidence as a class, or divide pupils into four groups and ask each of them to research a particular area and report back. This is not intended to be an in-depth look at each unit of work, but rather an overview of some of the reasons why Christians (and others) see Jesus as a decisive figure.

There are a lot of big ideas here, so it may be useful for pupils create a mind map, using colour and pictures to help them summarise the key information. There is an example of this at the end of the resource. There is more information about creating mind maps [here](#), or read the [book](#) by Tony Buzan.

Jesus the Messiah

The Incarnation unit (2B.4) explores the evidence for Jesus being the chosen one, not just an ordinary baby. If you haven't taught this unit already, you could compare it with the prophecies about Harry Potter, or Frodo being the Ring-bearer, or Emmet being the Special One in The Lego Movie. 'Christ' is the Greek word for 'anointed one' or 'Messiah,' someone who has received a special calling from God. The Understanding Christianity frieze shows Jesus' destiny as he makes his way towards the cross.

The *Making Connections* section asks why Christians believe the world needed a rescuer or saviour. Jews in Jesus' day were living under Roman rule and the people were desperate for a Messiah to set them free. Jesus was a different sort of leader, he didn't lead them into battle against the Romans. Most people at the time didn't believe he was the Messiah - and Jewish people today are still waiting for the Messiah to come. But Jesus' followers believed that he had been sent by God and that he fulfilled the Old Testament prophecies.

For most Christians, the idea that Jesus was the Messiah (the anointed one / special one) and the Incarnation (Jesus being God in a human body) are key parts of their belief that he was a Gamechanger, not just another religious leader.

Jesus the Teacher and Healer

The Gospel Unit (2B.5) looks at Jesus' teaching in Matthew 22:36-40, where he says the greatest commandment is to love God and to love your neighbour. What examples can pupils think of where Jesus shows them how to love God? (e.g. the Lord's prayer, the Sermon on the Mount) and love their neighbour? (Stories such as the Good Samaritan, The Lost Son, healing miracles such as the Centurion's servant or the blind man.)

For most Christians, Jesus' teaching and miracles are further examples of him being an exceptional leader. The resources ask 'What would Jesus do?' to make the world a better place today. The Understanding Christianity frieze shows how Jesus brought life and colour back into the world.

Jesus the Saviour

The Salvation Unit (2B.7) examines the evidence for Jesus' resurrection and the difference that this belief makes to Christians. Paul (who wrote most of the New Testament letters) writes that if the Resurrection never happened, then the Christian faith is meaningless and we should feel sorry for Christians for being taken in. (1 Corinthians 15: 17-20).

Most Christians believe that Jesus' death and resurrection are the most important ways that he was a Gamechanger, meaning that he was much more than just a good role model. They argue that the resurrection shows that Jesus actually changed something when he died and rose again, and that because of this they can enjoy a relationship with God and life after death. The Salvation frieze panel shows the cross acting as a bridge to help people reconnect with God again.

Jesus the King

The Kingdom of God unit (2B.8) looks at Jesus' mission to make the world a better place. If Christians believe Jesus is king, then what would his kingdom be like? The resources explore how Jesus' vision of the Kingdom of God has inspired Christian charities to improve the world around them, and how individual Christians are inspired by Kingdom values. (The Pentecost unit for LKS2 describes how Christians believe the Holy Spirit gives them the power they need to follow Jesus.)

If you haven't taught this unit, you could compare Scar's kingdom and Simba's kingdom in the final scene of the [Lion King](#). Under Scar, the whole eco-system was turned to desert and there was no hope left, but when Simba returns, the rains come and the land is green again. In a similar way, Christians believe that there are lots of things wrong with today's world, but that Jesus has the power to transform it. The Understanding Christianity frieze shows the colour being restored to the world as Christian values are poured out again in the Kingdom of God panel.

For most Christians, Jesus' teaching motivates them to try to bring in the Kingdom of God on Earth, and inspires them to be Gamechangers in the same way that Jesus was.

If pupils had to choose one of these four areas, Jesus the Messiah, the Teacher and Healer, the Saviour or the King, which would they say was the best evidence of Jesus being a Gamechanger? Why?

Which of the four areas would be the most important for a Christian?

What difference would it make if Jesus hadn't been born?

A famous Christmas film, *It's a Wonderful Life*, tells the story of a man - George Bailey – who believes that his life has been a waste of time. An angel, Clarence, shows him what a mess the local town would be in if he hadn't lived, proving that he has been a Gamechanger and that his kindness and generosity over the years have made a positive difference to many local people, and that he'd lived a wonderful life.

What if Jesus had never lived, what difference would that make to the world?

What might a Christian say? Are there any clues in the Big Frieze? Or in the four aspects of his life you have just looked at?



What do your pupils think? Could God have sent someone else to teach people how to live instead of Jesus? (What if Mary hadn't accepted her mission to be Jesus' mother? What if Jesus hadn't accepted his mission? Would God have sent someone else in their place?)

Followers of other faiths would argue that other religious leaders have also been Gamechangers, most Christians believe this too! This probably isn't the place to get into discussions about whether all religions can be true, but some Christians might argue that only Jesus is God in human form, so only Jesus can bridge the gap between people and God. This might be a good question for your local vicar!

Humanists might argue that we don't need religious leaders or a holy book to show us how to live, we can listen to our own conscience and common sense.

You could ask pupils to work in pairs and sort the cards at the end of this resources into two groups: arguments that a Christian might give and arguments that people who aren't Christians might make. Alternatively, you could use a Venn Diagram to sort the cards, because there are statements that both Christians and other people might believe. There are also some blank cards for them to write their own statements if they like. Please feel free to rewrite any of the cards, or remove some, to make the activity more suitable for your particular class.

After the sorting activity, you could ask pupils to vote for one statement to discuss in more detail. Encourage them to choose one that they think will generate lots of different opinions – they could always choose a follow-up question if the discussion dries up!

Use a technique such as [PMI](#) to help pupils think through their ideas. Before you start the discussion, ask pupils in pairs to write down a plus, a minus and something interesting about the statement you are going to debate. If you need to add some energy to the discussion, use a simple strategy such as the [Power Ball](#), where only the person holding the ball has the power to speak.

Contextualise

Ask pupils to work in groups to research a modern-day Gamechanger. They could choose one of these examples: Greta Thunberg, Marcus Rashford, David Attenborough, Malala Yousafzai, Emma Watson, or come up with their own suggestion, maybe a local hero. There are lots of other examples in the Gamechangers booklet. You could also consider inviting a local Gamechanger into school to tell their story and answer questions.

Ask them to find out what motivates their chosen role model to act; is it religious belief, personal experience, a mentor who has influenced them – or something else?

Encourage each group to take ownership of their work by choosing how they present their findings, such as a poster, PowerPoint, video, rap or song, interview, newspaper article, set of trivia cards, museum exhibit etc

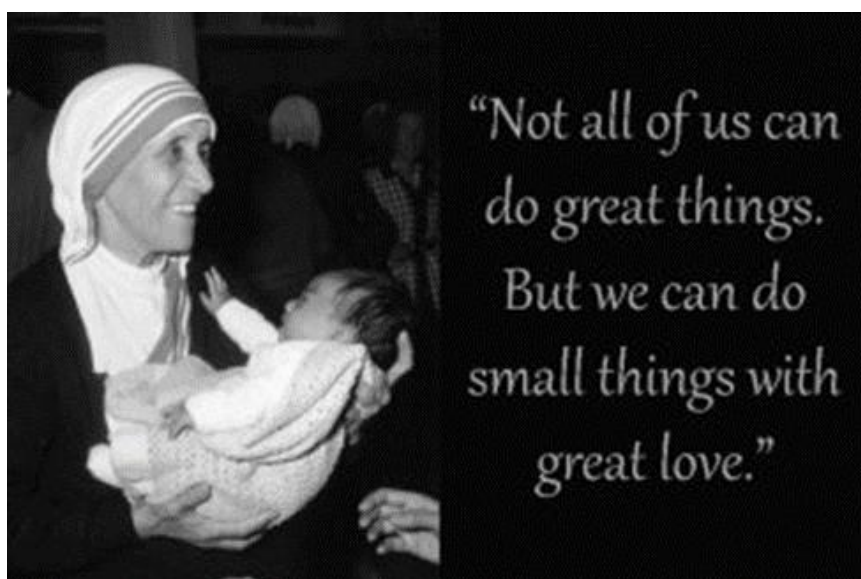
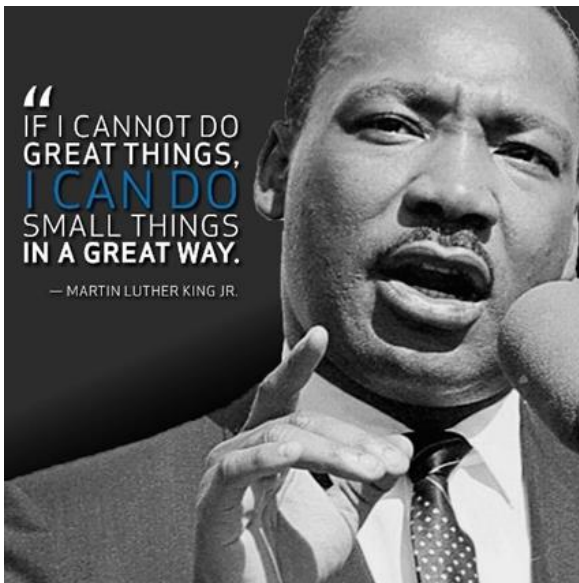
Evaluate

Return to your original definition of a Gamechanger (Communicate and Apply). Is there anything the class would like to add or to change, now that they've looked at the example of Jesus and other real-life Gamechangers? Why would they make these changes?

How can we be Gamechangers in today's world? Remind the class that in the film clips the Gamechangers weren't always the central characters, everyone has the potential to speak out or to act on behalf of others. Not all the role models the class researched were celebrities, sometimes an ordinary person can make a real difference in the world.

Does a good Gamechanger sort everything out by themselves like a superman figure, or do they inspire others to work together and change things?

Look at these two quotes from Martin Luther King and Mother Teresa, what do pupils think they mean? Can they think of any real-life examples of ordinary people doing small, great things?



What questions would pupils ask about these quotes?

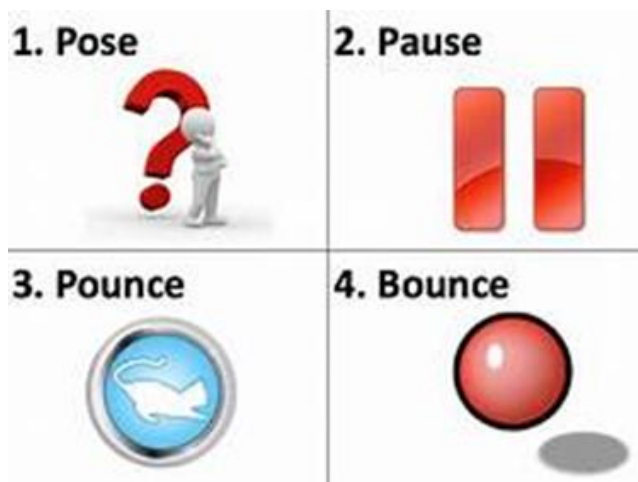
E.g. Are they saying the same thing?

Does doing small things really make a difference in the world? What if thousands of ordinary people did small, everyday things?

Do we need leaders who do great things to inspire us to do what we can?

As long as we do the right thing, does it matter whether we do it with love or not?

Use a strategy such as [Pose, Pause, Pounce, Bounce](#) to debate whether or not they agree with the Martin Luther King and Mother Teresa.



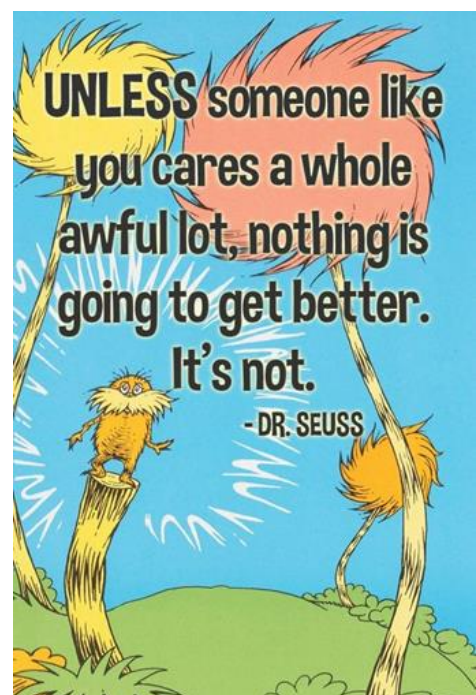
Agents of Change

Do we feel we have the power to make a difference in the world? What are the issues we feel strongly about? What would we like to change either locally or globally?

You could finish by returning to the Dr Seuss quote from The Lorax:

‘Unless someone like you cares a whole, awful lot, nothing is going to get better. It’s not.’

Or for something more highbrow, unpack this quote from the American anthropologist Margaret Mead: ‘Never doubt that a small group of thoughtful, committed citizens can change the world; indeed it’s the only thing that ever has.’

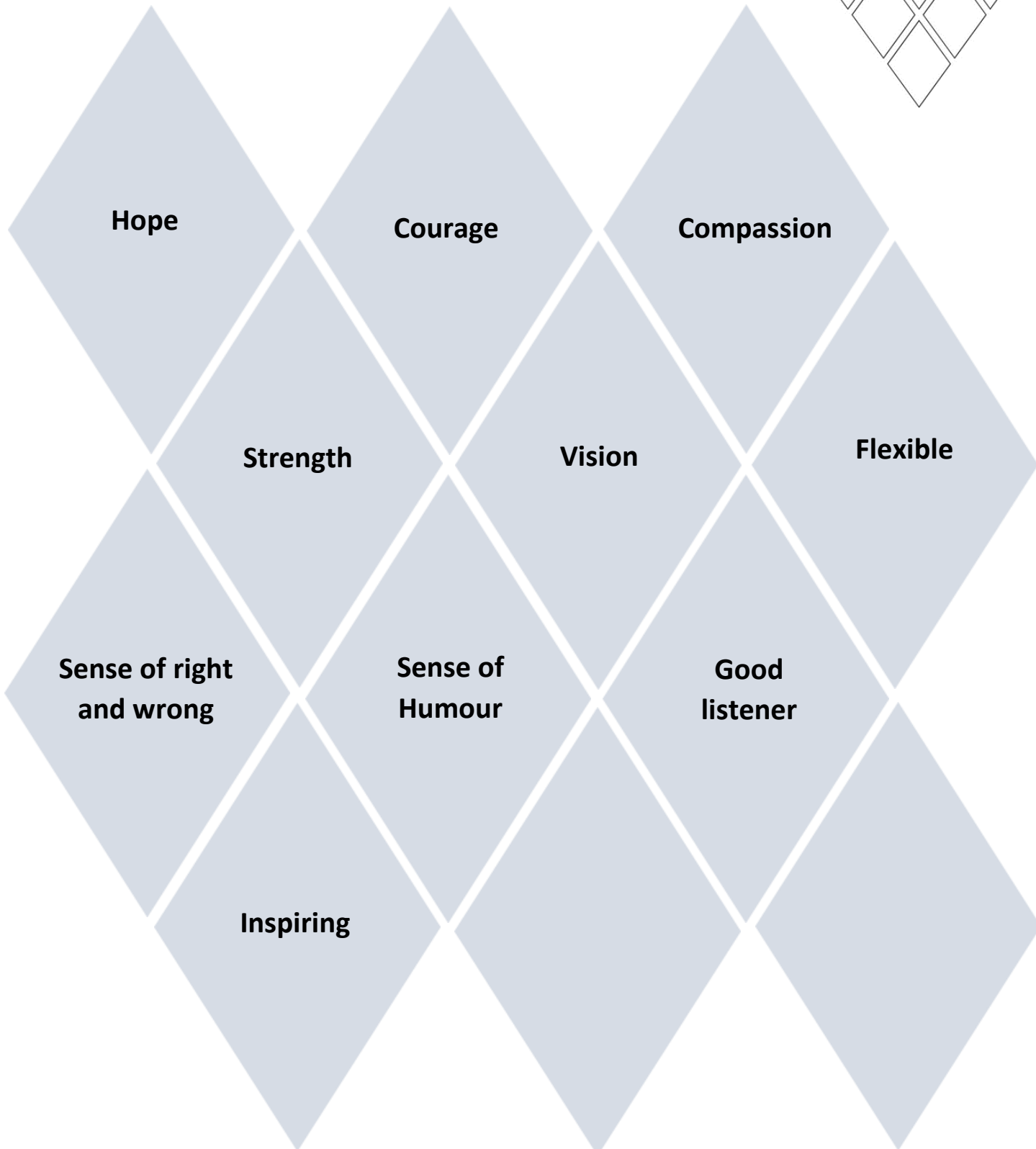
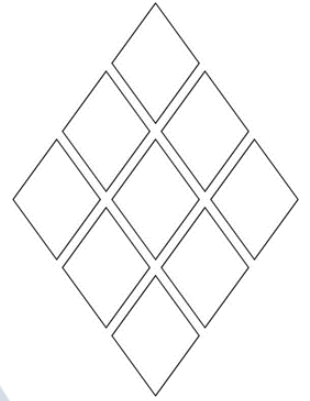


It would be great to end with something practical that your class could do to try and make a difference in the world. This could be anything from an environmental project, to writing letters or making posters about something they care strongly about; from sending cards (and sunflower seeds or similar) to people who live nearby, to hosting a tea party for lonely older people.

As far as possible, encourage the class to come up with their own ideas, so that they have ownership of the project, even though you will need to guide them and offer practical support.

Gamechangers Diamond 9 Activity

Which of these qualities is most important for a Gamechanger to have? Arrange the cards in a diamond shape with the most important at the top, then compare your ideas with others in the class. There are a couple of blank diamonds for your own ideas.





Was Jesus a Gamechanger? What difference would it make if Jesus hadn't been born? Sort these cards into two piles, things a Christian might believe and things that other people might believe. You may need a third pile, for statements that you think are facts rather than opinions.

| | | |
|---|--|---|
| <p>If Jesus hadn't been born...</p> <p>We'd have missed out on his stories and teaching.</p> | <p>If Jesus hadn't been born...</p> <p>Someone else would have stepped in and taught people about God instead of him.</p> | <p>If Jesus hadn't been born...</p> <p>The world would be a better place, there wouldn't be religious wars or persecution of minorities.</p> |
| <p>If Jesus hadn't been born...</p> <p>We'd still know how to live, because our conscience tells us what is right and wrong.</p> | <p>If Jesus hadn't been born...</p> <p>Individual people wouldn't have been healed, such as the blind man, or the person who couldn't walk.</p> | <p>If Jesus hadn't been born...</p> <p>We wouldn't go to Heaven when we die.</p> |
| <p>If Jesus hadn't been born...</p> <p>The course of human history would be completely different.</p> | <p>If Jesus hadn't been born...</p> <p>Life would have been different for his family and friends – but only in the same way that life would be different if any individual person hadn't been born.</p> | <p>If Jesus hadn't been born...</p> <p>There wouldn't be churches or Christians today.</p> |
| <p>If Jesus hadn't been born...</p> <p>We wouldn't celebrate Christmas or Easter.</p> | <p>If Jesus hadn't been born...</p> <p>He wouldn't have acted as bridge between us and God, so we couldn't be forgiven and have a fresh start in life.</p> | <p>If Jesus hadn't been born...</p> <p>The Bible would be a much shorter book!</p> |
| <p>If Jesus hadn't been born...</p> <p>There would still be other religions we could follow.</p> | <p>If Jesus hadn't been born...</p> | <p>If Jesus hadn't been born...</p> |

Communicate and Apply

Use film clips that show Gamechangers speaking or acting at pivotal moments to change the course of events in a film. What are the qualities of a Gamechanger?

Create a class definition of a Gamechanger.

What needs changing in today's world? Write an advert or wanted poster for a Gamechanger who would tackle one of these issues.

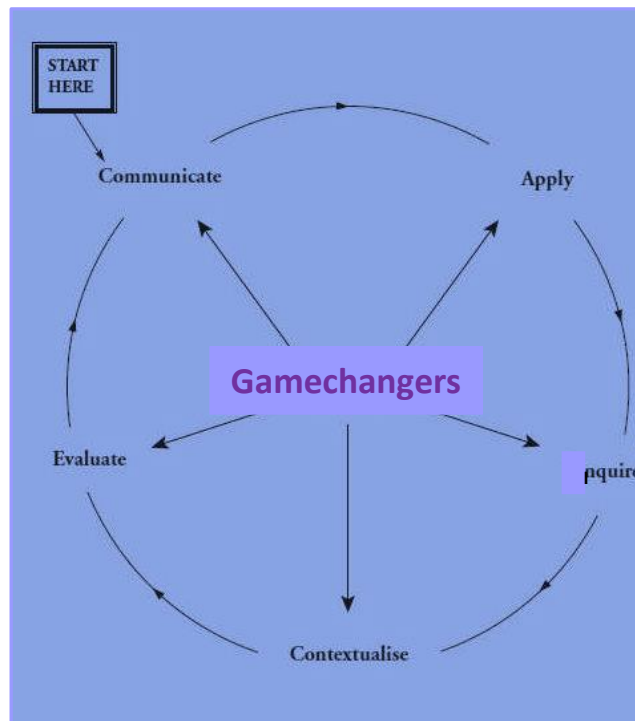
Evaluate

Have our ideas about Gamechangers changed?

Explore the quotes by Martin Luther King and Mother Teresa about doing small great things.

How can we be Gamechangers? What are the issues we feel called to speak out about or make a difference? What does it mean to be an agent of change?

Is there something practical we could do either in school, locally or globally?



Inquire

Was Jesus a Gamechanger? Use the Big Frieze to review the Christian story and identify places where Jesus made a difference.

Which of these four areas do they think is the most significant?

Jesus the Messiah. Jesus the healer and teacher, Jesus the saviour or Jesus the King?

What difference would it make if Jesus had never been born?

Contextualise

Research modern Gamechangers and find out what has motivated them to speak out or act on behalf of others. What difference have they made in the world?

Links to Other Resources to Support Gamechangers

If you are unfamiliar with the [Christian Aid Global Neighbours](#) award scheme, do have a look at their website. This is a great way to encourage pupils to become courageous advocates or agents of change. You don't have to apply for the award to access their free resources and read the case studies of how pupils in other schools have become Gamechangers.



Schools in Winchester and Portsmouth Dioceses have more award winners than anywhere else in the country, including two gold award holders, St Luke's CofE Primary School, Sway and Milford on Sea CofE Primary School.

Please contact

Jane.Kelly@portsmouth.anglican.org if you would like to know more about Global Neighbours and empowering your pupils to be agents of change, and keep your eyes open for free Diocesan training events on courageous advocacy.

There are also useful resources available from:



[Christian Aid](#) have a good range of curriculum resources, games and assemblies, especially on tackling poverty and climate justice.



[CAFOD](#), including a series of resources on Sport and Peace.



[Oxfam](#), including The World Cup: A Fair Game? And 'A Sporting Chance' using the Olympics to explore issues of inequality.



The [Global Dimension](#) Website, contains links to many other websites and resources, on all aspects of global learning, including materials on the environment, peace, human rights and justice.



[Deed](#), Global Learning resources and CPD for teachers in Dorset, BCP and parts of Hampshire.



[RISC](#), the Reading International Solidarity Centre, has a range of global citizenship resources, including collective worship ideas.



[The Archbishops' Young Leaders Award](#) empowers young people to play their part in transforming the world, building leadership skills, opportunities for teamwork and serving their local communities.

Linvoy Primus (Portsmouth based) ['Faith & Football.'](#)

Saints Foundation (Southampton based) <https://www.southamptonfc.com/en/saints-foundation-home>

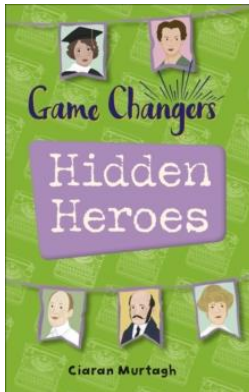
Link to Marcus Rashford, Raheem Sterling & other Christian sports people [Christians in Sport.](#)

Book List

As well as the books detailed throughout this booklet, below are a number of books that teachers may like to consider.

[Read out loud version](#) of "The Kid Who Changed The World" By Andy Andrews

Who Comes First? Chris Hudson. Stories from the Olympics linked to Respect, Excellence, Friendship, Courage, Determination, Inspiration and Equality – Individual Olympians include Jesse Owens, Wilma Rudolph, (polio survivor in segregated USA), Haile Gebrselassie (Grew up in poverty, ran 10Km barefoot to school each day) Eric Liddell (Chariots of Fire) etc [From Barnabas In Schools.](#)



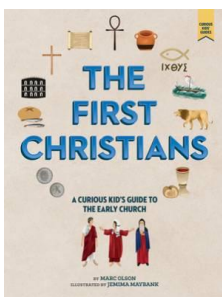
From scientists and inventors to war heroes and explorers, all these people achieved incredible things - but they never got the praise and thanks they truly deserved.

There are other books in the same series looking at Gamechangers in the world of sport and exploration.

Gamechangers by Eve Ainsworth. Full of phenomenal wins, screaming goals, and extraordinary saves - this is everything you need to know about England's Lionesses as history-makers, record-breakers and Gamechangers in the world of women's football.

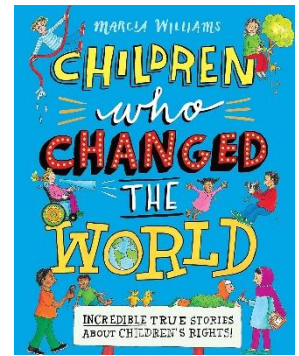


This book is built around **The Global Gamechangers**, a fictional team of superheroes whose leader, Global Girl, and her sidekick, Little Big-Heart, and their trust dog Pixel, recruit real-life children to help change the world for the better by doing good things for others without expecting anything in return.



The life and teachings of Jesus changed the world forever--but what happened after the events of the Gospels? How did Christianity grow from a small group of followers to one of the largest religious movements in human history? How did the first Christians survive in an oppressive Roman Empire? What did the early church believe, and how did they worship?

From the heroes familiar to everyone, such as Malala Yousafzai, to the not so well known, like Baruani Ndume, the teenager who gave a voice to fellow refugee children in Tanzania, discover the incredible true stories of child activists. An inspirational and moving book providing the an introduction to an important subject and marking 30 years since the Convention on the Rights of the Child was signed by the United Nations General Assembly.



A journal that prompts children to think and write about simple ways they can spread kindness, hope, love, and joy in their school, and community. "Be the Change" lists will motivate children use their own God-given abilities and gifts to create brighter places to play, live, and serve. Children can take the quiz at the front of the book to help you begin to understand how God might use them for His greater purpose!

