



## KEY STAGE 2: GEORGE MÜLLER 1805-1898

### KS2 UNIT 9 How should we live and who can inspire us?

Exploring positive examples of how to live, values and commitments of faith founders, how actions of people of faith have changed the world.

Local example from Bristol - GEORGE MÜLLER – He was a Christian and the founder of Müller orphanages in Bristol. He looked after over 10 000 orphans in his lifetime.

#### OPTION 1

Visit the museum for an interactive experience of George Müller's life and work.

Follow up lesson about the life and work of George Müller – choose from some of the suggested activities below or use your own!

#### OPTION 2

One or two lessons focussing on the life and work of George Müller – choose from some of the suggested activities below or use your own.

#### Suggested activities

1. Starter activity whether you are visiting or not – Paint the scene of life for many poorer children in Victorian Bristol. The following websites might be helpful.

<http://www.victorianchildren.org/victorian-children-in-victorian-times/>

<http://www.victorianweb.org/genre/childlit/childhood4.html>

You could also use the following bullet points to paint the scene.

- Poor Victorian children lived in very small houses, or even in single rooms.
- Most of the children were sent out to work to earn money for the family.
- Some children were even sent out to work at the age of 4 or 5 years old.
- Some families had 10 or 12 children, so that they could earn more money.
- The children often worked in filthy, dangerous conditions. They worked long hours – sometimes up to 18 hours a day. They worked in mines, factories, textile mills, on farms, as servants in houses, as chimney sweeps, as clothing and hat makers etc. Their wages would have been very low.
- Many of the poorest children lived on the streets. They were either orphaned, or from neglectful families.
- There were a lot of children who were orphans in Bristol, due to the cholera epidemic.
- Some of the orphans were treated very badly.
- Some of the children living on the street were forced to steal and beg to support themselves.

How would you want to change things for these poorer children in Bristol? – give 5 ways

Following this activity tell the pupils that we are going to learn about someone who did change things to make the lives of these poorer children better – George Müller.

2. Worksheet for use at the museum – see separate worksheet

3. Ranking ladder – What do you think were the most significant events in George Müller's life? Children to write down in order of importance the most significant events in George Müller's life. You could set a limit of 5 or 8 most significant events.

Extension activity – justify your reasons – why have you decided that the top 2 are the most significant events?

4. Hot seat George Müller – teacher is George Müller – children ask questions
5. Conscience alley – Split the class in half. Form two lines – each half facing the other. One side think of reasons to persuade George to take a certain course of action, and the other side think of opposing reasons to take another course of action. One child is George Müller, who walks between the opposing sides, listens to their persuasive arguments and then when he reaches the end of the line decides the course of action he will take. Examples for conscience alley could include:
  - a. George is a teenager. One side argues for George to go out with them for the night and drink, gamble and steal. The other side persuades George to join them in a local house to pray and read the Bible.
  - b. George is now 30 years old. He plans to set up his first orphan home with his wife. This will be in their own home and have room for 30 girls to live. One side argues for George to follow this plan, giving reasons about what God might think about this plan. The other side persuades George to think about having a nice home for him and his wife to enjoy with family and friends.
6. Questions for George Müller – in pairs, work out the top 3 questions that you would like to ask George. Join with another pair and look at each others questions. Decide together on your top 2 questions for George (narrowing down the questions, and deciding the most important ones you want to ask).
7. Prayer activity – Read the sheet with facts and stories about George Müller’s answers to prayer - see attached. Lead a discussion about prayer, answer questions like: Is prayer important – then and now? Does prayer work? Does this story inspire you to pray? Why? What things do you think it is important to pray about?
8. Write a newspaper report about the fifth Ashley Down Orphanage that is being built. Include information about the growth of the George Müller orphanages over time. Use the timeline on the Müller’s website to help.
9. Photograph activity – choose a selection of photos. Stick each one on a large sheet of paper and put them on separate tables. Ask the children to work in groups of 4, visit each photo and write around the photograph any questions they would like answered. Move around to the next photograph after a few minutes.
10. Write a thank you letter to George from one of the orphans (possible Homework activity)
11. What inspires you most from the life of George Müller? How could this make a difference to the way you live your life?

**Resources available – downloadable from [www.mullers.org/teachers](http://www.mullers.org/teachers)**

- The Bristol Miracle booklet on the life and work of George Müller (suitable for supporting teachers) – pdf available
- Scanned records of orphans, including birth and death certificates, admissions and dismissals
- Scanned photographs
- Power point showing a visual chronological history of George Müller’s life
- Interactive timeline and videos <http://www.Mullers.org/timeline>
- Volunteer available to visit schools and tell the George Müller story
- **FREE** Museum visit to 7 Cotham Park, Cotham, Bristol, BS6 6DA – interactive experience including a short talk, Question and Answer time, opportunities to explore artefacts. Book a visit by calling 0117 9245001 (Monday to Friday 10am-4pm) or fill in a contact form online [www.Mullers.org/school/visits](http://www.Mullers.org/school/visits)