

## YEAR 5 Unit B1 - Exploring Christian values in the world today

### Teacher's note:

This unit is part of a scheme of work designed to deliver the Agreed Syllabus. It has been written by a joint Hackney & Enfield curriculum development group.

The teaching objectives and learning outcomes are based on Agreed Syllabus level descriptions which are nationally agreed.

Teaching and learning activities plan for the two attainment targets for religious education - learning **about** and learning **from** religion. The planning promotes the spiritual, moral, social and cultural development of all pupils whether or not they are from a religious tradition.

On the right of this page is the full KS2 Christianity programme of study from the Agreed Syllabus. The material picked out in **bold** features in this unit. Within each unit some of the content picked out in **bold** is a *major* focus, other content is a *minor* focus. A *minor* focus, and material alluded to by the teacher in one unit, will normally be revisited more fully in other units during the key stage.

Model individual, paired, group and whole class activities and tasks are included in the planning which teachers will need to adapt and differentiate to meet pupil needs

### Hackney Agreed Syllabus 2007 - KS2 Christianity programme of study:

- make connections between Jesus' teachings, events from his life, and the Christian belief that God is loving and forgiving eg teachings: the Lord's Prayer; parables: the Prodigal Son, the Lost Sheep; events: the Nativity, Easter
- **make connections between stories Jesus told and events from his life, and Christian beliefs that people should love and serve others eg the Good Samaritan**; Jesus washing his disciples' feet
- make connections between how Christians celebrate Easter and the events in the last week of Jesus' life
- make connections between the Christian celebration of the Eucharist/Holy Communion and what Jesus said and did at the Last Supper
- **make connections between the Bible, the source of Christian belief and teaching, and the decisions and actions of Christians in their daily lives**
- **make connections between** Christianity and other religions in relation to, for example, **Jesus' teachings about loving God and loving others, which motivate individuals, Churches and Christian aid agencies (eg Christian Aid, CAFOD, TEAR Fund)**
- make connections between the different traditions within worldwide Christianity and recognise similarities and differences eg forms of worship in the Catholic, Orthodox and Protestant traditions
- **make connections between an awareness that there are Christians of many nationalities, races and cultures within Britain and around the world and their unity in the Church**
- make connections between what the Bible teaches about God (Father, Son and Holy Spirit), and how this is expressed in worship and prayer, eg the Lord's Prayer, psalms, songs
- make connections between the commemoration, worship and teaching, which occur at Christian festivals, and the Bible
- **make connections between the belief that service to others is service to God, (ie Jesus' commandment to love God and love your neighbour), and its implications for how Christians should respond to others**

Teaching and learning should involve pupils in developing the skill of:

- **using specialist vocabulary in communicating their knowledge and understanding of Christian beliefs, teachings, practices and symbols**

Teaching and learning should involve pupils in using and interpreting:

- **a range of sources including the Bible, stories from the Christian tradition, poetry, songs, pictures, artefacts and Churches, the media and the ICT/internet, to gain knowledge and understanding of Christian beliefs, teachings and practices**

LEARNING OBJECTIVES	TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
<p><b>Children should learn:</b></p> <p>stories can be used to teach something beyond their face value</p> <p>Christian beliefs about how they should love others are found in the Bible</p> <p>Christians believe that in caring for others they show their love for God</p>	<p><b>SESSION 1</b>  <b>Whole class:</b>  Read/tell the class the story Papa Panov's Special Day. This isn't a story from the Christian Bible. It's a story written by a Christian to give an example of some of Jesus's teachings in more modern times. It was written by a famous Russian author called Tolstoy.</p> <p>Tell most of the story and then pause at the end of Papa Panov's day, when he's disappointed because he hasn't seen Jesus. Ask the following questions:</p> <p><i>Papa Panov was worried that he wouldn't recognise Jesus. He was waiting for "the King" so what sort of person was he looking out for? How would you expect a king to be dressed? What sort of gift would you expect to give to a king? Papa Panov wasn't very rich, what did he have which he thought was good enough to give to Jesus? Why did he want to give Jesus a gift? Who did he actually give the shoes to? What else did he give away that day? Why was he disappointed at the end of that day?</i></p> <p>Finish reading the story and then ask:  <i>The voice of Jesus which Papa Panov heard said that he might be difficult to recognise and that he wouldn't say who he was. Did Jesus come? Did Papa Panov miss him? What did Jesus look like?</i></p> <p>As a class read Matthew 25. 31 – 40, the Biblical reference for the quotation in this story ("I was hungry and you gave me food. I was thirsty and you gave me water. I was cold and you took me in. These people you have helped today – all the time you were helping them, you were helping me.")</p> <p><b>Paired activity:</b>  Children write down the similarities between the Russian story and the words of Jesus.</p> <p><b>Whole class:</b>  Compare the similarities which the pairs have noted.  <i>What had Papa Panov learnt about loving God by the end of the day? If Christians hear these stories what are they reminded of about how to love God and live their lives?</i></p> <p><b>Extension activity:</b>  Children are asked to look through newspapers and magazines for examples of people caring for and helping others, especially those who are less fortunate than themselves.</p>	<p><b>Children:</b></p> <p>demonstrate their understanding that stories convey meanings beyond the literal</p> <p>show how a story can communicate Christian beliefs</p> <p>discuss the Bible teaching that in caring for others Christians show their love for God</p>	<p><b>Resources:</b>  Papa Panov's Special Day by Leo Tolstoy  Publ Lion  ISBN 0 7459 1358 X</p> <p>Christian Bible:  New Revised Standard Version  Publ Harper Collins  ISBN 0 00 220120 8</p>

LEARNING OBJECTIVES	TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
<p><b>Children should learn:</b></p> <p>stories can be used to teach something beyond their face value</p> <p>Jesus told stories to communicate his teachings</p> <p>Jesus gave two sayings which Christians try to follow in life</p> <p>that Christians believe that all people are neighbours to be loved as they love themselves</p>	<p><b>SESSION 2</b></p> <p>Tell or read the story of the Good Samaritan (Luke 10. 25 – 37) Display on an OHP or flipchart the two Christian commandments which the story exemplifies. After the lesson, display these on a blank wall space, which can gradually be added to as the unit progresses with pictures and information showing practical examples of how Christians live out these commandments.</p> <p>Explain at the beginning of verse 30 that the traveller was Jewish. Stop after verse 31 and then after verse 32 to explain that a Jewish Priest and Levite were respectable religious people who worked in the Temple in Jerusalem. The crowd listening to Jesus's story knew what sort of people the Priest and the Levite were. <i>What do you think they would have expected such respected people to do?</i> In pairs see if you can imagine/speculate why the two did not stop to help the traveller.</p> <p>The Jews and the Samaritans were enemies. They were of different religious and ethnic groups and would have nothing to do with each other. <i>How would the crowd of Jesus's listeners expect the Samaritan to behave? In pairs speculate why the Samaritan did help the Jew. Which of the three do you think was the good neighbour in the story?</i></p> <p>Then show the video: Stop, Look, Listen: Stories of Faith – The Good Samaritan. Now that you know the story as it is read in the Bible by Christians, watch this modern-day version for the similarities with the original. <i>Can you think of reasons why the producer may have changed/added to some parts of the story? Are all the important parts still there?</i> <i>Why was the injured boy terrified of the boy who did stop? What did he expect to happen?</i> <i>Why have the programme makers chosen to set the story in modern times? Why in this retelling of the story, didn't the first two people stop? What were their reasons? Why do you think the director chose an Asian boy to be injured and a white boy, dressed unusually, to be the 'Samaritan'? Who else gets passed by on the streets by people who don't want to make eye contact?</i></p> <p>Play the song When I needed a neighbour and display the words on an OHP/flipchart.</p> <p><b>Group activity:</b> Make a list of people who you think are your 'neighbour' in the sense that Jesus meant it. Write the scenario only for a modern day version of the story (ie just the setting and characters not the dialogue)</p>	<p><b>Children:</b></p> <p>demonstrate their understanding that stories convey meanings beyond the literal</p> <p>discuss what Jesus meant by the word 'neighbour' in Luke 10.25 - 37</p> <p>give a contemporary example of the Christian teaching of being a good neighbour</p>	<p><b>Resources:</b> Christian Bible: New Revised Standard Version Publ Harper Collins ISBN 0 00 220120 8 Words: When I Needed a Neighbour</p> <p>Luke 10 25 – 37 introduces the two commandments (attached) given by Jesus which are followed by Christians:</p> <ul style="list-style-type: none"> <li>• Love God and</li> <li>• Love your neighbour as yourself</li> </ul> <p>Speculate in pairs what the crowd would expect the Samaritan to do. Ask the children their views on the answer to Jesus's question in verse 36.</p> <p>The Stop, Look, Listen version of the Good Samaritan sets the story in the context of contemporary urban Britain: an Asian boy injured; a white 'punk' - with green hair &amp; striking clothes - who helps him. It is important to explore the anti-racist potential of this scenario. The first passer by does not stop because she is dressed up for a party and does not want get involved /dirty or delayed. The second – dressed in a suit and tie – walks by without a second glance.</p>

LEARNING OBJECTIVES	TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
Children should learn:		Children:	
<p>there is unfairness and injustice in the distribution of the world's resources</p>	<p><b>SESSION 3</b></p> <p>Divide the class into 10 groups. Each group is a family. <i>What experiences does a family go through?</i> – happiness, sorrow, change, arguments.</p> <p>'Families', play the Christian Aid game 'People and Land in Brazil' (or another Christian Aid activity which explores issues of poverty, distribution of wealth and resources, justice). Full instructions are attached.</p> <p>At each stage (Year 1, Year 2, Year 3) in the game, discuss the feelings, hopes and fears of the families. The children will feel that some of their experiences are very unfair. <i>So whose fault is it? How could the situation be made fairer for everyone? Think back to Papa Panov's story. What are the words of Jesus which the story is based upon? Why do the people who work for Christian Aid think that they should help the people of Brazil?</i></p> <p>Ask what the children understand by the term 'injustice' <i>Can you think of another example of when life seems to treat people unfairly yet nobody appears to be at fault?</i></p>	<p>reflect upon global examples of unfairness and injustice in the distribution of resources</p> <p>discuss how people can be poor through no fault of their own</p>	<p><b>Resources:</b></p> <p>10 pieces of sugar paper numbered 1 – 10</p> <p>8 event cards numbered 1 – 8 and with the following wording on the back:</p> <p>Card 1 – An extra good crop Card 2 &amp; 3 – Illness in the family Card 4,5,6 – no legal papers Card 7 – floods on the land Card 8 – drought</p> <p>30 biscuits</p> <p>Brazilian/Latin American music</p> <p>Christian Aid game 'People and Land in Brazil' (attached)</p> <p>Christian Aid contact: Tel: 020 7523 2237</p> <p>Examples of 'unfair' situations: Natural disasters which cause destruction to human life and to property.</p>

LEARNING OBJECTIVES	TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
<b>Children should learn:</b>		<b>Children:</b>	
<p>that Christians believe that all people are neighbours to be loved as they love themselves</p> <p>Christians believe that in caring for others they show their love for God</p> <p>that we all make decisions about how we will live</p> <p>that we make our own choices based upon our beliefs and values</p> <p>that religions could have something to teach them about how they should live</p>	<p><b>SESSION 4</b></p> <p>Remind the class of the Christian Aid activity they played in the previous session. One of the key emotions during and afterwards was that the poverty and suffering was 'unfair.'</p> <p>Show the video: Quest Life Stories – It's not Fair. Pause after the sequence on fairtrade issues.</p> <p><i>What do people mean when they say 'it's not fair?'</i>  <i>What are some of the things you think are unfair?</i>  <i>Which parts of the video most convinced you that life really is unfair?</i>  <i>How does this unfairness make you feel?</i>  <i>What unfairness has recently been covered on the news? Where has it happened? To whom? Why?</i>  <i>In what way have poorer countries sometimes been treated unfairly?</i>  <i>How can richer countries do something about it?</i>  <i>What could you or I do?</i></p> <p>Return to the video and watch until the end of the programme. Show the words to the song "God's world" on the OHP or flipchart.  <i>How does the video show that 'small things' can make a difference for someone who is suffering? What sort of 'small things' might people do?</i>  <i>What sort of things does the singer mean by 'injustice'?</i>  <i>Why does he say that people should do something about it?</i>  <i>This singer is a Christian. In verse 5 he prays to God. What does he ask God to do for him? Why does he need God's help?</i>  <i>Who has to do the 'right thing' (verses 6 &amp; 7)?</i>  <i>In the first verse he sings " This is our world". Is it just Christians who feel they should do the right thing?</i></p> <p>Children from non-Christian traditions can be invited to talk about how and why they are required to help others.</p> <p><b>Individual/group activity:</b>  Compose a reggae or rap poem to encourage others to 'do the right thing'  Or write persuasive letters to persuade</p> <ul style="list-style-type: none"> <li>• the local supermarket to raise the marketing profile of their Fairtrade produce</li> <li>• shoppers to buy it</li> <li>• or the staffroom to use it in future</li> <li>• the schools catering service to use Fairtrade produce where possible</li> </ul>	<p>identify the link between belief and action</p> <p>explain that we all make decisions based upon our own beliefs</p> <p>give examples of ways in which Christians help others</p> <p>explain the link between the teaching of Jesus and Christian action</p>	<p><b>Resources:</b>  Video C4 Schools: Quest Life Stories (It's Not Fair)</p> <p>Song words: God's World (attached)  By Ben Okafor  From Quest Life Stories (It's Not Fair)</p> <p><b>Teachers' note:</b>  There are many themes running through this video. The direction and focus of our planning means that we have concentrated on the response of individuals to local and global suffering.</p> <p>Examples of FairTrade foods eg tea, coffee, chocolate</p> <p>FairTrade posters</p>

LEARNING OBJECTIVES	TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
<p><b>Children should learn:</b></p> <p>Christianity has a worldwide understanding of 'neighbour'</p> <p>Jesus's teaching motivates Christians as individuals and communities to social action locally and globally</p> <p>that we make our own choices based upon our beliefs and values</p>	<p><b>SESSION 5</b></p> <p>Invite a representative of Christian Aid to visit the class and talk about their work around the world and the motivation of those who do it.</p> <p>On an OHP/flip chart show the words of the Christian Aid prayer. Show the Christian Aid video Good Day India</p> <p><b>Pair/group activity:</b> Following a suggested aid project by the visitor, children design a poster to motivate others around the school to contribute to the scheme. (ie why should I get involved? What's it got to do with me?) They can also devise a fund-raising activity for it. These posters can be added to the class wall display.</p>	<p><b>Children:</b></p> <p>make links between the work of a Christian aid agency and the teaching of Jesus</p> <p>explore links between individual responses to issues of justice and peace in the world and personal beliefs and values</p>	<p><b>Briefing for the visitor:</b></p> <ul style="list-style-type: none"> <li>• Describe for the children some of the successful campaigns eg Shoe box, Jubilee 2000</li> <li>• Remind the children that there are other similar organisations in other religions eg Muslim Aid</li> <li>• Why don't we just leave it to someone whose <b>job</b> it is to care for others? Why should I do something?</li> </ul> <p><b>Resources:</b> Video: Good Day India (Christian Aid) Christian Aid - Tel: 020 7523 2237</p>

LEARNING OBJECTIVES	TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
<p><b>Children should learn:</b></p> <p>that Christians believe that all people are neighbours to be loved as they love themselves</p> <p>Christians believe that in caring for others they show their love for God</p> <p>Jesus's teaching motivates Christians as individuals and communities to social action</p>	<p><b>SESSION 6</b></p> <p>Invite a speaker from a local Christian community outreach project, eg the local Salvation Army or Mothers' Union to talk about their work and motivation.</p> <p>If this is not possible, the class could watch the video Movable Feasts: Tough at the Bottom, which is about two Christian communities (one of which is the Salvation Army) who care for homeless people.</p> <p>Key questions related to this video:  <i>Why didn't Michael and Sam approve of the idea of inviting people from the Salvation Army hostel to the banquet?</i>  <i>What did they learn which changed their minds?</i>  <i>What did the leaders of the two Christian projects explain was their reason for doing this kind of work?</i></p> <p><b>Group activity:</b>  Children in groups:</p> <ul style="list-style-type: none"> <li>• add to the display started in session 2, eg photographs of and quotations from the visitors (sessions 5 &amp; 6)</li> <li>• prepare a presentation for a class assembly. The assembly could include: acting out one of the modern-day versions of the Good Samaritan Story, singing/performing one of the songs they composed, an 'interview' with a Christian Aid field worker about why they do this work</li> </ul>	<p><b>Children:</b></p> <p>make links between the social action of a local Christian community and the teaching of Jesus</p> <p>demonstrate their knowledge that Christians believe they should show their love for all people in practical ways</p> <p>use presentational skills to explain Jesus's teachings about how to love God and how these motivate Christian individuals and communities</p>	<p><b>Resources:</b>  BBC video: Movable Feasts (Tough at the Bottom)</p> <p><b>Teachers' note:</b>  Movable Feasts is a series about a small catering firm started up by Robert, Michael and Sam. In researching their assignments they often visit places of worship or religious communities.</p> <p>David Perkins of St George's Crypt, Leeds  Captain Silcock, Salvation Army, Manchester</p> <p>The central theme of the assembly needs to be the reasons <i>why</i> Christians care for others (not just information-giving about <i>what</i> they do) ie the two Christian commandments, love God, Love Your Neighbour</p> <p>If possible keep photographs of the display and assembly presentation as a record of pupil achievement</p>

"I was hungry and you gave me food. I was thirsty and you gave me water, I was cold and you took me in. These people you have helped today - all the time you were helping them, you were helping me!"

*(Papa Panov by Leo Tolstoy)*

"Come you that are blessed by my father, inherit the kingdom prepared for you from the foundation of the world; for I was hungry and you gave me food, I was thirsty and you gave me something to drink, I was a stranger and you welcomed me, I was naked and you gave me clothing, I was sick and you took care of me, I was in prison and you visited me."

"Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me."

*(Matthew 25, 31-40)*

## **WHEN I NEEDED A NEIGHBOUR**

When I needed a neighbour  
Were you there? Were you there?  
When I needed a neighbour were you there?

And the creed and the colour and the name won't matter,  
were you there?

I was hungry and thirsty, were you there?

I was cold, I was naked, were you there?

When I needed a shelter, were you there?

When I needed a healer were you there?

Wherever you travel,  
I'll be there, I'll be there.  
Wherever you travel I'll be there.

And the creed and the colour and the name won't matter,  
I'll be there.

## **The two commandments of Jesus**

Love the Lord your God

and

Love your neighbour as yourself

## ACTIVITY

# People and land in Brazil

### AIM

To illustrate why the demand for new land is central to understanding the destruction of the rain forest in Brazil.

#### Using the activity.

- 1) If opportunities for discussion are used fully this will take about 20-25 minutes. By omitting some discussion, mime and distribution of biscuits, it can be shortened and used as a presentation.
- 2) It has a predetermined end so decisions may have to be made by the leader. It is not a simulation game.
- 3) It is designed for groups of ten. If necessary pair up extra people or use objects as people.

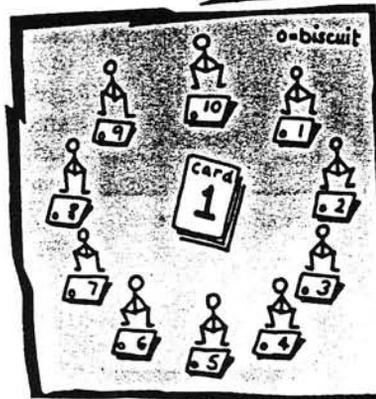
### WHAT DO I NEED?

For a group of ten:

1. Ten pieces of plain paper (approx A3 size), numbered 1 to 10
2. Eight 'event' cards numbered 1 to 8  
On the reverse side put the following words:  
Card 1 - An extra good crop  
Card 2 and card 3 - Illness in the family  
Card 4, card 5, card 6 - No legal papers  
Card 7 - Floods on the land  
Card 8 - Drought
3. Thirty biscuits (ten for each of three years).

### TO BEGIN

Arrange the children as shown. Tell the children they are farmers in Brazil. Their pieces of paper represent land which has belonged to their families for generations. They all grow enough food to feed their families, with some left over to sell to pay for essentials. The situation is very fair. Ask the children to draw a plan on their paper to show where they will live and grow their food crops. Encourage them to feel that the land is theirs. The main food crops in Brazil are manioc (a root crop), maize, rice and beans.



END OF YEAR ONE

### YEAR ONE

Ask the children to stand on or next to their land. Mime the year's work (done by hand) with the children.

- Dig the land.
- Plant the seed.
- Weed; tend plants as necessary.
- Harvest the crop.

**Harvest** Let the children sit down. Put a biscuit on each piece of land to represent their harvest. As they eat the biscuit explain that it is enough to feed them and their families for the year. Are they proud of their land and their work?

### YEAR TWO

Briefly mime the year's work but stop before the harvest. Let the children sit down.

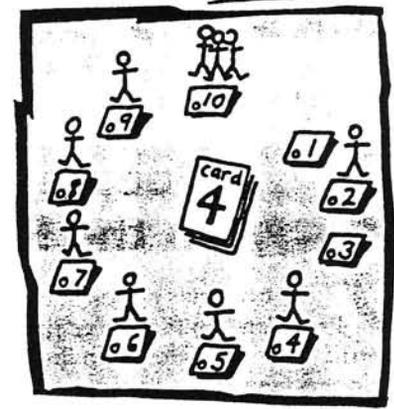
**Events** Ask 1 to pick up their 'event' card - 'An extra good crop'. Will they have enough to buy extras this year? Ask 2 and 3 to take their 'event' cards - 'Illness in the family'. In Brazil, medical treatment often has to be paid for and is expensive. Will their harvest let them pay for this? What else

can they sell to pay for hospital treatment? They have a choice - sell their land or let someone die. What do they do? Who has enough money to buy land from 2 and 3?

**Results** 2 and 3 sell their land to 1 and go to live with their relatives, 10. How do they feel about losing their family land? 1 walks round the new land. How does 1 feel?

With the extra land, 1 can now grow crops for money. The main cash crops in Brazil are sugar, coffee, cattle, soya and cocoa.

**Harvest** Put out the biscuits on the land. 1 collects a harvest of three biscuits while 10, 2 and 3 collect one biscuit only. Do they have enough?



END OF YEAR TWO

### YEAR THREE

Briefly mime the year's work. Stop before the harvest. The children sit down.

**Events** 4, 5 and 6 pick up their 'event' cards - 'No legal papers'.

(Receipts are given in shops as proof of payment. Contracts are exchanged on house buying. For some farmers in Brazil who have inherited land, legal papers have never before been necessary.)

1, now rich, has influential friends who are lawyers. He or she has discovered that legal papers are important. The lawyers prove that 4, 5 and 6 have no right to be on their land.

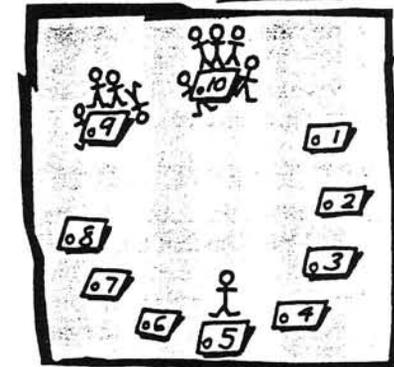
**Results** 4, 5 and 6 are forced off and go to live with friends - 9. How do they feel about this? How would they react? 1 gets the legal papers, claims the land, and plants more cash crops.

**Events** 7 and 8 pick up their 'event' cards - 'Flood' and 'Drought'. Do they have enough extra money to deal with these?

**Results** 7 and 8 become refugees. They go to friends - 9 and 10. How do 7, 8 and 9, 10 feel? For the rich, floods and droughts are more of an inconvenience than a disaster, so 1 takes over the land. Note that 9 and 10 had no 'event' card. Events have overtaken them.

**Harvest** Put out the biscuits. Number 1 collects eight; all the others receive two biscuits between them. What will life be like for people on 9 and 10? Listen to the reaction to this distribution. Discuss ways in which the distribution can be resolved.

In Brazil today eight-tenths of the farming land is owned by one tenth of the farmers. Two-tenths of the land has to support nine-tenths of the farmers.



END OF YEAR THREE

### TO FINISH

What has this to do with the rain forest?

**Poor farmers** The unfair distribution and resultant poverty, forces farmers to move to the rain forest and cut it down for land. The government encourages this to avoid the issue of land reform. Other farmers move to the towns and cities or do poorly paid work on big farms.

**The rich farmers** There is a demand from richer countries for cheap products such as beef, so landowners (including foreign-owned multinational companies) become greedy for land. The government encourages this so it can earn foreign income to pay off the country's debt.

# God's World

as sung in Programme 3 It's Not Fair!

This is God's world  
This is our world  
Where injustice reigns  
My God feels pain with broken ones

Children alone will live in fear  
Hide in the dark and shed a tear  
Their cries fall upon deaf ears  
God's own children pushed away

This is God's world  
This is our world  
Where injustice reigns  
My God feels pain with broken ones

One man has need, and another much greed  
In a very rich world some have nothing to eat  
The rich get richer on poor man's sweat  
My God don't like that way at all

God make me strong  
Make my voice heard  
When so much wrong swallows my world  
I must say 'No!'

Shout out loud. Keep injustice down.  
Children of God can't be nailed to the ground  
Yes – it's tough doing right  
But you take somebody's darkness  
And make it bright

You! YOU! Do the right thing!  
No! NO! You cannot give up  
You! YOU! Do the right thing!  
No! NO! You cannot give up  
Hey, you! Do the right thing .....

© Ben Okafor

Reproduced with permission. All rights reserved.



# **CHRISTIAN AID**

## **A Prayer of Commitment**

O God, you promise a world  
Where those who now weep shall laugh,  
Those who are hungry shall feast,  
Those who are poor now, and excluded,  
Shall have your kingdom for their own.

I want this world too,  
I renounce despair.  
I will act for change.  
I choose to be included  
In your great feast of life.

## **The two commandments of Jesus**

Love the Lord your God

and

Love your neighbour as yourself

## WHEN I NEEDED A NEIGHBOUR

When I needed a neighbour  
Were you there? Were you there?  
When I needed a neighbour were you there?

And the creed and the colour and the name won't matter,  
were you there?

I was hungry and thirsty, were you there?

I was cold, I was naked, were you there?

When I needed a shelter, were you there?

When I needed a healer were you there?

Wherever you travel,  
I'll be there, I'll be there.  
Wherever you travel I'll be there.

And the creed and the colour and the name won't matter,  
I'll be there.