

## Learning Intention Hey, why this lesson?

## To help ‘those in need’



Many followers of Jesus and his message, have and still continue to do amazing things to help those who need it. The students will identify those in need, discover organisations that appeal to them and then find a way to help others. To understand that many people and organisations do incredible things to help the marginalised.

### Scripture

*If you close your ear to the cry of the poor, you will cry out and not be heard.*

– Proverbs 21:13

Ask students – Who has seen a homeless person? Follow up with examining the term ‘homeless person’ and why it is important to not judge, as many people find themselves in difficulties that were not of their making.

### ACARA Connection RE Key Understanding

*Connect to your own State/ Territory's key understandings of Religious Education e.g. Christian Living, Religion and Society*

### Civics and citizenship / Year 8 / Civics and Citizenship Skills / Problem-solving and decision-making

#### Curriculum content descriptions

Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS072).

<https://www.australiancurriculum.edu.au/Search/?q=ACHCS072>

### Virtues

- **respect** – admiring or having regards for someone, something or their feelings / rights
- **compassion** – having sympathy, concern for others
- **charity** – the voluntary giving of help, mostly in the form of money, to those in need and organisations that provide help

Charity is discussed in-depth at the top of page 94. It is more than just giving money. Ensure that the students use the three virtues when reflecting on their journal page 96.

**PNBHS HAKA FOR MR DAWSON TAMATEA'S FUNERAL SERVICE, 3:03 DURATION**

[https://www.youtube.com/watch?v=M6Qtc\\_zlGhc](https://www.youtube.com/watch?v=M6Qtc_zlGhc)

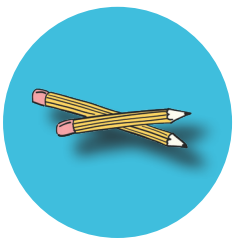
This is what respect looks like – it must be earned!



### Warm Up Activity

This was Beyoncé's United Nations World Humanitarian Day performance in 2012.

1. Watch the song *I was Here*.  
[BEYONCE — I WAS HERE \(UNITED NATIONS WORLD HUMANITARIAN DAY PERFORMANCE VIDEO\), 4:33 DURATION](https://www.youtube.com/watch?v=i41qWJ6QjPI)  
<https://www.youtube.com/watch?v=i41qWJ6QjPI>  
Firstly for the amazing graphics
2. Get impressions from the students – main points that stood out including the music and graphics.
  - i) What effect did the graphics have on you? Like the virtue, were you in awe of them?
  - ii) What graphic was your favourite and why?
  - iii) Use Google maps to pinpoint five places around the world that need help – e.g. parts of Africa.



### Main Activity

1. Show the students the same song 'I was here' but with the lyrics –  
[BEYONCE — I WAS HERE, 3:58 DURATION](https://www.youtube.com/watch?v=xqRm3FGoBUw)  
<https://www.youtube.com/watch?v=xqRm3FGoBUw>
2. On page 93, consider the question 'Why am I here?' Then write THREE lines from the song that appeal to you in your journal pages. E.g. the hearts I've touched, I will leave my mark, etc.

### Spiritual Connection

On page 95 ask the students to work in groups and find examples of where Jesus showed...

- i) compassion
- ii) respect
- iii) charity

(Can they find an example where Jesus did all three at the same time?)

### Prayer/Reflection

Dear Lord,

I need to reach out and remind myself, that I lead a privileged life and that I need to do so much more to help those in need. Please give me the strength and courage to take the steps towards others in need.

Empathy is the key.

Hopefully, I will eventually realise that I will receive more than I give, I ask this through the example of Jesus Christ Your Son  
Amen.

## Reflection Questions



## Success Criteria

## Take Away



## Extensions

## Relatable Quote

*Go to the poor: you will find God!*

– St Vincent de Paul

## Reflection Activity

Examine page 94 and discuss the acronym WIIFM (What's In It For Me). Then ask:

- i) can WIIFM be good and bad?
- ii) WIIFO (What's In It For Others) – encourage students to continually reflect this way – fill in activity on page 94.

The students were able to ...

- explain and write about the terms
  - a) 'charity - and their favourite one'
  - b) 'the big question' in their lives
  - c) compassion
- draw/write how they
  - a) make a positive difference
  - b) a negative difference at school or at home
- explain W.I.I.F.M. and the difference between it and W.I.I.F.O.
- research philanthropy and explain some of the reasons why people are philanthropic.

Ask students to identify and then write ONE thing that really impressed them from this topic that they would like to keep as a reminder.

## Extension Ideas

1. Explain and/or discuss 'Give a man a fish, and you feed him for a day; show him how to catch fish, and you feed him for a lifetime.'
2. IF YOU HAVE TIME a great class discussion might be – The graphics for the UN song with Beyonce must have cost a lot of money to film and put together – is this wasted money?
3. Research what other charities Beyonce or one of your favourite 'stars' support.
4. In the prayer, the word empathy was used. Find your own meaning for this powerful, character building word. For a bit of fun type in 'Sesame Street and Empathy' and see a famous actor, Mark Ruffalo define it beautifully.
5. Many charity organisations, including CARITAS, when donating money, use the philosophical story of 'Give a man a fish, and you feed him for a day; show him how to catch fish, and you feed him for a lifetime.' Discuss!
6. As a class try and find the top 10 philanthropist throughout the world. If you had \$100ml and wanted to give \$10 ml away who would you donate it to and why?

'Vinnies' do an amazing job, like many other charities. Use this quote with 'I saw Jesus today in...' e.g. helping a sick person/pushing a person in a wheel chair. Where did they see Jesus?