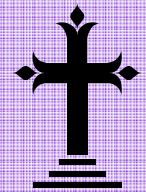
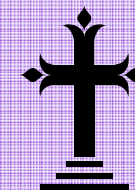


CHRISTIANITY KS 2 Unit 11: Faith in Action



<p>What this unit contains</p>	<p>In this unit pupils will encounter people who followed the example of Jesus both in the past and as contemporary followers world-wide.</p> <p>They will consider the impact of Christian belief on peoples' lives in terms of vocation and daily life.</p>																										
<p>Where the unit fits and how it builds upon previous learning</p>	<p>In this unit pupils will draw on their knowledge of Jesus' teaching and relate this to the lives of a number of key people.</p> <p>The examples selected in this unit provide a model of range and methodology; schools can select different examples should they have the resources to do so.</p> <p>A visitor from the local Christian community should be invited in for lesson 6.</p>																										
<p>Extension activities and further thinking</p>	<ul style="list-style-type: none"> ➤ Further research into the outcomes of the lives of inspirational people today. ➤ Reflect on personal beliefs and values and how these might influence life choices. ➤ Interview a missionary or a monastic to find out why they have made their specific life choices. 																										
<p>Vocabulary</p> <table border="0" style="width: 100%;"> <tr> <td>Christian</td> <td>monk</td> <td>hospital</td> <td>inspiration</td> </tr> <tr> <td>Christianity</td> <td>nun</td> <td>athlete</td> <td>persecution</td> </tr> <tr> <td>faith</td> <td>monastery</td> <td>mission</td> <td>fulfilment</td> </tr> <tr> <td>influence</td> <td>monastic</td> <td>missionary</td> <td>Quaker</td> </tr> <tr> <td>vocation</td> <td>vow</td> <td>temptation</td> <td>Friend</td> </tr> <tr> <td>conscience</td> <td>convent</td> <td>inspire</td> <td></td> </tr> </table>	Christian	monk	hospital	inspiration	Christianity	nun	athlete	persecution	faith	monastery	mission	fulfilment	influence	monastic	missionary	Quaker	vocation	vow	temptation	Friend	conscience	convent	inspire		<p>SMSC/Citizenship</p> <ul style="list-style-type: none"> ➤ Ways in which Christian beliefs can influence action in the wider community. ➤ Impact of belief on moral choices. ➤ Impact of Christianity as a world faith. ➤ Community of faith over time. 		
Christian	monk	hospital	inspiration																								
Christianity	nun	athlete	persecution																								
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conscience	convent	inspire																									

CHRISTIANITY KS 2 Unit 11: Faith in Action



Unit 11 Session 1

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know some of Jesus' teaching about putting Christian beliefs into action; ➤ consider how this teaching might influence behaviour. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p>	<p>Brainstorm and record centrally as a class, existing knowledge about Jesus' teaching and how this might influence the behaviour of Christians. Hand out the Jesus'- teaching information sheets.</p> <p>Recall the story of the Good Samaritan, contextualising it as part of Jesus' answer to an important question. If necessary add to the list.</p> <p>Read the list of statements from Matthew 25 on the Jesus'- teaching information sheets. Organise pupils into small groups to decide where some examples of Jesus' teaching can be seen in practice today. Feedback to the class.</p> <p>Discuss the remaining quotes and their implications for life as a class.</p> <p>Give each pupil one statement/story about Jesus' teaching. They should look in newspapers for a contemporary example of need in this area. These can be stuck into their books with a written explanation of their choice, referencing to Jesus' teaching.</p>	<p>Resources Jesus' teaching information sheet</p> <p>Newspapers – local and national</p>



CHRISTIANITY KS 2 Unit 11: Faith in Action

Unit 11 Session 2 – 5

Learning objectives	A T 1	A T 2	Suggested teaching activities	Focus for assessment	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ know in detail about the life and work of a Christian who has put their faith into action; ➤ know about the lives and work of the Christian studied by members of other groups. 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p>	<p>Organise pupils in mixed ability groups. The Resources supporting this unit provide materials for six groups.</p> <p>Each group will focus on one Christian who has put their faith into action:</p> <ul style="list-style-type: none"> ▪ Gladys Aylward, ▪ St Francis of Assisi, ▪ Gipsy Rodney Smith, ▪ Martin Luther King, ▪ Mother Teresa, ▪ Dr Thomas Barnardo <p>In the first three lessons (Sessions 2-4) pupils should research and collate information about the life, faith and impact of their chosen Christian. They should reflect on the way this person has put their faith into action through their life. The information will be presented in Session 5 as a group assessment task.</p> <p>Assessment Presentations should be creative and imaginative and should take about ten minutes. They could include music, video, reflections, audio, ICT generated PowerPoint etc.</p> <p>They should, where possible, refer to the words of the person concerned and should include reference to how Jesus' teaching inspired the person studied to behave/work in a particular way. Research should also look at how the work of each person carries on today.</p>	<p>For Assessment Levels please see next page</p>	<p>Resources Resource information about: Gladys Aylward St Francis of Assisi Gipsy Rodney Smith Martin Luther King Mother Teresa Dr. Thomas Barnardo</p> <p>Websites www.americancatholic.org/features/teresa http://www.biblebelievers.com/gypsy_smith/index.html http://www.goldonian.org/barnardo.htm http://www.request.org.uk/main/history/barnardo/barnardo01.htm</p> <p>Books Faith in Action books Books about St Francis</p> <p>Videos Brother Sun, Sister Moon Mother Teresa and her world The Small Woman</p>

CHRISTIANITY KS 2 Unit 11: Faith in Action



Unit 11 Session 2 – 5

Assessment Levels

Level 3

Attainment target 1

Pupils use developing religious vocabulary. They make links between beliefs & sources, including religious stories & sacred texts. They begin to identify the impact religion has on believers' lives.

Attainment target 2

Pupils ask important questions about religion & beliefs, making links between their own & others' responses. They make links between values & commitments.

Level 4

Attainment target 1

Pupils use developing religious vocabulary to describe & show understanding of practices, beliefs, ideas, feelings & experiences. They describe the impact of religion on people's lives & suggest meanings for a range of forms of religious expression.

Attainment target 2

Pupils raise & suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. They apply their ideas to other people's lives & describe what inspires & influences them.

Level 5

Attainment target 1

Pupils use increasingly wide RE vocabulary to explain the impact of beliefs on individuals. They explain how religious sources are used to provide answers to ultimate questions & ethical issues, recognising diversity in forms of religious, spiritual and moral expression,.

Attainment target 2

Pupils ask & suggest answers to, questions of identity, belonging, meaning, purpose & truth, values and commitments, relating them to others' lives.

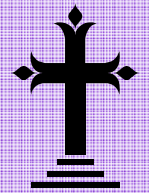
CHRISTIANITY KS 2 Unit 11: Faith in Action



Unit 11 Session 6

Learning objectives	A T 1	A T 2	Suggested teaching activities	Sensitivities, points to note, resources
<p>Pupils should:</p> <ul style="list-style-type: none"> ➤ relate the idea of putting faith into action to the lives of Christian in the local community. 	<p>√</p> <p>√</p>	<p></p> <p>√</p>	<p>A visitor from the local Christian community should be invited in for this lesson.</p> <p>Briefly recap key points from pupils' research, referencing the work of the people they have studied to Jesus' teaching.</p> <p>Introduce the Visitor to give fifteen minutes of presentation followed by questions.</p> <p>Make a class tree collage – showing beliefs and teachings on the trunk and each leaf representing an action developing from this.</p>	<p>Resources Letter template</p>

CHRISTIANITY KS 2 Unit 11: Faith in Action



Unit 11 Session 1 Information Sheet 1

Jesus' Teaching

Luke 10: 27 - 28

Love the Lord your God with all your heart, with all your mind, with all your strength and love your neighbour as yourself.

Luke 10: 25 - 37

Story of the Good Samaritan

Who is my neighbour? ... the one who showed kindness to the man in need ... Go and do as he did.

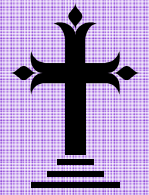
Matthew 25: 31- 46

When I was hungry you gave me food?
When I was thirsty you gave me drink?
When I was a stranger you took me in?
When I was naked you clothed me?
When I was ill you came to my aid?
When I was in prison you visited me?
When you did it to the least you did it to me.

Matthew 28:19

Go into all the world and preach the gospel ... I will be with you always.

CHRISTIANITY KS 2 Unit 11: Faith in Action



Unit 11 Session 2 – 5 Information Sheet 2

Gipsy Rodney Smith

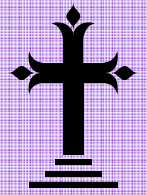


Rodney Smith ("Gipsy Smith"), a Methodist evangelist, was born at Wanstead (6 miles northeast of London), Essex, England, March 31, 1860. He was of Gipsy parentage, and was converted at the age of sixteen. In 1877 he became an evangelist under the auspices of the Christian Mission of London, and preached successfully in various places, particularly at Whitby, Sheffield, Bolton, Chatham, Hull, Derby, and Hanley. Meanwhile, the Christian Mission had developed into the Salvation Army, and in 1882 Smith was dismissed for a technical breach of discipline. He continued to preach in Hanley, however, but in 1893, after conducting evangelistic services for a time at Hull, made a brief visit to Sweden. Returning to Hanley, he remained there until 1886 when he resigned to resume evangelistic work, being engaged in these labours until the end of 1888.

Early in 1889 he visited the United States, conducting services in various cities, returning to England later in the same year and becoming connected with the Manchester Mission. In 1891 he again visited the United States. In 1892 he conducted services in Edinburgh, and from this grew the Gipsy Gospel Wagon Mission, devoted to evangelistic work among his own people. He visited America for the third time in 1893. After a five months' revival in Glasgow in 1893-94, Smith went to Australia, preaching at Adelaide, Melbourne, and Sydney, after which he returned to England by way of the United States.

In 1895 he preached in London, Manchester, Edinburgh, as well as in many smaller cities, and in 1896 paid his fifth visit to America, returning to England and conducting brief evangelistic campaigns until 1897, when he became first missionary of the National Free Church Council. Gipsy Smith died in 1947.

CHRISTIANITY KS 2 Unit 11: Faith in Action



Unit 11 Session 2 – 5 Information Sheet 3

Gladys Aylward

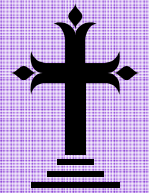
Gladys Aylward was born in London in 1904. She worked for several years as a parlour maid, and then after going to a religious meeting at which the preacher spoke of dedicating one's life to the service of God, Gladys, and became convinced that she was being called by God to preach the Christian Gospel in China.

When Gladys was 26, she became a probationer at the China Inland Mission Centre in London, but failed her examinations. She worked at other jobs and saved her money. Then she heard of a 73-year-old missionary, Mrs. Jeannie Lawson, who was looking for a younger woman to carry on her work. Gladys wrote to Mrs. Lawson and was accepted if she could get to China. She did not have enough money for the ship fare, but did have enough for the train fare, and so in October 1930 Gladys set out from London with her passport, her Bible, her tickets, and two pounds nine pence, to travel to China by the Trans-Siberian Railway, despite the fact that China and the Soviet Union were engaged in an undeclared war.



Gladys arrived in Vladivostok and sailed from there to Japan and from Japan to Tientsin. From there she travelled by train, then bus, then mule, to the inland city of Yangchen, in the mountainous province of Shansi, a little south of Peking (Beijing). Most of the residents had seen no Europeans other than Mrs. Lawson and now Miss Aylward. They distrusted them as foreigners, and were not disposed to listen to them.

CHRISTIANITY KS 2 Unit 11: Faith in Action



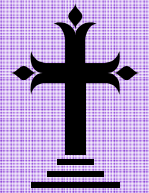
Unit 11 Session 2 – 5 Information Sheet 3 Continued – Gladys Aylward

Yangchen was an overnight stop for mule caravans that carried coal, raw cotton, pots, and iron goods on six-week or three-month journeys. It occurred to the two women that their most effective way of preaching would be to set up an inn. The building in which they lived had once been an inn, and with a bit of repair work could be used as one again. They laid in a supply of food for mules and men, and when next a caravan came past, Gladys dashed out, grabbed the rein of the lead mule, and turned it into their courtyard. It went willingly, knowing by experience that turning into a courtyard meant food and water and rest for the night. The other mules followed, and the muleteers had no choice. They were given good food and warm beds at the standard price, and their mules were well cared for, and there was free entertainment in the evening--the innkeepers told stories about a man named Jesus.

After the first few weeks, Gladys did not need to kidnap customers as they came to the inn by preference. Some became Christians, and many of them (both Christians and non-Christians) remembered the stories and retold them to others on the caravan trails. Gladys practised Chinese for hours every day, and was becoming fluent and comfortable with it. Then Mrs. Lawson suffered a severe fall, and died. Gladys was left to run the mission alone, with the aid of one Chinese Christian, Yang, the cook.

A few weeks after the death of Mrs. Lawson, Gladys Aylward met the Mandarin of Yangchen, who arrived in a sedan chair, with an impressive escort. He told her that the government had decreed an end to the practice of foot binding. At this time, among the upper and middle classes, it was the custom that a woman's foot should be wrapped tightly in bandages from infancy, to prevent it from growing. Grown women had extremely tiny feet, on which they could only walk with slow, tottering steps, which were thought to be extremely graceful. The government needed a foot-inspector, a woman who could visit the women's quarters without scandal and whose own feet were unbound. This person would patrol the district enforcing the decree. It was soon clear to them both that Gladys was the only possible candidate for the job, and she accepted, realising that it would give her undreamed-of opportunities to spread her beliefs.

CHRISTIANITY KS 2 Unit 11: Faith in Action



Unit 11 Session 2 – 5 Information Sheet 3 Continued – Gladys Aylward

One day, the Mandarin sent for Gladys. There was a riot in the men's prison and convicts were rampaging in the prison courtyard; several of them were dead. The soldiers were afraid to intervene so the warden asked Gladys to go into the yard and stop the rioting. She said, "How can I do that?" The warden said, "You have been preaching that those who trust in Christ have nothing to fear." Gladys walked into the courtyard and shouted: "Quiet! I cannot hear when everyone is shouting at once. Choose one or two spokesmen, and let me talk with them." The men became quiet and chose a spokesman. Gladys talked with him, and then came out and told the warden: "These men are in crowded conditions with nothing to do. No wonder they are so cross that a small argument sets off a riot. You must give them work. Also, they say you do not supply food for them, so that they have only what their relatives send them. No wonder they fight over food. We will set up looms so that they can weave cloth and earn enough money to buy their own food." This was done and the people began to call Gladys Aylward "Ai-weh-deh," which means "Virtuous One" from then on.

One day she saw a woman begging by the road, accompanied by a weak, hungry child covered with sores. Gladys discovered that the woman had kidnapped the child and was using it to help her begging. She bought the child, a girl about five years old, for nine pence. A year later, "Ninepence" came in with an abandoned boy in tow, saying, "I will eat less, so that he can have something." Thus Ai-weh-deh acquired a second orphan, "Less." And so her family began to grow.... She was a regular and welcome visitor at the palace of the Mandarin, who found her religion ridiculous, but her conversation stimulating. In 1936, she officially became a Chinese citizen. She lived simply and dressed like the people around her, which was a major factor in helping her to make friends.

War came and in spring 1938 Japanese planes bombed Yangcheng, killing many and causing the survivors to flee to the mountains. Five days later, the Japanese Army occupied the city. The Mandarin gathered the survivors and told them to flee to the mountains. He announced that he was impressed by the life of Ai-weh-deh and wished to make her faith his own.

CHRISTIANITY KS 2 Unit 11: Faith in Action

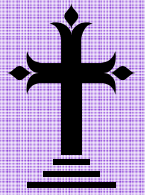


Unit 11 Session 2 – 5 Information Sheet 3 Continued – Gladys Aylward

The Mandarin asked Ai-weh-deh what he should do with the prisoners as they would traditionally have been beheaded. A plan was made for relatives and friends of the convicts to post a bond guaranteeing their good behaviour. Every man was eventually released on bond. As the war continued Gladys often found herself behind Japanese lines, and often passed on information, when she had it, to the armies of China, her adopted country. She met and became friends with "General Ley," a Roman Catholic priest from Europe who had taken up arms when the Japanese invaded, and now headed a guerrilla force. Finally he sent her a message. The Japanese are coming in full force. We are retreating. Come with us." Angry, she scrawled "Christians never retreat!" He sent back a copy of a Japanese handbill offering \$100 each for the capture, dead or alive, of the Mandarin, a prominent merchant, and Ai-weh-deh.

Gladys decided to escape to the government orphanage at Sian, taking about 100 children. They walked for twelve days. Some nights they found shelter with friendly hosts, some nights they spent unprotected on the mountains. On the twelfth day, they arrived at the Yellow River, with no way to cross it. All boat traffic had stopped, and civilian boats had been seized to keep them out of the hands of the Japanese. The children wanted to know, "Why don't we cross?" She said, "There are no boats." They said, "God can do anything. Ask Him to get us across." They all knelt and prayed. Then they sang. A Chinese officer with a patrol heard the singing and rode up. He heard their story and said, "I think I can get you a boat." They crossed, and after a few more difficulties Ai-weh-deh delivered her charges into competent hands at Sian, and then promptly collapsed with typhus fever and sank into delirium for several days.

As Gladys' health improved, she started a church and worked in a settlement for lepers near the borders of Tibet. However in 1947 she returned to England for a badly needed operation. She remained in England, preaching there. In 1957, Alan Burgess wrote a book about her, *The Small Woman*. It was made into a film called [*The Inn of the Sixth Happiness*](#), starring Ingrid Bergman. Gladys Aylward died on 3rd January 1970.



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Unit 11 Session 2 – 5 Information Sheet 4

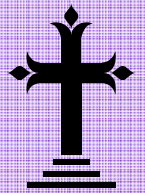
St Francis of Assisi (1181-1226)

*“Lord, make me an instrument of your peace.
Where there is hatred, let me bring your love
Where there is injury, pardon
Where there is doubt, faith
Where there is despair, hope
Where there is darkness, light
And where there is sadness, your joy.*

*Master, grant that I may never seek so much to
Be consoled, as to console, to be understood, as to understand
To be loved as to love with all my being.*

*For it is in giving selflessly that we receive,
And it is in dying
That we are born to eternal life.”*

CHRISTIANITY KS 2 Unit 11: Faith in Action



Unit 11 Session 2 – 5 Information Sheet 5

Martin Luther King Quotations

“We must remember that it is possible to affirm the existence of God with your lips and deny his existence with your life”

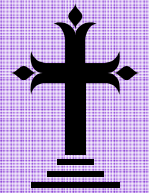
“This is what God needs today: Men and women who will ask ‘What will happen to humanity if I don’t help?’”

“When you discover what you will be in your life, set out to do it as if God Almighty called you at this particular moment in history to do it. Don’t just set out to do a good job”

“Now I can hear somebody saying, “Lord, I did a lot of things in life. I did my job well; the world honoured me for doing my job. I did a lot of things, Lord; I went to school and studied hard. I accumulated a lot of money, Lord; that’s what I did.” It seems as if I can hear the Lord of Life saying, “But I was hungry, and ye fed me not. I was sick, and ye visited me not. I was naked, and ye clothed me not. I was in prison, and you weren’t concerned about me. So get out of my face. What did you do for others?” This is the breadth of life.”

“If it falls your lot to be a street sweeper, sweep streets like Michelangelo painted pictures, sweep streets like Beethoven composed music, sweep streets like Leontyne Price sings before the Metropolitan Opera. Sweep streets like Shakespeare wrote poetry. Sweep streets so well that all the hosts of heaven and earth will have to pause and say: Here lived a great street sweeper who swept his job well. If you can’t be a pine at the top of the hill, be a shrub in the valley. Be the best little shrub on the side of the hill.”

CHRISTIANITY KS 2 Unit 11: Faith in Action



Unit 11 Session 2 – 5 Information Sheet 6

Martin Luther King - “I have a dream”

“Now is the time to make real the promise of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksand of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality to all of God's children.

It would be fatal for the nation to overlook the urgency of the moment and to underestimate the determination of its coloured citizens. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end but a beginning. Those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual.

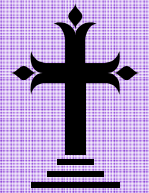
There will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place we must not be guilty of wrongful deeds.

Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must ever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force.



CHRISTIANITY KS 2 Unit 11: Faith in Action



Unit 11 Session 2 – 5 Information Sheet 6 Continued – Martin Luther King

The marvellous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. They have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone.

And as we walk, we must make the pledge that we shall always march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality.

We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities.

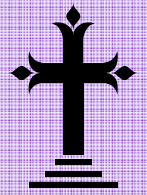
We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one.

We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating "for white only."

We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote.

No, no we are not satisfied and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.

CHRISTIANITY KS 2 Unit 11: Faith in Action



Unit 11 Session 2 – 5 Information Sheet 6 Continued – Martin Luther King

I am not unmindful that some of you have come here out of your trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by storms of persecutions and staggered by the winds of police brutality.

You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.

Go back to Mississippi, go back to Alabama, go back to South Carolina go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our modern cities, knowing that somehow this situation can and will be changed.

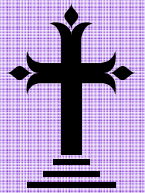
Let us not wallow in the valley of despair. I say to you today, my friends, that even though we face the difficulties of today and tomorrow. I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed. We hold these truths to be self-evident that all men are created equal.

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

CHRISTIANITY KS 2 Unit 11: Faith in Action



Unit 11 Session 2 – 5 Information Sheet 6 Continued – Martin Luther King

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.

I have a dream today.

I have a dream that one day down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification; that one day right down in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today.

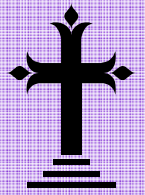
I have a dream that one day every valley shall be exalted and every hill and every mountain shall be made low, the rough places will be made plains and the crooked places will be made straight and the glory of the Lord shall be revealed and all flesh shall see it together.

This is our hope. This is the faith that I will go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope.

With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood.

With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to climb up for freedom together, knowing that we will be free one day.

CHRISTIANITY KS 2 Unit 11: Faith in Action



Unit 11 Session 2 – 5 Information Sheet 6 Continued – Martin Luther King

This will be the day when all of God's children will be able to sing with new meaning "My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my father's died, land of the Pilgrim's pride, from every mountainside, let freedom ring!"

And if America is to be a great nation, this must become true. So let freedom ring from the hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York.

Let freedom ring from the heightening Alleghenies of Pennsylvania.

Let freedom ring from the snow-capped Rockies of Colorado.

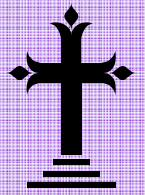
Let freedom ring from the curvaceous slopes of California.

But not only that, let freedom, ring from Stone Mountain of Georgia.

Let freedom ring from every hill and molehill of Mississippi and every mountainside.

And when this happens, when we let freedom ring, when we let it ring from every tenement and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old spiritual, "Free at last, free at last. Thank God Almighty, we are free at last."

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Unit 11 Session 2 – 5 Information Sheet 7

Mother Teresa Quotations

Simple acts of love and prayer keep the light of Christ burning.

Holiness is not the luxury of a few. It is everyone's duty: yours and mine.

Holiness does not consist in doing extraordinary things. It consists in accepting, with a smile, what Jesus sends us. It consists in accepting and following the will of God.

Prayer is not asking. Prayer is putting oneself in the hands of God, at his disposition, and listening to his voice in the depths of our hearts.

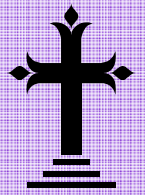
I ask you one thing: do not tire of giving, but do not give your leftovers. Give until it hurts, until you feel the pain.

If we worry too much about ourselves, we won't have time for others.

Good works are links that form a chain of love.

Peace begins with a smile.

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Unit 11 Session 2 – 5 Information Sheet 8

Prayer of Mother Teresa

Dear Jesus,

Help me to spread Thy Fragrance everywhere I go.

Flood my soul with Thy spirit and love.

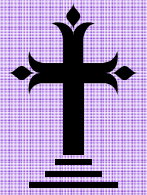
Penetrate and possess my whole being so utterly that all my life may only be a radiance of Thine.

Shine through me and be so in me that every soul I come in contact with may feel Thy presence in my soul.

Let them look up and see no longer me but only Jesus.

Stay with me and then I shall begin to shine as you shine, so to shine as to be a light to others.

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Unit 11 Session 2 – 5 Information Sheet 9 – Thomas Barnardo

Dr. Thomas Barnardo

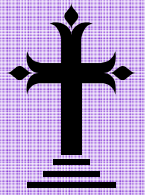
Thomas Barnardo, the son of a furrier, was born in Dublin on the 4th July 1845. He worked as a clerk until he converted to evangelical Christianity in 1862. He then spent some time preaching in the Dublin slums, before moving to London to study medicine. At this stage he planned to become a medical missionary with the China Inland Mission.

While he was studying at the London Hospital, Thomas Barnardo opened his own Ragged School in Stepney where poor children could get a basic education. He also established Band of Hope meetings for the children. The Band of Hope was a temperance organisation for working-class children. It was founded in Leeds in 1847. All members took a pledge of total abstinence and were taught the "evils of drink". Members were enrolled from the age of six and met once a week to listen to lectures and participate in activities



One evening a boy at the Mission, Jim Jarvis, took Thomas Barnardo around the East End showing him children sleeping on roofs and in gutters. The encounter so affected him he decided to devote himself to helping destitute children. He was a great public speaker and made a speech about the problem at a Missionary Conference in 1867. Lord Shaftesbury was in the audience and he was so moved by what he heard that he offered Barnardo help to establish homes for these children. The banker, Robert Barclay also agreed to support the work and on 2nd March, 1868, Barnardo had raised enough money to open his first home for destitute children.

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Unit 11 Session 2 – 5 Information Sheet 9 continued – Thomas Barnardo

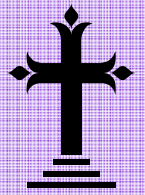
Thomas Barnardo was also active in the Temperance Society and used to erect mission tents outside public houses. In 1872 he bought 'The Edinburgh Castle', a well-known Gin Palace in London, and converted it into the People's Mission Church and the country's first Coffee Palace.

In 1874 Dr. Barnardo opened a Photographic Department in his Stepney Boys' Home. Over the next thirty years every child who entered one of Barnardo's homes had their photograph taken. Children were photographed when they first arrived and again several months later after they had recovered from their experiences of living on the streets. These 'before' and 'after' cards were then sold in packs of twenty for 5 shillings or singly for 6 pence each. This enabled Barnardo to publicize and raise money for the work.

By 1878 Thomas had established fifty orphanages in London. These included his Village Home for Girls in Ilford, and the Girls' Village Home in Barkingside, a collection of cottages around a green, which housed 1,500 girls. By the time a child left Barnardo's they were able to make their own way in the world - the girls were equipped with domestic skills and the boys learnt a craft or trade. Barnardo also developed a scheme for sending children to Canada. Between 1882 and 1901 he sent 8,046 children.

By the time Thomas Barnardo died on 19th September, 1905, there were nearly 8,000 children in his residential homes, more than 4,000 were boarded out, and 18,000 had been sent to Canada and Australia.

CHRISTIANITY KS 2 Unit 11: Faith in Action



Unit 11 Session 6 Activity Sheet 1

Letter template

Dear

I am writing to invite you to speak to my Year 6 class about ways in which Christians in the local community put Jesus' teaching into action in their lives.

I attach a list of Jesus' teachings which the class have studied and the Unit Planner. We have studied in depth the lives and work of the following Christians:

Mother Teresa
Gladys Aylward
St Francis
Gipsy Rodney Smith
Martin Luther King
D. Thomas Barnardo

Please could you talk for about 15 minutes and then be prepared to answer the class's questions. Examples of charity links, community work, voluntary activities, vocations etc. would be most helpful.

Yours sincerely