

24.1 Being Wise

Based on Episode 24: Desperate Measures



Learning objectives:

- To understand the difference between being wise and being intelligent
- To know that God asks Christians to be wise

RE Links:

England:

2d) *Reflect on ideas of right and wrong and their own and others' responses to them*

Isle of Man:

3F) *What is faith and what difference does it make? (QCA – 3E)*
5F) *How do the beliefs of Christians influence their actions? (QCA – 5D)*

Northern Ireland:

Morality: Respect for each other

Scotland:

Christianity: Beliefs: RME 2-01b
Catholic schools: Catholic Christianity:
In the Image of God: RERC 2-02a

Wales:

Ask and respond to important religious and moral questions about the world and personal relationships

Stimulus material:

Friends and Heroes DVD Episode 24: *Dangerous Measures. This lesson is based on the first half of the episode up to 07:02 mins, after Macky has thought about what it is that is important to him.*

Bible reference for the main story:

Solomon's wisdom with a baby
1 Kings 3:16-28

Other resources required:

Copies of worksheet 24.1a – enough for one per pupil
Copies of worksheet 24.1b – optional

Introduction:

Explain that in today's lesson we will be thinking about what it means to be wise. Ask the pupils to spend a few moments thinking about what they think the word 'wise' means. When they have done that, ask them to think again, this time about what the word 'intelligent' means. Don't take any feedback.

Give the pupils copies of Worksheet 24.1a – ask them to complete it – for each idea they will need to tick whether they think it is an example of being wise or being intelligent/clever.

Ask pupils to compare their answers with a friend.

Activities:

Explain that in this episode, the Bible story is about an Old Testament character, King Solomon. Tell the class that he was famous for being wise. As the pupils watch the episode, ask them to think about what it means to be wise and to see if they can spot how King Solomon was wise when faced with a problem.

Show Friends and Heroes Episode 24: Dangerous Measures, up to 07:02 mins, after Macky has thought about what it is that is important to him.

Class discussion:

Ask the pupils the following questions, allowing time for paired talk before giving a response.

- What did Solomon do to sort out the problem?
- How did he know which the real mother was?
- How do you think the story helped Macky?
- What do you think Macky will do next?
- Will Macky go along with the zealots' plan?

Group activity:

Ask the pupils to work together to think of an example of a situation in which they have to be wise. It might be a situation that has arisen at school or at home. They then think of three different possible solutions and decide which of these would be a wise solution. They should be prepared to explain what the situation is and how it could be solved wisely. They may like to use Worksheet 24.1b to help structure their thinking.

After 5-10 mins, ask a couple of groups to present their ideas.

Reflection / Personal search / Response:

Refer back to the beginning of the lesson. Which things did we identify as being wise? Which things did we identify as being intelligent? Ask the pupils to reflect on what they have learned. Emphasise that taking a wise approach is the best way to tackle problems and situations and whilst some people may be very intelligent, they may not always make wise choices. It's also true that you don't have to be top of the class to be able to make wise decisions. You might like to say a prayer to ask God to help the pupils to make wise choices.

Assessment / reporting:

Can pupils give an example of a wise response to a situation?

Links to other subject areas:

SEAL - Good to be me – recognising the difference between being wise and clever
 Creative/other - Roman games – mancala – played by Tiberius and Portia. Play online at: www.aflcio.org/unionshop/games/game_mancala.cfm

Name: _____

Date: _____

Worksheet 24.1a

Read each statement carefully. Decide whether you think it is an example of being wise or being intelligent. Put a tick in the box.



		Wise	Intelligent
1.	Getting 10/10 in a spelling test every week.		
2.	Remembering to look left, right, left when crossing the road.		
3.	Turning the tap off before the bath gets too full and overflows.		
4.	Being able to remember all your times tables.		
5.	Being able to speak another language.		
6.	Telling someone where you are going when you are playing outside.		
7.	Keeping fireworks in a tin on Bonfire Night.		
8.	Watering the plants regularly.		

Name:

Date:

Worksheet 24.1b

What is the situation?



Solution 1

Solution 2

Solution 3

The wise solution

From your three solutions choose which you think is the most wise and write that number in this box.

