

32.1 Who can we trust?

Based on Episode 32: Senators First

Learning objectives:

- To think about who we trust
- To explore why we trust these people

RE Links:

- England:** 2b) Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways
- Isle of Man:** 3C) What do we know about Jesus? What is trust? Who do we trust? (QCA – 3C)
6Di) Christian values – How do you know you can trust and respect a person?
- Northern Ireland:** Morality: respect for each other
- Scotland:** Christianity: Beliefs: RME 2-01a
Catholic schools: Catholic Christianity:
Reign of God: RERC 1-22a / RERC 2-22a
- Wales:** Understand the links between belief, teaching and practice to provide a greater depth of meaning to religious ideas

Stimulus material:

Friends and Heroes DVD Episode 32: Senators First. This lesson is based on the first half of the episode up to 08:45 mins when Portia is asking Brutacus to take them home.

Bible references for the main story:

Joseph and Pharaoh's dreams
Genesis 40:1-8, 41:1-44

Other resources required:

Copies of Worksheet 32.1a prepared by cutting each sheet into four different questions.
Copies of Worksheet 32.1b - optional

Introduction:

Ask the pupils if any of them have heard of the game 'Call my bluff'. Explain that it is a game in which an unusual word is shared. The question master gives possible options for the correct meaning of the word, trying to convince the players that a false meaning for the word is the correct meaning. The question master wins if the players don't manage to guess the meaning correctly. Demonstrate using the example below:

Oleaginous (ol-lee-aj-in-uss)	
True	An adjective meaning oily or producing oil.
False	A word to describe someone who has reached their eightieth birthday and is happy to be eighty.
False	An adjective used to describe the short, soft feathers found under the wings of an owl.

Continued overleaf...

Ask the pupils to have a go at playing the game using Worksheet 32.1a.

Feedback and discuss:

- Who managed to guess the correct word?
- How easy was it to convince your friends of something that wasn't true?

Ask the pupils to think about the following question: *If it is so easy to convince people of things that aren't true, how do we know who we can trust?*



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Lesson 32.1: Who can we trust?

Activities:

Introduce Friends and Heroes Episode 32: Senators First:

- Where is the episode set? (Rome)

If the pupils have already watched the previous episode, ask them to think about what had happened or explain that in the last episode, Portia and Macky discovered that Senator Marcus was planning to release snakes into the Senators' bath and then blame it on the Friends of Jesus.

- Is Senator Marcus someone the pupils would trust? Why? Why not?

Show Friends and Heroes DVD Episode 32: Senators First up until 08:45 mins when Portia is asking Brutacus to take them home.

Ask the pupils to think of each of the characters below in turn.

- Who would they trust?
- Why would they trust them?
- Why wouldn't they trust them?

Think about:

■ Toadie
■ Marcus

■ Portia
■ Brutacus

■ Macky

- Why did the people trust Joseph?

Remind the pupils that Pharaoh chose Joseph to help him with the famine because he had been trustworthy – what he had said about the dreams made sense and came true. Pharaoh needed someone in his life that he could trust.

Explain that today Christians believe that they can trust Jesus. Just as we learned in the 'Call my bluff' game, humans can trick and cheat each other and don't necessarily tell each other the truth. Christians believe that the one person they can always trust is Jesus.

Extension idea – using Worksheet 32.1b and dictionaries, ask pupils to make their own 'Call my Bluff' cards and use them to play a new game.

Reflection / Personal search / Response:

Ask the pupils to spend some time thinking about the idea of trust.

- Who do they trust in their own lives? (You may need to be sensitive in this area as some pupils may have experience of adults they have not been able to trust).

Then ask them to reflect on how trustworthy they are as an individual. Do they think that other people can or do trust them?

Assessment / reporting:

Can the pupils give examples of people that we should trust?

Links to other subject areas:

SEAL - Good to be me – thinking about trust and trustworthiness

Getting on and falling out; Relationships

Literacy - Word definitions, dictionary work

Name:

Date:

Worksheet 32.1a

<i>Anthracite</i>	
<i>True</i>	<i>A hard coal that burns slowly with little smoke or flame but with a great deal of heat.</i>
<i>False</i>	<i>An incredibly awful sight.</i>
<i>False</i>	<i>The name given to the habitat of a rare breed of ant, found only in North America.</i>

<i>Cerulean (ser-rule-ee-an)</i>	
<i>False</i>	<i>A special type of metal ruler that is used by carpet layers to check the depth of a carpet.</i>
<i>True</i>	<i>An adjective meaning a deep blue colour.</i>
<i>False</i>	<i>An ancient name, first used in Roman times. Nowadays, the name has been shortened to the familiar girls' name – Sarah.</i>

<i>Defoliate</i>	
<i>False</i>	<i>A verb meaning to remove a young horse, known as a foal, from its mother. This normally happens during the Spring time.</i>
<i>True</i>	<i>A verb meaning to remove the leaves from a plant.</i>
<i>False</i>	<i>A noun meaning a particularly large meal, often enjoyed by ladies in Ireland.</i>

<i>Refulgent</i>	
<i>False</i>	<i>A special exam that football referees have to take before being allowed to referee important football matches.</i>
<i>False</i>	<i>An adjective meaning an unpleasant smell – it is often used to describe rotten food.</i>
<i>True</i>	<i>An adjective with the meaning shining or radiant.</i>

Name:

Date:



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Worksheet 32.1b

Use these templates to make your own 'Call my Bluff' questions

