

# 33.1 Who are you friends with?

Based on Episode 33: Rome Alone

## Learning objectives:

- To reflect on how we think about other people
- To consider why we are friends with people

### RE Links:

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|--------------------------|---|
| <b>England:</b>          | 2d) <i>reflect on ideas of right and wrong and their own and others' responses to them</i>  |
| <b>Isle of Man:</b>      | 5E) <i>Rules to live by – Belonging</i><br>5F) <i>How do the beliefs of Christians influence their actions? Who is my neighbour? (QCA – 5D)</i> |
| <b>Northern Ireland:</b> | <i>The revelation of God: The life of Jesus</i>   |
| <b>Scotland:</b>         | <i>Christianity: Beliefs: RME 2-01a</i><br><i>Catholic schools: Catholic Christianity:</i><br><i>Reign of God: RERC 1-20a / RERC 2-20a</i>      |
| <b>Wales:</b>            | <i>ways in which religion can change people's lives and/or attitudes</i>  |

### Stimulus material:

**Friends and Heroes DVD Episode 33:** *Rome Alone. This lesson is based on the first half of the episode up to 8:51 mins when Toadie arrives at Antonius's door.*

### Bible reference for the main story:

*Jesus heals Blind Bartimaeus*  
*Mark 10:46-52*

### Other resources required:

*Copies of Worksheet 33.1a – enough for 1 each*  
*Copies of Worksheet 33.1b – enough for 1 each – optional*

### Introduction:

*Ask the pupils to imagine that they have had to move schools for some reason and had to leave all their friends behind. Ask them to think about what they would look for in a new friend. Would they mind if they were a boy or a girl? Short or tall? Someone who enjoys PE or Science?*

*Using Worksheet 33.1a, ask the pupils to draw a picture of their 'ideal friend' and annotate with labels.*

*Ask the pupils to share their 'ideal friend' with a partner. Do they have any similar ideas?*

*Ask them to consider why it is they would choose to be friends with a child like that.*

*Then ask them to think about whether there might be a child in the imaginary new school that they wouldn't particularly want to be friends with and why that might be.*

*Explain that some people may not want to be friends with some of the children because their skin is a different colour or because they have a disability.*

- *Is this the right way to behave?*
- *Why do some people behave like this?*

## Activities:

Tell the pupils that in the Bible story in today's episode, Jesus meets someone who was left out, not because of his skin colour, but because he had a disability that meant he couldn't join in.

Sensitively, address the issue of disability with the pupils. Try to avoid using words such as 'normal'. Ask the pupils if they can think of any examples of disability and aim to use the correct vocabulary (blind, deaf, etc.). Be aware that pupils in your class may have disabilities or know people with disabilities.

Show Friends and Heroes DVD Episode 33: Rome Alone as far as 8:51 mins when Toadie arrives at Antonius's door.

### Hotseating:

Ask the pupils to try and put themselves into Bartimaeus's shoes and then try and answer the following questions in role.

- Why were you begging in the street?
- Why don't you have a job?
- Why do people leave you out and ignore you?
- How did you feel when Jesus stopped and spoke to you?

After the hotseating, ask the pupils to consider how Jesus's kindness towards Bartimaeus affected him? (it healed him of his blindness and changed his life because he left the town he had been living in and followed Jesus)

- Why did Antonius tell that particular story to Felix? (because he doesn't speak and sometimes gets left out from activities because of this. Antonius wanted to encourage him)

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## Reflection / Personal search / Response:

Encourage pupils to think about how they respond to people they think of as 'different' to themselves.

- How can they really tell if someone is different from them? (by talking to and getting to know them)
- Does it matter if other children are different from them?
- What could the advantages be of knowing children with different backgrounds or experiences of life? (make sure that the pupils realise that these friendships could be beneficial for them and for the people that they make friends with – they're not just doing a good deed!)

You may like to ask the pupils to design a poster which challenges others not to discriminate on the basis of gender, race, age, disability, etc. – this could tie in with work on bullying. You can use Worksheet 33.1b for this activity.

### Extra idea:

If your lesson falls at an appropriate time e.g., right before break, why not ask the pupils to spend an agreed amount of time (break-time) trying to experience what it would be like to be like Felix and not speak at all. Explain that they would need to use hand gestures and actions to get their meanings across.

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## Assessment / reporting:

Can pupils identify why they may choose/not choose to be friends with someone?

**Links to other subject areas:**

*SEAL - Getting on and falling out: Relationships - Say no to bullying – making friends, dealing with differences*

*Literacy - Speaking and Listening – hot seating*

*Literacy - Stories with issues/dilemmas: Y4 Narrative, plays and scripts, Unit 4*

*Literacy - Creating posters*

*Creative/other - Anti-bullying week*

*Lesson 33.1: Who are you friends with?*

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Name:

Date:

## Worksheet 33.1a

Imagine you have moved to a new school.

Draw a picture of your 'ideal' friend. What would they look like?

What kinds of clothes would they wear? What would they like doing?

Once you have finished, use label lines to add more detail to your drawing e.g. someone who enjoys reading, someone who likes football . . .



Name:

Date:

## Worksheet 33.1b

Design a poster which challenges others not to discriminate on the basis of gender, race, age, disability, etc.



A large, empty rectangular box with rounded corners, intended for the student to design a poster. The box is outlined with a thick black border and occupies most of the lower half of the page.