

35.1 Thinking before we act

Based on Episode 35: Spies and Lies

Learning objectives:

- To think about how we respond to situations
- To recognise that it can be good to take time to think about a situation before reacting

RE Links:

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

Isle of Man 4E) *Christian values – Can you define the difference between right and wrong?*
5F) *How do the beliefs of Christians influence their actions? How do our beliefs affect the decisions we make? (QCA – 5D)*

Northern Ireland: *The life of Jesus: passion, death and resurrection*

Scotland: *Christianity: Beliefs: RME 2-01b*
Catholic schools: Catholic Christianity:
Son of God: RERC 2-05a

Wales: *provide a simple explanation to justify their own viewpoint*

Stimulus material:

Friends and Heroes DVD Episode 35: Spies and Lies. *This lesson is based on the first half of the episode to 09:30 mins when Marcus has finished talking at the Senate.*

Bible references for the main stories:

Jesus rides into Jerusalem
Mark 11:1-11
Jesus and the Moneylenders
Mark 11:15-17

Other resources required:

Copies of Worksheet 35.1a
Copies of Worksheet 35.1b

Introduction:

Show Friends and Heroes DVD Episode 35: Spies and Lies as far as 05:00 mins.

Ask the pupils the following questions:

- Are they surprised by Antonius's reaction in the Senate?
- Why?
- Why didn't he try and defend the Friends of Jesus?
- What would you have done if you had been Antonius?
- Can they think of a good reason why he didn't want to defend the Friends of Jesus at that time?

Ask the pupils to look at Worksheet 35.1a and for each situation, note down what they would do. Encourage the pupils to complete the exercise as quickly as they can, going with their natural reaction to the situations they read about. Emphasise that they should not discuss their responses with others.

Activities:

Once the pupils have completed the task, ask them to share their responses. Hopefully there will be a range of different responses. After each situation is discussed, ask the pupils if, now that they have had time to discuss the situation, they would react in a different way because of what they have heard – perhaps they have decided that the situation is worth ‘making a stand about’ or that it’s none of their business.

Explain that in this episode, we see Jesus responding to two different situations in totally different ways.

Ask the pupils to use Worksheet 35.1b to predict what they think Jesus will do.

Once the pupils have finished, share a few predictions and then show Friends and Heroes DVD Episode 35: Spies and Lies from 05:00 mins till 09:30 mins when Marcus has finished talking at the Senate.

Ask the pupils for feedback.

- Did Jesus behave in the way that they had predicted?
- What did he do the same/differently?

Ask the pupils why Antonius and Macky each told a different story about Jesus.

Draw out the idea that Jesus needed to think really carefully about how to react in each situation.

In the first story, he didn’t want to clash with the authorities – he wanted to make a peaceful entry into Jerusalem.

Ask the pupils whether they think Jesus was right to act in this way.

In the second story, he knew that what the stall holders were doing was wrong and he wanted to make a point about their behaviour, so he reacted angrily.

Again, ask the pupils whether they think Jesus was right to act in this way.

Reflection / Personal search / Response:

Remind the pupils that it was important for Jesus to think about how he was going to react. It was also important for Antonius to think about what he was going to say at the Senate. When he had had some more time to think about things he said something different. Ask the pupils to look at their responses on Worksheet 35.1a again. Give them a little time to think about how they responded. Now they have had some more time, would they change their responses? Why?

Encourage the pupils to think about how they respond when they have to make a decision or react to a situation. How can they make sure that they think about it before responding? Emphasise that when it is possible to take time to think before responding then it is a good idea to do so and may affect our responses for the better.

Assessment / reporting:

Can pupils explain how people react differently to situations?

Can they suggest possible reasons as to why that might be?

Links to other subject areas:

SEAL - Good to be me – thinking about how we react to situations

Creative/other - Roman senate



Worksheet 35.1a

Working as quickly as you can, write down your immediate reaction to these different situations.

1. In a maths lesson, someone on your table spends most of the lesson fiddling with the pencil sharpener and rubber. They don't get much work done.

2. You see another child stealing some of the charity day money from the teacher's desk.

3. On the playground, you see some pupils playing with a football when you know that football has been banned on the playground this week.

4. You overhear a group of pupils in your class picking on a younger child because she comes from a different country. They are teasing her because she has a strong accent.

5. When you're in the classroom at break-time you see another child taking an extra piece of fruit when the teacher isn't looking. You know that he doesn't have much in his packed lunch and must often be hungry.

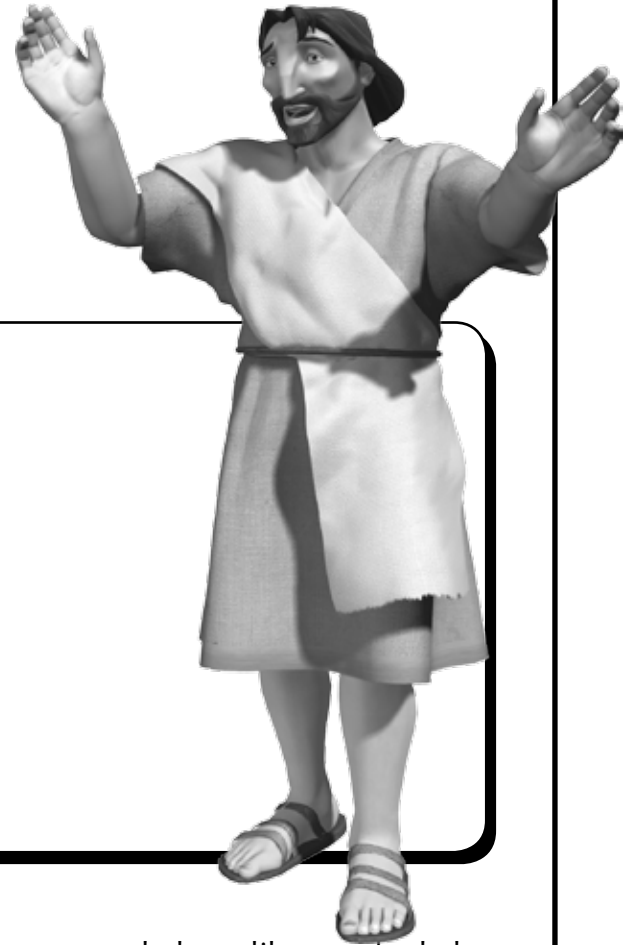
Name:

Date:

Worksheet 35.1b

What do you think Jesus will do?

1. The people of Jerusalem are expecting a king to arrive to save them from the Romans. They are expecting him to arrive in splendour. Jesus has a choice as to how he comes into Jerusalem. How do you think he will choose to arrive?



2. Jesus visits the temple in Jerusalem. He is expecting it to be a sacred place, like a cathedral. When he gets inside, he sees that people are using it like a market – there are stall holders and moneylenders using the temple for business. What do you think Jesus will do?