

2 What is my mission?

Based on Episode 2: A friend in high places

Learning objectives:

- To explore the idea of having a 'mission' in life (sense of purpose), and how prejudice can spoil that mission
- To explore some of our own skills and talents

RE Links:

England: 2e) *Reflect on sources of inspiration in their own and others' lives.*
3j) *Inspirational people: figures from whom believers find inspiration.*

Isle of Man: 3F) *What is faith and what difference does it make?*
5F) *How do the beliefs of Christians influence their actions?*
6Dii) *Leadership.*

Northern Ireland: *The Revelation of God: God and the Bible*
The Christian Church: Beginning and growth
Morality: Respect for each other

Scotland: *Sacred writings, stories and key figures.*
Beliefs.

Wales: *Recognise how religion affects the lives of adherents.*
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 2: *A friend in high places*

Bible references for the main stories:

Judges 16:4-30

Acts 10:9-28

Other resources required:

Your school's mission statement - if you have one
Copies of Worksheets 2a and 2b

Introduction:

Lead a discussion by asking:

- 1) If somebody said they were 'on a mission', then what would they mean? (They had an important job to do.)
- 2) What's your mission, as you come to school?
- 3) Does this school have a mission? (Share the school's mission statement, or discuss what it might be.)

Activities:

Explain that Samson was a man with a mission to lead and protect his people.

Watch episode 2 to the end of the Samson story.

Pupils use Worksheet 2a to discuss:

- 1) What makes someone a good leader?
- 2) Was Samson a good leader?
- 3) What held him back – and why? (You could suggest that Samson put his trust in the length of his hair, instead of God – and when the hair went, so did his strength. He'd lost his sense of mission – until remembering it at the very end.)

Introduce Simon Peter as another leader on a mission, whose wrong idea was holding him back in a serious way – only he didn't know it.

Show Peter's vision from episode 2.

What was Peter's wrong idea? (He was prejudiced. He didn't think that God was interested in people who weren't Jewish, like him.) Explain that this event was a key moment in the history of the Christian Church. If Peter's mind hadn't been opened to the idea of non-Jews hearing about Jesus, then Christianity wouldn't have spread across the multi-racial Roman Empire, and then the rest of the world. Prejudice can hold everybody back!

Reflection / Personal search / Response:

Encourage pupils to do some self-discovering for themselves. Samson and Peter were gifted leaders – but sometimes they didn't know best how to use the skills and talents that made them so special.

Pupils use Worksheet 2b to explore those activities they really enjoy doing. (The filling in of Table 1 can be completed as a class activity, with the teacher reading out and explaining the different skills, but Table 2 needs a little more private thinking time. Afterwards, ask if there were any surprises. How did pupils answer the questions at the bottom of the worksheet?)

Assessment / reporting:

Were pupils able to discuss the different qualities of leadership?

How did they respond to the idea that prejudice can hold you back from being a good leader?

How well did they tackle the audit of skills and talents?

Did they engage with the final questions of the reflection?

Links to other subjects:

Citizenship - life choices.

Name:

Date:

What is my mission? 2a

What makes a great leader?

What qualities would you want if you were choosing someone to be a great leader?

Select 4 from the following list of qualities, then rank them in the pyramid, with the most important at the top. Give reasons for your choice.

Honesty

Reliability

Attention to detail

Good health

Courage

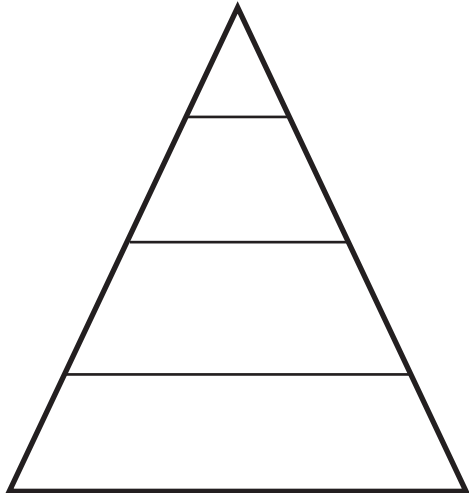
Intelligence

Decisive

Care for others

In the second box, how would you rate Samson as a leader? Give him a mark out of 10 for each quality on your pyramid.

My Great Leader



Samson

What do you think was holding Samson back from being a great leader for his people?

Why do you think this was happening?

Name:

Date:

What is my mission? 2b

What are my strengths?

Samson was given his strength to serve others, but he used it to serve himself – and lost his sense of purpose. Study the list of skills and talents - which do you enjoy using now?

List their numbers in Table 1, then place them in order of importance in Table 2.

I enjoy being good at:

Physical skills using:

- a) **My body** (Using keyboards, co-ordination, agility, speed, stamina ...)
- b) **Materials** (using my hands to work with clay, wood, card, fabric, plastic ...)
- c) **Objects** (creating food, using tools, instruments ...)
- d) **Equipment, machinery, vehicles** (setting up, assembling, controlling, repairing ...)
- e) **Buildings or rooms** (decorating, designing ...)
- f) **Growing things** (caring for and raising plants, or animals)

Mental skills involving:

- g) **Gathering /creating information** (finding out, interviewing, imagining, inventing, designing ...)
- h) **Organising** (working with numbers, organising information, planning step-by-step to achieve something, problem-solving, deciding ...)
- i) **Storing** (keeping records, retrieving information, having a good memory ...)

People skills with:

- j) **One other person** (following instructions, helping someone else, explaining yourself well, explaining yourself well in writing ...)
- k) **Groups of people** (talking to groups, performing, organising games or other activities, leading discussions, solving arguments ...)

TABLE 1

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TABLE 2

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Think: How could you develop these skills and talents?

Which of them could you use to make life better for other people?

Which of them could help you earn a living?