

8 Doing the right thing

Based on Episode 8: The one that got away



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Learning objectives:

- To learn how important God is to Christians
- To consider the cost of doing the right thing

RE Links:

England:

- 1b) *Practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings.*
- 2b) *Respond to the challenges of commitment both in their own lives and within religious traditions.*
- 2d) *Reflect on ideas of right and wrong and their own and others responses.*
- 3k) *Religion and the individual: what is expected of a person in following a religion or belief.*
- 3p) *Considering a range of human experiences and feelings.*

Isle of Man:

- 3E) *What is the bible and why is it so important to Christians?*
- 4E) *Teachings of Jesus.*
- 5F) *How do the beliefs of Christians influence their actions?*
- 6Di) *Christian values - making choices.*

Northern Ireland:

- The Revelation of God: God and the Bible.*
- The Christian Church: Beginning and growth.*

Scotland:

- Sacred writings and key stories.*
- Beliefs*
- Morals, values and attitudes*

Wales:

- Recognise how religion affects the lives of adherents.*
- Ways in which religion can change people's lives and/or attitudes.*
- Consider and respect the viewpoints of others, acknowledging where they are similar to and different from their own.*

Stimulus material:

Friends and Heroes DVD episode 8: *The one that got away*

Bible references for the main stories:

Acts 3:1-16

Daniel 3:1-30

Other resources required:

Copies of the scenarios on Worksheet 8a and 8b

Introduction:

Explain to the pupils that in biblical times, the Roman authorities didn't like the Christians and that being a Christian was hard because of this. The Christians chose to put God first and sometimes this would mean that they would get on the 'wrong side' of the Romans. This sometimes led to unpleasant consequences.

Continued overleaf...

- 1) Which of the stories in today's cartoon were Bible stories? (Peter and John being beaten for healing people; Shadrach and the furnace)
- 2) Why were the people in the Bible stories in trouble? (They put doing God's work and God before the authorities of the time)
- 3) What happened to them as a result of this? (beatings and burnings!)
- 4) How did knowing God help them?

Activities:

- 1) What is the difference between right and wrong?
- 2) Can you give an example of when you have been faced with making a decision about whether to do the right thing or not?

Give the pupils the following scenario:

Amil, a Year 5 boy, returns to his classroom during lunchtime to put his collecting cards in his drawer – they're not allowed out on the playground. Whilst doing that, he accidentally knocks over a pot of dirty water that had been used for painting in the morning. The water spills all over the completed paintings on the table, damaging them beyond repair. Worriedly Amil looks round – there's nobody else in school – nobody will know it's him so he goes back out to play. At registration after lunch, a rather cross Miss Smith demands to know how the paintings had got damaged. What should Amil do?

Ask the pupils to work in small groups to answer the following questions.

- 1) What should Amil do?
- 2) What would the consequences be?
- 3) What would you do in the same situation?
- 4) How could knowing God help Amil?

Feedback as a class and discuss the pupil's ideas. Draw out the idea of doing the right thing and the subsequent consequences and doing the wrong thing and the subsequent consequences.

With pupils in groups, give each group a different scenario from Worksheet 8a or 8b to discuss.

- 1) What should the person do?
- 2) What would be the consequences of their actions?
- 3) What would the pupils do in the same circumstances?

Dependent on the time available, rotate the scenarios between the groups or ask each group to feed back their scenario and their decision about what to do in that situation.

Reflection / Personal search / Response:

Ask the pupils to think back to the cartoon. Macky remembered two Bible stories in the cartoon. They were both about people doing the right thing and standing up for what they believed in, no matter what the consequences.

- 1) Why do you think Peter and John and Shadrach stood up to the authorities of their time? (Because God was so important to them)
- 2) What was Macky able to do once he had remembered the stories? (do the right thing in a difficult situation)

Ask the pupils to consider what they might do next time they are faced with a difficult situation at home or at school.

- 1) Can they stand up for what they believe or know to be right?
- 2) What might the consequences be? (getting into trouble, losing friends, gaining friends, pleasing God)

Emphasise that it was the people's faith in God that gave them the courage to do what was right.

Assessment / reporting:

*Can the pupils explain why Peter and John and Shadrach braved the wrath of the authorities?
Can the pupils explain why these stories might be inspirational for Christians?*



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Links to other subjects:

- 1) Numeracy – solving problems, identifying patterns – link to the code on the fish necklace (or to the 'Hidden Message' puzzle at www.friendsandheroes.tv)
- 2) Literacy – Issues and dilemmas
- 3) PSHE – taking responsibility

Lesson 8: Doing the right thing

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Name:

Date:

Doing the right thing 8a

Scenario 1.

Read the following Scenario and then answer the questions below:

Jenna and her friends are playing tag on the playground. It's a cold day and they are all wrapped up in their new winter coats. Sophie's playing tag too but her coat is a hand-me-down and rather more worn than the other girls' coats. As Sophie, runs past her, Jenna grabs the hood on her coat to tag her. A ripping sound is heard and the next thing Jenna knows, she is holding Sophie's hood in her hands. Sophie turns and sees the hood in Jenna's hand.

- 1) What should Jenna do?
- 2) What would the consequences be?
- 3) What would you do in the same situation?
- 4) How could knowing God help Jenna?

Scenario 2.

Read the following Scenario and then answer the questions below:

Debs is a quiet child in Year 4 who finds it hard to make friends. She finds her school work hard and other children often snigger when she answers the teacher's questions. Frances, another quiet child finds a group of girls hiding Debs' coat in the cloakroom. They make her promise not to tell Debs what they have been doing.

- 1) What should Frances do?
- 2) What would the consequences be?
- 3) What would you do in the same situation?
- 4) How could knowing God help Frances?

Scenario 3.

Read the following Scenario and then answer the questions below:

After an RE lesson, Jake's friends begin to talk about the video they had watched. It showed a girl of a similar age going to church on a Sunday and attending an after school club so that she could learn more about Jesus. Jake's friends find this very amusing and start to make up rhymes about the girl. Jake starts to feel very uncomfortable because he enjoys going to his church every Sunday.

- 1) What should Jake do?
- 2) What would the consequences be?
- 3) What would you do in the same situation?
- 4) How could knowing God help Jake?

Name:

Date:

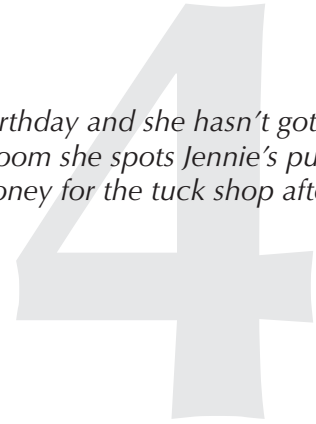
Doing the right thing 8b

Scenario 4.

Read the following Scenario and then answer the questions below:

Sunita is very worried because it's coming up to her Mum's birthday and she hasn't got enough money to buy her a present. When she's in the cloakroom she spots Jennie's purse sticking out of her coat pocket. Jennie always has plenty of money for the tuck shop after school.

- 1) What should Sunita do?
- 2) What would the consequences be?
- 3) What would you do in the same situation?
- 4) How could knowing God help Sunita?

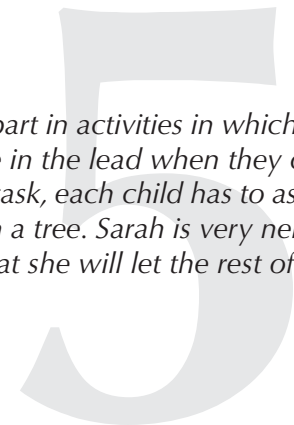


Scenario 5.

Read the following Scenario and then answer the questions below:

Year 6 are on an adventure holiday in Devon. They are taking part in activities in which they need to work as a team to win a competition. Sarah's team are in the lead when they come to the last activity of the competition. In order to complete the task, each child has to ascend a climbing wall and walk along a narrow beam to a platform in a tree. Sarah is very nervous and doesn't want to complete the activity but feels worried that she will let the rest of the group down.

- 1) What should Sarah do?
- 2) What would the consequences be?
- 3) What would you do in the same situation?
- 4) How could knowing God help Sarah?



Scenario 6.

Read the following Scenario and then answer the questions below:

In a PE lesson, Luke and Liam have been asked to pick children to be on their basketball team. They each pick children until there are only two children left: Simran and Joshua. Simran is a good basketball player but Joshua struggles with coordination and finds PE difficult. Luke can see that Joshua is looking upset at being amongst the last few children to be picked.

- 1) What should Luke do?
- 2) What would the consequences be?
- 3) What would you do in the same situation?
- 4) How could knowing God help Luke?

