

Disposition:	Creating Unity and Harmony
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Week	Date	Questions	Activities	Resources
1		<p>How are you both different from and also the same as everyone else?</p> <p><i>Begin to see beyond stereotypes and begin to understand common humanity.</i></p>	<p>Play mirror game. Each child stands opposite a partner and looks at how they are the same as and different from each other.</p> <p>Create a set of pictures of different people who might challenge the children's stereotypes. Ask the children: Which one is the doctor? Which one is the stay at home mum? Which is the lawyer? etc.</p> <p>Talk with the children about how they came to their conclusions. Show the children the answers and talk about how they have made mistakes and that we can't assess people by their appearance.</p> <p>Use the same photos and get the children to look at what the people have in common.</p> <p>The Bible says that we are all made in God's image. This doesn't mean that we look like God but we are made in his image. This is the same for everyone (Genesis 1:26-28)</p> <p><i>If you are looking at a contrasting location in Geography get the children to think about what they have learnt about that location and what they have in common with the children who live there.</i></p>	<p>Pictures of different people.</p> <p>Bible reference: Genesis 1:26-28</p>

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2		<p>What does the Christian story of the Good Samaritan (or other RT) teach believers about getting on with each other?</p> <p><i>Raise awareness that one of the most important principles of Christianity is to love others, no matter who they are.</i></p>	<p>Tell the story of the Good Samaritan, Luke 10: 25 -37 or The Lion First Bible-"Help! Help!" pages 370-377. You might like to show the video clip from The Miracle Maker DVD, where this parable is very effectively shown as a cartoon.</p> <p>Jesus told this story when explaining the commandment to Love God and Love your neighbour as ourselves.</p> <p>Explain that the important point is that Christians are commanded to love everyone, no matter who they are, they might even be 'the enemy'.</p> <p><i>Be aware that this story is so familiar that the children often fail to realise that the Jews and Samaritans were enemies.</i></p> <p>Children could then retell the story in pictures or devise a modern version of the parable.</p>	<p>Bible reference: Luke 10: 25-37</p> <p>The Lion First Bible ISBN 0 7459 3849 3</p> <p>Miracle Maker DVD</p>

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Week	Date	Questions	Activities	Resources
3.1		<p>What do believers (of religious traditions) teach about getting on with each other?</p> <p><i>Explore the strong messages which are learnt during Hajj which are important to get on with each other.</i></p>	<p>Tell children that Muslims have to observe five pillars of Islam. These are the declaration of the faith when a person is ready to live their life as a Muslim; Praying five times a day; Fasting for the full month of Ramadan; giving compulsory charity as fixed by Allah on savings only called Zakah once every year (optional charity could be given at any time, any amount, any for); going to Makkah once in the life time to do Hajj in the month of Dhul Hajj, if financially affordable. Tell children that we will look at Hajj and focus on the aspects which teach people how we should interact with each other so that we could live together in peace:-</p> <p>During Hajj, Muslims wear special clothing called the Ihram. For men this consists of two white sheets one covering the lower part of the body and the second covering the top part of the body wrapped around in such a way that it leaves one shoulder bare. The women can wear any clothing as last as it is very simple.</p> <p><i>Continued on next page.</i></p>	

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3.2		<p>What do believers (of religious traditions) teach about getting on with each other?</p> <p>Explore the strong messages which are learnt during Hajj which are important to get on with each other.</p>	<p><i>Continued from previous page.</i></p> <p>The purpose is to show equality and global citizenship. In other words, everyone is equal irrespective of how poor or rich they may be and that whether anyone is white or black and that no race is superior to another race. The world belongs to everyone and everyone has the responsibility of caring for the world and everything within it.</p> <p>The Ihram is worn on approaching the 'Miqat' (the border of Makkah). On arrival in Makkah, Muslims go round the Kaba seven times, this is called Tawaf. They then do a fast walk between two hills called Safa and Marwa, this is called Sa'ee. They then visit and stay at three places called Mina, Arafat, Mudalifah. They then throw pebbles at three fixed places and then shave or trim their hair.</p> <p>Then ask pupils to make a 3-D Kaba.</p>	

Disposition: **Participating and willing to lead**

Week	Date	Questions	Activities	Resources
1		<p>What is good about taking part?</p> <p><i>Explore team membership in a practical and fun way.</i></p>	<p>Children play a team game of some description - e.g. tug of war or team challenges, such as getting across a space on a bench. Consider taking this lesson outside or into the hall, otherwise use tabletop team games or a quiz.</p> <p>Talk to the children about this experience, drawing on their feelings. Consider how it felt to win or lose, what they liked about being in their team, and how the teams were chosen. Did someone come forward as the leader? Would it be different if not part of a team?</p>	<p>RE Quest CD. Should be in all schools was sent out from BASS.</p> <p>www.request.org.uk</p>

Disposition:		Participating and willing to lead		
Week	Date	Questions	Activities	Resources
2		<p>What does Christianity (or other RT) teach about 'working together'?</p> <p><i>Explore the Christian concept that each individual has a particular role within the church and that each is essential.</i></p>	<p>As an introduction, discuss the School Experience: we are all part of a school. Discuss that a school isn't just a building, it is also the people in it. How could it work without certain people? Everyone has a role in the school to make it work. E.g. consider what would happen if the caretaker didn't turn up.</p> <p>Although many people think that a church is a building, the Bible teaches that a church is the group of people who follow Jesus. Churches are people who worship together.</p> <p><i>Prepare by reading: Corinthians 12: 12 -31. The Bible teaches that each Christian has a value and a purpose within the church. This passage particularly emphasises the need for everyone to be content with the role that God has given them.</i></p> <p>One of the ways of teaching the 'body part' analogy is to use a drama. Several suitable dramas have been written. We recommend 'Bodywork' by Peter Chantry. Consider looking at and possibly learning "Many Hearts". Ask the children to create their own version for their school.</p> <p><i>Due to short nature of term, only 5 lessons are planned. If a lesson is available then feel free to develop any of the above ideas. Ideally, here it would be good to visit a church.</i></p>	<p>Many Hearts - School Prayer This is our school Let peace dwell her. Let the room be full of contentment. Let love abound here, Love of one another, Love of mankind, Love of life itself And love of God. Let us remember that As many hands build a house, So many hearts make a school.</p> <p>Bodywork by Peter Chantry. Drama for all the family 0-85476-358-9 Published by Kingsway</p> <p>Links with 'Faith makes a difference' DVD: Film clip 14: Cultivating inclusion, identity & belonging, Initial, J-Team Club tapestry - start time on DVD 01:58</p>

Disposition:		Caring for Others, Animals and the Environment		
Week	Date	Questions	Activities	Resources
1		<p>How wonderful is our world?</p> <p><i>Encourage the children to explicitly appreciate the world around them.</i></p>	<p>Listen to the song "What a wonderful World" Louis Armstrong or Eva Cassidy.</p> <p>Using the song as a basis, talk about what is good about the world.</p> <p>Work from the song by either drawing a picture or creating a part of a collage (which is added to by the whole class)</p>	<p>"What a wonderful World" Louis Armstrong or Eva Cassidy's version is really beautiful.</p>

Disposition: **Caring for Others, Animals and the Environment**

Week	Date	Questions	Activities	Resources
2		<p>What would it be like if no one cared for our world or us?</p> <p><i>Encourage the children to appreciate the vulnerability of the world around them.</i></p>	<p>Listen to the song "Think of a world with out any flowers" to be found in "Someone's Singing Lord". Reflect on the words.</p> <p>Follow last week's activity but this time using this different song to envisage a world that is not cared for.</p>	<p>Someone's Singing Lord A&C Black</p>

Disposition:		Caring for Others, Animals and the Environment		
Week	Date	Questions	Activities	Resources
3		<p>How does God care for me?</p> <p><i>Explore the options when worrying thoughts about our own vulnerability arise.</i></p>	<p><i>Christians believe that God is in control and caring for them, even in difficult situations and circumstances. The Bible passage recommended is Jesus teaching his followers that they should not worry. Matthew 6: 25-34</i></p> <p>Talk with the children about the kinds of things that worry them. Develop the discussion to thinking about the effect that worrying has on the worry. E.g. If you worry that you will forget your PE kit—does that help you remember it? Or does worrying about something like "do my friends like my new dress" make any difference? Move from examples that the children are familiar with to some of the word pictures in the passage. (E.g. The birds of the air don't plant, harvest or store food in barns but God feeds them.)</p> <p>The passage teaches us that worrying is ineffective and recommends the alternate, which is to trust that God will take care of us. Consider creating a display where the children paint, or draw images inspired by the passage.</p>	<p>Someone's Singing, Lord A&C Black</p> <p>Bible reference: Matthew 6: 25-34</p>

Disposition:		Being Merciful and Forgiving		
Week	Date	Questions	Activities	Resources
1		<p>How big is your love?</p> <p><i>Explore and define the concepts of mercy and forgiveness.</i></p>	<p>Use a mind map to explore things you can do wrong at home, in the community or at school. In small groups discuss the range of punishments you might expect (<i>e.g. sent to Head Teacher or miss break for being cheeky or being sent to prison for stealing a car</i>).</p> <p>Using picture scenarios explore the meanings and differences between mercy and forgiveness. <i>Forgiveness is when the wrong things we do are not counted against us. Mercy is when we don't receive the punishments we deserve.</i></p> <p>Children act or discuss different scenarios that display mercy and forgiveness.</p>	<p>Stories of when someone has done something wrong.</p>

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2		<p>How big is God's love?</p> <p><i>Explore the nature of God's mercy and forgiveness and think about the application to our lives.</i></p>	<p>Watch scene from the Lion King displaying forgiveness and mercy. Children identify the acts of mercy and forgiveness.</p> <p>Read parable of The Prodigal Son Luke 15: 11-32 from The Lion First Bible-Lost and Found pages 386-391. Discuss the father's forgiveness in the story despite the son not deserving it and what that teaches us about God the Father.</p> <p>As a class, or individually, write a "Sorry" letter from son to father and a forgiveness letter from father to son.</p>	<p>The Lion King DVD</p> <p>The Lion First Bible ISBN 0 7459 3849 3</p> <p>Bible reference: Luke 15: 11-32</p> <p>Letter writing materials</p>

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Week	Date	Questions	Activities	Resources
3		<p>How big is God's love?</p> <p><i>Explore the responsibility of those who are forgiven to be forgiving.</i></p>	<p>Quiz to recap previous lesson on "The Prodigal Son".</p> <p>Tell the parable of The Unmerciful Servant (Matthew 18: 21-35). Discuss the difference between the king who forgave the servant and cancelled his debt and the servant who was not merciful and forced another servant to go to prison until he could payback what he owed.</p> <p>Relate the king to God.</p> <p><i>Explain that it will soon be Easter, the time Christians remember Jesus' death on the cross. Christians believe Jesus came and died on the cross to make it possible for everyone who trusts and believes in him to be forgiven. Jesus, who Christians believe to be God in person, took the punishment for everyone's wrong doing, so that we can have mercy from God and live with him forever.</i></p> <p>Discuss forgiveness and mercy as shown in the Easter story. The cost to God/Jesus. The value to those who believe. Consider why the story of The Unmerciful Servant makes it clear that Christians (who are themselves forgiven) should be merciful and forgiving to others.</p>	<p>The Lion First Bible ISBN 0 7459 3849 3</p> <p>Bible reference: Matthew 18: 21-35</p> <p>Links with 'Faith makes a difference' DVD: Film clip 8: Being Merciful and Forgiving, Initial, Parable of the unmerciful servant - puppet clip - start time on DVD 01:32</p>

