**Lesson Plans for Teaching Character through RE**

**A five lesson unit for key stage 4 topic Wealth and Poverty entitled, ‘Does the golden rule of all religions ‘’Treat others as you wish to be treated,’’ help people to become better people?’**

*The objectives of the unit are based on criteria for a higher ability, middle ability and lower ability student. The extended writing opportunities in assessment column of lesson plans are opportunities for teachers to produce written assessments in line with their GCSE exam board specifications. The caterpillar process has been broken up into stages throughout the unit and is shown in blue writing where this will be applied.*

A grade: (following the stretch activities where appropriate)

Character objective: Can evaluate to what extent the golden rule can help them become a person of good character through detailed and sophisticated analysis and usage of terminology

Learning objective: Can evaluate the positives and negatives of the usages and purposes of wealth and poverty.

C grade: (following the main sequence of activities)

Character objective: Can fully analyse and describe to what extent the golden rule can help them become a person of good character

Learning objective: Can explain different views on the usages and purposes of wealth

E grade: (following the support activities)

Character objective: Can describe how golden rule can help them become a person of good character

Learning objective: Can describe in some detail views on wealth and poverty

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| Key Question | Sequence of activities | Stretching activities | Support activities | Assessment |
| Lesson one What would you do and what should you do with great fortune?  (VIRTUE OF GOOD SENSE) | Give students a scenario: you have won £5 million on the lottery OR you have inherited £5 million from a relative. Have each of following questions on cards and students discuss in small groups: 1. What do you do with it? 2. Who or what would you help; Why? 3. Should you have to help others? 4. What is the sensible thing to do with it? Why? 5. The golden rule of all religions is ‘Treat others as you wish to be treated.’ How might this help you here were you to follow it?’ STOP  Design a detailed questionnaire in which you ask Jesus what he would do and should do with £5 million. Give Jesus different scenarios in which to think about. Anticipate his responses and have different questions. Complete it by asking nominated various Jesus characters in the room. LOOK  Feedback on activity: Answer key question fully referring to Christianity in your response. Listen,  Peer asses why is peer right and wrong? Caterpillar | Devil’s advocate-one to each group to interrogate the group over why they might be wrong with choices they are making. Report back to class to what extent good sense is being applied here. NOTICE  Anticipate the questions you will get and research <https://www.biblegateway.com/>  <http://www.christianitytoday.com/biblestudies/articles/theology/7-priorities-that-guided-jesus-decisions.html?start=1> and have answers ready to main question-what would Jesus do with £5 million? | Number 1 and 2 cards OR in mixed ability groups.  Q and A with teacher on the golden rule-teacher to draw out understanding of golden rule and various meanings for key question. | Extended writing opportunity |
| Lesson two Do I agree with the response of Jesus to wealth and poverty?  VIRTUE OF COMPASSION | Define compassion and study the parable of the talents from the Bible Matthew 25. Should Jesus have been more compassionate to the one who didn’t make money? Why do you think he wasn’t? What is true compassion then?  STOP  Watch Dr Robert Beckford clip on BBC Bite size-what did Jesus teach about money? <http://www.bbc.co.uk/education/clips/zgjvcdm>  Make notes and feedback on the attitude of Jesus here.  Contrast this with Matthew 19:21 ‘If you want to be perfect, go, sell your possessions and give to the poor, and you will have your treasure in heaven. Then come follow me.’ NIV version.  How do we sum up the attitude of Jesus to wealth and poverty? Discuss.  Stretch to present back their findings  Post it’s on wall activity: What is the most compassionate and appropriate way to view wealth and poverty? LOOK  Discuss answers.  Answer key question Do I agree with the response of Jesus to wealth and poverty? (Extended writing opportunity) Listen  In peer assessment why is peer right and wrong? Caterpillar  Complete character reflection sheet. Caterpillar | Use Luke 6: 20-21, Luke 12:33, Matthew 6:24, Proverbs 22:9 for what is the bible response to wealth and poverty? Present later. NOTICE | Teacher to aide where appropriate and clear up misunderstandings. | Key question  Extended  Writing  Opportunity |
| Lesson three Should you be able to follow an immoral occupation to escape poverty?  VIRTUE OF JUSTICE | Explain how the activities this lesson are for pretend only and no offence is intended.  In groups choose and for purpose of the lesson become an immoral occupation from a list of jobs:   1. Prostitute 2. Gambler 3. Drug dealer 4. Gangster 5. Unlicensed lender   Create a full scenario that justifies you having this job. Be prepared to defend yourself in the court of Jesus. STOP  Hold a mock trial of selected students. Use <http://www.citizenshipfoundation.org.uk/lib_res_pdf/0122.pdf> for how to run a mock trial, although a simple trial with a Judge, the accused and defending and prosecuting lawyers will suffice. During trial hear testimonies from accused, and have Q and A between lawyers and accused. Listen  Hear verdicts caterpillar | You are all followers of Jesus for the lesson and you will decide what justice is needed for the people who hold immoral jobs. Research Jesus using <http://www.christianitytoday.com/biblestudies/articles/theology/7-priorities-that-guided-jesus-decisions.html?start=1>  NOTICE | How can the golden rule be applied here? Q and A with teacher. Feedback to class. LOOK |  |
| Lesson four What thinking is needed in relation to matters of wealth and poverty as an issue?  VIRTUE OF GOOD SENSE | Play the song ‘loaded’ by Primal Scream on entry.  Review its lyrics and feelings with brief discussion on: What is good about making money? What are the dangers? What is good and bad about the American dream? STOP  Set up a silent debate: This is where students write onto paper rather than vocally discussing and they rotate sheets at timed intervals. Giving each student a different coloured pen can help it to look neater too.  Silent debate questions:  Anyone who doesn’t want to work should not be able to claim benefits  Education should be free for anyone in the world  Unemployment is mostly your own fault  People are unemployed because they are under achievers  The government is to blame for all unemployment  Benefits should be reduced  Students to collect their original sheet back and then using Bono’s thinking hats apply good sense to the statement through a purposeful discussion. Look Overall they should come to conclusion about what is needed for best ideas on the sheet to work and how they have chosen who is right or wrong using good sense. Listen <http://www.debonogroup.com/six_thinking_hats.php>  Self-reflection: How might the golden rule help you here? Caterpillar | Research the work of CAFOD and Christian Aid in relation to the key question ready to use this thinking on thinking hats task later  NOTICE | On silent debate find reasons for supporting each statement. |  |
| Lesson five  What should the Government do about poverty?  VIRTUE OF GOOD SPEECH | Review lessons so far and key question today: STOP  Set up a class debate using discussion techniques such as Phil Beadle’s tennis argument activity. <https://www.youtube.com/watch?v=zr2xdjQPH4I>  Debate questions: 1. Should the Government force the rich to help the poor?  2. Can the Prime Minister eradicate poverty in the UK?  Set up teams: I suggest having a for and against team for number 1 and a different for and against team for number 2 but there are many different ways of running this. You MUST refer to Christianity in your answers-use the learning from previous lessons to do this.  Look  Hear class letter to Prime minister and discuss any changes to it before sealing it in an envelope and sending it for posting. Listen  How is this different from what you would have wrote? caterpillar | Responsible for listening and recording best points made-this is put into a letter that is then written by the class for the Prime Minister.  NOTICE |  | Letter to the prime minister as extended writing opportunity. |

Character reflection-in your own words how have you shown good character and/or increased your knowledge of good character in these lessons? Remember by demonstrating this awareness of how you have you will be possibly increasing your grades.

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| Virtue of good sense |  |
| Virtue of compassion |  |
| Virtue of Justice |  |
| Virtue of good speech |  |
| Grade I have reached shade and write below grade in detail why you feel you have met that grade | A grade: (following the stretch activities where appropriate)  Character objective: Can evaluate to what extent the golden rule can help them become a person of good character through detailed and sophisticated analysis and usage of terminology  Learning objective: Can evaluate the positives and negatives of the usages and purposes of wealth and poverty.  C grade: (following the main sequence of activities)  Character objective: Can fully analyse and describe to what extent the golden rule can help them become a person of good character  Learning objective: Can explain different views on the usages and purposes of wealth  E grade: (following the support activities)  Character objective: Can describe how golden rule can help them become a person of good character  Learning objective: Can describe in some detail views on wealth and poverty |