

Chapter 2 Jesus and others

Ethnic minorities

Learning intentions

By the end of this lesson pupils will:

- ▶ have knowledge of how migration is changing society in Northern Ireland
- ▶ have developed their knowledge and understanding of the attitude that Jesus had towards people from outside the Jewish culture
- ▶ have worked together to produce an action plan to help people integrate into school

Key elements

Cultural understanding
Economic awareness

Cross-curricular skills

Communication

Thinking skills and personal capabilities

- ▶ Organise and plan how to go about a task
- ▶ Understand how actions and words affect others
- ▶ Give and respond to feedback



Lesson plan

Starter

- ▶ As an introduction to *Prejudice*, the issue for discussion in this chapter, pupils could think about and discuss what the word prejudice means. They could look at it as two words – pre and judge – and discuss the different ways in which we pre-judge people before we know them, by using the introductory Discuss activity in the textbook, page 15.
- ▶ As an introduction to the topic of ethnic minorities, pupils could look at images of different types of food available in our supermarkets or at tins of food available. Ask pupils to list the countries where this food has come from. Examples could be Polish, Indian, Chinese, Italian, etc.

- ▶ Discuss with pupils how our eating habits have developed over the last few decades. Lead into discussion of how people move all over the world now – to find jobs, for security, etc.

Development

- ▶ Read through the textbook and complete Get Active 1, page 16. Worksheet 2.1, page 39, could be used as a template with this activity.
- ▶ Following this, pupils could discuss the attitudes that some people have towards migration/minority groups. Do they think that these attitudes are fair?
- ▶ Pupils could use Worksheet 2.2, page 40, to discuss the differing attitudes that people have towards migration. Alternatively or additionally you could use the most recent newspaper stories showing both the positive and negative views that people have about migration/minority groups.
- ▶ You could do an OPV (other peoples' views) on this. Pupils think of some people who have differing opinions on the issue of immigration and express these views in character!
- ▶ Read 'Jesus and outsiders' on page 17 of the textbook and complete Get Active 2.
- ▶ Following this, pupils could share their diary entries with their partners as part of Peer Assessment. Pupils could write down two positive comments and one area for improvement (two Stars and a Wish) on their partners' diary entries.

Plenary

- ▶ Pupils could read out some of their diary entries while one member of the class collates the positive and negative points made in the diaries on a flip chart.
- ▶ Some positive and negative experiences could form the basis of a drama: e.g. hot-seating/role play – just a thought!

Homework suggestion

Pupils could complete Worksheet 2.3, page 41, for homework, looking at festivals that are celebrated by minority groups in Northern Ireland and how these could be promoted further.

Extension activity

Following Get Active 2, pupils could work in groups to devise an 'Action Plan' using Worksheet 2.4, page 42. This action plan details what they could do to help someone from a different culture when they start at the school. They should make positive, practical suggestions.

Learning outcomes

- ▶ Work effectively with others.

Worksheet 2.1

PMI

Using the pictures from page 16 of your textbook, develop a PMI grid about migration.

- ▶ **P = Positive** – think about how Northern Ireland has benefited from migration. Think about food, diversity of culture, learning from others.
- ▶ **M = Minus** – think about any problems that might occur with people from different countries and cultures living in Northern Ireland. Think about the attitudes some may have, issues with language, etc.
- ▶ **I = Interesting** – think about any interesting facts that you may know about migration. Think about changes in communities/schools.

Now write down **three** points that you have made under each category during your discussion.

POSITIVE	MINUS	INTERESTING

Worksheet 2.2

Immigration

Read the newspaper articles below. Write down the positive and negative points that have been made in the articles about migration.

Migrants contribute 3.7bn to the economy each year

Belfast Telegraph,
28 November 2008

Migrant workers contribute more than £ 3.7bn to the Irish economy every year, according to the Migrant Rights Centre.

The centre says migrants contribute around £ 1.5bn a year in taxes and PRSI payments, and spend around £ 2bn in the country annually.

Give UK citizens jobs before migrants

Belfast Telegraph,
26 January 2009

Migrant workers should come second to local people in the battle for jobs in a shrinking market, a Stormont minister has said.

Citizens of the UK should enjoy its privileges before those from other countries...

He said workers from areas like Eastern Europe or Portugal had demonstrated their flexibility by coming here, and with fewer family ties had more opportunity to move again.

'In any country citizenship confers certain privileges on people.'

Workers from Poland, Lithuania and Portugal have been among those moving to Northern Ireland during the boom. Many worked in the service industry, agriculture or manufacturing, sending money home to their families...

At one stage there were estimates of 60,000 people from ethnic minorities here, according to the Concordia Partnership.

Twice as many Irish granted residency in Australia

Belfast Telegraph,
1 December 2008

The number of Irish people being granted permanent residency in Australia has almost doubled since last year, according to figures from the country's Immigration Department.

The figures show that the number of Irish people applying for working visas in Australia has increased by one-third over the same period.

The news comes amid concerns that some Irish people heading to Australia are being ripped off by unregistered immigration agents who promise to help with their applications.

Worksheet 2.3

Making a difference

Each year, many different celebrations from many different religions take place in Northern Ireland.

- 1 Using a search engine like Google Images, find a good image of Divali celebrations in Northern Ireland and paste it into the space below.
- 2 Then find a good image of Chinese New Year celebrations in Northern Ireland and paste it alongside.



_____	_____
_____	_____
_____	_____
_____	_____

- 3 Underneath your images, describe what is happening in each – make sure you describe the colours being used.
- 4 In the space below give **three** examples of how communities could promote these festivals so that we know more about them.

a) _____

b) _____

c) _____

Worksheet 2.4

Action plan

- 1 Think carefully about what you have discovered about Jesus' attitude towards others.
- 2 Work in groups to discuss and devise an 'Action Plan' to be used in school to ensure that new pupils from different countries can fit into the school community.
- 3 Think about the problems they may face and make practical suggestions that will help them to overcome these problems. They might be to do with language barriers, not knowing the routine in school, food, making new friends, etc.
- 4 Following your discussion, fill in the table below:

Problem	Practical solution/suggestion

Chapter 2 Jesus and others

What does it mean to be poor?

Learning intentions

By the end of this lesson pupils will:

- ▶ have defined the word 'poverty'
- ▶ have knowledge of and understand the impact of poverty on a person's life
- ▶ have knowledge of Jesus' attitude towards the poor and how this is shown through the work of Christian organisations today

Key elements

Economic awareness
Media awareness

Cross-curricular skills

Using ICT

Thinking skills and personal capabilities

- ▶ Use their own and others' ideas to locate sources of information
- ▶ Select, classify, compare and evaluate information



Lesson plan

Starter

- ▶ As an introduction to this topic, each group of pupils could be given a statement from Worksheet 2.5, page 45, and asked to discuss it. In each group pupils write down whether they agree or disagree with their statement, giving two or three reasons for their answer.
- ▶ Each group could feed back to the rest of the class.
- ▶ Pupils could then decide on a class definition of poverty that could be written into their notebooks.

- ▶ These statements could alternatively be used in a Spectrum Debate. The teacher could read each statement to the class, they decide whether they agree or disagree, and stand in the designated part of the room. They could stand somewhere in the middle if they are unsure of their position.

Development

- ▶ Pupils use the textbook to discuss the images and complete Get Active 1, all on page 18.
- ▶ Following Get Active 1, pupils could think individually about what they see as the effects of poverty on a person's life. They could use Worksheet 2.6, page 46, to discuss this, then complete the questions.
- ▶ Pupils read the information in the textbook, page 19, and complete Get Active 2.
- ▶ Following Get Active 2, pupils could research another Christian organisation such as Christian Aid or Trócaire which works with those in poverty in less developed countries. Pupils could compare the aims of the organisations, the work they do and how they are reflecting the teaching of Jesus.
- ▶ Pupils read the textbook information on page 19 about St Vincent de Paul and complete Get Active 3.

Plenary

- ▶ Pupils could discuss the following question as a class: 'Will poverty ever be a thing of the past?' They could write their thoughts on poster paper and display these along with the news articles they have been looking at (Get Active 1).

Homework suggestion

Using Worksheet 2.7, page 47, pupils could write to one of the organisations they have found out about whilst studying this topic. They could comment on the work that the organisation is doing and make suggestions about how the organisation could improve and attract more donations.

Extension activity

Using the 'Make Poverty History' resource (Worksheet 2.8, page 48), pupils could find out more about this campaign.

Learning outcomes

- ▶ Research and manage information effectively to investigate religious, moral and ethical issues, including using mathematics and using ICT where appropriate.

Worksheet 2.5

Being poor means ...

Being poor means not having the most recent mobile phone or music player.

Being poor means living in a developing country such as India or Bangladesh.

Being poor means not having enough money to buy the basic things we need to survive.

Being poor means having to walk to collect the water you need for the day ahead from a well.

Being poor means shopping in charity shops.

Being poor means living on less than \$2 a day.

Being poor means not having enough money to go out shopping at the weekend.

Being poor means going without digital/satellite TV.

Worksheet 2.6

Poverty

Read the following information about poverty in Northern Ireland. Discuss and answer the questions below.

Children in Northern Ireland are facing higher levels of persistent child poverty than the rest of the UK, Save the Children has claimed.

A report by the children's charity has found that poverty is a short-term issue for more than one quarter of children living in the province, the BBC reports. Children living in persistent poverty were found to be those generally from families dependent on benefits, children living in families with a disabled or elderly adult or a disabled child, or those being brought up by one parent.

'Persistent poverty impacts adversely on the experience of childhood and life chances are reduced – in terms of educational opportunities as well as health and well-being,' researcher Marina Monteith said.

'In addition, children living in persistent poverty are living in households where parents are clearly experiencing high levels of stress and struggling to cope,' she added.

The research was carried out by Save the Children in collaboration with Ark, the Northern Ireland Social and Political Archive.

www.kiddicare.com, December 2008

- 1 According to the report, children of families dependent on benefits or being brought up in single parent homes are most likely to experience poverty. Why do you think this is happening in today's society?

- 2 How do you think 'persistent poverty impacts adversely on the experience of childhood'? Give examples.

Chapter 2 Jesus and others

Religious differences

Learning intentions

By the end of this lesson pupils will:

- ▶ have an understanding of the issues relating to religious differences in Northern Ireland
- ▶ have knowledge of the teaching of Jesus through the Golden Rule – Love your neighbour as yourself
- ▶ evaluate the implications of this for people living Christian lives today

Key elements

Cultural understanding

Citizenship

Cross-curricular skills

Communication

Thinking skills and personal capabilities

- ▶ Listen actively and share opinions
- ▶ Adapt their behaviour and language to suit different people and situations



Lesson plan

Starter

- ▶ Using the ‘Murals’ resource (Worksheet 2.9, page 51) discuss with pupils what the images mean to them. Ask pupils to think about Northern Ireland and the attitudes that people have towards each other.
- ▶ Pupils could discuss, within groups, what the phrase ‘The Troubles’ means to them, their parents and to Northern Ireland as a whole.

- ▶ Following this, pupils could discuss how murals in Northern Ireland are changing. Pupils could design their own murals for Northern Ireland today.

Development

- ▶ Pupils read and complete Get Active 1, page 20.
- ▶ Following this, pupils could complete Worksheet 2.10, page 52. Ask pupils, working as individuals, to pick one of the newspaper stories that they have read. Pupils imagine that they are the minister/priest of the church involved and that they want to encourage their congregation after the attack. Pupils think about this and come up with a slogan which they can use to do this.
- ▶ The slogans could then be discussed with the rest of the class/group.
- ▶ Pupils could think about the situation from the different viewpoints of those involved. They could work in groups to discuss how one of the people may feel about the situation and relate this to the rest of the class, e.g. one of the culprits, the minister/priest, the church caretaker, a policeman, an elderly parishioner, etc.
- ▶ Pupils read the textbook and complete Get Active 2 and Get Active 3, both on page 21 of the textbook.

Plenary

- ▶ Pupils could be asked to think carefully about the teaching of Jesus and the Golden Rule. They could each be given a piece of card to write down their hope for the future of Northern Ireland. This could be shared with their partner/group.

Homework suggestion

Pupils complete Worksheet 2.11, page 53.

Extension activity

Following Get Active 2, pupils could use Worksheet 2.12, page 54, to look at statements from other religions and discuss the differences/similarities between these and the Golden Rule. They could look at how this rule is important for religions throughout the world.

Learning outcomes

- ▶ Work effectively with others.

Worksheet 2.10

Slogan for hope

- 1 Re-read the newspaper articles from page 20 of the textbook about attacks on churches in Northern Ireland.
- 2 Imagine you are the minister of one of the churches and that you want to encourage members of your church following an attack.
- 3 In the space below write a slogan that you could use during the service on Sunday that will help the congregation by giving them hope for the future, and that will encourage them to carry on in the light of what has happened to the church.
- 4 Illustrate your slogan with appropriate images.



Worksheet 2.11

Poetry for peace

Since the beginning of the peace process in Northern Ireland, people have been looking to the future and thinking about how the communities in Northern Ireland can work together and live in peace.

Wanting to live in peace with others is not new. Throughout the centuries people have been writing poems and prayers of peace relating to various situations across the world. Read the following prayer written by St Frances of Assisi in the thirteenth century.

PRAYER OF PEACE

Lord, make me an instrument of Thy peace;
where there is hatred, let me sow love;
where there is injury, pardon;
where there is doubt, faith;
where there is despair, hope;
where there is darkness, light;
where there is sadness, joy.

O Divine Master,
grant that I may not so much seek
to be consoled as to console;
to be understood as to understand;
to be loved as to love.

For it is in giving that we receive;
it is in pardoning that we are pardoned;
and it is in dying that we are born to eternal life.

- 1 Think about the situation in Northern Ireland and the process that people need to go through to create a lasting peace.
- 2 Write a prayer of peace for Northern Ireland in your workbook or on a new sheet of paper. Alternatively write a song or, if you are artistic, draw an image to represent your thoughts on peace in Northern Ireland.

Worksheet 2.12

Statements from religion

Jesus stated that people should 'Love your neighbour as you love yourself'. This has become known as the Golden Rule.

Look at the statements below from religions around the world. Discuss each one with your partner. Then complete the sentence below about the similarities between each statement.

Buddhism

'Hurt not others in ways that you yourself would find hurtful.'

Udana-Varga 5: 18

Hinduism

'This is the sum of duty: do not do to others what would cause pain if done to you.'

Mahabharata 5: 1517

Judaism

'And what you hate, do not do to any one.'

Tobit 4: 15

Taoism

'Regard your neighbour's gain as your own gain, and your neighbour's loss as your own loss.'

T'ai Shang Kan Ying P'ien

Islam

'None of you [truly] believes until he wishes for his brother what he wishes for himself.'

Number 13 of Imam Al-Nawawi's Forty Hadiths.

The statements above from different religions are similar because ...

Chapter 2 Jesus and others

The elderly

Learning intentions

By the end of this lesson pupils will:

- ▶ have an understanding of some of the issues that may be faced by elderly people living in our society
- ▶ have knowledge of Jesus' attitude towards the elderly through his teaching and actions
- ▶ evaluate their own and others' responses towards the elderly

Key elements

Mutual understanding
Media awareness

Cross-curricular skills

Communication

Thinking skills and personal capabilities

- ▶ Set personal targets and review them
- ▶ Organise and plan how to go about a task



Lesson plan

Starter

- ▶ As an introduction to this lesson, give pupils an age each. The ages could range from 20 to 90. Ask pupils to complete Worksheet 2.13, page 57, by writing down three positive things and three negative things about being this age.
- ▶ Pupils could role play some of the positive/negative things that they have discussed.
- ▶ Discuss in groups/as a class what they think life will be like when they are older. What age do they consider being old?

Development

- ▶ Pupils read textbook page 22 and complete Get Active 1 using Worksheet 2.14, page 58.
- ▶ Pupils could choose one of the areas highlighted in Get Active 1 and design a poster or logo that could be used by Help the Aged to highlight this issue in an advertising campaign.
- ▶ Pupils could use Peer Assessment to comment on the posters and their effectiveness within an advertising campaign. The posters could then be displayed on the wall.
- ▶ Pupils read 'Jesus and the elderly' on page 23 of the textbook and complete Get Active 2.
- ▶ Following Get Active 2 pupils could decide as a class on the top **five** suggestions.

Plenary

- ▶ Ask pupils to work individually and to think about one thing they could do for an elderly person they know (this could be a relative, friend or neighbour). Pupils write down in their notebooks what action they are going to take. This will be followed up in a homework sheet.

Homework suggestion

Using Worksheet 2.15, page 59, pupils explain what actions they have taken to help an elderly person in some way.

Extension activity

Following Get Active 2 pupils could complete Worksheet 2.16, page 60.

Learning outcomes

- ▶ Demonstrate self-management by working systematically, persisting with tasks, and evaluating and improving own performance.

Worksheet 2.13

Age

Look at the following pictures. What age do you think these people are? Write the age under each image.



© Stockbyte/Getty Images

Age _____



© Kevin Peterson/Photodisc/Getty Images

Age _____



© Kevin Peterson/Photodisc/Getty Images

Age _____

You will have been given a specific age to think about by your teacher. Write the age in the space below:

Age _____

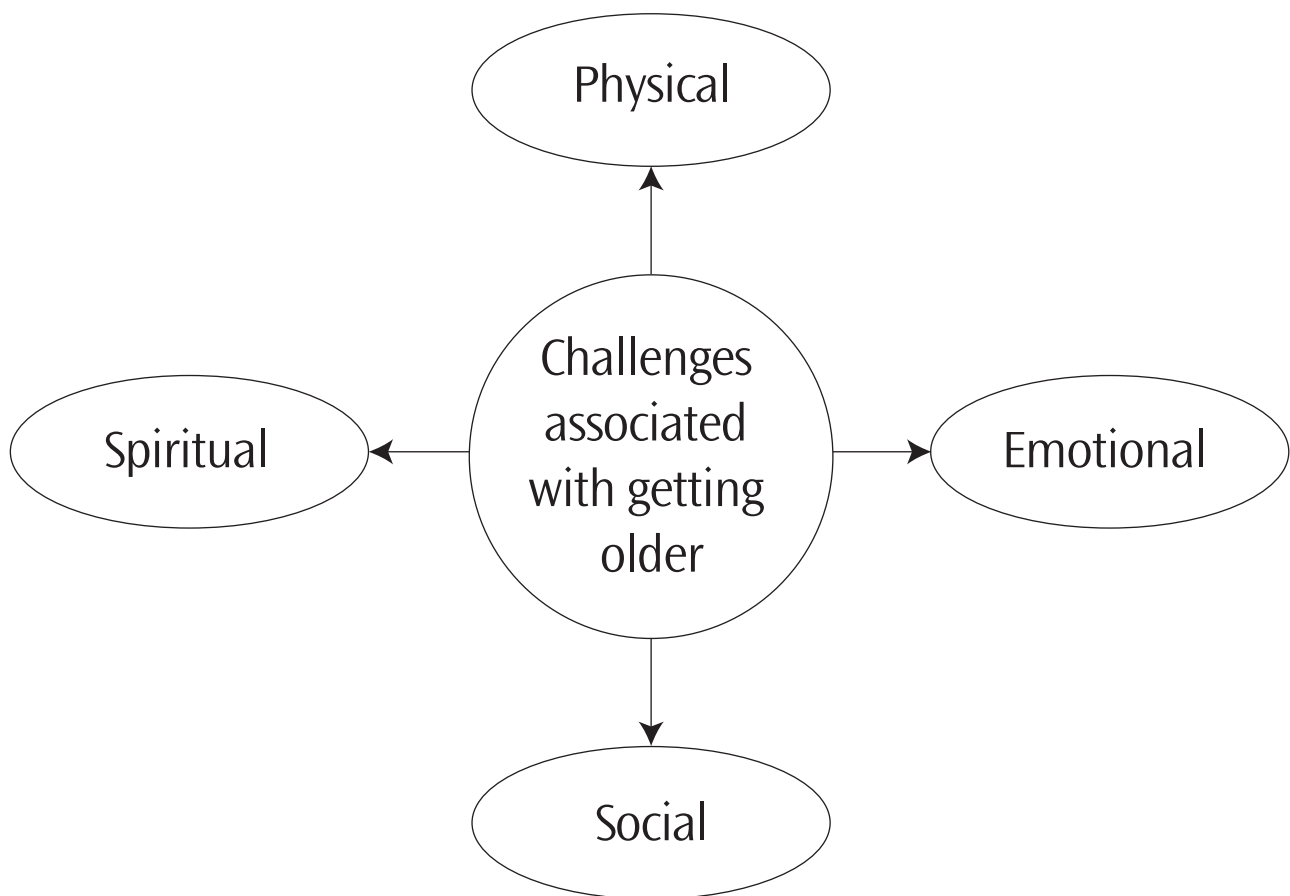
Complete the table below by writing down **three** positive and **three** negative things about being this age.

Positive	Negative

Worksheet 2.14

Being elderly

Use the diagram below to help you complete Get Active 1 from your textbook.



Worksheet 2.15

Helping others

After learning about the elderly and some of the problems that they face, you have been asked to think about one action you could take to help someone elderly that you know.

Complete this resource by writing about your experience.

This week I am going to ...

I found this easy/hard (delete as appropriate) because ...

People reacted to me by ...

When I had completed the week I felt ...

Worksheet 2.16

Changing the world

Read the following quotation:

'Everyone thinks of changing the world, but no one thinks of changing himself.'

Tolstoy

- 1 What is Tolstoy saying about our attitude towards others?
- 2 Are there practical ways in which you could make a difference to the older people you know?

Write a short paragraph below in response to these questions.

- 3 Read one of your classmate's answers. Identify two things that are good about his/her work and write them here:

- 4 Highlight one thing that he/she could improve if he/she were to write the piece again.

Chapter 2 Jesus and others

Disability

Learning intentions

By the end of this lesson pupils will:

- ▶ have discussed issues relating to disability and people's attitudes towards the disabled
- ▶ have knowledge of Jesus' attitude towards disability through his teaching and healing
- ▶ have evaluated their own and others' responses towards the disabled

Key elements

Mutual understanding
Ethical awareness

Cross-curricular skills

Using ICT

Thinking skills and personal capabilities

- ▶ Use their own and others' ideas to locate sources of information
- ▶ Select the most appropriate method for a task



Lesson plan

Starter

- ▶ As an introduction to this topic display the word *disability* on a flipchart or whiteboard. Ask pupils to make suggestions of different types of disability.
- ▶ Discuss with pupils what they think having a disability may mean for someone.
- ▶ Read and complete Get Active 1 on page 24 of the textbook.

Development

- ▶ Read the interview with Craig McMillan on page 25 of the textbook.

- ▶ Following this, pupils could use Worksheet 2.17, page 63, to discuss the idea that God can use difficult situations in people's lives. Do pupils agree with the viewpoints of Craig and Joni?
- ▶ Read Jesus' advice on how to treat others on page 25 of the textbook and complete Get Active 2.

Plenary

- ▶ Working in groups and using Worksheet 2.18, page 64, pupils could discuss practical suggestions that would help us to stop judging people. Ask pupils to think of **three** suggestions and to write them down. Feed back to the rest of the class.

Homework suggestion

Using Worksheet 2.19, page 65, pupils could research one organisation/church that helps people to overcome the problems they face because of their disability.

Extension activity

Following Get Active 2 pupils could complete Worksheet 2.20, page 66.

Learning outcomes

- ▶ Research and manage information effectively to investigate religious, moral and ethical issues, including using mathematics and using ICT where appropriate.

Worksheet 2.17

Difficult times

Any kind of disability can cause a lot of problems for people. Below is the story of Joni Erickson who was disabled as a teenager following a diving accident.

- 1 Read what Joni has to say about suffering and how she believes her faith in God has helped her in her life.
- 2 Having read the information about Joni and Craig (from page 24 of the textbook) discuss if you agree with their points of view. How do you think their faith in God has helped them to deal with their disabilities?

The story of Joni Erickson

Joni was born in 1949 in Baltimore, Maryland, USA. Joni has described herself as an 'immature and headstrong teenager' and that, 'July 30th, 1967 was the beginning of an incredible adventure.' Paralysed from the neck down after a diving accident, her life changed forever. Just before her accident she prayed, 'Lord if you're really there, do something in my life to change me around, I'm begging you ... !'

Joni explains suffering in the following way:

'In the Psalms we're told that God does not deal with us according to our sins and iniquities. My accident was not a punishment for my wrongdoing – whether or not I deserved it. Only God knows why I was paralysed. Maybe He knew I'd be ultimately happier serving Him. If I were still on my feet, it's hard to say how things would have gone. I probably would have drifted through life – marriage, maybe even divorce – dissatisfied and disillusioned. When I was in high school, I reacted to life selfishly and never built on any long-lasting values and almost always at the expense of others. "But now you're happy?" a teenage girl asked. I really am. I wouldn't change my life for anything. I feel privileged. God doesn't give such special attention to everyone and intervene that way in their lives. He allows most people to go right on in their own ways. He doesn't interfere even though He knows they are ultimately destroying their own lives, health or happiness, and it must grieve him terribly. I'm really thankful He did something to get my attention and change me. You don't have to get a broken neck to be drawn to God. But the truth is, people don't always listen to the experiences of others and learn from them. I hope you'll learn from my experience, though, and not have to go through the bitter lessons of suffering which I had to face in order to learn.'

Worksheet 2.18

Stop judging people

If you judge people you form a critical opinion of them. This could be because of the way they look or act. People often judge the disabled and act differently towards them.

- 1 Discuss practical suggestions that would help us to stop pre-judging disabled people.
- 2 Following your discussions write down your top **three** suggestions in the space below.

a) _____

b) _____

c) _____

Top three suggestions from the whole class:

a) _____

b) _____

c) _____

Worksheet 2.19

Disability

Read the information below about the charities that work with disabled people in Northern Ireland.

Riding for the Disabled

Riding for the Disabled aims to provide disabled people with the opportunity to learn to ride or to carriage-drive benefiting their health and well-being. We hope to create a sense of achievement and increase their self-confidence through contact with horses and ponies. The benefits to disabled riders and carriage-drivers are plain to see and it is an enriching experience for all involved.

Positive Futures

We are a Northern Ireland charity that supports children, young people and adults with learning disabilities. Some people choose to focus on the disadvantages experienced by people with disabilities, but we concentrate on the potential that lies within us all. We know that positive things happen when an individual with a learning disability (no matter how severe the disability) receives the right type of support. We see how people can grow in confidence, develop their skills, achieve remarkable goals, live much more independently and make positive contributions to their communities. It's our job to listen to people with learning disabilities, their families and carers to make sure they're fully involved in all decisions about their lives.

Explain how these two charities help disabled people in different ways:

Chapter 2 Jesus and others

Prisoners

Learning intentions

By the end of this lesson pupils will:

- ▶ have discussed their own and others' attitudes towards prisoners
- ▶ have knowledge of the teaching of Jesus and his attitude towards how we should treat other people
- ▶ have evaluated the work of the Prison Fellowship in light of the teaching of Jesus

Key elements

Citizenship
Employability

Cross-curricular skills

Communication
Using ICT

Thinking skills and personal capabilities

- ▶ Learn from and value other people's ideas
- ▶ Experiment with ideas and questions



Lesson plan

Starter

- ▶ As an introduction to this topic ask pupils to close their eyes and imagine their bedrooms. Do they enjoy spending time in their bedroom? What's in the room?
- ▶ Now ask them to take out all the technological things they have such as TVs, computers, games consoles, etc. Ask pupils to think about sitting in a room that has only a bed. What would it be like? How would they feel if they had to stay in that room for a long period of time?

- ▶ Explain to pupils that people in prison often feel isolated and alone. Use Worksheet 2.21, page 69, to discuss with pupils how Ruth Wyner felt when she was in her prison cell and what it might be like to be in prison.

Development

- ▶ Pupils read page 26 of the textbook, 'Jesus and how to treat others', and complete Worksheet 2.22, page 70.
- ▶ Pupils could work in groups. Each group could be given one or all of the statements from the Parable of the Sheep and the Goats (Matthew 25: 31–33). Ask pupils to discuss what this might mean/look like today and agree on how they are going to present their ideas to the other groups, for example through mime, dance, visually, in song.
- ▶ Complete Get Active 1 on page 26 of the textbook.
- ▶ Following this, pupils could share their poems with their partners or with the group.
- ▶ Discuss with pupils how being in prison might have an effect on someone after they have been released.
- ▶ Read the information about the Prison Fellowship NI (textbook, page 27). Pupils could look back at Worksheet 2.22, page 70. They could discuss in groups how the work of the Prison Fellowship is following the example of Jesus.
- ▶ Complete Get Active 2, page 27.

Plenary

- ▶ Pupils could take one statement from Get Active 2. They could talk about whether they agree or disagree with this statement for one minute (*Just a Minute*) without hesitation, repetition or deviation.

Homework suggestion

Pupils could complete Worksheet 2.23, page 71.

Extension activity

Following Get Active 2 pupils could find out more about the Prison Fellowship and the work they do, using Worksheet 2.24, page 72.

Learning outcomes

- ▶ Demonstrate creativity and initiative when developing ideas and following them through.

Worksheet 2.21

From the Inside: Life in a Women's Prison

- 1 Read the following description of prison by Ruth Wyner. She wrote a book about her experience of prison life. In it she talks about how she felt as she sat in bed on her first night there:

Those windowless rooms were about eight feet square and each had a rock-solid bench along one wall with an extra bit of space around the corner for an open toilet. There was no washbasin and the floors were stone-cold. A frost sky-light in the ceiling let in a little natural light. You could be viewed through a hatch in the heavy door that was banged shut behind me. Keys rattled in the lock. No words were spoken. I sat on the bench, stunned, and looked at my watch. It was seven p.m. Alone and isolated, I felt like a nothing, a nobody, just a weak, pink, pathetic creature, loathsome and worthless.

From the Inside: Life in a Women's Prison — by the Charity Worker Who Should Never Have Been There

- 2 Discuss the information above with your partner. Think about how Ruth felt on that first night in prison. In the space below write down words that you would associate with the emotions that Ruth was going through at that time. Beside each word draw an image that represents this emotion.

Worksheet 2.22

Jesus and how to treat others

Jesus told the Parable of the Sheep and the Goats to explain how we should treat people in need. If we ignore people who are in need then we are ignoring Jesus, and God will judge us for this.

Jesus said that we should do the following:

- ▶ Feed the hungry
- ▶ Give water to the thirsty
- ▶ Give shelter to the homeless
- ▶ Give clothes to the poor
- ▶ Visit the sick
- ▶ Visit those in prison.

- 1 Discuss the parable with your partner (read page 26 of the textbook first).
- 2 Which of the things that Jesus said do you think would be most difficult? Why?

Worksheet 2.23

Attitudes

Read the following quotations about prison. Under each one write one sentence about that person's attitude towards prison.

'Jails and prisons are the complement of schools; so many less as you have of the latter, so many more must you have of the former.' Horace Mann, nineteenth-century educationalist

'Prison is the wrong place for people with mental health issues.' Tracey, an ex-prisoner (quoted in BBC news article)

'Taking the most hurt people out of society and punishing them in order to teach them how to live within society is, at best, futile. Whatever else a prisoner knows, she knows everything there is to know about punishment because that is exactly what she has grown up with. Whether it is childhood sexual abuse, indifference, neglect; punishment is most familiar to her.' Chris Tchaikovsky, former prisoner and founder of Women in Prison

Worksheet 2.24

Prison Fellowship NI

- 1 Use the following website to find out more about the work of the Prison Fellowship in Northern Ireland: www.ramfihaz.co.uk/pfni/index/php
- 2 From your research write a couple of sentences under each of the following headings:

Mission Statement of the Prison Fellowship:

Aims of the Prison Fellowship:

Logo of the Prison Fellowship:

Background of the Prison Fellowship:

- 3 Use the information you have about the Prison Fellowship to discuss in groups how the work of the Fellowship is following the example of Jesus.