

Chapter 5 Growing up

'We don't need no education'

Learning intentions

By the end of this lesson pupils will:

- ▶ have explored what some reports have to say about modern education
- ▶ have discovered what the Bible teaches about working to the best of our ability
- ▶ have examined educational provision for children in developing countries

Key elements

Education for sustainable development
Cultural understanding
Citizenship

Cross-curricular skills

Communication
ICT

Thinking skills and personal capabilities

- ▶ Ask focused questions
- ▶ Focus, sustain attention and persist with tasks



Lesson plan

Starter

- ▶ Create a PowerPoint® presentation with lots of images of teenagers doing different activities, dressed differently, in different groups, etc.
- ▶ Play the song 'Another Brick in the Wall (Part II)' from *The Wall* by Pink Floyd – while showing the PowerPoint®.
- ▶ Discuss with the class how our teenage years can be a strange and difficult time.

- ▶ Read the introduction to this section from the textbook, page 63, or watch this part in the film *Mean Girls*.
- ▶ Ask the pupils to work in groups to create a tableau that portrays some of the difficulties experienced by Year 9.
- ▶ Each group shows their tableau to the class. The pupils try to guess what difficulty the tableau is representing.

Development

- ▶ Read through the newspaper excerpts in the textbook, page 64, and complete Get Active 1.
- ▶ Give the class the questionnaire on Worksheet 5.1, page 150, and ask them to complete it.
- ▶ Ask the class to add up how many As, Bs etc. they have and read the comment that corresponds with the letter they have the most of. Discuss the pupils' results and ask whether they agree with the comment.
- ▶ Complete the 'think, pair, share' activity (Worksheet 5.2, page 151). This worksheet explores the important skills the pupils have learnt at school.
- ▶ Read the next section in the textbook and complete Get Active 2 and 3 on page 65.

Plenary

- ▶ Each group should write a statement about why they believe education is so important. Each group reads out the statement and the class decides which one they think is the best.

Homework suggestion

Pupils write an acrostic poem using the word EDUCATION. With each letter one statement should be written that expresses the value and importance of education.

Extension activity

- ▶ If possible show the class the Miniature Earth film found at www.miniature-earth.com. This breaks the population of the world down into 100 people and shows how many people there would be in different categories – for example, how many people would have a bank account, how many people would have internet access, etc.
- ▶ The statistics for the film can be found at <http://blog.miniature-earth.com>
- ▶ Ask the pupils to watch for how many people would have a secondary education. The answer is seven out of 100. That means 93 don't!

- ▶ Stress to the class the privilege of being able to receive a free secondary education and how they should use it to their best advantage. Explain that they are in the minority as most young people of their age don't receive a secondary education.

Learning outcomes

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

Worksheet 5.1

Questionnaire

1 Do you enjoy going to school?

- A Yes, always
- B Most of the time
- C Sometimes
- D Never

2 Do you think it is important to get a good education?

- A Yes, as it will allow me to follow the career path I want.
- B Yes. It will help me get a good job.
- C Not too sure. I'd probably be fine without it.
- D NO! You can learn what you need to know on the job you choose to do.

3 Do you think all children should be made to go to school from five to sixteen?

- A Yes, as it ensures that everyone, no matter what background they come from, can have the chance to succeed and achieve their goals.
- B Yes, as it gives everyone the same opportunities.
- C It would be better to lower the age so that young people can choose to go to an FE college and learn a trade if that's what they want to do, rather than do exams that they might struggle with.
- D No. Everyone should have the choice to go to school or not.

4 Do you feel privileged that you are able to receive a secondary education?

- A Yes
- B Most of the time
- C Sometimes
- D Never

5 Do you make the most of your secondary education by always trying your best?

- A Yes, always
- B Most of the time
- C Sometimes
- D Never

6 Do you think everyone has the right to a free secondary education?

- A Yes
- B No

HOW DID YOU DO?

Mostly As and Bs

You have a great understanding of the importance of education. You realise the benefits that can be gained from receiving a free education and value what you have learnt and will learn. You always try to achieve the best that you can in order to reach your goals and ambitions.

Mostly Cs and Ds

You would prefer not to go to school every day and don't always enjoy it when you are there. You sometimes feel that you could achieve your goals through other means, and at times resent being made to go to school.

Worksheet 5.2

'We don't need no education'

- 1 In pairs write down as many things as you can that you wouldn't be able to do if you had never been to school.

- 2 Choose **five** of the above skills that you would find it most difficult to live without and write them below.

- 3 Look at your partner's five skills and together agree two skills that you would find it most difficult to live without. Write these on a sticky-note, and the reasons why you chose them. Stick your note on the board.
- 4 Discuss the options with the class and decide which two skills would be the most difficult to live without.
- 5 As a class discuss why education is so important.

Chapter 5 Growing up

Our family

Learning intentions

By the end of this lesson pupils will:

- ▶ have explored what a perfect family is to them
- ▶ have examined what is meant by the term 'family of God'

Key elements

Personal understanding
Spiritual awareness

Cross-curricular skills

Communication

Thinking skills and personal capabilities

- ▶ Listen actively and share opinions
- ▶ Develop routines of turn-taking, sharing and co-operating
- ▶ Make new connections between ideas/information



Lesson plan

Starter

- ▶ Create a PowerPoint® for an odd-one-out activity using pictures of the Simpsons, a family from the Rugrats and the family from the film *Cheaper by the Dozen* (copyright restrictions permitting) and discuss with the class which family they think is the odd one out and why. If they had to choose one of the families to live with which one would it be and why? Which one wouldn't they want to belong to and why?

Development

- ▶ Read the information on page 66 of the textbook and complete Get Active 2.
- ▶ Work through the information in the textbook, completing Get Active 3 on page 67.

- ▶ Read the information on gang culture (Worksheet 5.3, page 154) and complete the questions on Worksheet 5.4, page 155. There is another good article on the Headliners website that students may also have time to read: 'Four members of Headliners talk about their experiences of living with gangs on their doorsteps' – www.headliners.org/storylibrary/stories/2008/inmyhood.htm
- ▶ Complete the Consequence Wheel on belonging to a gang (Worksheet 5.5a, page 156). A completed example is provided on Worksheet 5.5b, page 157.
- ▶ Read some of the book *Run Baby Run* (Hodder & Stoughton Religious, 1999), the story of Nicky Cruz who belonged to a notorious New York gang in the 1960s. Explore what he did in the gang. Consider how he felt at night when he wasn't surrounded by his gang members and how becoming a Christian changed him.
- ▶ Read the rest of the section in the textbook. Get Active 4 (textbook page 67) can be completed as homework.

Plenary

- ▶ Place in a box a number of skills written on pieces of paper and include the spiritual gifts from Worksheet 5.6, page 158. A pupil chooses a piece of paper and decides whether it is a spiritual gift or not. The class has to decide if the pupil is correct.

Homework suggestion

Give the class Worksheet 5.7, page 159, with the spiritual gifts listed and ask them to complete Get Active 4 in the textbook, page 67.

Extension activity

Complete Worksheet 5.7, page 159.

Learning outcomes

- ▶ Work effectively with others.

Worksheet 5.3

Gangs: What's the attraction?

Four young reporters from a Headliners project in west London investigate the growing problem of teenagers being involved in gangs

Twenty-six young people were killed in gun or knife crime in London in 2007. Many people are putting the blame on gangs. So the question is, 'Why are so many people interested in joining gangs today?'

Peer pressure and wanting to look 'bad' are two of the reasons, but during our investigation, one thing seemed to stand out. Young people are searching for some kind of family unit.

Chris Saed is a youth worker at Sulgrave Youth Club, a place that gives young people something to do during the weeknights and keeps them from falling into things like gangs.

'I think what gangs offer you in comparison to a family are security and protection. Being in a gang means you always have someone watching your back, and people who feel they don't have that protection and support at home will look elsewhere for it.'

Michael Lewis is another youth worker. 'There are many reasons why young people get into gangs. The main reason is just to have friends. Peer pressure can lead people into a situation where there is a need to feel like you belong to something. It can seem

like a family. Not all families are good though, but some are. It depends on what your gang does. You could be in a gang that helps old people across the road. A youth club is a gang, but not a negative one.'

Once you're in a gang it can be hard to break free. But 22-year-old Kemar did. 'At the time I was a kid, a gang was just being bad, troubling people, not to the full extent of stabbing someone but obviously harming them. Punching or kicking them; belittling them in front of people.'

We didn't have guns or knives. We were actually scared to use knives. It was only the few that used knives to make a big point, and this isn't going back too long ago. But we were scared most of the time. We weren't really troublemakers, we were just doing it to fit in.

I doubt gangs will fade away. People always want to fit in and even if it's in the bad or wrong crowd or the right crowd, people just want to fit in.

A friend of mine is in prison, he's older than me but he's in a gang and he's still got that gang mentality. I managed to get out, but he stayed in, and now he's in prison for stabbing someone and really truly it was over nothing, it

was over status. The guy said 'oh I'm badder than you, he's badder than you' so he stabbed him. Now that's it. His life is screwed up, if he comes out now he can't get a job, he can't have a proper life, he's going to be trapped for the rest of his life.'

If any young person came to me for advice, I'd just tell them don't go into a gang. Seriously, gangs are just not worth it. Because when you reach my age you won't have anything to look back on, or have nothing to live off. You won't have education, you won't have a job, you won't have money, you will be constantly on Jobseekers Allowance, and I know how much that is; that's £90 every two weeks and that's ridiculous.'

It seems that gangs come in different shapes and forms and not all are bad. Some are there to support and back up kids and teens like families. But choose the gang you pick carefully because you could be getting yourself into a sticky situation.

Headliners (www.headliners.org)

This article was produced by Jaclyn Adu-Sarkode, 12, Nataleigh Taylor, 15, Alysha Lonergan, 11 and Samsam Farah, 15, from west London.

Worksheet 5.4

Gang culture – question sheet

What are the five reasons given as to why people want to join a gang?

What reason is given as to why gangs won't fade away?

**GANG
CULTURE**

What could be done to stop the growth of gangs?

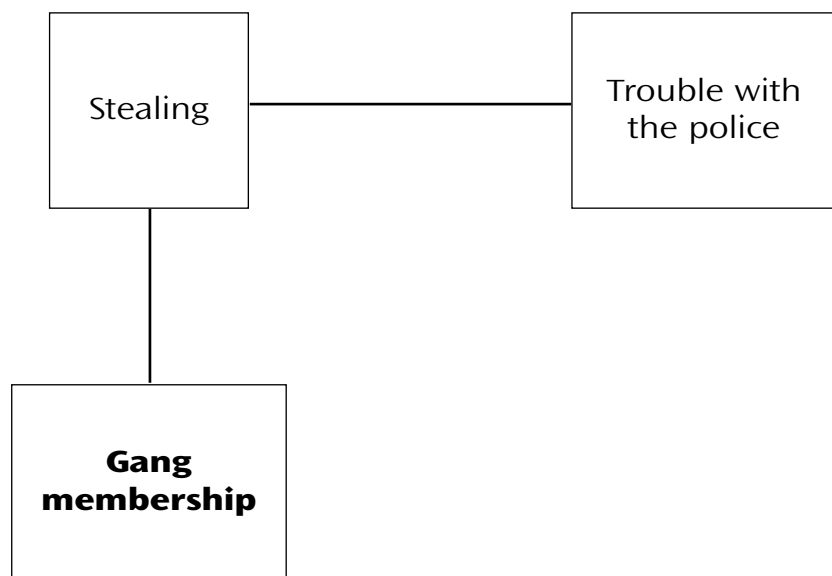
What are the dangers of gang culture ...
... to the individual?

... to the community?

Worksheet 5.5a

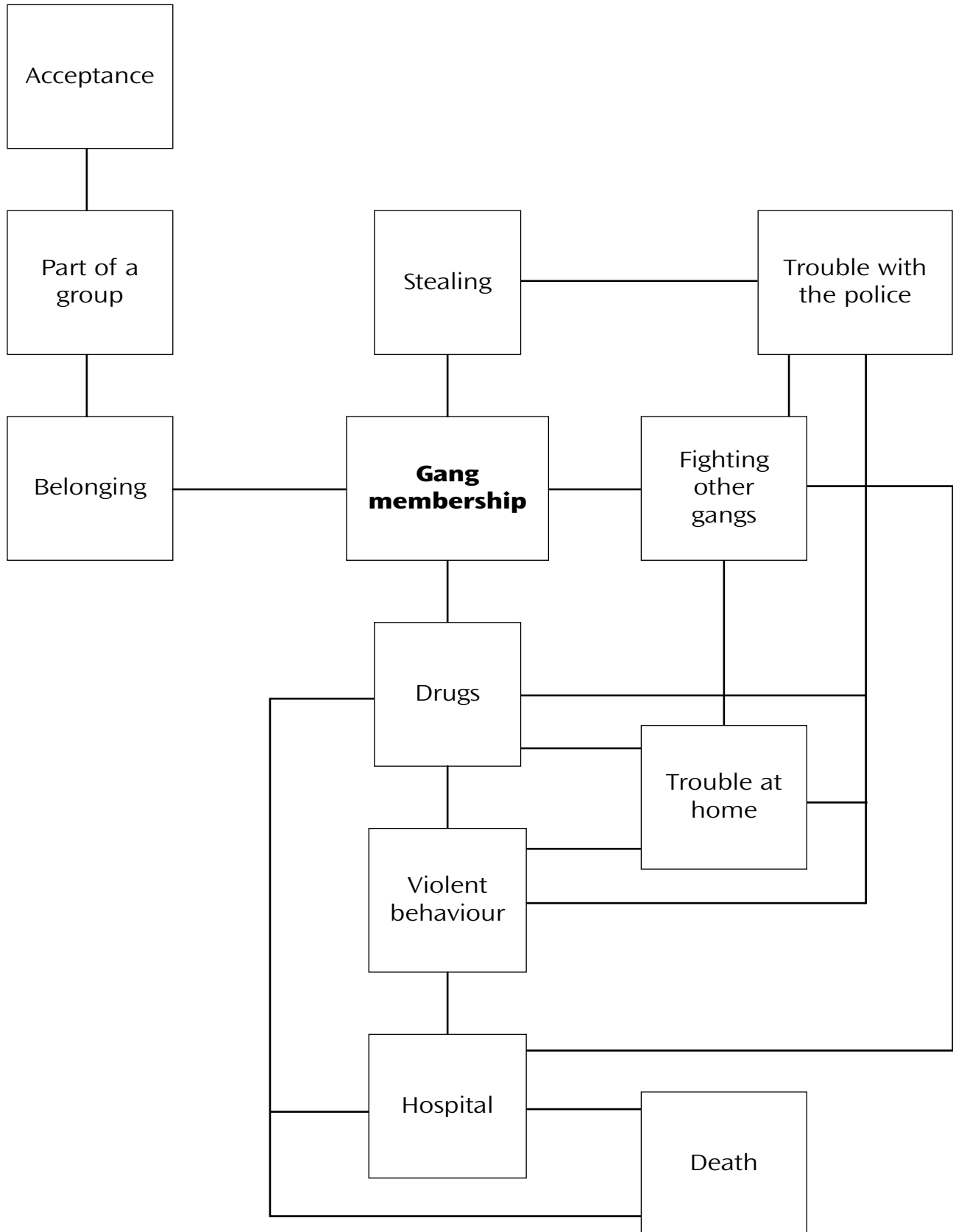
Gang membership

What do you think the consequences are of belonging to a gang? Create a Consequence Wheel that explains what can happen when a person belongs to a gang. The wheel has been started for you.



Worksheet 5.5b

Consequence wheel – example



Worksheet 5.6

Spiritual gifts – plenary

Wisdom	Knowledge	Faith	Power to heal
Work miracles	Speak God's message	Ability to speak in strange tongues	Love
Compassion	Joy	Kindness	Humility
Patience			

Worksheet 5.7

Spiritual gifts

Read the passage and answer the questions below.

1 Corinthians 12: 8–10, 27–28

The spirit gives one person a message full of wisdom, while to another person the same spirit gives a message full of knowledge. One and the same spirit gives faith to one person, while to another person he gives the power to heal. The spirit gives one person the power to work miracles; to another, the gift of speaking God’s message; and yet to another, the ability to tell the difference between gifts that come from the spirit and those that do not. To one person he gives the ability to speak in strange tongues and to another he gives the ability to explain what is said.

1 Nine spiritual gifts are listed in the passage above. Write down what they are.

2 If you could choose a spiritual gift which one would you want and why?

3 Which gift wouldn't you want and why?

4 Do you think God still provides the people within the church these spiritual gifts? Explain your answer.

Chapter 5 Growing up

Being an individual

Learning intentions

By the end of this lesson pupils will:

- ▶ understand that we should respect each person's right to be an individual
- ▶ appreciate that it's good to be an individual

Key elements

Moral character
Mutual understanding

Cross-curricular skills

Communication

Thinking skills and personal capabilities

- ▶ Make links between cause and effect
- ▶ Listen actively and share opinions



Lesson plan

Starter

- ▶ Complete Get Active 1 on textbook page 68.

Development

- ▶ Prepare two sets of cards for pupils. On the first card A is printed on one side and B on the other. C is printed on the second card.
- ▶ Read out a scenario found on Worksheet 5.8, page 162, and the three choices that the pupils can make. The pupils hold up the letter to indicate the choice that they would make, A, B or C. After each scenario is completed, discuss the choices with the class.
- ▶ Working in pairs or in groups the pupils can write their own scenarios with options that a person could choose.

- ▶ After a set time, collect these in and read them to the class. The pupils will hold up their cards to show which option they would choose.
- ▶ Read 'Killed for being a Goth' in the textbook, page 68, and complete Get Active 2, page 69.

Plenary

- ▶ Pupils complete Get Active 3 on textbook page 69.

Homework suggestions

- ▶ Make a list of at least five different groups of people who generally don't receive respect from society.
- ▶ Explain why each group isn't respected, for example their behaviour, their job, etc.
- ▶ From what you have learnt in class describe how a Christian should behave towards these people and why.

Extension activity

Design a logo or a symbol that represents respect for yourself and others.

Learning outcomes

- ▶ Work effectively with others.

Worksheet 5.8

Scenarios

- 1 You enjoy listening to classical music and have some of your favourite pieces on your iPod. A pupil from your class sits down beside you on the bus, takes the earpiece out of your ear and listens to it. You see the shocked look on his/her face. Do you:**

 - A Say that it's not your iPod but your sister's.
 - B Say that your brother had downloaded it onto your iPod for a joke.
 - C Shrug your shoulders and say you find listening to the music very relaxing.

- 2 You have been invited around to your friend's house for a sleepover. You hadn't realised that other people had been invited and that your friend's parents were going to be out. Your friend goes and gets some of their parents' alcohol for everyone. When you realise what is happening you don't want to stay or take the drink. Do you:**

 - A Say nothing and take the drink like everyone else.
 - B Take it, pretend to drink it and when no one is looking throw it down the sink.
 - C Explain to your friend that you don't want it and that you are going home.

- 3 You go to a church youth club every Saturday and enjoy all the different things that they do. You are out bowling one Saturday with the club when the bully from your class comes in. He/she comes over to you and asks who you are with. Do you:**

 - A Point to the family bowling beside you and say that you are with your friend's family.
 - B Point to your friends and say you have come with them.
 - C Say that you are with the church youth club.

Chapter 5 Growing up

Money, money, money!

Learning intentions

By the end of this lesson pupils will:

- ▶ have examined their attitudes towards money
- ▶ have explored what different faiths believe about money
- ▶ have discovered what Fairtrade is

Key elements

Personal understanding
Moral character
Spiritual awareness

Cross-curricular skills

Communication
ICT

Thinking skills and personal capabilities

- ▶ Use a range of methods for collating, recording and representing information
- ▶ Ask focused questions



Lesson plan

Starter

- ▶ Read to the class the story of King Midas up to the point where he makes his wish. This can be found on Worksheet 5.9, page 165.
- ▶ Discuss with pupils the wisdom of this wish.
- ▶ Read the rest of the story and discuss the ending. Ask the question: Does money make you happy?
- ▶ Complete Get Active 1 on page 70 of the textbook.

Development

- ▶ Discuss with the class that many people believe that money will make them happy but that is not always the case.
- ▶ Give each group a story about lottery winners who were unhappy from Worksheet 5.10 (pages 166–167). The groups need to decide why the winners are unhappy and report back to the class.
- ▶ Read the statements in the textbook (page 70) about what the different faiths believe about money.
- ▶ Complete Get Active 2 on page 71.
- ▶ Read the information about Fairtrade and complete Get Active 3.

Plenary

- ▶ Complete Worksheet 5.11, page 168. Pupils look at the two speech bubbles found on this worksheet. One is a person receiving a fair wage and the other is a person who isn't. Around each speech bubble pupils write what it would be like to be in their shoes.

Homework suggestion

Pupils go to their local supermarket and write down as many items that they can find that are Fairtrade. They also write down the countries where the produce was grown. (You may need to agree this project with the supermarket concerned.)

Extension activity

- ▶ Ask pupils to work out how much money they get in a month.
- ▶ Now ask them to write down everything that they spend their money on and beside each item how much they spend on it.
- ▶ Pupils create a pie chart that represents the money that they spend in a month.
- ▶ Now ask the following two questions:
 - How much do you give to charities?
 - Which charity do or would you give to and why?

Learning outcomes

- ▶ Show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, using mathematics and using ICT where appropriate.

Worksheet 5.9

King Midas

King Midas was a very wealthy king. Collecting gold was his hobby, his joy and his life. One day as he sat counting his wealth he saw an old man asleep under a tree. He saw that it was Silenus from the court of Dionysus, god of wine. Midas was cunning and treated Silenus like a king for ten days before taking him back to Dionysus. Dionysus was grateful for the care lavished on his old servant and told King Midas that he would grant any wish that he made. Midas asked that anything he touched would be turned to gold.

Dionysus granted his wish but warned him about his greed. Midas was very happy. He touched a tree and it turned to gold. He touched the walls of his palace and they turned to gold. He touched his horse, then his servant, his food and finally his children. Everything turned to gold.

Midas began to feel very unhappy. He could not eat, sleep, drink or touch anything because everything turned to gold. He missed his children dreadfully.

Finally Midas went back to find Dionysus and told him that he wanted to get rid of his golden touch. Dionysus laughed when he saw the change in the king. Eventually he decided to take pity on him and told him to go and bathe in the river Pactolus.

King Midas went to the river. He was afraid to get into the water in case it turned to gold and killed him. He got a jug and washed himself down. Little by little the gold washed away. King Midas was so relieved. He took jug after jug of water back to his palace to wash his children, his servants, his horse and the whole palace. He did not stop work until he had restored everything to its normal state.

Worksheet 5.10

Lottery stories

- 1 'Winning the lottery isn't always what it's cracked up to be,' says Evelyn Adams, who won the New Jersey lottery not just once, but twice (1985, 1986), to the tune of \$5.4 million. Today the money is all gone and Adams lives in a trailer.

'I won the American dream but I lost it, too. It was a very hard fall. It's called rock bottom,' says Adams.

'Everybody wanted my money. Everybody had their hand out. I never learned one simple word in the English language – "No." I wish I had the chance to do it all over again. I'd be much smarter about it now,' says Adams, who also lost money at the slot machines in Atlantic City.

'I was a big-time gambler,' admits Adams. 'I didn't drop a million dollars, but it was a lot of money. I made mistakes, some I regret, some I don't. I'm human. I can't go back now so I just go forward, one step at a time.'

- 2 William 'Bud' Post won \$16.2 million in the Pennsylvania lottery in 1988 but now lives on his Social Security.

'I wish it never happened. It was totally a nightmare,' says Post.

A former girlfriend successfully sued him for a share of his winnings. It wasn't his only lawsuit. A brother was arrested for hiring a hit man to kill him, hoping to inherit a share of the winnings. Other siblings pestered him until he agreed to invest in a car business and a restaurant in Sarasota, Florida – two ventures that brought no money back and further strained his relationship with his siblings.

Post even spent time in jail for firing a gun over the head of a bill collector. Within a year, he was \$1 million in debt.

Post admitted he was both careless and foolish, trying to please his family. He eventually declared bankruptcy.

Now he lives quietly on \$450 a month and food stamps.

'I'm tired, I'm over 65 years old, and I just had a serious operation for a heart aneurysm. Lotteries don't mean [anything] to me,' says Post.

- 3 Suzanne Mullins won \$4.2 million in the Virginia lottery in 1993. Now she's deeply in debt to a company that lent her money using the winnings as collateral.

She borrowed \$197,746.15, which she agreed to pay back with her yearly cheques from the Virginia lottery through 2006. When the rules changed allowing her to collect her winnings in a lump sum, she cashed in the remaining amount. But she stopped making payments on the loan.

She blamed the debt on the lengthy illness of her uninsured son-in-law, who needed \$1 million for medical bills.

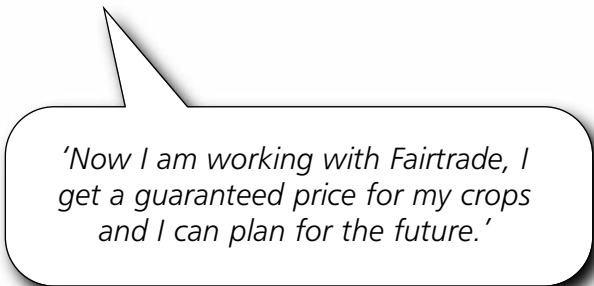
Worksheet 5.10 *continued*

Lottery stories

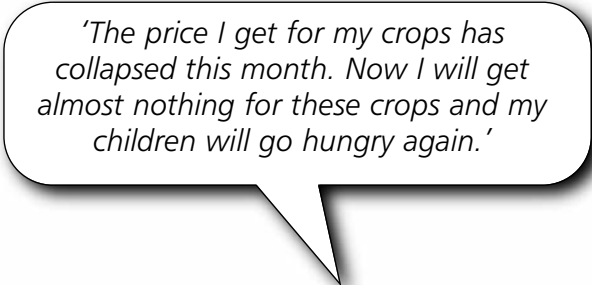
- 4 An unnamed Sicilian won £79 million on the Italian lottery in 2008. Before he or she could even collect the winnings, consumer groups were demanding that the windfall be seized by the government. The winner has since gone into hiding, fearing the Mafia will come calling.
- 5 Willie Hurt won \$3.1 million in 1989. Two years later the money was gone and he was on a murder charge. Hurt spent his fortune on a divorce and crack cocaine.
- 6 At 19 Michael Carroll won almost £10 million. The former dustman bought a fast car and a luxury mansion. It was here that he and his friends had quad races and enjoyed large firework displays. His neighbours didn't like what he got up to and to make matters worse his wife walked out on him with their baby daughter. Unfortunately he discovered that his money didn't make him popular and he had many disastrous relationships. As a result of this he turned to drugs and ended up with a string of drug offences.

Worksheet 5.11

In their shoes!



'Now I am working with Fairtrade, I get a guaranteed price for my crops and I can plan for the future.'



'The price I get for my crops has collapsed this month. Now I will get almost nothing for these crops and my children will go hungry again.'

Chapter 5 Growing up

The internet

Learning intentions

By the end of this lesson pupils will:

- ▶ have discussed the positives and negatives about using the internet

Key elements

Personal understanding
Moral character
Spiritual awareness
Media awareness

Cross-curricular skills

Communication
ICT

Thinking skills and personal capabilities



- ▶ Listen actively and share opinions
- ▶ Develop routines of turn-taking, sharing and co-operating
- ▶ Give and respond to feedback

Lesson plan

Starter

- ▶ Many of the pupils' phones will have access to the internet and the news. If you think it appropriate, you could ask pupils to use their phones for some internet research.
- ▶ Ask pupils to work in groups of four, each group using one phone to find five different things that are related to the news. Have a competition to see who can find the information the fastest.
- ▶ Alternatively, ask pupils how people found things out before the internet. How different do they think life before the internet might have been?

Development

- ▶ Read the information in the textbook and complete Get Active 1, page 73.
- ▶ Ask pupils to design a storyboard to use with children in P4/5 that explains how to be safe on the internet and why it is important to be.
- ▶ Read through the rest of the information and complete Get Active 2, page 73.

Plenary

- ▶ Play a game of Jeopardy with the class. You can find information on this game in the Starter section of 'What do the creation stories mean?' on page 13.

Homework suggestion

Read page 74 and explain to the pupils that they will be giving a presentation to the class based on one of the topics from this unit of work. For homework they should decide which topic they are going to use and how they will present this to the class. It might be useful to give pupils a copy of the Big Task so they can plan properly.

Extension activity

If the software is available pupils could create their own websites on internet safety.

Learning outcomes

- ▶ Work effectively with others.