

**Lesson objectives:** What is temptation? How do people deal with it?

**AT1:** to describe and begin to understand religious and other responses to ethical questions.

**AT2:** to respond to the challenge of commitment both in their own lives and within religious traditions

## No letter this week...

It had been a hot day and Jim and his team mates had been working hard, building up the walls for what was going to be a new classroom. Tim – the lad from Doncaster- began to whistle. The same tune. Again. Jim did not like the tune, and it was really starting to annoy him... that on top of the fact that Tim had been making jokes about Jim's favourite football team and how he thought Minecraft was a waste of time, even though Jim thought it was BRILLIANT!

Jim began to open his mouth to say something, when all of a sudden..."Jim...do you mind coming into the office?" It was the project leader, Eunice.

"I really want to thank you for the wonderful ideas you have given us over the past few days." Jim was confused... what ideas? Then slowly it dawned on him. Tim had been writing ideas down for what they could do to help during their stay, but his handwriting wasn't very good, so *Tim* had looked like *Jim* when he had signed. "They are so good," continued Eunice, "that I have decided to let you have the chocolate that we keep for people who make a special contribution...." Jim's stomach started to rumble. He hadn't had any chocolate since leaving the UK, and Tim was so annoying....What should he do?

**Level 2** I can retell religious stories.

I can recognise that some questions about life are difficult to answer and respond sensitively to others' experiences and feelings.

**Level 3:** I can identify the impact of belief on people's lives.

I can make links between what I and others think is important in life, giving reasons for beliefs, attitudes and actions.

**Level 4** I can comment on questions, beliefs, values and practices and describe the impact of belief on individuals...

I can suggest what might happen as a result of their own and others' attitudes and actions.

Is it right to retaliate?

Have you ever taken the credit for someone else's work? How do we know it's wrong? Is it wrong?

### Lesson plan

Tell the story above (eg present as an excerpt from Jim's diary or "step outside" of the situation and tell in 3rd person)

What choice does Jim have at this point? Is there a right one or a wrong one? How do we know? (Could work as a longer or shorter discussion.)

Get children to discuss in pairs and decide

Split the class into 2 groups, but hold back a "Jim". Get each group to come up with arguments for or against Jim taking the credit for Tim's ideas. Carry out a "conscience alley", where "Jim" walks between two lines of children that are trying to convince him to take one choice or the other.

At the end, "Jim" makes up his mind and gives a reason! No panic if the children choose the "chocolate option" – as the next session deals with consequences!



NB

This could work on its own as a lesson, with "lesson 4 part 2" the following week, or as the opening activity to a longer lesson using together with the part 2 session.