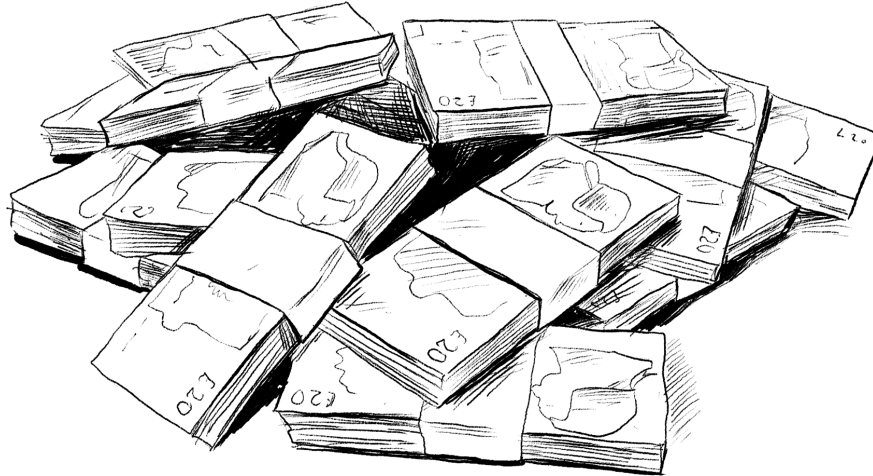


Session 4

(45 mins)

Aim: For pupils to consider how the abundance and goodness of God has spurred Christians through history to have compassion and kindness upon others in their community and to seek justice and goodness on their account.



Introduction (8 mins)

1. On a post-it note, pupils to record their answer (either write or draw):
 - If you had £100 what would you do with it?
 - Listen to answers without passing judgement.
2. On a second post-it note:
 - If you had £100 million, what would you do with it?
 - Share ideas.

Discussion – how did those two answers vary?

- Were the answers to the first question more about something for them to enjoy themselves?
- How far beyond themselves did pupils look in answering question 2?
- Who had the most exciting ideas for how to bless others with some of their £100 million?
- Would they find it easier to passing the blessing on in scenario 1 or 2?

Drama Preparation (15 mins)

Throughout history, Christians have realised that God has given them riches. Such as life instead of death, forgiveness and mercy, freedom from guilt and shame, the promise of restoration where things are broken, peace, hope, the abundance of creation. They have then lived their lives in response to this.

- Split pupils into small groups.
- Each group given biography resources to help them to research the life of a Christian who has shown compassion and loved those around them well (see Resources where you will find a longer text and a simplified text). NB – feel free to use different characters that might be most relevant to your community. This session could offer space to look at living examples from your locality.

- Group to work together to create a one to two minute drama piece to inform the class about their person (who they were, what they did, what motivated them) to present to the class. Depending on the cohort, they might need some prompts for their drama. They could:
 - Prepare a **'hot seat'** with the group asking questions and together planning good answers. Consider also 'hot seating' others who the person impacted e.g. orphaned children (Gladys Alyward).
 - Prepare a **news report** – someone in the studio, the roving reporter and a couple of characters from the person's life, e.g. George Washington Carver himself, some peanut farmers, and the Crown Prince of Sweden.
 - Prepare two or three **tableaux** of the person's life and get one child to **narrate** what is being looked at in each still scene.
 - Re-enact two or three **scenes** from the person's life.

Watch the Group Dramas (15 mins)

Plenary (7 mins)

- Whose life impresses you the most and why?
- Who do you think had the hardest life and why?
- What enabled them to keep persevering in love?