

Session 5

(Variable length depending on the content selected – could form multiple sessions)

Aim: to consider together places of brokenness locally, nationally and internationally and what it might look like to bring compassion and seek restoration and flourishing in those areas.

This session aims to provide space for you to root the outworking of this teaching material in your own context. Below are some ideas for different ways in which you may want to take it.



Idea 1

A lot of pain comes back to relationships that are broken. With the pupils, think about The Good Samaritan story – which relationships were the most broken? Why?

Use this session to help pupils begin to develop a toolkit of skills that build healthy relationships.

The Relationships Toolkit might include:

1. Listening skills

- Pair pupils up.
- Pupil A has 2 mins to talk uninterrupted about something they have found painful/frustrating/unfair.
- Pupil B should try to listen carefully without speaking and show an interested body posture and look at the speaker.
- When the time is up, pupil B will say: What I am hearing you say is... (and then summarize person A's conversation).
- Person A to add anything that person B missed.
- Swap roles and repeat.

Afterwards, reflect with the pupils on:

- Whether it was hard not to interrupt.
- How thoroughly person B did their summary – did they miss things?
- What did it feel like to be person A.

2. Communicating sensitively but confidently when something is tricky

There are often two challenges when we want to talk about things that have hurt us:

- a. We are worried about how the other person is going to react and so we never mention the thing that is bothering us, or we say 'it doesn't really matter'.
- b. We are upset and so we speak too forcefully, making it hard for the other person to respond. We can make harsh generalisations. Often sentences we speak at these times start with 'You always/never...' (and can feel very attacking, meaning that the other person gets defensive).

- Roleplay in pairs.
- Pupils to think up a common conflict situation from home or school e.g. arguing over a position in the lunch queue.
- Decide who is the person who is hurting.
- Roleplay the scene twice: once simulating the hurting person bottling up all their pain and saying nothing, the second time letting it out overly forcefully.

A better way to have tricky conflict conversations is to share how you are feeling and responding.

'I' Statements	
When you... (describe the cause)	
I feel...	
Because...	
Next time...	

Rather than saying 'You are really annoying. You always push into the lunch queue', how would it change things if you said 'When you push into the line, it makes me feel really angry and like you don't think I matter'?

- Replay the roleplay scene in pairs.
- Use the framework below to scaffold conversations.
- Other character can choose a new ending.

3. Seeing things from someone else's perspective

- Watch this short (4min) film together https://www.youtube.com/watch?v=38y_1EWIE9I&t=255s.
- Pause the film before the grandma boards the train:
 - What is your opinion of the grandma and of the boy?
 - What might have been some of the inner thoughts of both characters?
- Finish the film and discuss how your perspective has shifted.
 - What do you think the grandma would like to say to the boy now?
 - How can we give space in conflict situations to see if there is another perspective?

4. The power of apology and forgiveness

Why do we find apologising hard? And why can it be hard to accept someone's apology? It can help if it feels like they really mean it. Here is a mnemonic to help us learn how to apologize well:

- S** Stand up (acknowledge that harm was done e.g. 'I am sorry I knocked your stuff off the desk').
- O** Own it (accept your role in causing the damage e.g. 'I overreacted because I was angry').
- R** Respond differently (consider if there was another way things could have gone e.g. 'I should have thought before I acted').

- R** Repair the damage (sometimes this is easy, other times more complicated e.g. ‘What can I do to make this better?’).
- Y** Yield to their feelings (accept that the other person might not be ready to forgive right away e.g. ‘I know you might still be upset’).

Idea 2

Many people in society do not flourish because of inequality. In the story, the Samaritan does not get stuck seeing the situation in the same way as everyone else. He does not let his assumptions about the man block him. He does not let past negative experiences cloud his thinking. He simply sees an injured man who needs help, help which he can give.

‘Fair isn’t always Equal’ game

- Give groups of children very unequal sets of resources (e.g. one team gets a single sheet of paper and a pencil, whilst another team has an abundance of paper and colouring pens. Another team might have a middling amount of equipment).
- Complete a creative task e.g. a poster to take back to school about what they have learnt from the residential.
- Give them ten minutes.
- If pupils want to request or share resources, allow the situation to unfold and then note it for the discussion (below) but do not present this idea to them or encourage it – just notice what behaviours arise unbidden.

Discussion

- Notice the class who complained the loudest (usually those with fewer resources).
- Did the pupils take any steps to even things out? What did this look like? Why did they do this?
- How did it feel to be in the groups that had the most resources? Perhaps they loved it, perhaps felt uncomfortable about their privilege, perhaps did not notice.
- What was the experience like for those in the middle?
- This is a rather silly, forced example, but what might it represent in life?

In what follows, you will need to be mindful that this could be a very difficult conversation for pupils who either have an abundance or dearth of opportunity/resource. We do not want to leave them feeling judged, embarrassed or angry. Consider what it will mean in your context to host the conversation in a way that makes it safe for all. It might be that limiting the conversation to a more general discussion of what they observe more widely in society could help. Acknowledging that the conversation might be tricky for some and that they may feel powerless may help. Today is about opening their thinking and understanding so that as they grow older and have more choices that impact others, they have the knowledge so they these choices can be full of empathy and mercy.

- See if as a group you can make a list of advantages that some people enjoy. Some examples:
 - Good circle of happy friendships.
 - English as a first language.
 - Financial security.
 - Opportunities outside of school.

- Being sporty.
- Strong family support.
- An ability to learn new things easily.
- Often being picked for things.
- Warm housing.
- A good job.
- Popularity with others.
- Discuss what it could look like to help share the good things we have. Remember Session 2 and the inheritance learning – how receiving good things gives opportunity to share and bless others. Many Christians think we are blessed richly by God so that we can pass on blessing to others.
- Use friendship as an example: if you enjoy ‘a good circle of happy friendships’, what might it look like to share that blessing with others?
- In small groups, pupils to look at the group list of advantages and choose one. Roleplay an example of what it might look like to share that advantage (blessing) with others.

Idea 3

In the parable of the Good Samaritan, the road was an incredibly unsafe space. The inn was a place of sanctuary, but perhaps still a challenging space – was the inn keeper pleased to be housing and caring for the injured traveller, delivered to him by a much-despised Samaritan? Perhaps some people felt more welcome at the inn than other visitors. In our communities there are a range of spaces, some of which may feel very unwelcoming, threatening even, to some. We may be oblivious to the discomfort or vulnerability of our close friends or neighbours in certain spaces.

Pupils to colour in a map of where they feel least safe/happy at school or in their local community and where they think others might feel more vulnerable and unsafe. Talk together about what makes the highlighted spaces feel unhappy or unsafe to be in.

NB you will need to consider how to make this a comfortable activity to participate in e.g. if they are being bullied in the toilets at playtime and their bully is in the group, they will not be able to share easily.

- Children to work in groups and pick one area that has been identified as unhappy or unsafe.
- On post-it notes around their map, challenge groups to list as many ideas as they can to improve that space.
- If time, consider other spaces that they listed as less safe.
- Pupils then given time to walk round and look at the ideas of the other groups – star ideas that they think are particularly good. Add in any additional ideas they come up with.

Idea 4

Consider more global perspectives.

The parable of the Good Samaritan flows from the Teacher of the Law's question: Who is my neighbour? It raises questions for the reader about looking beyond our close communities or people groups and working out what it looks like to 'have mercy on' those who are more different to us.

This provides an opportunity to delve into broader issues of global justice. You may wish to use the session to pick up aspects of global partnership projects that you are already committed to in school.

Alternatively, use this session to find out about how Christians respond to the challenge to seek justice and mercy on behalf of others. This commitment to seek the flourishing of others is reflected in the Lord's prayer:

Your Kingdom come,
Your Will be done,
On Earth as it is in Heaven.

Matthew 6:10

Ideas for deepening pupils understanding of global justice issues:

1. Christian Aid has a range of resources for helping schools unpack global justice issues, including:
 - The Paper Bag Game: examines the challenges of earning sufficient money in economies with no welfare support.
 - The Ludo Game: insights into the challenges and decisions faced by refugees.
 - The Chocolate Game: a simplified look at trade – both the pitfalls and the opportunities.
2. Research Christian charities that are working to tackle poverty, inequality and justice issues in the global arena. Host a class debate about which they should support and why – each group of pupils to choose one charity to research and advocate for.

Examples might include:

- Tearfund.
- Christian Aid.
- Compassion UK.
- Barnabas Aid.
- Operation Noah.
- World Vision UK.
- Samaritan's Purse.

For further information about this resource, please contact:
Anna Shaw, CPAS School Ministry
Development Officer, ashaw@cpas.org.uk.

CPAS offers a grant scheme to support the cost of School residentials that evidence close partnership between schools and their local church(es). Please check back on our website for further information on how to apply. Applications making use of this resource will be viewed favorably.