

Year 3&4 Key Stage 2



# RELIGIOUS EDUCATION

Resource File

**Year 3** units of work - Right and wrong - Wrong choices





# Lesson 4 Wrong choices

## The big picture

This lesson explores how observing the wrong choices of others can prompt judgement, and looks at why this is not an acceptable reaction for many believers.

As you consider this lesson's story from the Bible, you should challenge the class about their motives when they see others facing the consequences of their actions. Children of this age are often extremely fierce about what they perceive as appropriate punishments for wrongdoing! You should help them to explore why judgement can promote lots of wrong choices, rather than building up what is right.

## Learning objective

- To consider personal reactions to seeing others facing the consequences of wrong choices and to think about why these reactions are also a choice between right and wrong.

## Success criteria

### Learning about

- Pupils will know why believers consider judgement to be an unacceptable reaction to the wrong choices of others.

### Learning from

- Pupils will have considered how and why they react to the wrong choices of others and why the nature of this reaction is important.

## Religious Education Council Requirements

C1, C2, C3

## Resources

- **Resource sheet 5:** 'The woman caught doing wrong'
- **Resource sheet 6:** 'To judge or not to judge?'
- Writing and drawing materials
- Cutting and sticking materials

## Vocabulary

Consequences, forgiveness, judgement, punishment

## Key questions ?

*How do you feel when you see someone else get into trouble?*  
*Why do you feel like this?*  
*How do Bible stories give guidance to Christians?*

## Introduction

Begin the lesson as you have in previous sessions, by going around the class and thanking people for doing the right thing. Ask people to tell each other what they think the lesson is going to be about and then confirm their thoughts. Write on the board the golden rule from previous sessions, 'Love God. Love others'. Remind them how, last lesson, they looked at how the choices they make can be affected by the company they keep.

Share the learning objective: 'In this lesson, you are going to think about how you react when you see others being punished, and whether this reaction is right or wrong.'

## Activities

### Stimulus

Remind the class that last lesson you asked them to think of a time when they had got into trouble. Tell them that this lesson you would like them to think of a time when they have seen someone else get into trouble.

After time to think, ask them to share what they have remembered with others around them and ask them to focus on how it made them feel. After time to talk, ask people to indicate with a show of hands whether seeing that other person get into trouble made them feel good or bad. Ask a few people to explain why they felt as they did, making sure you select people who felt differently.

Explain that those who felt good when they saw someone getting punished probably felt that they were getting what they deserved. Those who felt bad probably felt they did not deserve the punishment.

Write the word, 'judgement' on the board. Explain that when you judge, you decide not whether someone has done right or wrong, but what the consequences should be for what they have done.

### Key questions ?

*Ask them to think about whether they have ever got someone else 'done'. Can they remember what it was for?*

Ask them to think about whether they did it because they were concerned about what was done or because they wanted to be the judge and see that person get into trouble.

Tell the class that many believers of different faiths believe that, although they should stick up for what is right, only God can judge someone and decide what the consequences of the wrongdoing should be.

Tell them that you are going to share a story from the Bible. Explain that Jesus' teaching meant some people loved him, but others hated him. There was a group of people who thought he was trouble and they wanted to get him punished. They decided that if he wouldn't do something bad himself, they would make him stick up for someone who had done wrong. That would mean he was saying that it was OK to do wrong things, and then everyone would know that he wasn't a friend of God.

Share the story of 'The woman caught doing wrong' (resource sheet 5) from the Bible.

### Response

After reading the story allow people a chance to discuss it with each other before you begin to discuss it together as a class. Focus on the choice all of the characters had: of judgement or forgiveness. Make sure everyone understands that Jesus was not saying what the woman did was right, just that she should be forgiven. The people judging were not concerned for the woman herself, just for themselves. Explain that Christians believe everyone can forgive someone else, but only God can judge.

After discussion, ask people what they think they would have done. Do they always want to see everyone who makes bad choices getting punished, or do they mind their own business and forgive others?

Introduce **Resource sheet 6**: 'To judge or not to judge'. Explain that each one of these scenarios gives bystanders the chance to respond in a way that judges, or a way that shows understanding and forgiveness.

Divide the class into pairs or small groups with a copy of the resource sheet each. After discussion, they can choose some scenarios, cut them out and stick them in their books, then write their responses.

## Plenary

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Put the following quote from the story on the board: 'Let the person who has never done anything wrong throw the first stone.' Can people in the class think what this statement would say to the people in the scenarios they have just been discussing? Emphasise that all religions believe that choosing what is right and what is wrong is a personal choice. It is OK to disagree with the choices of others, but not OK to let this change what you think about them as a person.

To end the lesson, people could copy and complete the following sentence:

- 'Looking at this today, I have been thinking about...'

## Differentiation

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(By task) all members of the class, except for those with very specific needs, should be able to participate in this lesson, particularly if the group response is used. You may wish to select a group of people who find small-group discussion a challenge and work with them. You could choose one of the scenarios to work on and respond to together.

## Extension

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When more able people have read the **Resource sheet 6**: 'To judge or not to judge?' they could devise their own scenarios and respond to them.



Name:

Date:

## The woman caught doing wrong

As Jesus travelled around Israel, many people came to ask him for help with problems and questions. Some people really wanted to know his advice; others just wanted to trick him.

Once, when he was in a town, a group of people dragged a woman in front of him. She had been caught doing something really bad. The laws of the time said that she should be killed by people throwing stones at her, because she had done such a dreadful thing.

One of the people who was trying to trick Jesus offered him a stone to see what he would do. Would he say that what she had done was OK, or would he help to kill her?

Jesus looked at the woman and then looked at the crowd.

‘Let the person who has never done anything wrong throw the first stone,’ he said.

Everyone looked at each other. They all knew that they had done some things in their lives that were wrong. One by one, they dropped their stones and went away.

Jesus went up to the woman and said, ‘Is no one going to throw stones at you?’

‘They have all gone away,’ she said.

‘Then I will go away too,’ said Jesus. ‘Don’t do it again.’



The story of the woman caught doing wrong can be found in the Bible, John 8: 1–11.



Name:

Date:

## To judge or not to judge?

**What would you do in these situations? Judge or forgive?**

<p>Your friend has borrowed your favourite pen from your pencil case, but when they bring it back, they say sorry, they have broken it.</p>	<p>You see an older pupil knock a younger child over by accident. The young child goes to tell the teacher, who doesn't believe the older one when they say it was an accident.</p>
<p>Everyone is playing a great game of chase... indoors during wet playtime! You have just sat down when the teacher comes in and starts to tell off everyone he saw playing.</p>	<p>You are lining up for dinner when the person next to you trips and drops their tray. Everyone in the hall starts laughing and cheering.</p>
<p>You are playing in the lounge with your brother or sister when they break a picture. One of your parents comes running in and starts shouting at them.</p>	<p>You are playing a good game with your friends when one of them suddenly gets cross and storms off across the playground. A bit later they come back and say sorry.</p>
<p>You are painting in your new white shirt when someone on your table reaches over to the paint pot and accidentally puts a big, black line right across your shirt.</p>	