

Let's Talk About Love!

A Unit of Work for Upper Key Stage 2 synthesising 'the RE-searchers approach' and Neil Philipson and Rupert Wegerif's Dialogic Pedagogy

By Giles Freathy

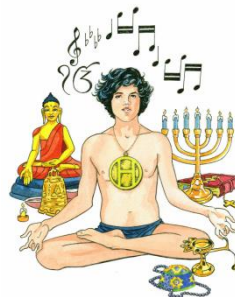
Consultant Editor: Rob Freathy



Ask-it-all Ava
Interviewer /
Empathiser



Debate-it-all Derek
Philosopher / Critic



Have-a-go Hugo
Participator /
Experiencer



See-the-story Suzie
Narrator / Interpreter

Based on Freathy, G., Freathy, R., Doney, J., Walshe, K., and Teece, G. (2015). [*The RE-searchers: A New Approach to RE in Primary Schools*](#). Exeter: University of Exeter.

Let's Talk About Love!

Exploring a religious concept with Upper Key Stage 2 through 'the RE-searchers approach' and Neil Philipson and Rupert Wegerif's Dialogic Pedagogy

This unit of work demonstrates how the RE-searchers approach can be used to extend and develop pupils' understanding of a religious concept. In this case, the concept is love. The unit focuses mainly on love between humans in a Christian context, drawing heavily on the parable of the Good Samaritan. However, the teachings and interpretations explored here are also compared to conceptions of love evident in Buddhist, Sikh and non-religious contexts.

For this unit of work, I have adopted the dialogic lesson structure advocated in Neil Philipson and Rupert Wegerif's forthcoming book *'Dialogic Education: Mastering Core Concepts through Thinking Together'* (in press for Routledge).

In accordance with the practice and principles of the book, each of the lessons follow this pedagogical sequence:

1. Children's everyday knowledge is valued and brought into the dialogue
2. The children's current understanding of a religious perspective is elicited and brought into the dialogue
3. The religious perspective is acknowledged as one of many possible religious perspectives, and as one which is not fixed but ever changing
4. A teaching input that (ideally) brings the children's prior learning into dialogue with the religious perspectives that have been identified
5. A 'talk task' is used to help the children to make meaning together as they explore differences in their perspectives
6. Plenary sessions further develop and make visible the children's new (always provisional) understanding.

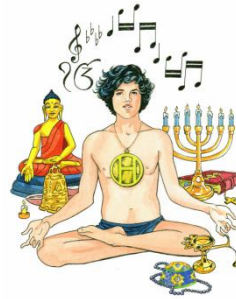
This unit will be included in Philipson and Wegerif's publication as an example of how their approach can be applied in Religious Education. The unit presents a series of enquiries that are either led by, or contributed to, by each of the RE-searcher characters: Ask-it-all Ava, Debate-it-all Derek, Have-a-go Hugo and See-the-story Suzie.



Ask-it-all Ava
Interviewer /
Empathiser



Debate-it-all Derek
Philosopher / Critic



Have-a-go Hugo
Participator /
Experiencer



See-the-story Suzie
Narrator / Interpreter

(For full character descriptors and profiles, please see our free e-book: Freathy, G., Freathy, R., Doney, J., Walshe, K., and Teece, G. (2015). [*The RE-searchers: A New Approach to RE in Primary Schools*](#). Exeter: University of Exeter.)

This unit is based on a fictional premise, involving pupils preparing and rehearsing the content of a new television programme. The class are invited by a fictional producer to contribute to a new TV programme called *Religion Matters*. The first episode is called: *Let's talk about love!* The programme has multiple segments and multiple presenters investigating a particular topic using a range of interactive approaches to engage the studio audience and the audience at home!

1. 'What is love?'
2. 'What did Jesus tell us about love?' Part 1
3. 'What did Jesus tell us about love?' Part 2
4. 'How might we use the Good Samaritan story to offer advice?'
5. 'What is it like to show love for all humans?'
6. 'Should we love ourselves?'

Neil Philipson and Rupert Wegerif's Dialogic Pedagogy

Neil Philipson and Rupert Wegerif's new book, *'Dialogic Education: Mastering Core Concepts through Thinking Together'* (in press for Routledge), shows how to teach children to think together better in the classroom and how this can be applied to help them master foundational concepts across the curriculum. They chose to apply the RE-searchers approach to teaching the concept of Love as an illustration of what they call 'dialogic education', education that delivers conceptual understanding while equipping children with the skills and dispositions that they need for more effective dialogue in every area throughout their lives.

Lesson 1: 'What is love?'	
Setting the context	<p>Explain to the class that they have a letter from a <i>pretend</i> TV producer (Resource 1.1) that we are going to take <i>seriously</i>! Read the letter and provide an 'Advance Organiser' (Resource 1.2) to graphically depict the five enquiries listed in the form of a bubble map, to be referred to later in the sequence.</p> <p><i>Dear class,</i></p> <p><i>I am delighted to invite you to audition to participate in a new TV programme about Religion for children. The programme is going to be called, Religion Matters, and is going to have four presenters called the RE-searchers: Ask-it-all Ava, Debate-it-all Derek, See-the-story Suzie and Have-a-go Hugo.</i></p> <p><i>Explain that the first show is called 'Let's Talk about Love!' and will consist of 6 sections.</i></p> <ol style="list-style-type: none"> <i>7. 'What is love?'</i> <i>8. 'What did Jesus tell us about love?' Part 1</i> <i>9. 'What did Jesus tell us about love?' Part 2</i> <i>10. 'How might we use the Good Samaritan story to offer advice?'</i> <i>11. 'What is it like to show love for all humans?'</i> <i>12. 'Should we love ourselves?'</i> <p><i>Each RE-searcher will present different parts of the show and each time the audience (may be you!) will be invited to share their opinions on what they share with you. Are you up for the challenge?</i></p> <p><i>This first section starts with interviews led by Ask-it-all Ava exploring the meaning of love and Debate-it-all Derek who wants to be sure what love is.</i></p> <p><i>I want to see whether you could ask and answer questions in the show!</i></p> <p><i>Best wishes and many thanks,</i></p> <p><i>Darren Hotshot</i> <i>Religious Affairs Producer</i></p>
1. Children's everyday knowledge is valued and brought into the dialogue	<p>Explain that we are going to practise our Ask-it-all Ava skills to see who could assist with this part of the show and we are going to see who could be interviewed. Place three chairs at the front of the classroom with three signs:</p> <p><i>The 1st sign saying: I love chocolate (Resource 1.4)</i> <i>The 2nd sign saying: I love my valentine (Resource 1.5)</i> <i>The 3rd sign saying: I love my family (Resource 1.6)</i></p> <p>Explain that to begin with the class are going to be like Ask-it-all Ava and interview three people about these statements in order to find out what it means to <i>love</i> someone/something. Explain that you are going to be the first interviewee to show others how to do it.... And to avoid embarrassment! Sit on the <i>I love my valentine</i> chair. Invite questions from the Ask-it-all Ava's around you</p>

	<p>about the statement. Answer the questions as you see fit giving a sanitised explanation of romantic love in role. To avoid unnecessary disclosure you can choose to role-play the task modelling the kind of answers an interviewee might give. Tell the interviewers that they will only be allowed three questions for each person to try to find out what it means to love their chosen subject. Following this, invite volunteers to sit on the other chairs to be interviewed as themselves about their love of chocolate or family.</p> <p>After the interviews explain that Debate-it-all Derek has two questions for the audience to discuss: 1. What is the difference between loving chocolate and loving your family? 2. What is the difference between loving your family and loving your valentine?</p>
<p>2. <i>The children's current understanding of a religious perspective is elicited and brought into the dialogue</i></p>	<p>Now reveal another three statements that Ask-it-all Ava wants us to consider. Invite everyone this time to suggest an answer to the question(s): <i>What would it mean to...</i></p> <ol style="list-style-type: none"> 1. <i>Love football</i> (Resource 1.7) 2. <i>Love God</i> (Resource 1.8) 3. <i>Love everyone</i> (Resource 1.9) <p><i>Explain that Debate-it-all Derek, now wants the class to consider which of the types of love we have shared our ideas about make sense. Pupils discuss in pairs and share their responses. Invite a range of perspectives: religious and non-religious where possible.</i></p>
<p>3. <i>The Christian perspective is acknowledged as one of many possible religious perspectives, and as one which is not fixed but ever changing</i></p>	<p>Having considered her own views and the views of the TV audience, at this point in the show, Ava likes to interview a range of people from different faiths to see what they think about love.</p> <p>Share the following definitions of love with the class:</p> <p>A SIKH RESPONSE: "Everything is God. By loving God and soaking up God's love for me, I can love everyone. This love for the Lord and his creation is called Pyaar."</p> <p>A BUDDHIST RESPONSE: "You can train your heart to show lovingkindness to everyone and every being through meditation. This lovingkindness towards all living beings is called Metta."</p> <p>A CHRISTIAN RESPONSE: "Jesus told us to love God and to love everyone else for his sake. He showed us how to do it too through the way he lived his life. This practical and self-giving love for all humans is called Agape."</p> <p>Invite pupils to match the quotes with images available via Google Images (Resource 10 – 12): A body building heart (Buddhist), A sponge (Sikh) and stick men walking in the footsteps of their role-model who is leading the way (Christian). Ask them to justify their reasoning in order to ensure comprehension of the quotes drawing out answers to the following questions:</p>

	<ul style="list-style-type: none"> - Who should we love? - Where does love come from? - Why should we love everyone?
<p>4. A teaching input that (ideally) brings the children's prior learning into dialogue with the Christian perspectives identified</p>	<p>Explain that at this part of the show it will be an advert break, but that Debate-it-all Derek will introduce an online quiz called <i>'What do you believe about love?'</i></p> <p>Before the class trial the quiz, gather their thoughts on the question: How are these examples of religious love different from other types of love?</p>
<p>5. A 'talk task' is used to help the children to make meaning together as they explore differences in their perspectives</p>	<p>Pupils complete the <i>'What do you believe about love?'</i> quiz (Resource 1.13) either in pairs at a computer or on paper, at tables and in pairs. Pupils respond to a range of statements about love deciding whether they agree, disagree or can't agree.</p> <p>Pupils pair up with another pair to compare their answers.</p> <p>Encourage pupils to try to persuade partners and partner pairs to change their answers when they disagree using the reasons and evidence.</p>
<p>6. Plenary sessions further develop and make visible the children's new (always provisional) understanding.</p>	<p>Ask pupils whether they could agree with their partners and partner pairs on all of the statements. Ask pupils to identify any statements that caused disagreements and to explain what happened. Ask pupils to consider why disagreements occurred and why it was hard to change people's minds.</p> <p>Display four titles:</p> <p>My own view of love</p> <p>My understanding of these examples of religious love</p> <p>My ability to ask and answer questions about love</p> <p>My ability to think together with other people</p> <p>Ask which of the four has changed most for the pupils today, how and why?</p>

Resource 1.1



Dear class,

I am delighted to invite you to audition to participate in a new TV programme about religion for children. The programme is going to be called, Religion Matters, and is going to have four presenters called the RE-searchers: Ask-it-all Ava, Debate-it-all Derek, See-the-story Suzie and Have-a-go Hugo.

The first show is called 'Let's Talk about Love!' and will consist of 6 sections.

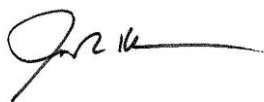
1. 'What is love?'
2. 'What did Jesus tell us about love?' Part 1
3. 'What did Jesus tell us about love?' Part 2
4. 'How might we use the Good Samaritan story to offer advice?'
5. 'What is it like to show love for all humans?'
6. 'Should we love ourselves?'

Each RE-searcher will present different parts of the show and each time the audience (may be you!) will be invited to share their opinions on what they share with you. Are you up for the challenge?

This first section starts with interviews led by Ask-it-all Ava exploring the meaning of love and Debate-it-all Derek who wants to be sure what love is.

I want to see whether you could ask and answer questions in the show!

Best wishes and many thanks,



Darren Hotshot

Resource 1.2



Resource 1.4

I ♥
CHOCOLATE

Resource 1.5

I 
my valentine

Resource 1.6



Resource 1.7



Resource 1.8

I 
GOD

Resource 1.9



Resource 10



Resource 11



Resource 12



Resource 1.13

Name(s).....

Class.....

Debate-it-all Derek's Quiz!

What do you believe about love?



	<i>True</i>	<i>False</i>	<i>We can't agree</i>
Love is real.			
There are different types of love.			
Love comes from God.			
Love comes from inside you.			
Love is something you can control.			
It is possible to love everyone.			
You should love God.			
God loves you.			
Love is just a feeling we experience like hunger and thirst.			
Love helps us know what we need.			
Love is passionate.			
Love involves commitment.			
You can love someone because you are told to.			
You can train your heart to be more loving.			
When you feel loved, you can give more love to others.			
You have a limited amount of love inside you.			

Lesson 2: 'What did Jesus tell us about love?'

<p>1. Children's everyday knowledge is valued and brought into the dialogue</p>	<p>Remind the class that in this unit of work we are imagining that we are preparing to participate in a TV show called: <i>Religion Matters</i>. Show the 'Advance Organiser' (Resource 1.2) and ask pupils to recall what they learnt about love in the last lesson. Tell the pupils that after the advert break another presenter called See-the-story Suzie will take over to lead a section called: <i>I've lost the plot</i>. Together you will help Suzie answer the question: 'What is the Good Samaritan story all about?'</p> <p>Tell the pupils that the first thing Suzie does is to explain the rules (Resource 2.1):</p> <p><i>Hi class,</i></p> <p><i>The rules are very simple! All you need to do is watch the following video; remember what happens and consider what the story is trying to teach you. We will then explore the different ways that the story has been understood.</i></p> <p><i>Good luck and best wishes,</i> <i>See-the-story Suzie</i></p> <p>Show a narrated video depicting the Good Samaritan story (e.g. https://www.youtube.com/watch?v=fO4qSAh1sl) and receive feedback ensuring coverage of the following questions 'What happened?', 'Why did Jesus tell the story?'</p> <p>Record the answers for use later in the lesson.</p>
<p>2. The children's current understanding of a Christian perspective is elicited and brought into the dialogue</p>	<p>Ask the children to answer the following questions:</p> <p>Who in the story shows love to his neighbour and who doesn't?</p> <p>Who shows love to God and who doesn't?</p> <p>What do they think Jesus means by neighbour?</p>
<p>3. The Christian perspective is acknowledged as one of many possible Christian perspectives, and as one which is not fixed but ever changing</p>	<p>Invite pupils to read out three different points of view Christians often hold about this story:</p> <ol style="list-style-type: none"> 1. The most important message in this story is: GOD REWARDS THOSE WHO SHOW LOVE TO EVERYBODY LIKE HE DOES. 2. The most important message in this story is: IT IS YOUR FAITH THAT MATTERS NOT WHO YOU ARE. 3. The most important message in this story is DO WHAT YOU BELIEVE GOD WOULD WANT YOU TO, EVEN IF IT MEANS DOING SOMETHING THAT OTHER PEOPLE THINK IS WRONG.
<p>4. A teaching input that (ideally) brings the children's prior learning into dialogue with the Christian perspectives identified</p>	<p>Allocate each interpretation to a different corner of the room (TV studio) and ask pupils (the audience) to stand in the corner for the interpretation that best represents their view of the story. Pupils discuss at first in groups of three or four why they have chosen their corner the question: <i>How might taking this message from the story affect the way that Christians live their lives?</i></p>
<p>5. A 'talk task' is used to help the</p>	<p>Ask pupils to work now in pairs to sort images from the life of Jesus. Explain that many Christians believe that Jesus '<i>walked the talk</i>'. He taught people that:</p>

<p><i>children to make meaning together as they explore differences in their perspectives</i></p>	<ul style="list-style-type: none"> • GOD REWARDS THOSE WHO SHOW LOVE TO EVERYBODY • IT IS YOUR FAITH THAT MATTERS NOT WHO YOU ARE • DOING SOMETHING THAT OTHER PEOPLE THINK IS WRONG <p>And he also followed his own advice.</p> <p>Explain that each pair has got a range of images from the Jesus' life story in an envelope. In pairs they must match the picture to a caption and then decide which of Jesus' teachings they best illustrate. Suggested events to use would be: <i>Eating at Zacchaeus' house, Healing lepers, throwing over the tables in the temple, healing the ear of the soldier who came to arrest him, the crucifixion, the calling of the disciples, the sermon on the mount, the shepherds visiting at his birth.</i> Images of each of these are obtainable through 'Google Images' (or similar internet search engines). Explain that the TV cameras will be coming around to see how well groups are discussing the placing of the cards. This can be done with genuine equipment or with a nominal 'camera' by pupils or adult staff, with or without an incentive for pupil volunteers.</p>
<p>6. Plenary sessions <i>further develop and make visible the children's new (always provisional) understanding.</i></p>	<p>Re-visit the answers recorded at the beginning of the lesson to the question: <i>'Why did Jesus tell the story?'</i></p> <p>Ask: Can you improve their answers now?</p> <p>How useful do you think Suzie's part of the TV show will be to viewers trying understand Christian ideas of about love?</p>

Lesson 3: 'What did Jesus tell us about love?'	
1. Children's everyday knowledge is valued and brought into the dialogue	<p>Remind the class that in this unit of work we are imagining that we are preparing to participate in a TV show called: <i>Religion Matters</i>. Show the 'Advance Organiser' (Resource 1.2). Recall that last time we were helping Suzie to try to understand what Jesus' parable of the Good Samaritan taught us about love. Explain that at this point in the programme Suzie shows an interview she has pre-recorded with an expert in a section of the show called 'See-the-story Suzie sees the Big Picture'. Explain the interview will explain that the parable is really all about how humans can achieve eternal life. Ask pupils:</p> <ul style="list-style-type: none"> • What they think 'eternal life' might mean? • What do you already know about different beliefs about the afterlife?
2. The children's current understanding of a Christian perspective is elicited and brought into the dialogue	<ul style="list-style-type: none"> • Do they know what different religions believe about the afterlife? • Do religious people believe that the way you live your life affects what happens to you after you die? • How do Christians answer these questions?
3. The Christian perspective is acknowledged as one of many possible Christian perspectives, and as one which is not fixed but ever changing	<p>Role-play the expert in front of the class sharing the following perspective (Resource 3.1):</p> <p><i>'There is a real danger here that people miss the point of Jesus' parable! This is not simply a story about being nice to each other or about showing love to people you don't like. These are messages Christians agree with and share, but the parable is an answer to a question. Jesus is asked "what must I do to inherit eternal life?" He says love God and love you neighbour. He is then asked to explain who he means when he says 'neighbour'. In response, he tells this story. BUT it is clear that loving your neighbour is part and parcel of loving God and pleasing God, so as to inherit eternal life. This is the bigger story and one that often gets missed! If you want God's love and to be in his presence after you die, you must love the people he created like he loves them. Show love to God by loving his creation! You can't understand Christian views on human love, unless you understand Christian ideas about the love of God.'</i></p>
4. A teaching input that (ideally) brings the children's prior learning into dialogue with the Christian perspectives identified	<p>Provide three different reasons as to why you might decide to love everybody. Allocate three corners of the room to represent each view and a fourth corner as an 'another reason' for pupils who have their own answers. For example:</p> <ul style="list-style-type: none"> - <i>Because we are all human and need love; we should treat others as we wish to be treated ourselves</i> - <i>Because the world would be a better place if we did; we can be role-models to others</i> - <i>Because we love God and his creation, and want to please him</i> - <i>Another reason</i> <p>Ask pupils to consider which reason for loving everybody they consider to be the best. Pupils move to the corner that best represents their point of view.</p>
5. A 'talk task' is used to help the children to make meaning together as they explore differences in their perspectives	<p>Remind the class that Jesus challenged people to love their neighbour (everybody) so that they may achieve 'eternal life'. From the list below ask pupils to consider what Christians might do to show their love for each group of people.</p>

	<p>The sick The ill The poor Those without friends The criminal</p> <p>Pupils consider which of the acts they would be willing to do, under what circumstances and why they might do them – either to love God and gain ‘eternal life’ or for some other reason.</p>
<p>6. Plenary sessions <i>further develop and make visible the children’s new (always provisional) understanding.</i></p>	<p>Ask pupils: What did Jesus teach about love? How has our understanding developed since the beginning of our first lesson on this?</p> <p>Compare their latest answers to this question with the answers recorded at the beginning of lesson 2.</p> <p>How has their understanding of the parable of the Good Samaritan changed now they have seen the bigger story?</p>

Resource 3.1



‘There is a real danger here that people miss the point of Jesus’ parable! This is not simply a story about being nice to each other or about showing love to people you don’t like. These are messages Christians agree with and share, but the parable is an answer to a question. Jesus is asked “what must I do to inherit eternal life?” He says love God and love you neighbour. He is then asked to explain who he means when he says ‘neighbour’. In response, he tells this story. BUT it is clear that loving your neighbour is part and parcel of loving God and pleasing God, so as to inherit eternal life. This is the bigger story and one that often gets missed! If you want God’s love and to be in his presence after you die, you must love the people he created like he loves them. Show love to God by loving his creation! You can’t understand Christian views on human love, unless you understand Christian ideas about the love of God.’

WARNING

Lesson 4: How might we use the Good Samaritan story to offer advice?

1. Children's everyday knowledge is valued and brought into the dialogue

Remind the children that they are rehearsing different parts of a TV show called *Religion Matters*. Explain that Darren Hotshot, the producer has been delighted with the feedback so far and really enjoyed watching your discussions from last time! Show the 'Advance Organiser' (Resource 1.2) and ask pupils to recap their findings from the last lesson. Tell the class that the next section of the programme is chaired by Ask-it-all Ava, who just loves to know people's opinions on things. In preparation for this section she has shared with us the agony aunt letter for this part of the show (Resource 4.1). Our first task is to read it and share our first thoughts:

'Dear Ask-it-all Ava,

I have a problem. I used to be friends with a boy in the year above me at school. He lives next door to me and we have grown up together. He has moved away now, but still goes to my school. He has made some new friends and has now started to be really mean to me. Actually, really really mean... and for quite a long time. He snatches my food every day and shares it with his friends. He spreads rumours about me around the school. When he and his friends see me, they point and laugh. Yesterday they kicked muddy puddle all over me. When I went home my dad spotted me before I was able to get changed. He asked what had happened. I was so sad that I told him everything. I said that I was going to hurt that boy next time I see him.

Ask pupils to talk in pairs to consider what the letter-writer should do. Invite pupils to share their suggestions with the class. Invite a range of perspectives and for pupils to comment upon ideas that are suggested.

2. The children's current understanding of a Christian perspective is elicited and brought into the dialogue

Carry on reading the letter (Resource 4.2):

"My Dad is a Christian and believes that we should follow Jesus' advice as written in the Gospel of Matthew chapter 5 verse 44: 'love your enemies'. In fact he says I should 'turn the other cheek'. I asked him what that means and he said I should not retaliate or hit him back, but respond to his hatred with love! My Dad's advice has made me cross. How can I love my enemy? I hate him! Why shouldn't I stand up for myself? I do love my Dad though and want to please him.

Ava can you please ask your audience how I can please my Dad, whilst also sorting out my problem?

*Many thanks,
Lucas"*

Ask pupils to share their thoughts on Lucas' problem in pairs. After hearing a few responses require pupils to focus on what the Christians might think Jesus meant by the instruction to 'love their enemy' and then what Lucas perhaps should do. Record these ideas so all can see and save for later in the session.

3. The Christian

Explain that the TV producer has said that at this point in the programme Ask-it-

<p><i>perspective is acknowledged as one of many possible Christian perspectives, and as one which is not fixed but ever changing</i></p>	<p>all Ava will take some phone calls, emails and texts in the 'hub' studio where she will hear three different Christian perspectives on Lucas' situation. Invite students to read out the following from three different corners of the room (Resources 4.3 – 4.5).</p> <p><i>Jonathan from Oxford says, "Lucas, I am a Christian and I believe that we are all equal in the sight of God. In the Bible's Old Testament, in the book of Exodus it says that whatever someone does to do, you should do to them. An 'eye for and eye, a tooth for a tooth'. In some situations people need to be punished. Let your teachers do it, so you don't get in trouble! You can tell your Dad that sometimes people need tough-love. If you love your enemy you will make sure he gets the punishment he deserves."</i></p> <p><i>Maggie from Southampton says, "What nonsense! In the gospel of Matthew, chapter 5, Jesus clearly says that we shouldn't fight back! He says the 'eye for an eye' advice is wrong. He says that if someone slaps you on the right cheek, then turn and let him slap the other cheek too. Show you love your enemy by refusing to fight back! You don't have to be nice to him, but you can show him how to be peaceful."</i></p> <p><i>Trevor from South Shields says, "I agree with the last caller, but I think you should do more to show that you love your enemy. Why don't you do some nice things for him? Clearly, he needs some help if he feels like he needs to be so horrible. To please your Dad and God, you should pray for him. May be you could bring him more food and give it to him as a gift!"</i></p> <p>Ask the pupils to recap and summarise the opinions of all three callers from key words jotted down (see bold writing in each paragraph).</p>
<p><i>4. A teaching input that (ideally) brings the children's prior learning into dialogue with the Christian perspectives identified</i></p>	<p>Ask pupils to see if any of the ideas they thought of earlier could be thought of as the 'loving' thing to do? Would any of the callers agree with you? Do you now agree with any of the callers?</p>
<p><i>5. A 'talk task' is used to help the children to make meaning together as they explore differences in their perspectives</i></p>	<p>Pupils sit at tables with a selection of possible reactions to Lucas' situation (Resource 4.6) e.g. tell a teacher, splash him back, ask him why he is being so mean, ignore him, write him a letter to tell him how he is making you feel, pray for him, make him some food, start being mean about him too, ask to move school, avoid him, tell <i>his</i> parents what has been going on, ask your Dad to talk to his parents, tell the head teacher, smile at him every day no matter how you are feeling. Ask pupils to discuss which of these are good or bad ideas for Lucas to try and why they think so.</p> <p>Mini-plenary: Explain that Ava likes to empathise with people. Ask the pairs to draft the script for the first part of her letter to Lucas to show that she understands his problem and how he must feel:</p> <p>e.g. Lucas, I am so sorry that... It sounds like this friend is.... It must be very hard for you especially because..... It must also be difficult to hear your Dad say... I</p>

	wonder whether you feel.... I hope that we at <i>Religion Matters</i> can help by....
6. Plenary sessions further develop and make visible the children's new (always provisional) understanding.	<p>Explain that it is Debate-it-all Derek time and the class must decide what Lucas should do:</p> <p>Ask pupils what Lucas should do in his situation to both please his Dad and solve his problem?</p> <p>Should he worry about pleasing his Dad?</p> <p>Pupils discuss whether it is easy or hard to live by Jesus' instruction to 'love your enemies'.</p>

Resource 4.1

Dear Ask-it-all Ava,

I have a problem. I used to be friends with a boy in the year above me at school. He lives next door to me and we have grown up together. He has moved away now, but still goes to my school. He has made some new friends and has now started to be really mean to me. Actually, really really mean... and for quite a long time. He snatches my food every day and shares it with his friends. He spreads rumours about me around the school. When he and his friends see me, they point and laugh. Yesterday they kicked muddy puddle all over me. When I went home my dad spotted me before I was able to get changed. He asked what had happened. I was so sad that I told him everything. I said that I was going to hurt that boy next time I see him.

P.T.O.

Resource 4.2

My Dad is a Christian and believes that we should follow Jesus' advice as written in the Gospel of Matthew chapter 5 verse 44: 'love your enemies'. In fact he says I should 'turn the other cheek'. I asked him what that means and he said I should not retaliate or hit him back, but respond to his hatred with love! My Dad's advice has made me cross. How can I love my enemy? I hate him! Why shouldn't I stand up for myself? I do love my Dad though and want to please him.

Ava can you please ask your audience how I can please my Dad, whilst also sorting out my problem?

Many thanks,

Lucas

Resource 4.3

Jonathan from Oxford says,

*"Lucas, I am a Christian and I believe that we are all equal in the sight of God. In the Bible's Old Testament, in the book of Exodus it says that whatever someone does to do, you should do to them. An **'eye for and eye, a tooth for a tooth'**.*

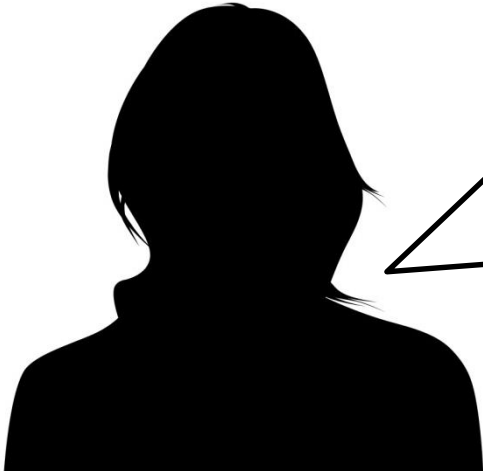
In some situations people need to be punished. Let your teachers do it, so you don't get in trouble! You can tell your Dad that sometimes people need tough-love.

*If you love your enemy you will **make sure he gets the punishment he deserves.**"*



Resource 4.4

Maggie from Southampton says,



“What nonsense! In the gospel of Matthew, chapter 5, Jesus clearly says that we shouldn’t fight back! He says the ‘eye for an eye’ advice is wrong. He says that if someone slaps you on the right cheek, then turn and let him slap the other cheek too. Show you love your enemy by refusing to fight back! You don’t have to be nice to him, but you can show him how to be peaceful.”

Resource 4.5

Trevor from South Shields says,

"I agree with the last caller, but I think you should do more to show that you love your enemy. Why don't you do some nice things for him? Clearly, he needs some help if he feels like he needs to be so horrible. To please your Dad and God, you should pray for him. May be you could bring him more food and give it to him as a gift!"



Resource 4.6

<i>Tell a teacher.</i>	<i>Splash him back.</i>	<i>Ask him why he is being so mean.</i>	<i>Ignore him.</i>
<i>Write him a letter to tell him how he is making you feel.</i>	<i>Pray for him.</i>	<i>Make him some food.</i>	<i>Start being mean about him too.</i>
<i>Ask to move school.</i>	<i>Avoid him.</i>	<i>Tell his parents what has been going on.</i>	<i>Ask your Dad to talk to his parents.</i>
<i>Tell the head teacher.</i>	<i>Smile at him every day no matter how you are feeling.</i>	<i>Try to make friends with his friends.</i>	<i>Ask to be his friend.</i>

Lesson 5: Is it possible to love your enemies?	
1. <i>Children's everyday knowledge is valued and brought into the dialogue</i>	<p>Explain to the children that Ask-it-all Ava loved your advice to Lucas last week and was so pleased that you understood how important pleasing his father was to him. Show the 'Advance Organiser' (Resource 1.2) and explain that this cutting edge TV show is going to use <i>Virtual Reality</i> head-sets for the first time in a day time show. Even the audience at home can use them if they can afford them. This section of the show is going to be hosted by Have-a-go Hugo who wants to know what it is to be like a Christian: loving your neighbour and even your enemies. The bad news is that the <i>Virtual Reality</i> headsets aren't available yet for our rehearsal, so we are going to have to pretend for today.</p> <p>Ask pupils whether they think it is or isn't possible to 'love everybody...even your enemies?</p>
2. <i>The children's current understanding of a Buddhist perspective is elicited and brought into the dialogue</i>	<p>Now remind the children that it is not just Christians who believe that you should love your enemies! Remind them that we discovered that Buddhists believe that...</p> <p>"You can train your heart to show lovingkindness to everyone and all beings through meditation."</p> <p>Ask the class what they think it might look like to show lovingkindness to everyone and everything and how meditation might help.</p>
3. <i>The Buddhist perspective is acknowledged as one of many possible religious perspectives, and as one which is not fixed but ever changing</i>	<p>Remind pupils that this Buddhist point of view on love is one of many. Share the three points of view shared in the first lesson.</p> <p>A SIKH RESPONSE: "Everything is God. By loving God and soaking up God's love for me, I can love everyone."</p> <p>A BUDDHIST RESPONSE: "You can train your heart to show lovingkindness to everyone and every being through meditation."</p> <p>A CHRISTIAN RESPONSE: "Jesus told us to love God and to love everyone else for his sake. He showed us how to do too through the way he lived his life."</p>
4. <i>A teaching input that (ideally) brings the children's prior learning into dialogue with the Christian perspectives identified</i>	<p>Explain that in this Have-a-go Hugo session the audience is going to have a chance to have a go at holding the Buddhist and Christian perspective. Ask pupils what they think this will involve for the Buddhist point of view. Ask pupils, knowing what they do about Christian love, what they might be asked to do to experience loving others like a Christian.</p> <p>Split the class into two groups for two simultaneous activities.</p> <p>Task 1: Using a video demonstration of Metta Meditation (such as https://www.youtube.com/watch?v=F_4aRznxXkl), or instructions that can be read to talk pupils through the meditation (such as those found here:</p>

	<p>http://www.mettainstitute.org/mettameditation.html), invite pupils to have-a-go at the meditation described. In the video listed, the meditation starts by requesting pupils to wish the best for their pet. Through a series of steps, the participants are required to send their best wishes to individuals for whom they have less and less positive feelings, culminating in wishing the best for their enemies. If a pupil doesn't want to take part, then they can simply observe and listen to the types of things participants are asked to do.</p> <p>Task 2: Pupils silently decorate a small card (Easter or Christmas to suit the season) depicting an act of giving (e.g. washing feet, the crucifixion, Jesus in the manger, the magi giving their gifts) that will be given randomly to someone else in the room with a kind message inside – chosen from a seasonal selection given! Pupils are challenged to make their card as carefully and beautifully as possible to make the other person feel special and important.</p> <p>The groups swap at the end of the first activity. At the end of the second activity, all the cards created are handed out randomly.</p>
<p>5. A 'talk task' is used to help the children to make meaning together as they explore differences in their perspectives</p>	<p>As a whole class, discuss the difference between the two different approaches to loving others. The class should discuss:</p> <p>What is the difference between the two? Which is harder? Which is better?</p>
<p>6. Plenary sessions further develop and make visible the children's new (always provisional) understanding.</p>	<p>Remind the class of their answers to the question: <i>Is it possible to love everybody, even your enemies?</i> Explain that along one side of the room there is now an imaginary line. Tell pupils that one end represents 'not at all' and the other 'yes completely'. Ask pupils to stand on the line to show you whether being Have-a-go has changed their answer to the question. Once pupils have settled along the line, ask individuals to explain why they think their experiences have or haven't changed their views? Consider whether there might be other activities pupils could try to continue this investigation.</p>

Lesson 6: Do you need to be able to love yourself to love others?	
<i>1. Children's everyday knowledge is valued and brought into the dialogue</i>	Explain that it is now time to practice the debate for the final part of our pretend television show <i>Religion Matters</i> . Remind the class that the title of the episode is 'Let's Talk about Love!' Show the 'Advance Organiser' (Resource 1.2) and ask pupils to recall what the audience will have learnt about love in the programme so far. Explain that this final session is hosted by Debate-it-all Derek. Derek wants to answer the question: 'Should we love ourselves?' In order to prepare for the session, he suggests that we should remind ourselves of the different types of love. Display a range of images (including those from the first lesson: Resource 1.4 – 1.9) depicting chocolate, family, a valentine, football, God, all humans, friends, nature and pets (Images available from 'Google Images' or other internet search engines). Ask pupils whether it would be ok to love yourself in the same way that you might love any of these things. Record responses for consideration at the end of the lesson.
<i>2. The children's current understanding of a Christian perspective is elicited and brought into the dialogue</i>	Explain that in the New Testament Jesus is reported to have said the first most important commandment is to love God and the second is to 'Love your neighbour the same as you love yourself.' (Mark 12:31). Invite pupils to speculate what this means and what it might look like in everyday life.
<i>3. The Christian perspective is acknowledged as one of many possible religious perspectives, and as one which is not fixed but ever changing</i>	<p>Share with the class three religions' perspectives on self-love. For each ask them to highlight the most important phrases and to tell you what they think they mean.</p> <ol style="list-style-type: none"> 1. A Christian Response Although, you should put Jesus first, yourself last and others in between, you must have a healthy love of yourself as a creation of God and love yourself because Jesus loves you. Only then can you fulfil your commitment to God. 2. A Buddhist Response Searching all directions one finds no one treasured more than oneself. In the same way, others treasure themselves. So one should not hurt others if one loves oneself. 3. A Sikh Response We will only escape suffering when we transform self-love into love of God. As we open our hearts to God we soak up the love of God and can love all of creation in a God-like way.
<i>4. A teaching input that (ideally) brings the children's prior learning into dialogue with the Christian perspectives identified</i>	<p>Explain that the group are going to be recorded as an audition for the TV show as they debate a question in the style of Debate-it-all Derek would. Explain that you as teacher will also be like Derek – asking people to be clear, give reasons, consider consequences, check progress, and invite alternative views.</p> <p>Open a discussion: Do you think it is right to love yourself?</p>
<i>5. A 'talk task' is used to help the children to make</i>	Pupils sort statements about what constitutes healthy and unhealthy self-love e.g.

<p><i>meaning together as they explore differences in their perspectives</i></p>	<p><i>'Taking selfies 10 times a day every day',</i> <i>'Buying yourself a big bar of chocolate and eating it all.'</i> <i>'Forgiving yourself for making a mistake.'</i> <i>'Forgiving yourself for being mean.'</i> <i>'Asking for more pocket money.'</i> <i>'Organising your own birthday party.'</i> <i>'Spending 1 hour making yourself look good.'</i> <i>'Asking for help when you are finding something hard.'</i> <i>'Explaining to a friend how you are feeling and expecting them to listen to you for as long as it takes.'</i> <i>'Pouring yourself a full bubble bath.'</i> <i>'Only talking about yourself.'</i> <i>'Only talking to others about what you are interested in.'</i> <i>'Keeping a balanced diet.'</i> <i>'Taking time to develop a hobby.'</i> <i>'Taking time to get fit.'</i> <i>'Taking someone else's toy without asking.'</i> <i>'Making sure you get the medicine you need.'</i> <i>'Doing what you want to do instead of helping someone else'.</i> (Resource 6.1)</p>
<p>6. <i>Plenary sessions further develop and make visible the children's new (always provisional) understanding.</i></p>	<p>Display the class's first thoughts on self-love. Ask if they think that their views on self-love have changed.</p> <p>Ask the pupils which of the RE-searchers has been the most helpful in their exploration of Religious conceptions of love: Ask-it-all Ava, Debate-it-all Derek, Have-a-go Hugo or See-the story Suzie. Ask them which presenter should have their own TV show to teach people about religion.</p>

Resource 6.1

<i>Taking selfies 10 times a day, every day</i>	<i>Making sure you get the medicine you need.</i>	<i>Taking someone else's toy without asking.</i>
<i>Taking time to get fit.</i>	<i>Taking time to develop a hobby.</i>	<i>Keeping a balanced diet.</i>
<i>Only talking to others about what you are interested in.</i>	<i>Only talking about yourself.</i>	<i>Pouring yourself a full bubble bath.</i>
<i>Explaining to a friend how you are feeling and expecting them to listen to you for as long as it takes.</i>	<i>Asking for help when you are finding something hard.</i>	<i>Spending 1 hour making yourself look good.</i>
<i>Organising your own birthday party.</i>	<i>Asking for more pocket money.</i>	<i>Forgiving yourself for being mean.</i>
<i>Forgiving yourself for making a mistake.</i>	<i>Buying yourself a big bar of chocolate and eating it all.</i>	<i>Doing what you want to do instead of helping someone else.</i>