# **Disposition: Being Accountable and Living with Integrity**

## **Lesson:** Two

### Question/LO: What helps Christians own up to their actions?

| **Dimension of learning** | **Activities** | **Resources** |
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| Learning from experience | Question: Have you ever been in a situation where you have done something wrong and a parent/carer or a teacher are asking you questions, but they already know the answers to them? Perhaps the teacher can give an example from their own experience. Give pupils time to think about this and talk about situations with a partner. How did pupils feel when they knew that the what they had done was already known to the adult? Did they feel that they could keep hiding the truth, or did they own up quickly?  Use a story such as ‘A pudding like a night on the sea’ by Ann Cameron.  Questions for the pupils: What instruction did the father leave the boys when he went away for his nap? Why do you think that the boys gave in to eating the pudding? How did the boys feel when the father asked them questions about why the pudding had disappeared? Why did they initially not tell their father the truth?  (Note to teachers: This story explores being given responsibility; being tempted and giving in to temptation; being found out; shame and repentance – as well as punishment that fit the crime – all with a good dose of humour!) | The Julian Stories by Ann Cameron ‘A pudding like a night on the sea’ ISBN 1848530846. There are several good readings of this story along with pictures online eg:  https://www.youtube.com/watch?v=93ZLfuAQDNA  Genesis 3 1-24 https://www.biblegateway.com/  Choose International Children’s version.  A version of the story can be found at https://www.freebibleimages.org/  Search ‘Adam and Eve’ Select ‘Adam and Eve disobey God’ (Either 15 images or 11 images). This provides a set of cartoon style powerpoint slides. Select ‘Story planner’ to get a script downloaded. |
| Learning about religious traditions and non-religious world-views | The following story is one from the beginning of the Bible, that is important in Jewish and Christian communities. (It is a story that is drawn upon frequently in Western culture). It follows the account of the creation of Adam and Eve by God.  Tell the story of Adam and Eve and the serpent – found in Genesis 3 1-24.  What similarities can the pupils see between the two stories?  Hotseat three characters from the story – Adam, Eve and the serpent. What questions would pupils like to ask them? Why did they behave and respond as they did? Are any of the pupils’ answers informed by the activity at the start of the lesson, or by the story about Julian?  Many believers think that, just like in these stories, God can see everything and knows everyone’s motives. Explain that some believers find it easier to own up to things they have done wrong, because they believe that God already knows what they have done, anyway.  Question: Do you think that this understanding would help Christians to own up to God when they have done something wrong? Christians might call this a prayer of confession.  Would this understanding of God help Christians to own up to other people when they have done something wrong? | n/a |
| Learning from faith and non-religious world-views | n/a | n/a |
| Learning to discern | n/a | n/a |