

Unit 4.1: Faith in Action

What can change a life?

About the Unit:

In this unit pupils consider personally what it means to make promises. Through listening to and talking with members of a faith community, they explore various aspects of making a commitment. The unit may be used to talk about commitment to any of the world faiths, but it is especially valuable to consider how it applies to individuals and families. It explores the religious commitment that often goes hand in hand with the admission of belief. Pupils will look at the way that such commitments can affect and shape lives, guiding the activities of both groups and like-minded individuals. It also helps to develop reflective responses to pupils' own beliefs, using a range of secular, sacred and religious writings.

Where the Unit fits:

This unit builds upon the Unit 3.1 *Ritual in my Life and the Lives of Others*.

Key Vocabulary:

promise, covenant, commitment, belief, motivation, vocation, ordination, calling, ceremony

Suggested Resources:

stories about people who have lived in a certain way because of their beliefs, stories about making promises, simplified version of ceremonies involving promises, examples of promises from sacred writings (e.g. order of service), appropriate audio-visual material (e.g. *The Bible in Animation* series), Abraham, wedding, baptism/ordination video, member of a faith group, symbols and artefacts for specific faiths
www.bbc.co.uk/CALC/news for film clips

Levels of Attainment:

Level	AT1 (Knowledge & Understanding)	AT2 (Reflection & Response)
2	Begin to recognise that some people are special to large groups of people and that often they have special rules or codes of conduct that people follow	Identify special rules or codes of conduct that people follow
3	Describe influences on their lives which might affect their actions and their sense of right and wrong	Begin to consider their own commitment and that of others to specific causes and/or charities
4	Describe how members of faith groups are guided by rules, laws and traditions and how this may affect their lives	Compare their own views with those of others to the work of influential people, both religious and secular, and explain how the actions of these people are affected by their faith

Points to Note/Further Suggestions

Start the unit by talking to a local leader with whom the children are familiar, (e.g. vicar/minister/priest, policeman, or headteacher) to find out how essential is personal commitment to their job.

A homework activity could involve talking to family members about the significance of the place chosen for a promise ceremony and what they remember, (e.g. marriage, naming or baby welcoming ceremony).

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Teaching Objectives	AT1 Learning Outcomes Knowledge & Understanding	AT2 Learning Outcomes Reflection & Response	Teaching Activities
Children should have opportunities to:	Children should be able to:	Children should be able to:	
<p>PEOPLE (3) explore symbols and artefacts related to people</p> <p>(4) consider how people live their lives according to beliefs and rules</p> <p>RITUALS & CEREMONIES (3) consider ceremonies associated with rites of passage</p> <p>WRITINGS (3) explore the uses and special meanings of writings in a variety of ways, including the various contexts in which they are used</p> <p>(4) find out about the writers of some important religious texts</p>	<p>(e) describe how members of faith groups are guided by rules, laws and traditions and how they impact on their lives</p> <p>(d) name and describe the use of religious artefacts and symbols associated within a rite of passage</p> <p>(d) recognise and describe the sources of some well known religious stories and non-narrative writings</p>	<p>(e) describe artefacts and symbols they may wear, own or carry which relate to own thoughts and feelings</p> <p>(f) give reasons for their own actions relating to beliefs and rules where appropriate</p> <p>(d) express thoughts and feelings about a rite of passage</p> <p>d) reflect upon simple religious writings as part of a group celebration</p>	<p>Connect</p> <ul style="list-style-type: none"> Identify what is important to us personally and why these things are so valued. Consider what 'commitment' to something means in practice and in living one's life. Talk about rules which regulate daily life, e.g. school rules and highway code. <p>Consider and Respond</p> <ul style="list-style-type: none"> Learn of the 'rules' of different world faiths, e.g. 2 rules of Jesus, 10 Commandments, 5 pillars of Islam, 8-fold path, 5 precepts, dietary laws, etc. Tell the story of Abraham's commitment and God's promises. Why did the disciples leave everything to follow Jesus? What kind of commitment would that mean today? Each child roleplays the feelings of a disciple, giving up his/her old life. Find out about people today who have given up their old life for something new, and why, e.g. adult baptism. Write about examples of caring work motivated by faith, e.g. Christian Aid, Little Sisters of the Poor, Salvation Army, Dr. Barnardo's, National Children's Home, Red Crescent. Make up some questions and interview someone who has made a personal commitment to their work or beliefs and ask how it has changed their life, e.g. a serviceman, a member of the clergy. <p>Celebrate and Reflect</p> <ul style="list-style-type: none"> Create a class celebration relating to shared beliefs or commitment, e.g. celebrate the wonder of nature or the achievement of pupils. Choose/compose suitable prose, poems, prayers to use for such an occasion, considering the mood they wish to create, and talk afterwards about the way it went. <p>Review</p> <ul style="list-style-type: none"> Discuss the connection between belief and commitment. Explore responses to personal beliefs and how commitment may affect one's life day to day. What influence may this have on the people around us? Reflect upon how personal commitment can change your life.

Recommended teaching time: 1 hour per week over half a term.
At least one visit to each section of the *Teaching Activities* is recommended.

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