

FRIENDSHIP

Objective: *To stimulate thought about what is friendly and what is unfriendly behaviour*

Key Words: *friendship, Jesus, Samaritan, Jerusalem, Jericho, brigands, safety, rules, regulations, assistance, guidance, instructions*
Hebrew words: shalom, haverim, lehitraot

QUOTATION/THEME FOR THE WEEK

THE ONLY WAY TO HAVE A FRIEND IS TO BE ONE
Ralph Waldo Emerson



LOVE THY NEIGHBOUR AS THYSELF
Jesus

Discuss the meanings of the two quotations and say whether there are any similarities between the meanings.

SILENT SITTING

Step 1 (*See page 40 of the introduction*)

Steps 2, 4 (*optional*)

Step 5: As you listen to the music let a feeling of love grow in your heart ...

Let it spread throughout your whole body ...

Feel the warmth of the love ... and the happiness it brings ...

Then direct it to your friends ...

Let it spread further to everyone you know ...

Let it spread to people in other countries ...

And throughout the earth ...

To the animal kingdom ... and to plants ...

Imagine you are bathed in a beautiful light of love ...

How happy you feel..

Step 6.

STORY TELLING

THE GOOD SAMARITAN

St. Luke, chapter 10

Jesus confirmed to the people who had gathered to listen to his wise teachings that we should love our neighbour as ourself.. A man then asked him to define the meaning of neighbour and Jesus told them this story:

A man was once on his way down from Jerusalem to Jericho and fell into the hands of thieves and brigands; they took all he had, beat him up and then made off, leaving him half dead.

Now a priest happened to be travelling that way, but when he saw the man, he hurried by on the other side of the road. Next came a respected lawyer, who saw him and also hurried on without helping the man.

Later a foreigner came along, a Samaritan. The Samaritans were poor people whom some people did not like and looked down upon. He was a very compassionate man and he went over to the stranger who had been mugged, tended his wounds and bandaged them.

The kind stranger then lifted him on to his own mount, took him to an inn and looked after him.

The next day, he paid the inn-keeper, not only for the night's accommodation for them both, but he also paid him to look after the injured man until he was better.

“Look after him,” he said. “And on my way back I will make good any extra expense you have had.”

QUESTIONS:

1. Who is our neighbour?
2. What do you think was the point that Jesus was making?
3. Why did the Samaritan help the wounded man when, if he had met him socially, the man might not have wanted even to speak to the Samaritan?
4. How did you feel when you heard this story?
5. Do you like your friends because they are of a certain gender, race, religion or culture, or do you like them for another reason?
6. Is it possible to treat people in a way which goes beyond gender, race, religion or culture?
7. What did the story mean to you?

GROUP SINGING

SHALOM, MY FRIENDS

Shalom haverim, shalom haverim,
Shalom, shalom.
Lehitraot, lehitraot, shalom, shalom.

Shalom my friends, shalom my friends,
Shalom, shalom.
'Til we meet again, 'til we meet again,
Shalom, shalom.
(Repeat x 2)

'Til we meet again, 'til we meet again,
Shalom, shalom.
(Repeat x 4)

*'Shalom' is a Jewish greeting meaning peace.
(This song can be sung as a round. It can also be used in a circle dance)*

Extension exercise/Links to Other Subjects:

The children make two friendship cards each and they are asked to give them to two children they would like to be friends with.

In a classroom discussion, the children discuss situations where it is better to get help than directly help oneself. They explore methods of getting help and learn procedures such as dialling 999. The teacher can also look at safety rules in the school and what children should do if there is an accident and how to prevent dangerous situations by listening to the teacher and other members of staff.

GROUP ACTIVITY

QUESTIONNAIRE

(This questionnaire may be photocopied and handed out to the individual members of the class to be answered and then discussed as to whether the actions are friendly or unfriendly and why, and how they would feel in a similar situation. Or the questions could be the basis of a class debate).

FRIENDLY AND UNFRIENDLY BEHAVIOUR

Find a partner, then join with another pair forming groups of 4:

Answer the following questions saying, “YES , IT IS A FRIENDLY ACTION”, or “NO, IT IS NOT A FRIENDLY WAY TO BEHAVE”. Be prepared afterwards to defend your decision and say what might make it difficult to do the right thing. If it is difficult, how would you overcome the difficulty?

1. You have forgotten your packed lunch. Someone shares theirs with you.
2. Your friends invite you to join them playing a game of throwing stones onto a tin roof which makes a lot of noise.
3. Someone throws a paper plane to you, behind the teacher’s back, inviting you to watch a video at their house after school.
4. Someone invites you to play football after class even though you have a lot of homework.
5. Someone invites you to play football at the weekend.
6. Someone trips you up in the playground.
7. You see someone bullying a newcomer. You tell your teacher.
8. One of your friends is always talking about the things they have just been bought, knowing that you can’t afford the same.
9. Your sister suggests you both give your best video game to a neighbour’s child for his birthday as he is less well off than you.
10. Your friend is always saying how clever you are, and asks to copy your homework.
11. You offer to help a younger pupil with their Maths homework and explain how to do it.
12. You see a newcomer on their own at break time and go over to talk to them.