



# SAMARITAN

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## Overview

A five-week project based around the story of the Good Samaritan told by Jesus. The project begins with an examination of close friendships and culminates with challenging young people to consider anyone regardless of race, gender or ability as a friend. Encouraging them to do the surprising thing and be more than is expected of them.

The project uses DVD clips, drama, circle time, whole class teaching and small group discussion as tools within which learning points are established. The project sits well within current PSHE, Citizenship and RE curriculum. All sessions last for 1hr and an adult representing the school (e.g. teacher, LSA) must be present in the classroom during the session.

## Aims & objectives

1. To aid the development of young people into caring and thoughtful individuals.
2. To create an awareness of the value of friendship and challenge stereotypes.
3. To develop a critical awareness of thoughts and actions in relation to others.

### *Unit 1 – Heart and Soul*

1. To look at the Samaritan story and begin to think about friendship  
*Specific Activity:* Reading, Listening & Drawing  
*Skills being developed:* Imagination & Interpretation

### *Unit 2 – Friendship: alone and with others*

1. To be able to identify our behaviour on our own and when we are with others.
2. To explore issues around the 'gang' concept. Looking at belonging and peer pressure.  
*Specific Activity:* DVD Clip  
*Skills being developed:* Interpersonal

### *Unit 3 – Friendship: good and bad*

1. To explore what makes a good and bad friend
2. To further look at the concept of gangs  
*Specific Activity:* Circle Time  
*Skills being developed:* Listening & Independent thought

### *Unit 4 – Friendship: Bullying*

1. To identify bullying behaviour.
2. To look 'gangs' and how peer pressure alters behaviour.
3. To look at the choices open to individuals who are bullied.  
*Specific Activity:* Drama  
*Skills being developed:* Awareness of consequential actions

### *Unit 5 – Stereotypes and respect*

1. Explore issues of stereotyping – do children do it?
2. To see the value of a person beyond what they look like.
3. To discuss issues of respect and how it affects children.  
*Specific Activity:* Character creation  
*Skills being developed:* Looking beyond outward appearances

Units 2 & 3 are usually combined to reduce to a 4 week course.