



Weekly Resources for Schools

**PHASE: PRIMARY**

**THEME: Does our Behaviour  
Matter? Bullying**



## KEY CONCEPT/MESSAGE:

### *Does our Behaviour Matter? Bullying.*

*Sadly, many pupils will have experienced bullying and be all too familiar with what it feels like to be bullied. Bullying comes in many different forms, including mental, physical and emotional. It could be as simple as ignoring someone in the class just because everybody else does, posting mean comments about someone online, or sharing a joke at someone else's expense. In this collective worship, we also highlight the responsibility we all share to take action if we witness the bullying of others. Bullies are able to continue because no one challenges what it is they are doing.*

*Christians often ask themselves 'What Would Jesus Do?' to decide how they should treat others, and this week we look at an incident from the life of Jesus that shows just that – how Jesus treated an individual whom everyone hated: Zacchaeus, the chief tax collector.*

## BIBLE STORY OF THE WEEK:

Luke 19:1-10

The way Zacchaeus had treated the people of Jericho had resulted in him becoming isolated and ostracised – and we can all imagine the reactions of the crowd to him wanting to see Jesus. It is likely that this story will be well-known to your children, so we have not retold it here: you might want to choose your own favourite Bible version, or there are some good video retellings linked within these resources. There are a lot of questions you could explore within the script: you may wish to focus on just a few, or use some on another day.

### Gathering



#### *Talk about the image:*

What do you think is happening here?

Have you ever seen anyone who is on their own?

Sometimes people choose to be on their own: why might they make that choice?

Is there another reason that they are on their own?

How do we know the difference?

How does it feel to be left out? Why do people leave others out?

Why do people choose not to help if they see someone who is left out?

What do you think the 'crowd' is saying?

Christians often ask themselves ‘What Would Jesus Do?’ to decide how they should treat others, and this week we look at a story from the life of Jesus that shows just that.

It is one of the most well-loved in the Gospels, about Zacchaeus the chief tax collector. This story is full of interesting detail that shows how Zacchaeus had treated people, and how people treated Zacchaeus.



In Jesus’ day, tax collectors were not popular people – they worked for the Romans who had conquered much of the world, including the nation of Israel. But Zacchaeus was even more unpopular because he cheated people out of more money than they owed in taxes – and kept it for himself – so he was very rich. When you know this, it’s perhaps a bit easier to understand the reactions of the crowd. But Jesus’ response was quite different....

***Now use a brief retelling of the story of Zacchaeus that you really like, or one of the video versions listed in the resources lower down. [Click here.](#)***

**Explore the story together using some / all of the following ‘wondering’ questions:**

**I wonder...**

who the bullies are in this story?

why the people hated Zacchaeus and treated him as they did?

whether they were right to do this?

if being part of a crowd can change people’s behaviour?

what made Zacchaeus change?

how the people knew he had changed?

whether the behaviour of the crowd changed after Jesus left Jericho?

how Zacchaeus’ life was different after Jesus left?

**When Jesus stepped into this situation, his reaction to Zacchaeus was very different from the reaction of the people of Jericho, the ‘crowd’ in the story. Jesus changed everything – and he calls people who follow him to do the same.**

I wonder what this might mean for us, today?

I wonder what we might learn from Zacchaeus about people who feel isolated and alone?

I wonder what we might learn from this story about how easy it is to be a bystander in the crowd?

I wonder how Jesus’ actions can help us decide how to treat people?

Here are some words, attributed to 18<sup>th</sup> Century politician Edmund Burke [and (mis)quoted by President John F. Kennedy!]: **"The only thing necessary for the triumph of evil is for good men to do nothing"**. Talk together about what you think this means.

How can we take these words to heart and act on them this week?

## Response

**Let's be still and quiet together now....**



**Look again at the image, and think...**

about how it feels to be the one who is alone...

about how it feels to be a part of the crowd...

about what Jesus did to change the situation for Zacchaeus...

about how we can reach out to others...

about how reaching out to others might change things for them...

about what you will do if you see something like this happening...

*I'm going to use the words of a simple prayer. You might like to make it your own, or prefer to continue to be quiet with your own thoughts.*

Lord Jesus

Thank you for your example of being kind to all.

Help us to include others in our work and play.

Help us to stand up for those who feel left out and to do all we can to help them to feel included.

Amen

## Sending

Divide into 2 groups and use these words from the prophet Isaiah as a call and response:

***Learn to do good.***

***Be fair to other people.***

***See that justice is done.***

**Stand up for the poor and help those in need.**

*[Isaiah 1:17]*

# SPIRITUAL DEVELOPMENT

*(practical ways to help us explore faith and develop spiritually at home together)*

## EXPERIENCES that can help us ENCOUNTER:

Here are some good retellings of the story to try:

From Free Bible Images, a PowerPoint of the story: [FreeBibleimages: Jesus meets Zacchaeus](#)

In LEGO: [Zacchaeus and Jesus - YouTube](#)

Pacific Rock: [Jesus & Zack - The Story of Zacchaeus the Tax Collector - Animated Christian short film. - YouTube](#)

Saddleback Kids: [Zacchaeus - YouTube](#)

BRF Ideas hub: [Nice and Nasty - Jesus makes friends with Zacchaeus](#)

[Bible Story: Zacchaeus - YouTube](#)

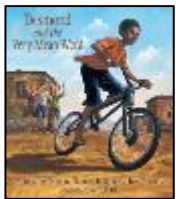
[Contemporary story of Zacchaeus](#) (Monopoly version!)

## Some stories from real life that explore positive ways to deal with bullying:



### The story of Malala Yousafzai

'Malala's Magic Pencil' is a story of one Muslim girl's act of defiance, standing up for what she believed was right and good in her community, namely that girls should be allowed to attend school, just like boys. Although her actions met with conflict, and forced her to leave her home in Pakistan, her story ends hopefully, with her influence and voice changing the world and becoming the youngest ever Nobel Peace Prize winner (2014). You can find out more about her life and work here: [Malala Fund | Working for a world where all girls can learn and lead](#)



### Desmond and the Very Mean Word by Archbishop Desmond Tutu

This is a story from this great man's childhood and explores his response to an incident of bullying and how he was helped by the wise words of his friend Father Trevor.

[Find out about Malachi Justin and the opening of Malachi's Place](#) There is a short video linked here. When Malachi was five, he lost his first tooth and he gave his tooth fairy money to the Salvation Army to help homeless people in his area. His actions were part of building a new centre for the homeless in Ilford.



### We are all connected:

Give everyone a blank paper cut into a jigsaw puzzle shape (you can find some [here](#)). On one side, write words that bullies might say to exclude others. Decorate it with 'sad' colours. On the other side write words that encourage and heal, and decorate with 'happy' colours. Join your pieces together as a class to remind each other that we are all connected and that together, we can stand up against bullying words.

## **ACTIVITIES that can develop PRACTICES-HABITS:**

Use the EXAMEN prayer to reflect on times when you have found life difficult. It has 5 steps, so you might like to count them on your fingers.

1. GIVE THANKS for the times when someone has helped you to feel included.
2. ASK FOR HELP if you know someone who is being left out.
3. REFLECT on your day and think about times when you have felt included.
4. SAY SORRY for the times that you have been unkind and made someone feel that they don't belong.
5. DECIDE how you will act up when you see that someone is being bullied. Or if you are being bullied decide who you will talk to about it.

### **Be the light: you need battery tea lights for this activity**

If people are experiencing being bullied, they often feel in a very dark situation. They may want to hide so they can't be seen. We need people to stand up for what is right, even when it takes a lot of courage. We need to learn to listen to our conscience to know when to act and speak up against what is wrong. Have a few moments to think about how difficult it can be to choose to stand up for what is right, and not just to do nothing.

*Light a candle.* Will you be ready to stand up against those who have shown unkind or bullying behaviour? To help those who are being bullied? To speak out against what you know is wrong? If you are ready, stand up. Ask God to give you the strength to stand up for what is right and against what is wrong.

*Prayer or reflection:* Jesus, light of the world, help me to stand up for what is right. Help me to shine your light in the darkness so others may see that there is a way that is good that is more powerful than the way that hurts others. Help us to follow you so we do not walk in darkness but have the light of life.

*(With thanks to Susan Musgrove Christchurch CE Primary Battersea Rise Anti-bullying Week 2018)*



## Prayer Spaces in Schools

Look for 'Cardboard Home', a Prayer Spaces in Schools activity which helps children to pray for those who are homeless.

### **Song The Big Family of God**

Song about how we are all different, but God loves everyone, we're part of the Big Family of God.

[This version](#) has actions but no words on the screen.

### **Song Lean on me**

Bill Withers' song about how we all need somebody to lean on.

### **Song You Say**

A song by Lauren Daigle about the words we say to ourselves – and what God says about us.

## **CONVERSATIONS which CONNECT COMMUNITIES**

### Anti-Bullying Alliance

*It is always worth reminding children about what to do if they witness bullying, or are being bullied. You can get involved and be 'United Against Bullying' by following this advice from the Anti-Bullying Alliance:*

*Include others:* Make sure there is no one left by themselves in the playground, or ask others to play with you if they are feeling left out.

*Celebrate difference:* Choosing to celebrate difference, rather than be divided by discrimination and hate. If someone is different to you get to know them better and you will find you have more in common than you might have thought.

*Keep your hands and feet to yourself:* Never physically hurt anyone else.

*Respect everyone:* Choose to be kind, not mean.

*Don't laugh at others:* This can really hurt someone's feelings.

We all need to play our part! If everyone works together and agrees to act this way, we can make a more powerful difference.

### Drama Games

There are some powerful drama games that help explore how it feels to be left out. These will need handling sensitively so that no one child is always the one left out. Here are two to try....

#### **The greetings game** (with thanks to Barnabas in Schools)

Set the children off to walk around the room, not bumping into each other. Ask them to give each other a snooty acknowledgement. As soon as you say freeze, everyone must stop and then get into groups according to the number you say. Each time some get left out. How does this feel? Do this four or five times: as the teacher in charge, you must engineer it so that the same child doesn't get left out each time.

Each time for fun change the style of greeting they should give to each other – half-smiles, frowns, suspicious looks, avoiding all eye contact etc. Finally have the children sit in a circle facing each other.

### **The ‘don’t get burnt game’.** (with thanks to Barnabas in Schools)

Each child secretly chooses one other person who is ‘fire’ for them...someone they must try and avoid/keep well away from. Start moving about and staying clear of your bomb. Freeze and sit down where they are.

[One for the grown-ups](#) – How modern-day stigma around illness has created problems during the Covid pandemic similar to the treatment of Biblical lepers. You could explore this with older pupils, but it would need careful handling.

## **COLLECTIVE WORSHIP – OUR APPROACH**

### **INVITATIONAL**

Everyone is welcome to take part in collective worship, as much or as little as they or their parents and carers are comfortable with. This means we use invitational language and consider carefully our choice of words and songs. Children are invited to pray but are not compelled or expected to do so; they always have a choice. We invite them to pray or reflect in whatever way they would usually as a family, if that is part of their home experience.

### **INCLUSIVE**

Acts of worship need to be inclusive of all. Therefore, we choose topics and ideas that are shared by different faiths and worldviews. When we present Christian teaching, we make it clear that this is ‘what Christians believe’, saying things like:

‘I wonder why this story might be important to Christians?’

‘The story today comes from the Bible (the holy book of Christians), which teaches that ...

Our worship should be accessible for children and young people with a range of different backgrounds, and so we take care that activities do not require expensive resources. We also offer a variety of activities, so that children and young people with differing needs can all find something they can engage with.

### **INSPIRING**

We aim for our acts of worship to inspire those engaging with them. How might it engage their emotions, enabling a sense of peace, comfort, hope or motivation? How might it inspire them into action, into thinking differently and considering their behaviour or actions? How might it inspire them to reflect on their faith or beliefs, and on the faith or beliefs of others?