

# Do not commit adultery



Jenna

## Background Issues:

Although this film does not show – or even imply – sexually explicit scenes it may be difficult for students who have experienced unwanted (and perhaps violent) approaches from the opposite sex. The film also shows children drinking, and it raises issues about the role of alcohol and self-control (or lack of it) in relationships.

Remember that some students may have parents for whom adultery is a sensitive issue.

## Discussion Starters (for use after watching the film):



✓		✓	✓	What role do you think alcohol plays in this film? How might the story-line have been different if they had not been drinking?
✓	✓	✓	✓	Why did Jenna set fire to her friend's jacket? Do you think this was a reasonable thing to do in the circumstances? Why / why not? (You may want to follow up the subject of revenge on another occasion, and look at the website <a href="http://www.theforgivenessproject.com">www.theforgivenessproject.com</a> ).
✓		✓		How do you think each of the characters was feeling half an hour after the film ends?
✓				What do you think happened next?
✓		✓		What do you think their parents would have said about the whole episode?
✓		✓		Can you say that it was one person's fault, or were they all to blame? Is this always the case in real life, too?

## Bible Passages Linked to the Commandment:

[Proverbs 6:32](#)

Part of a long passage warning against adultery.

[Matthew 5:27-28, 31-32](#)

Jesus' teaching about adultery.

[John 8:1-11](#)

Jesus' reaction to a woman caught in adultery.

[Romans 13:9-10](#)

Paul sums up the law.

[1 Corinthians 6:12-20](#)

Paul writes about one's body belonging to God.

## Relevant Websites:

<http://atheism.about.com/od/tencommandments/a/commandment07.htm> – discussion of the meaning of this Commandment.

[www.bibletexts.com/terms/adultery.htm](http://www.bibletexts.com/terms/adultery.htm) – simple introduction to what the Bible says.

[www.youngwomenshealth.org/healthy\\_relat.html](http://www.youngwomenshealth.org/healthy_relat.html) – clear advice on all kinds of relationships for teenage girls.

[www.chooserespect.org](http://www.chooserespect.org) – site for both adults and teens to encourage partners to respect one another in adolescent relationships.

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## key:



This is a question relating to the story-line of the film.



This is a question suitable for discussion in an RE lesson.



This question could lead into a discussion in PSHE.



This question raises issues relating to Citizenship.

## notes:

# LESSON PLAN for R.E.

## Learning Intentions:

To encourage the students to think about respect for other people and themselves, and how that is/is not reflected by attitudes in our society.

## Key Questions:

What has the Commandment on adultery and Jesus' teaching on this subject to say to our society today? How can respect for self and others be shown?



**WARM UP:** Let the students share briefly with you what their favourite papers or magazines are. Then ask them to imagine that they are journalists for the magazine, and their first project is a movie called Jenna. Journalists are always looking for something that will grab people's attention to put in the headlines (perhaps have some to read out), so as they watch the film they are to look out for anything sensational which they could use in this way.



**WATCH** the film.



**DISCUSS:** Allow a brief time of general feedback about the film, and check that they understood the plot. If any interesting questions / issues arise / write them down, perhaps arranging them into themes with the students and giving each set of questions a general heading. Remember to make space to discuss them later.

Ask the students which episodes they thought would make sensational news, and why. If the story was to be written up in a newspaper or magazine, what might the headlines be? Write their suggestions on the board. It is likely that the students will focus on when the girl sets fire to the jacket, rather than the boy's behaviour or the drinking of alcohol. What does this say about today's attitudes towards people's feelings and relationships?

Talk with the students about how this film relates to the Commandment. Has Jenna's story captured what the Commandment is really about? (It does not show adultery but it does depict betrayal.)



**DO:** Now read (or write up) another headline: "Do not even look at a woman in the wrong way. Anyone who does this has already committed adultery with her in his heart." How do they react to that? What is the link between thought and action? Do they know who said it? (Answer: Jesus, in Matthew 5:28 – NIRV Bible).

Say that in the Bible there are lots of things which might make shocking headlines, only they are a bit different to what people expect. Hand out the "Headlines from the Bible" worksheet (p.24 – for photocopyable version [click here](#)). Help students to understand that these are saying that each of us is unique and valued, and that sometimes people behave badly because they feel they need to show off to impress people or because they undervalue themselves. But Christians believe that no one needs to impress God because he knows all about everyone anyway and he values everyone for who they are.

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## notes:

Ask the students, perhaps in groups or pairs, to make a grid with three headings: "boy", "Jenna", "her friend" (this can be done manually or on the computer). Then ask them to jot down any ideas they might have about how the characters' behaviour might have been different if they had really believed that everyone – including themselves – were of unique value. What different choices might they have made?

Allow time for feedback.

Then ask the students, perhaps for homework, to look at the sheet of quotations again and to answer the following questions:

- Which one do you find the most surprising? Why?
- If you had to choose one to write in a card for someone who was upset, which would you choose? Why?
- If you had to choose one to learn off by heart so that you would never forget it, which would you choose? Why?
- How do you think it might change your life if you really believed all of these about yourself? Why?
- How do you think it might change your life if you really believed all of these about everyone you met? Why?

**Less able students** could concentrate on the behaviour of the boy when doing the grid. How would his behaviour have been different if he had respected Jenna? Alternatively they could discuss it in a group with students of similar ability with an adult writing down their ideas.

**More able students** could consider not just how the characters might have reacted differently if they had respected each other, but also why they did not, and what might have made them behave differently. They could write the friend's story, telling the same story from a different perspective, or a newspaper story using one of the Bible quotations as the headline, instead of answering the questions for homework.

## FOLLOW-UP suggestions:

**Debate/Media:** Ask the students to look at newspaper articles and magazine pictures. How do they portray people – as individuals to be respected, or as objects to be feared, hated or ridiculed? Ask the students to compose a letter to the editor of one of the publications, either praising him/her for his/her sensitive treatment of people, or to complain about the lack of respect, using concrete examples from the publication.

**Art/Craft:** Students could use (carefully selected) magazines and look at the illustrations in them. They could then make two collages, one called "Is this respect?" (showing the way the media often do NOT show respect for people), the other called "Respect" (showing pictures which would encourage people to respect and value themselves). They might like to start by writing the titles in the middle of the paper using word art packages, and then adding the pictures around it.

**Music/Poetry:** Ask the students (perhaps in groups) to write a rap showing that everyone is of unique value and should be respected as such, both their feelings and their body. Then hold a class performance. You could also present some of them in Collective Worship (Assembly/Religious Observance).

**Drama/Dance:** Ask students to script and enact alternative endings to Jenna's story

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## notes:

