

PAGE TWO – THE TWO SIDES

NOTE TO LEADERS: This portion of the lesson is long and you may not have sufficient time to complete all of the material presented on **PAGE TWO – THE TWO SIDES**. The next section, “**WHAT’S THE BIG DEAL**” is shorter and you may want to combine some of the material to allow for the variance in lesson length.

SUPPLIES FOR SESSION TWO

- **Large sheet of paper large enough to trace an outline of a person**
- **Markers**
- **Computer and access to the Internet**

TO BEGIN:

Note: If you are starting with a new session, remind the group of the agreement to honor one another’s opinions and to keep shared ideas in the group. Check in with group members to relate any conversations that they might have observed or experienced with others or any other information they may have gathered regarding behaviors of good or evil.

Begin the lesson by reviewing the information from the first paragraph on PAGE TWO. If necessary, return to PAGE ONE to view the Jekyll and Hyde video again. Ask the group to respond to the following question:

Is what causes a person to behave in particular way the result of the workings of the brain and how it is affected, or are there religious ways to understand

choices a person might make? *Allow all answers.*

Next, have one person in the group serve as a model for drawing a full-sized outline of a human. Place the large sheet of paper on the floor and have the person lie down on top of it. Using the marker, trace a rough outline of the person onto the paper. Hang the outline onto a wall where all will have access to write on it. Draw a line down the middle of the outline and label one side “Biology” and one side “Theology.”

With “PAGE TWO” of the lesson displayed on a computer, have the group read through and explore the links under the section “THE SCIENTIFIC SIDE.” Discuss the three examples of biological influences on behavior. *Continue discussion as time allows. Help the group to understand that these examples are only a few that might represent this issue. Also reinforce the idea that not all people with epilepsy or brain injury behave in an aggressive or violent manner.*

Next, ask the group members to think of words or phrases that represent how science has considered the function of the brain or biology to be responsible for the way a person behaves. Have the group write these words or phrases on the “SCIENTIFIC SIDE” of the outline.

Continue with the lesson by having the group read through and explore the links under the section “THE THEOLOGICAL SIDE.” Discuss the different religious views and how they might vary in their understanding of good and evil.

Next, ask the group members to think of words or phrases that represent how theology has considered

the function of the brain or biology to be responsible for the way a person behaves. Have the group write these words or phrases on the “THEOLOGICAL SIDE” of the outline.

After all of the members have contributed words or phrases to the outline, ask the group to consider the reasons for why someone might prefer one side or the other.

Ask: What is the most difficult thing for you to understand or believe about how a person might choose to do something good or evil? *Allow all answers and encourage youth to think about how there might be many ways of thinking about this subject.*

To close this portion of the lesson, ask the group if they can tell one way that they might talk to others about the scientific and theological viewpoints of good and evil.

If the session will end, encourage students to ask family and friends about their understanding of good and evil and its causes. Be sure to save the large outline used to record words and phrases from this session. This will be used for the final session