

# **Section 2: Sacred Writings**



# What's in the Bible?

This lesson is intended to help pupils to appreciate the extent of the Bible as a collection of literature and to know something of its organisation. It builds on previous learning about 'What is the Bible?' and provides a context for encountering more stories from the Bible.

**Learning Objectives:** To give children opportunities to **know** that the Bible is a collection of books;  
to **understand** why the Bible is in two parts;  
and to **be able to reflect** on their favourite stories from this collection.

*Take a Bible into the classroom and ask pupils what it is.*

It's a book, isn't it?  
But let me show you something:

*Have a collection of 66 books in a box and invite pupils to count them as they are taken out.*

How many books are here? Do you know, that's how many books there are in the Bible.

Of course, they are not all as big as this and they haven't got their own covers but each one has a name. There's a book called Jonah and another called Samuel.

There's a book called Deuteronomy... can you say Deuteronomy? It's a book about rules, and another called Genesis, which means the start of something. Where does that come in the book? There are psalms too. They are poems and songs. So you see, there are lots of different books in this one book!

*Show pupils where the titles appear at the top of the pages.*

How do you think people who read the Bible find their way around it?

How do you think it is organised?

How many pages are there?

These books are organised in two parts.

The Old Testament is a collection of very old writings about God and about how the Jews believe that God was involved in their story; how God spoke to them through chosen men and women; how they might think about God and serve God.

The New Testament tells the story of Jesus and how his first followers spread the good news about him and shared it in letters. This was the beginning of Christianity.

It is interesting that there are so many different stories and parts to one book. Each story or part tells us about something that is very important, firstly to the person who wrote it and secondly to the people who heard it or read it; it was something they felt other people really needed to know to bring them closer to God.

Everyone has a story to tell. It may be about God or it may not, but each one is unique and valuable.

## **For discussion:**

*Why do you think books are important?*

*What is your most important book?*

*What stories do you think are important that people should know?*

*I wonder what are the important parts of your story so far?*



# Activity Suggestions

Teaching about:

What's in the Bible

Number of lessons: 1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p><b>MAKE</b></p> <ul style="list-style-type: none"> <li>➤ a label for each of the Bible stories the children know and sort them into Old and New Testament</li> </ul>	<p><b>MAKE</b></p> <ul style="list-style-type: none"> <li>➤ a permanent record of children's favourite stories from the Bible in words or pictures or both and sort them according to Old/New Testament</li> </ul>	<p><b>FIND OUT ABOUT</b></p> <ul style="list-style-type: none"> <li>➤ other stories from the Old Testament.</li> <li>➤ what the word 'Bible' means.</li> <li>➤ different genres of biblical writing , eg: poetry, epic stories, history.</li> </ul>

## Potential C.A.S.E. Developments

<b>Knowledge: Sacred Writings</b>				
<b>Concepts</b>			<b>Attitudes</b>	
<b>Concept of God</b>	<b>Beliefs</b>	<b>Self-Respect</b>	<b>Integrity</b>	<b>Enquiry</b>
God: ➤ is written about in the Bible; ➤ is important to many people.	Religion: ➤ is about God; ➤ teaches people; ➤ is treasured.	I can learn from books; Some books deserve particular respect	Valuing: ➤ learning ➤ keeping treasures	Who is God? What is my story?
<b>What's in the Bible?</b>				
<b>Skills</b>			<b>Exploration of Human Experience</b>	
<b>Language</b>	<b>Empathy</b>	<b>Reflection</b>	<b>Spirituality</b>	<b>Self Awareness</b>
Bible God	with those who: ➤ learn; ➤ read	What do I read? How do I learn?	Experiences of: ➤ learning; ➤ having precious things;	I like listening to stories. I can share my stories.



# Moses

*Old Testament:*

**Moses** Exodus 2: 1 – 15:21

**Moses is one of the great Hebrew prophets. His story is an epic, telling of the liberation of the Hebrew slaves from Egypt. This exodus is the central, defining event in the history of the people of Israel, the Jews, and Moses is the central character.**

**The Books of the Law, the Pentateuch, are the five books of Moses. The early part of the Moses story, focusing on his birth, his exile and his call by God through the miracle of the burning bush, emphasises the value of the individual. With its context of childhood and family life, it is a story with which young children can easily identify. It opens up the issues of miracles, inexplicable events which are to be approached through the imagination and wondered at, rather than analysed and rationalised. The world of the imagination is one naturally inhabited by children of this age.**

**A good introduction to this story would be to engage children with a miniature Torah Scroll. The story itself can be contextualised in the present day celebration of the festival of Passover.**

**Learning Objectives:** To give children opportunities to **know** the story of Moses;  
**understand** Moses' importance as a great leader, despite his own uncertainties;  
and to **be able to reflect** on how they feel in challenging situations.

## Lesson 1:

This is a story about a young boy who grew up to be an important leader. It comes from a holy book called the Torah.

*Light the story candle.*

The young boy in this story didn't know who his real mother was. All he knew was that his mother loved him enough to hide him when he was a baby to keep him safe and he was found in the bulrushes by the river. I wonder how that would feel.

He was found by the Egyptian king's daughter. She took him and looked after him as her own son. She named him Moses which means 'taken from the water'. Moses always felt as if he didn't quite fit in. His royal family was Egyptian but he somehow knew he wasn't an Egyptian. He felt that he was really an Israelite; the Israelites had been brought from another country and were just slaves.

The Egyptian king and his people treated the Israelite people very badly. They had to work very hard in the blistering heat of the sun. The Israelites wondered if God had forgotten them. Moses would go out and visit the slaves and see the work they were doing.

One day when Moses went to see the slaves, he saw an Egyptian kill one of them. Moses was very angry and so he killed the Egyptian. However some important men saw him do it and he knew that soon everyone would know what he had done. Moses was very frightened and so he ran away.

*Blow out the story candle.*



**For discussion:**

*Why was Moses frightened?*

*When have you been frightened?*

**Lesson 2:**

What happened to Moses?

We are going to hear more about Moses. Let's light the story candle to help us find the story.

*Light the story candle.*

Moses had run away from Egypt to a neighbouring country. One day he was sitting by a well in the hot sun. He was thinking. Some shepherd girls came to collect some water for their father's sheep and goats. As the girls tried to collect the water some shepherds tried to stop them. They were scared. Moses helped the girls to collect water for their sheep and goats. They were very grateful to him and went back to their father and told him how Moses had helped them.

"Where is this man?" their father asked. "Why did you leave him out there when he was so kind to you? Go and invite him to come and eat with us." So Moses returned with them and ate with them. He also agreed to live there. He stayed there for many years and married one of the daughters, whose name was Zipporah.

**For discussion:**

*Why did Moses help the shepherd girls?*

*How do you think Moses felt when the shepherd girls' father invited him to eat with them?*

One day, Moses was out in the fields taking care of the sheep and goats, when he noticed a small bush a little distance away, was on fire. He walked towards the bush to take a closer look and noticed that the bush seemed to be on fire but that, amazingly, it was not burning!

"This is very strange!" thought Moses. "Why isn't the bush burning?" As Moses got closer to the bush he heard a voice calling his name and telling him to take off his sandals. It was very scary.

"Moses! Moses!" The voice was coming from the bush but there was no one else around! Then the voice spoke again, "I am God. I have seen how cruelly my people, the Israelites, are being treated by the Egyptians. I want you to go back to Egypt and set my people free. I want you to bring them out of slavery. You must go to the king of Egypt and tell him to set them free."

But Moses was frightened. "I am nobody. The king will not listen to me."

God replied, "I will be with you Moses. You must go to the king of Egypt and tell him that he must allow my people to travel for three days into the desert to pray to me. Then you will lead my people out of slavery."

Moses was still worried. "But Lord, what if your people do not listen to me? What if they do not believe me?"

"Do not worry, Moses," replied God. "Take that stick that you are holding and throw it on the floor." Moses did as God said and as he threw it down it turned into a snake. Moses was frightened and ran away from the snake. God told him to bend down and pick it up by the tail. Moses was still frightened but he trusted God and so he bent down and picked up the snake. As he did so the snake turned back into a stick. "Do this to prove to my people that I have appeared to you."



"Yes, that's all very well..." began Moses but God spoke to him again. "Put your hand inside your robe."

Moses did as God said and when he took his hand out of his robe, it was diseased and covered with white spots. Then God told Moses to put his hand back inside his robe. When he took his hand out this time the disease had gone!

"If they still do not believe you, take some water from the river Nile and pour it on the ground. The water will turn to blood."

But Moses was very frightened. "Please Lord do not send me. Send someone else. I have never been a good speaker. The king certainly won't listen to me."

God became cross with Moses. "Take your brother Aaron with you, he is a good speaker. You can tell him what to say and he can speak. I will tell you both what to do."

So Moses and Aaron set off back to Egypt to speak to the king. They were going to set God's people free.

*Blow out the story candle.*

**For discussion:**

*How do you think Moses felt when he saw the burning bush?*

*How do you think Moses felt when God spoke to him?*

*When have you ever felt frightened?*

*When have you ever been asked to do something important?*

*How did you feel?*

**Lesson 3:**

What happened to Moses?

We are going to find out what happened when Moses went to speak to the king.

*Light the story candle.*

After many days spent walking across the desert Moses, with his family and Aaron, were near to Egypt. They set up their camp to rest for the night before going to see the king the next day. During the night Moses thought about the task God had asked him to do.

The next day, Moses and Aaron got up early and went to see the king. As they got closer to the palace they became more nervous. They saw the Israelites were very unhappy.

"Excuse me," said Moses quietly.

"Yes, what is it?" shouted the king.

"Pharaoh" started Aaron; "God says you must allow his people three days off work to hold a festival to worship him in the desert."

"Three days off!" yelled the king. "No! I am mightier than any god!" And he made the Israelites work even harder.

The Israelites blamed Moses for all the extra work. Moses was very upset. "I've just made things worse. The king won't listen to me!"

"Don't give up yet Moses," said God, "Keep trying, he will listen eventually."



**For discussion:**

*Moses felt upset.*

*When have you ever felt upset?*

*God told Moses not to give up but to keep trying.*

*When have you ever felt like giving up something because it was difficult?*

*What made you carry on?*

The next day the King was at the river having a wash. Moses and Aaron went to talk to him again. Again they asked him to let the Israelites go and again the King said no. So Aaron touched the water in the river with his staff. Suddenly it changed colour to red. He had turned it into blood! The King called his magicians and they changed all the water in Egypt to blood too! The King laughed, "My magicians can do that too!" and he went back to his palace.

Moses was very cross that the King had laughed at him.

But God said, "Don't be cross. Go back to the Pharaoh and ask him again."

Moses trusted God so he did what he asked. When the Pharaoh said no again, Aaron held his staff in the air as God had said. Suddenly there were frogs leaping about everywhere. Thousands and thousands of frogs hopping and croaking all over the King and his palace. He ordered his magicians to get rid of them. But they couldn't.

The King was very cross and shouted, "Ok! I'll let them go!"

"Thank you," said Moses. "The frogs will be gone by the morning."

But after the frogs had gone the King went back on his word and refused to let the Israelites go.

Aaron and Moses were very angry and Aaron banged his staff on the ground. Immediately an enormous swarm of gnats flew around the King and the Egyptians, biting and scratching them. Again the King agreed to let the Israelites go free. But once again, when the gnats were gone he broke his promise.

The next morning the King discovered that a disease sent by God had killed all the Egyptian farm animals. The Egyptian people moaned to the King asking him to stop this by letting the Israelites go, but again he said no.

Moses wondered what would happen next? When would the King give in?

A few days later God said to Moses, "Take some ashes and throw them into the air." Moses did as God had said and as the ashes fell they covered the Egyptians in painful, red boils. Again the King agreed and then broke his promise.

Even when huge hailstones the size of golf balls fell on the Egyptians and broke the trees, he still wouldn't let them go. He wouldn't give up even when God sent swarms of locusts that ate all of the crops.

The Egyptians were becoming more and more frightened and wondered what would happen next.

Moses again asked the King and when he said no, God made it as dark as night for three whole days. There was no sunshine, they couldn't see each other, just darkness. But even this didn't make the King change his mind.



Moses was very angry and upset with the King. God told Moses that he would send the worst plague of all this time. He told Moses to tell the Israelites to paint a mark on their door in lamb's blood. God would then pass over these doors, but visit the other houses. The following morning the Egyptians awoke to find the eldest boy in each family had died, including the King's own son.

The King was so upset, he pleaded with Moses to take the Israelites and leave Egypt.

The Israelites were so excited they quickly gathered up all their belongings and Moses led them out of Egypt into the desert.

God sent them a cloud to follow by day and a fire to follow by night. They were free at last!

*Blow out the story candle.*

**For discussion:**

*What questions does this story make you want to ask?*

*The Egyptian people felt very afraid.*

*When have you felt afraid?*

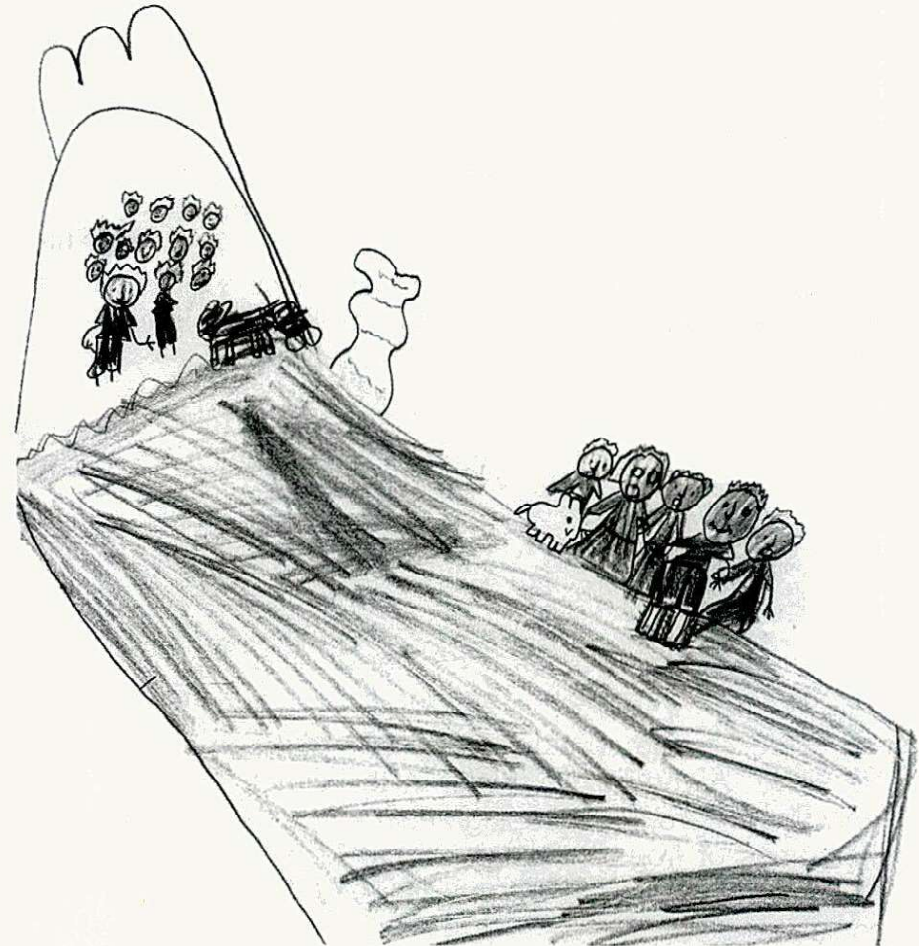
*The King broke his promise to Moses.*

*Have you ever broken a promise?*

*Has someone ever broken a promise to you?*

*How did you feel?*

## The parting of the Red Sea



## Lesson 4:

What have we found out about Moses?

Last lesson we heard how Moses led the Israelites out of slavery and into the desert. Today we are going to find out what happened next.

*Light the story candle.*

As we know, the King finally set the Israelites free and Moses led them into the desert. They walked in a long line for many, many days, being guided by God. Finally they stopped, one evening, on the edge of a large sea called the Red Sea. As they set up their camp for the night they could hear in the distance a low, thudding noise that was growing louder. *(Make a low thudding noise using a drum.)*

### **For discussion:**

*What do you think the noise is?*

*How do you think the Israelites are feeling?*

Suddenly they realised it was the noise of galloping horses, carrying the Egyptian soldiers. The King had changed his mind!

The Israelites were very frightened. They moaned at Moses, "We are all going to be killed! We are trapped!"

Moses replied, "Don't be afraid. God will save us!"

Moses didn't know how God would save them but he trusted God. The next morning God told Moses to hold his staff over the water and start walking. Moses was worried but he did as God said.

As they started to walk an amazing thing happened. The great sea parted in the middle, leaving a path in between the two walls of water. The Israelites walked all the way to the other side safely. As they reached the other side the Egyptians started to follow them along the seabed. Suddenly there was a loud rumble and the waves crashed down again drowning all the Egyptians. The Israelites were upset that they had doubted God and they were free at last.

*Blow out the story candle.*

### **For discussion:**

*Why do you think the Israelites doubted God?*

*God called Moses to help him.*

*Have you ever been called to help someone?*

*God spoke to Moses and guided him.*

*How do you think God speaks to people today?*



# Activity Suggestions

Teaching about:

Moses

Number of lessons: 4

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p><b>DESIGN AND MAKE</b> ➤ a basket that will float.</p> <p><b>MAKE</b> ➤ a collage picture of the burning bush;</p> <p><b>ROLE PLAY</b> ➤ the story and hot seat Moses at different points in the story.</p>	<p><b>MAKE</b> ➤ a class book telling the story; ➤ a picture strip telling the story of Moses;</p> <p><b>GIVE</b> ➤ children three pictures from each part of the story to be sequenced and invite them to complete a fourth, using words or pictures or both to predict what will happen next.</p>	<p><b>FIND OUT</b> ➤ where these stories are written down.</p>



## Potential C.A.S.E. Developments

Knowledge: Sacred Writings					
Concepts			Attitudes		
Concept of God	Beliefs	Morality	Self-Respect	Integrity	Enquiry
God might: <ul style="list-style-type: none"> <li>➤ call;</li> <li>➤ protect;</li> <li>➤ challenge;</li> <li>➤ guide.</li> </ul>	Religion changes lives.  It tells people who they are.	When is it right to kill?  Issues: <ul style="list-style-type: none"> <li>➤ justice;</li> <li>➤ freedom;</li> <li>➤ punishment.</li> </ul>	Everyone is entitled to be free.	Valuing <ul style="list-style-type: none"> <li>➤ truthfulness;</li> <li>➤ feelings of inadequacy</li> </ul>	How does God speak to people today?  Who is not free today?
Moses					
Skills			Exploration of Human Experience		
Language	Empathy	Reflection	Spirituality	Self-Awareness	Emotions
slave  holy	with those who: <ul style="list-style-type: none"> <li>➤ are not free</li> <li>➤ feel inadequate.</li> </ul>	What makes me feel: <ul style="list-style-type: none"> <li>➤ afraid?</li> <li>➤ uncertain?</li> </ul>	Experiences of: <ul style="list-style-type: none"> <li>➤ being called;</li> <li>➤ being free;</li> <li>➤ having a gift.</li> </ul>	I might be called to help others.  I can use my talents.	fear  sadness  anger  rage  joy  hope

*Resources:*

A miniature Torah Scroll is available on loan from the RE Resources base at Chapel Fields Centre.



# God's Laws

Old Testament: The Ten Commandments

Exodus 18:1 – 32:35

After leading the Israelites out of slavery in Egypt, Moses had to organise the people and manage them in difficult circumstances. This story of the giving of the Law of Moses shows that people can only live together happily and successfully if they have good rules. It provides a continuation in the story of the life of Moses.

Children are beginning to appreciate now that rules are important in the life of a community like the school. These lessons build on previous learning about Moses and could link to work in other subjects, for example: thinking about rules in school in the context of PSD.

**Learning Objectives:** To give children opportunities to **know** that the Ten Commandments were given to the Israelites through Moses and are still important for Jews today;  
to **understand** that laws are necessary for people to live together happily;  
and to **be able to reflect** on the importance of rules in their own lives.

## Lesson 1:

*Show children a photograph of the doors of the Ark in a synagogue, where the Ten Commandments are traditionally represented by Hebrew letters.*

What can you see in this photograph?

What can you see carved at the side of the doors?

What is above the cupboard?

What might the patterns on those tablets be?

What might be kept in this cupboard?

This is not really a cupboard. It is the place where sacred books called Torah Scrolls are kept. They are very important for the people who read them. The place where they are kept is

called the Ark and it is found in a synagogue. Many people go to synagogue to worship God and, every week, they read the sacred book. Many of the stories in the Torah are about Moses, who was a great leader of the Israelites.

*Recall, with the pupils' help, the story of the birth of Moses.* This is a story about how Moses led God's people in the desert.

*Light the story candle.*

Moses had led God's people into the desert and had set up camp at a holy mountain called Mount Sinai. He had had to leave his wife and family behind in the rush to leave Egypt and now with Moses' father-in-law, Jethro, they were going to join him.

Moses went to meet Jethro and his family. He was very excited; he had missed his family very much.



The next day Moses was very busy all day sorting out arguments among God's people. Jethro asked him, "Why do all these people come to you to solve their disagreements?"

Moses replied, "I must do this to teach them God's laws and commands."

Jethro replied, "But Moses, you will wear yourself out this way! This is too much for you to do by yourself. This is what you should do."

And Jethro explained to Moses how he should choose some men to be leaders of the people. These leaders would then sort out small arguments and disagreements and then any more difficult problems could be brought to him. He explained how this would share the work and that Moses would not wear himself out.

"What a good idea!" thought Moses and so he did this. He chose some people to be leaders to help him.

*Blow out the story candle.*

**For discussion:**

*Moses was leading God's people. Who leads us?*

*What happens if arguments are not resolved?*

*How do you sort out arguments?*

*When have you needed some help?*

*Who did you ask for help?*

**Lesson 2:**

What happened to Moses?  
Why did Moses need help?

Let's find out what happened next.

*Light the story candle.*

Moses was leading God's people. God spoke to his people through Moses.

"I have led you out of slavery. I have chosen you to be my people. Will you be my people?" God asked.

"Yes we will!" the people cried.

"Will you do as I ask?"

"Yes we will!" they all cried.

God told them that they must prepare for a special meeting by cleaning the camp and washing their clothes. It was to be a meeting with God. They all busied themselves cleaning and preparing and on the third morning they awoke to hear thunder and lightening on the mountain and grey, thick clouds around it. The people were very anxious. They wondered what God would do.

**For discussion:**

*How would you have felt if you were one of the people on the mountain?*

*When have you been anxious?*



Moses went up the mountain to meet with God. God gave Moses ten great rules that he wanted his people to keep to; they were called the Ten Commandments.

God wanted his people to worship only him. God told them not to bow down to any idols. God wanted them to respect his name and to keep the seventh day as a day of rest. God asked them to respect their father and mother and not to kill anyone else. He asked husbands and wives to be loyal to each other. He also said that they must not steal, or tell lies or be greedy and want what other people have. The people agreed to obey these rules and God promised to write them down on tablets of stone for the people to keep and remember.

*Blow out the story candle.*

**For discussion:**

*What do you think about God's rules?*

*Do you think these rules would be hard to keep?*

*Why do we need rules?*

*What rules do we have in our lives?*

**Lesson 3:**

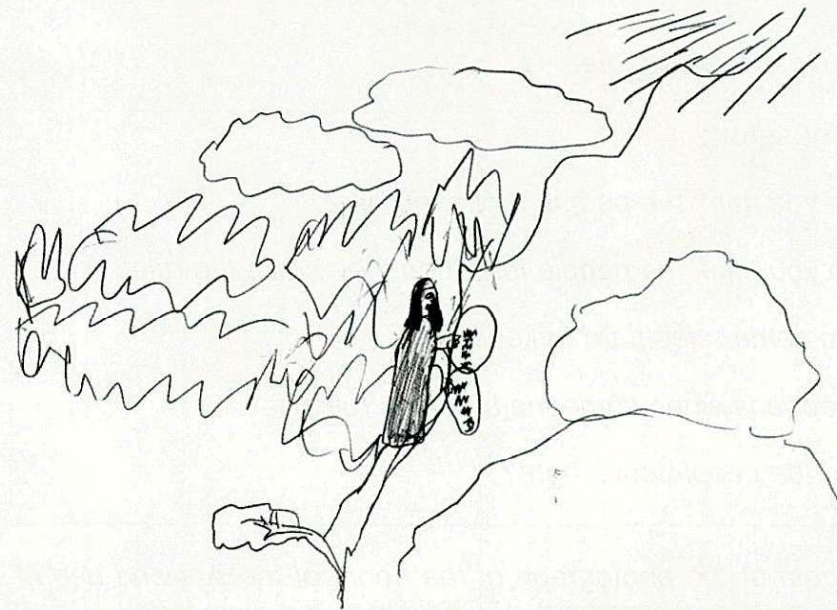
Begin by recalling, with the children's help, the story of the Ten Commandments.

Do you think the rules will be hard to keep?

Let's find out what happened when the people tried to keep to these rules.

*Light the story candle.*

Moses set off alone on the long walk up the mountain to collect the tablets of stone with the Ten Commandments written on them. He was gone a very long time and the people began to get angry and couldn't wait. So they went and saw Aaron, "Moses, who led us out of Egypt, has been gone a very long time. We do not know what has happened to him, so make us a new god to lead us."





Aaron asked them to give him their gold earrings. Then he took them, melted them down and made the gold into a huge bull, like one of the gods of Egypt.

Next Aaron built an altar and they all danced and sang saying, "This is our god who led us out of Egypt."

God was very angry when he saw how his people had broken his law and their promise and were worshipping other gods.

Moses was also very angry when he came down the mountain. He was so cross he threw down the tablets of stone and they broke. Then he took the gold bull and crushed it into powder. "You have done an awful thing!" he told the people.

But Moses still loved his people so he asked God to forgive them and to give them the commandments written down again. Moses then taught his people God's rules and they listened carefully and once again they agreed to try and follow them.

*Blow out the story candle.*

**For discussion:**

*Why do you think the people broke the rule?*

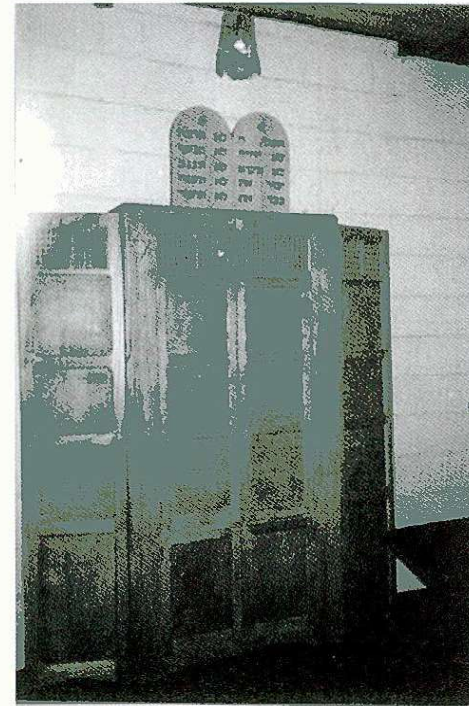
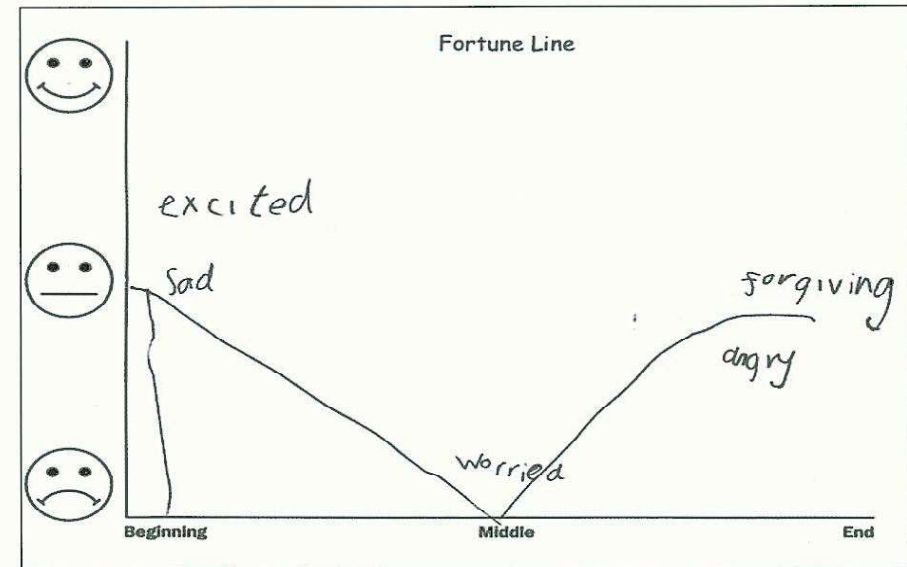
*How do you think the people felt when they broke the rule?*

*Why are some rules hard to keep?*

*What happens when someone breaks a rule?*

*How did the people put it right?*

*Look again at the photograph of the doors of the Ark and use it to emphasise the importance of God's laws for Jews today.*





# Activity Suggestions

Teaching about:

God's Laws

Number of lessons: 3

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p><b>VISIT</b></p> <ul style="list-style-type: none"><li>➤ a synagogue and find the Ten Commandments.</li></ul> <p><b>EXPLORE</b></p> <ul style="list-style-type: none"><li>➤ Moses' emotions in response to the events of this story through role play and freeze framing.</li></ul>	<p><b>MAKE</b></p> <ul style="list-style-type: none"><li>➤ a class book about Moses and the Law;</li><li>➤ a fortune graph to plot how Moses is feeling throughout the story.</li></ul>	<p><b>THINK</b></p> <ul style="list-style-type: none"><li>➤ and talk about school rules.</li></ul> <p><b>TALK</b></p> <ul style="list-style-type: none"><li>➤ about what should happen when rules are broken.</li></ul>



## Potential C.A.S.E. Developments

<b>Knowledge: Sacred Writings</b>					
<b>Concepts</b>			<b>Attitudes</b>		
<b>Concept of God</b>	<b>Beliefs</b>	<b>Morality</b>	<b>Integrity</b>	<b>Social Responsibility</b>	<b>Enquiry</b>
God might: <ul style="list-style-type: none"> <li>➤ give rules;</li> <li>➤ want to be obeyed;</li> <li>➤ reassure.</li> </ul>	Religion: <ul style="list-style-type: none"> <li>➤ offers rules for living.</li> </ul>	has a religious expression.  issues: <ul style="list-style-type: none"> <li>➤ obedience;</li> <li>➤ disobedience;</li> <li>➤ punishment.</li> </ul>	Valuing: <ul style="list-style-type: none"> <li>➤ obedience;</li> <li>➤ respect;</li> <li>➤ truth;</li> <li>➤ honesty.</li> </ul>	Laws can: <ul style="list-style-type: none"> <li>➤ help me;</li> <li>➤ contribute to everyone's well being.</li> </ul>	Why do we need rules?
<b>God's Laws</b>					
<b>Skills</b>			<b>Exploration of Human Experience</b>		
<b>Language</b>	<b>Empathy</b>	<b>Reflection</b>	<b>Spirituality</b>	<b>Morality</b>	<b>Emotions</b>
Sabbath  praise  sacred  covenant  blessed	with those who: <ul style="list-style-type: none"> <li>➤ are challenged by God;</li> <li>➤ wait.</li> </ul>	What are the rules in my life?  Why are some rules hard to keep?	Experiences of: <ul style="list-style-type: none"> <li>➤ finding security in rules;</li> <li>➤ caring.</li> </ul>	Whom should I obey?  How do I learn how to behave?	Fear  anger  impatience  shame



# The Story of Ruth

Old Testament: Ruth 1-4

The book of Ruth is a short epic in the Jewish Bible (the Christian Old Testament) which tells the story of the acceptance into Jewish society of a Moabite woman. The story challenges exclusive attitudes and promotes an inclusive understanding of God. It also raises questions of obedience and duty and returns to the issue of self-hood in the face of separation.

Ruth is married to an Israelite. When he dies, she stays loyal to her mother-in-law, even to the extent of adopting her faith. Eventually, she marries one of her late husband's relatives and, through this marriage, becomes the great grandmother of David, Israel's great king.

**Learning Objectives:** To give children opportunities to **know** the story of Ruth from the Old Testament; **understand** something of what it might mean to move to an unfamiliar place; and to **be able to reflect on** what would help them to feel settled in a new place.

## Lesson 1:

This is a story that comes from the Jewish Bible which is the Old Testament in the Christian Bible, so it happened before the time of Jesus. Jewish people tell this story as part of their harvest festival.

*Light the story candle.*

There was once a family with two sons. They had moved from their hometown of Bethlehem to a place called Moab, when there was a famine. Sadly the father died, but the sons decided with their mother Naomi that they would stay in Moab. Soon both men were married, one to a woman called Orpah and the other to Ruth.

For ten years they lived happily but then both men died. Poor Naomi had lost her husband and her sons. When she heard that there was now food in Bethlehem she decided it would be better to return to the land she had grown up in where she might feel happier. As she set out she said to her daughters-in-law, "Go back to your parents and your family. They will help you to find husbands who will care for you."

Both women felt very touched that Naomi should care for them so much and they hugged her and cried, "No! We will come with you to your people". But Naomi insisted that she would not be able to help them find husbands and so they would have no families of their own. So Orpah kissed Naomi and sadly said goodbye but Ruth would not leave Naomi.

"Do not make me leave you," she begged. "Where you go I will go; where you stay I will stay; your people will be my people and your God will be my God. Only death will part me from you".

Naomi saw that Ruth was determined and so the two of them made their journey to Bethlehem. They arrived at the time of the barley harvest and, although they were very busy, Naomi's relatives took care of her and brought Ruth into their family. One of their relatives was a wealthy man called Boaz.



One day Ruth said to Naomi, "Would I be able to go to Boaz' barley field and gather the grains of barley that his workers leave behind?" This was called gleaning and farmers often allowed poorer people to do this after the main harvest had been gathered. Naomi thought this would be a good idea. So Ruth went to the field and worked hard picking up the missed grains of barley. Boaz came to the field to see how his workers were getting on and he noticed Ruth. He did not recognize her and asked who she was.

"Her name is Ruth," a servant explained. "She has come from Moab with Naomi, her mother in law. She asked if she could glean in the field and has been working non stop all day." Boaz went over to where Ruth was busy. He smiled at her.

"Listen," he said, "stay in this field where you will find plenty of grain and you will be safe. You are welcome to share the food and drink of my workers." Ruth was overwhelmed at his kindness, for he did not know her.

"Why are you being so kind," she asked, "when I am a stranger here?" Again Boaz smiled, "I have heard how kind you have been to your mother-in-law and how you have left your homeland to be with her and live, and love God, as she does. See how God cares for you."

Then Ruth and Boaz sat with the reapers and shared their food. Afterwards Boaz said to the reapers, "Make sure you do not gather all the barley. Leave some behind you so that Ruth may follow and gather some." By the end of the day Ruth had gathered a lot of barley and Naomi was amazed when she returned home with so much.

"Boaz has been very kind to you," she said. "He is a good man." In the days that followed Boaz saw that Ruth would make a good wife for him. He talked to her and to Naomi and he spoke to his relatives and they all agreed that Ruth and Boaz should marry. And so they did and they were very happy together. Before long they had a son. Everyone was delighted, no one more so than Naomi. She was so happy. When her sons died she thought she would never be blessed with a grandchild and now she had a grandson whom she adored. How she loved and cared for him as if he were her own son.

"God has blessed you with this gift of love in your old age," said Ruth. They called the baby Obed, and he grew up to be a wise and caring man. His grandson was called David and he grew up to be a king.

*Blow out the story candle*

**For discussion:**

*Why did Ruth leave her homeland to go with Naomi?*

*How do you think it might have felt to go and live somewhere new where you were a stranger?*

*Have you or your parents ever done anything like this? How did it feel?*

*Make a list of all the things that would help you feel settled in a new place.*

*What could you do to help someone who is new to your school or your neighbourhood?*



## Activity Suggestions

Teaching about:

Ruth

Number of lessons: 1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p><b>TALK ABOUT</b></p> <ul style="list-style-type: none"><li>➤ what it would be like to leave your home;</li><li>➤ what a friend is.</li></ul>	<p><b>MAKE</b></p> <ul style="list-style-type: none"><li>➤ a frieze of the story;</li><li>➤ a wedding card for Ruth and Boaz.</li></ul>	<p><b>FIND OUT</b></p> <ul style="list-style-type: none"><li>➤ about family structures and groupings.</li></ul>



## Potential C.A.S.E. Developments

<b>Knowledge: Sacred Writings</b>					
<b>Concepts</b>			<b>Attitudes</b>		
<b>Concept of God</b>	<b>Beliefs</b>	<b>Morality</b>	<b>Self-Respect</b>	<b>Integrity</b>	<b>Social Responsibility</b>
God might be: <ul style="list-style-type: none"> <li>➤ universal;</li> <li>➤ ever present;</li> <li>➤ loving.</li> </ul>	Religion: <ul style="list-style-type: none"> <li>➤ is a form of identification.</li> </ul>	Everyone has a duty to family.  issues: <ul style="list-style-type: none"> <li>➤ loyalty;</li> <li>➤ courage;</li> <li>➤ trust.</li> </ul>	My family is important to me.  I can be a friend.	Valuing: <ul style="list-style-type: none"> <li>➤ honesty;</li> <li>➤ duty;</li> <li>➤ trust;</li> <li>➤ faithfulness.</li> </ul>	I can support other people.  I can stand by others.
<b>The Story of Ruth</b>					
<b>Skills</b>			<b>Exploration of Human Experience</b>		
<b>Language</b>	<b>Empathy</b>	<b>Reflection</b>	<b>Spirituality</b>	<b>Self-Awareness</b>	<b>Emotions</b>
glean	with those who are: <ul style="list-style-type: none"> <li>➤ homesick;</li> <li>➤ hungry;</li> <li>➤ alone.</li> </ul>	What would I miss most about home?  Who is important to me?	Experiences of: <ul style="list-style-type: none"> <li>➤ being loved;</li> <li>➤ being welcomed;</li> <li>➤ belonging.</li> </ul>	I could help more at home.	sadness  hope  joy  feeling secure.



# Samuel

Old Testament:

Samuel

1 Samuel 1:11 – 3:21

Samuel was the last of the great judges of Israel. His story, one of the Books of Prophecy, offers a powerful example of loyalty and devotion and a developing sense of identity in the context of separation. The message of the book of Samuel is that faithfulness to God brings success.

**Learning Objectives:** To give children opportunities to **know** the Old Testament story of the call of Samuel; **understand** how it might feel to be called to do something important; and to **be able to reflect on** who listens to them and what they would like to be chosen to do.

## Lesson 1:

This is the story of a little boy who was chosen by God to be a great prophet. A prophet is someone who takes messages from God and passes them on to people.

*Light the story candle.*

When Samuel was born his mother was overjoyed. She thought she would never have any children of her own. One day when she was praying to God in the holy place, she had asked God to give her a son. She promised that if she did have a son, she would give him to God, to serve God all his life.

So when Samuel was a little boy about your age, his mother took him to the place of worship. She told Eli, the priest who worked there, that she had promised Samuel to God.

“As long as he lives,” she said to Eli, “Samuel will belong to the Lord.” Then she thanked God for giving her a son.

“The Lord has filled my heart with joy,” she sang. “How happy I am because of what God has done.”

Then she went home. But she left little Samuel with Eli the priest in the sanctuary, the holy place, where the Ark was kept. That was to be his home. She knew he would be safe and Eli would care for him.

*Blow out the story candle.*

### For discussion:

*How do you think Samuel felt when his mother went home?*

*When have you ever felt like that?*

*Samuel’s mother decided that Samuel would belong to God. Where do you belong?*

*Who was pleased when you were born?*



## Lesson 2:

What happened to Samuel?

Why did his mother take him to the holy place and leave him there?

Let's find out what happened to him. The story candle will help us to find the story.

*Light the story candle.*

Samuel learned to help Eli in the holy place. Even though he was very young he could fetch the oil for the lamp which burned to show that this was a holy place and carry the sweet smelling incense for Eli to light. Just once every year Samuel's mother came to visit him to bring him the clothes she had made for him. Every year he had grown so much that he needed his new robe.

Eli was growing older too. He was becoming an old man and he was almost blind. His own sons were wicked men. He heard about the bad things they did and he felt very sad. But Samuel was growing up to serve God as his mother had wanted him to and Eli was pleased to have his help.

One night when Eli was asleep in his bedroom, Samuel woke up suddenly when he heard someone calling his name. At first he thought he must be dreaming then he realised it was Eli calling him. He ran into the old man's bedroom. "Yes Sir," he said, "You called me and here I am."

But Eli answered, "I didn't call you. Go back to bed."

Samuel snuggled down again in his bed and just as he was dropping off to sleep, the voice called him again.

"Samuel! Samuel!"

Who could be calling him?

*Blow out the story candle.*

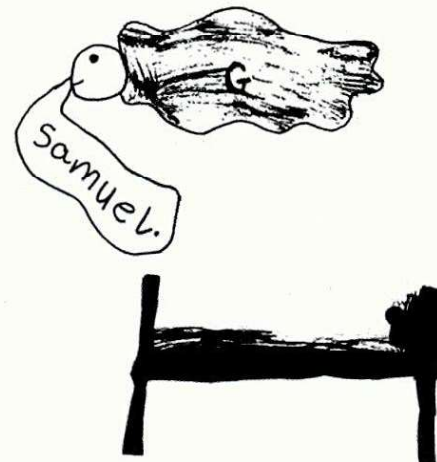
### For discussion:

*Who do you think is calling Samuel?*

*Why is Samuel being called?*

*Who calls your name?*

*How do you feel when you snuggle down into your bed?*





### Lesson 3:

What can you remember about Samuel?

*Light the story candle.*

Someone was definitely calling the little boy's name. It happened twice, and now again. Samuel ran for the third time into Eli and woke him up again.

"You called me, Sir," Samuel said, "and here I am."

The old man sat up and looked at the little boy's face. Suddenly he realised that it was God who was calling Samuel.

"Go back to bed" he said to Samuel "and if God calls you again, say speak Lord, your servant is listening." So Samuel went back to bed.

When the voice called his name again, Samuel remembered what Eli had told him to do.

"Speak Lord, your servant is listening," he said.

Then God told Samuel that he was going to punish Eli's sons for the bad things they were doing. In the morning Samuel was afraid to tell Eli what God's message had been. But Eli wanted to know. This was the first of lots of messages that God gave to Samuel to tell the people. Samuel grew up to be a great prophet and when he spoke, all the people listened.

*Blow out the story candle.*

### For discussion:

*Why do you think Samuel didn't want to tell Eli what God's message was?*

*When have you found it hard to tell someone something?*

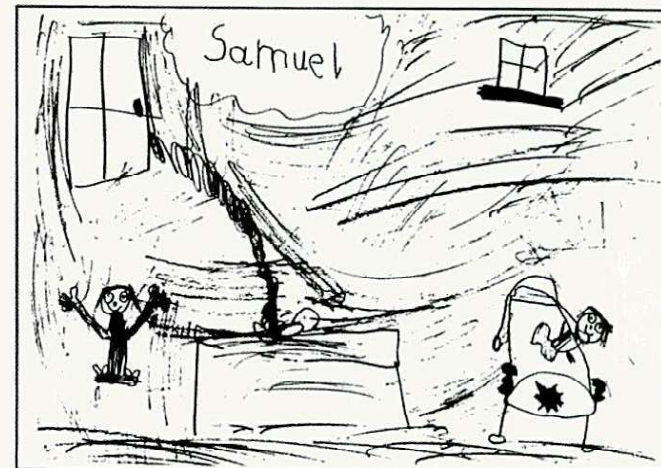
*Samuel became a great prophet. What can you remember about what a prophet does?*

*What do you think it would be like to have everyone listening to what you say?*

*Who **does** listen to what you have to say?*

*What is it like when people don't listen?*

*If you were called, like Samuel, to do something important, what would you like it to be?*





# Activity Suggestions

Teaching about:

Samuel

Number of lessons: 3

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p><b>HOT SEAT</b></p> <ul style="list-style-type: none"><li>➤ Samuel, using children's suggested questions.</li></ul>	<p><b>WRITE</b></p> <ul style="list-style-type: none"><li>➤ and decorate the name SAMUEL;</li><li>➤ about how you think you would have felt if you had been Samuel;</li></ul> <p><b>DRAW</b></p> <ul style="list-style-type: none"><li>➤ a picture of someone who calls you and use a speech bubble to show what you are being called to do.</li></ul> <p><b>INVITE</b></p> <ul style="list-style-type: none"><li>➤ children to write a question they would like to ask Samuel after each part of the story.</li></ul>	<p><b>FIND OUT</b></p> <ul style="list-style-type: none"><li>➤ how far your voice travels;</li><li>➤ who has the loudest voice in the class;</li></ul> <p><b>INVESTIGATE</b></p> <ul style="list-style-type: none"><li>➤ ways of making your voice travel further.</li></ul>



## Potential C.A.S.E. Developments

Knowledge: Sacred Writings				
Concepts			Attitudes	
Concept of God	Beliefs	Self-Respect	Integrity	Enquiry
In the story, God: <ul style="list-style-type: none"> <li>➤ called Samuel;</li> <li>➤ spoke through Samuel;</li> <li>➤ said the wicked would be punished.</li> </ul>	Religion: <ul style="list-style-type: none"> <li>➤ inspired Samuel's mother to give her son to God.</li> </ul> God was worshipped in the sacred place.	I can be called.  I can respond.	Painful things sometimes have to be said.	Does God: <ul style="list-style-type: none"> <li>➤ call people today?</li> <li>➤ speak through prophets?</li> </ul>
The Story of Samuel				
Skills			Exploration of Human Experience	
Language	Empathy	Reflection	Spirituality	Emotions
Lord  holy  incense  prophet	with those who <ul style="list-style-type: none"> <li>➤ call;</li> <li>➤ are called ;</li> <li>➤ are separated;</li> <li>➤ serve others.</li> </ul>	Who calls me?  What am I called to do?  How can I serve?	Experiences of: <ul style="list-style-type: none"> <li>➤ being called;</li> <li>➤ service.</li> </ul>	joy  puzzlement  certainty



# Solomon

Old Testament: **Solomon** 1 Kings 3: 16-28

Solomon was one of the great kings of Israel. He was David's son and is famous for his wisdom. By this age, pupils are developing the capacity to make moral judgements in terms of what is or is not fair. This is a profitable time to introduce the story of Solomon and his wisdom.

**Learning Objectives:** To give children opportunities to **know** the story of Solomon;  
**understand** that sometimes it is very difficult to make decisions about what is right;  
and to **be able to reflect** on how they make choices about how to behave.

## Lesson 1:

This is the story of a king who was given great wisdom by God.

*Light the story candle.*

A long time ago, Solomon was chosen by his father, King David, to be king after him. Just before he died, King David called Solomon to him and told him to obey and serve God always. Solomon loved God and wanted to be as good as king as his father had been.

One night King Solomon had a dream. God appeared to him in the dream and asked him what he would most like God to give him.

"You always showed great love for my father David and now you have made me king after him. But I am very young and don't know how to be a king. Please give me wisdom so that I will rule your people fairly and be a good king!"

God was pleased that Solomon had asked for wisdom rather than riches or good fortune or a long life. God promised he would give him what he asked for. When Solomon woke up he realised that God had spoken to him in his dream.

One day two women came to the king. They were arguing over a baby. Both of them claimed to be the mother of the child.

"It's my child," one of the women said. "We both had babies and hers died so she took mine and put her dead child in its place."

"No that's not true" argued the other woman, snatching the baby into her arms, "this is my baby."

"It's mine!"

"No, it's mine!"

The king held up his hand and silenced them. Everyone waited to see what he would do.

*Blow out the story candle.*

### For discussion:

*What would you do if you were Solomon?*

*How do you know when someone is telling the truth?*

*How do you think the baby felt?*

*In Solomon's place, what would you have asked God for?*



## Lesson 2:

Let's find out what King Solomon did to solve this problem.

*Light the story candle.*

Solomon ordered the child to be taken from the women. He sent for a sharp sword and when it was brought to court he commanded that the baby be cut in two so that each woman could have half of it.

The child's real mother, who could not bear to see her baby killed, cried out to the king.

"No Your Majesty! Please don't kill the baby. Give it to her."

The other woman thought the king's solution was fair.

Then Solomon knew who the baby's real mother was.

"Stop!" he said "Don't kill the child. Give it to the first woman. She is the baby's real mother."

When the people heard how the King had settled the argument they all saw how wise he was and they had great respect for him.

*Blow out the story candle.*

### For discussion:

*How did Solomon know straight away which woman was the baby's mother?*

*When have you had to decide about something difficult?*

*Who do you know who is wise?*

## Activity Suggestions

Teaching about:

Solomon

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p><b>RETELL</b></p> <ul style="list-style-type: none"> <li>➤ the story in a drama or role play.</li> </ul>	<p><b>DRAW</b></p> <ul style="list-style-type: none"> <li>➤ the wisest person you know</li> </ul> <p><b>MAKE</b></p> <ul style="list-style-type: none"> <li>➤ a list of things you would like to know more about.</li> </ul>	<p><b>EXPLORE</b></p> <ul style="list-style-type: none"> <li>➤ some of Solomon's proverbs in the 'wisdom' literature of the Bible (Book of Proverbs, 10-20);</li> </ul> <p><b>SHARE</b></p> <ul style="list-style-type: none"> <li>➤ stories about wisdom.</li> </ul>



## Potential C.A.S.E. Developments

<b>Knowledge: Sacred Writings</b>					
<b>Concepts</b>			<b>Attitudes</b>		
Concept of God	Morality	Respect	Integrity	Social Responsibility	
Some people believe God: <ul style="list-style-type: none"> <li>➤ speaks to people in dreams;</li> <li>➤ gives wisdom.</li> </ul>	Solomon made a decision because he felt it was right.  Issues: <ul style="list-style-type: none"> <li>➤ honesty</li> <li>➤ wisdom</li> </ul>	Truth must command respect.  The rights of the individual deserve to be respected.	Valuing: <ul style="list-style-type: none"> <li>➤ truth;</li> <li>➤ honesty;</li> <li>➤ wisdom</li> </ul>	I can be a peacemaker.  I can stand up for truth.	
<b>The Story of Solomon</b>					
<b>Skills</b>			<b>Exploration of Human Experience</b>		
Language	Empathy	Reflection	Spirituality	Self-Awareness	Emotions
miracle  death  faith	with those who: <ul style="list-style-type: none"> <li>➤ are sad;</li> <li>➤ have faith;</li> <li>➤ argue;</li> <li>➤ are caught in conflict;</li> <li>➤ have to make difficult decisions.</li> </ul>	How do I know when someone is telling/is not telling the truth?  When am I truthful?	Experiences of: <ul style="list-style-type: none"> <li>➤ justice;</li> <li>➤ resolution of conflict.</li> </ul>	Everyone has a responsibility to be fair and treat others well.	loss  anger  relief  satisfaction



# Psalms 3 and 8

*New Testament:* Psalms 3 and 8

The poetry of the Bible is expressed powerfully in the psalms. These offer opportunities to identify and explore the extremes of human emotion. Many of the psalms were written by David, the harp-playing shepherd boy who became King of Israel. Two of his psalms have been chosen to illustrate these emotional extremes. All the psalms, whether expressing despair or joy, are songs of praise.

**Learning Objectives:** To give children opportunities to **know** that psalms are songs or poems which help some people think about God; **understand** how the words of poems and songs can express the way someone is feeling; and to **be able to reflect** on how they express what they are feeling.

## Lesson 1: Psalm 8

*Begin by playing a tape recording of the first two verses of the hymn 'How Great Thou Art'. Invite children to listen carefully to the words and to say how the person who wrote them might have been feeling.*

*Read the words to children and discuss their meanings. Invite children's ideas.*

What does the song say about God? What does it say about what God might be like? What does it say about the world and about people?

This song was written quite recently, but the ideas in it appear first in a much older song, written thousands of years ago, called a psalm.

*Read Psalm 8 from the Good News Bible*

The man who wrote this song of praise to God was David, the shepherd boy who became king. Do you remember the story of his bravery when he met the giant Goliath?

David was so filled with joy when he looked at the beautiful world around him. He wanted to tell everybody how he felt. When he looked at the mountains and the rivers and the sky and the stars and all the creatures, and all the wonderful things around him, it made him think of God. He believed God made them all and he wanted to sing about it. When he thought about himself and how small he was in all of creation, he wanted to sing about that too.

He could see God's greatness in creation. People often sing David's words of praise when they worship God.



**For discussion:**

*What do you think is most wonderful about creation?*

*How should we look after the world?*

*David says he can see God's greatness in creation.*

*What makes you think of God?*

*What do you think God might be like?*

*How do you feel when you look up at the stars?*

*What do you do when you feel really joyful?*

*How can you help other people to be joyful?*

**Lesson 2: Psalm 3**

David wrote many psalms, all in beautiful poetry. Not all of David's psalms are joyful though. In his life, he had many great sadnesses and he wrote songs about the desperate times too. Listen to this psalm.

*Read Psalm 3*

**For discussion:**

*What does David say about God in this psalm?*

*How does it help David to think about God?*

*Who protects you when you are in danger?*

*Where do you get your courage from?*

This was written at a time that was particularly sad for David. He was the king and he had many sons and daughters but one of his sons, called Absalom, wanted to be king instead of his father. Absalom tried to kill David many times but each time the king escaped. He wrote this psalm when he was running away from Absalom who was his enemy. Later there was a mighty battle and thousands of men were killed including the king's son, Absalom. Eventually David's army won but for the king there was no rejoicing, only weeping at the loss of his son.

Another of David's sons tried to make himself king but before he died David chose his son Solomon to rule after him.

The words David wrote when he was feeling so sad are a great comfort to people who are feeling very unhappy for some reason.

**For discussion:**

*What do you think it was like for David to be fighting his own son?*

*Whom do you fight?*

*Why do you think people who are sad might find comfort in this psalm?*

*What words do you like to read or hear when you feel unhappy?*



# Activity Suggestions

Teaching about:

Psalms 3 & 8

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p><b>TALK ABOUT</b></p> <ul style="list-style-type: none"> <li>➤ what you do when you feel really unhappy;</li> </ul> <p><b>LOOK</b></p> <ul style="list-style-type: none"> <li>➤ at the stars;</li> <li>➤ at a picture of the earth taken from space;</li> </ul> <p><b>TALK ABOUT</b></p> <ul style="list-style-type: none"> <li>➤ how it makes you feel;</li> </ul> <p><b>LEARN</b></p> <ul style="list-style-type: none"> <li>➤ the song: 'How Little I Am In It All';</li> </ul> <p><b>DESIGN</b></p> <ul style="list-style-type: none"> <li>➤ a poster showing people how they can look after our wonderful world;</li> </ul> <p><b>DRAW</b></p> <ul style="list-style-type: none"> <li>➤ David with thought bubbles all around him, showing what he might be thinking when he is writing one of his songs.</li> </ul>	<p><b>MAKE</b></p> <ul style="list-style-type: none"> <li>➤ a list of all the things that make you sad;</li> <li>➤ a card to cheer up someone who is feeling sad;</li> </ul> <p><b>WRITE</b></p> <ul style="list-style-type: none"> <li>➤ a poem expressing your feelings when you think about the world and space;</li> <li>➤ your own psalm about the wonder of the world;</li> <li>➤ about the things you feel comforted by when you are sad.</li> </ul>	<p><b>FIND OUT ABOUT</b></p> <ul style="list-style-type: none"> <li>➤ space and the stars;</li> <li>➤ how people look after creation;</li> <li>➤ pollution;</li> <li>➤ conservation organisations</li> </ul>

*Resources:*

'How Great Thou Art' (O Lord My God)  
**Mission Praise** (1983) Marshall, Morgan & Scott. No 173  
**Rejoice & Sing** OUP No. 117

'How Great Thou Art'  
 Morrision Orpheus Male Choir, MFP Cassettes EMI TC-MFP 5592  
 A recording is available on loan from the RE Resources base at Chapel Fields Centre.



## Potential C.A.S.E. Developments

Knowledge: Sacred Writings						
Concepts				Attitudes		
Concept of God		Beliefs		Self-Respect		Ecological Responsibility
The psalmist believes God: <ul style="list-style-type: none"> <li>➤ is great and to be praised;</li> <li>➤ is creator;</li> <li>➤ is protector and guide;</li> <li>➤ cares;</li> <li>➤ answers;</li> <li>➤ punishes the wicked.</li> </ul>		Religion <ul style="list-style-type: none"> <li>➤ inspires poetry;</li> <li>➤ brings joy;</li> <li>➤ gives courage.</li> </ul>		I have a place in creation.  I am unique.  I am worth protecting.		Creation is to be wondered at.  People are to be valued.  People have a responsibility for creation.
Psalms 3 & 8						
Skills				Exploration of Human Experience		
Language	Sources	Empathy	Reflection	Spirituality	Fundamental Questions	Emotions
sacred  bless  glory  poetry  psalm	Book of Psalms.  Hymns	with those who: <ul style="list-style-type: none"> <li>➤ rejoice;</li> <li>➤ despair;</li> <li>➤ sing.</li> </ul>	How do I express joy?  What makes me sad?  Who protects me?	Experiences of: <ul style="list-style-type: none"> <li>➤ wonder at creation;</li> <li>➤ expression of one's emotions.</li> </ul>	Where did the world come from?  Who made it?  What is my place in it?	fear  courage  joy  wonder



# Mary

*New Testament:* Luke 1: 26-38 and 46-55, Luke 2: 1-40, Matthew 1: 18-23

**A focus on Mary, featuring the stories of the Annunciation, the Nativity and the Presentation at the Temple, provides a different perspective on Christmas and leads to a consideration of the mystery of Easter. An effective device to make the link is the use of an icon of the Madonna and Child.**

**Learning Objectives:** To give children opportunities to **know** more about the stories of Christmas and Easter; to **understand** that Christmas and Easter are linked; and to **be able to reflect** on what makes mothers sad.

## Lesson 1:

*Conceal a small icon, preferably a triptych, in a mystery bag and invite children to guess what it may be without opening the bag. Once the icon is revealed, individual pupils can be invited to say something about it.*

### For discussion:

*What can you see in the picture?*

*What or who do you think the people might be?*

*What might they be thinking about?*

*How do you think the baby's mother is feeling?*

*Why do think the picture is in this little box and has doors on it?*

*Explain that this is a picture of Jesus with Mary, his mother. It is called an icon. Talk about why some people might like to have an icon like this in their pockets.*

## Lesson 2:

What were the names of the people in the picture?

This is a story of how God chose Mary to be the mother of Jesus. This is how Mary heard the news.

*Light the story*

Mary was a girl who lived a long time ago in a town called Nazareth. One day she was busy at home when she had the strangest feeling that she was not alone although she knew there was no one else in the house.

She looked up and gasped at what she saw. Standing before her was the most glorious sight she had ever seen but it was also the most frightening. It was God's most important angel, the Angel Gabriel. Gabriel had a message for Mary.

"Greetings, most favoured one," he said. "The Lord is with you." But it was all too much for Mary and Gabriel could see she was troubled.



“Don’t be afraid Mary,” he told her. “God has chosen you to have a son who will be called Jesus and he will be great, a King; he will be called the Son of the Most High.”

Mary couldn’t believe what was happening to her.

“How can this be?” she asked. “I’m not even married.”

Gabriel told her that her child would be holy, that he would be God’s son. Mary loved God. She knew she must do what God wanted her to do.

“I am the Lord’s servant,” she said. “Let it happen just as you have said.”

When Mary looked up, the light of the angel which had filled the room had gone and Mary was alone again. She sat for a long time pondering on what Gabriel had said.

*Blow out the story candle.*

**For discussion:**

*Just imagine what it must have been like for Mary, surprised by the angel. How would you have felt, if you’d been her?*

*I wonder what the angel looked like?*

*How would you feel if you met an angel?*

*What would you say?*

*What message would you like to receive?*

*What is the most amazing sight you have ever seen?*

**Lesson 3:**

*Show the children a Bible and tell them that we are going to find out what happened to Mary after the angel had spoken to her.*

I am going to light the story candle to help us listen more carefully.

Why do I light the candle for some stories?

*Draw out the fact that these stories are **sacred**. They are very special/important/precious for many people. They are contained in a holy book, in this case, the Bible.*

*Light the story candle.*

Mary was going to be married to a man called Joseph. She was rather worried about telling Joseph about the angel. But she didn’t have to be, because the angel had come to him in a dream and told him that Mary was going to have God’s precious son, Jesus. Jesus was to be God’s gift to the world.

When Mary’s son was about to be born, something important happened. The emperor of that country was counting people because everyone had to pay taxes, money that helped pay for the army and for building roads. The emperor was working out how much money people had to pay him by adding up all the people who lived there. Everybody had to go back to the town where they were born, to be counted and registered.

Mary and Joseph lived in Nazareth, but Joseph had been born in Bethlehem. So he and Mary were going to have to travel a long way to Bethlehem. Mary was worried because it was a difficult journey and her baby was going to be born soon.



They set off, with Mary riding on the donkey. It took them about a week to reach Bethlehem and when they got there Mary was very tired. Her baby was due at any moment.

"We must find somewhere to rest," said Joseph.

They went straight to an inn and pushed through a crowd in the doorway. The innkeeper had to turn them away. "Sorry," he said. "No room."

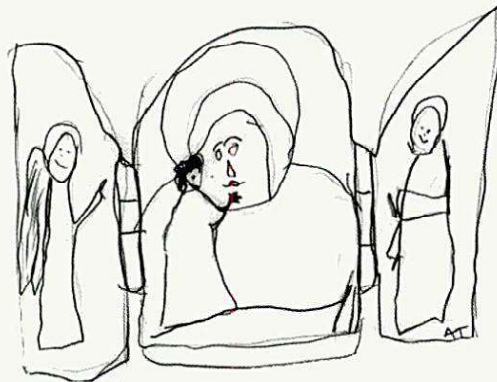
No room! Joseph was really worried. They went from house to house looking for somewhere to stay. But there were hundreds of visitors in Bethlehem, and everywhere was full.

It was getting dark when they came to yet another house where there was no room, but when the owner saw how tired Mary looked, he said, "There is no room in my house, but I do have a warm stable you can use."

So that is where Mary and Joseph stayed. Mary made herself as comfortable as she could on a bed of straw. And that night Jesus was born.

Mary wrapped her baby in white cloth and Joseph spread soft hay inside a manger. It made a good cradle in which Jesus could sleep. Mary and Joseph watched as their new born baby slept.

*Blow out the candle.*



#### **For discussion:**

*How do you think Joseph felt when he couldn't find anywhere to stay?*

*How do you think Mary felt as she watched Jesus asleep in the manger?*

*When have you ever seen a new born baby? What did you think?*

*Why is this story so important to Christians?*

*(Remind the children that Christians believe that God sent Jesus as a gift to the world)*

#### **Lesson 4:**

*Recall, with the children's help, the story of the Nativity so far. Show them a picture of a host of angels. (An example of Fra Angelico's work would be ideal).*

What do you see in this picture?

What are angels?

Angels are important in the story of the Nativity. I am going to tell you what happened just after Jesus was born. This story comes from the Bible, so I am going to light the story candle so that we can listen carefully. The candle will help us to find the story.



*Light the candle.*

It was night-time in the hills over Bethlehem and some shepherds were looking after their sheep. They had made a fire to frighten off the wild animals that tried to get near to their sheep. The shepherds were telling stories to each other and warming themselves by the fire.

Suddenly, a very bright light shone all around them. It was so bright that they covered their faces. They were so afraid! Then they heard a voice and they looked up and saw an angel looking down at them. The angel said to them, "Don't be afraid. I bring you news of great joy. This night, in Bethlehem, a baby has been born. He is God's gift to the world and he is the king you have been waiting for. Hurry to Bethlehem and you will find the baby wrapped in swaddling clothes, lying in a manger."

The shepherd looked at each other. Could this be true? That God's son had been born and that he was lying in a manger, where animals eat?

Suddenly the whole sky was filled with angels singing and praising God.

"Glory to God," they were saying, "and peace on earth, goodwill towards all people."

Suddenly the angels left as quickly as they had come, and the sky was dark again. The shepherds said to one another, "Come on, let's go and see this wonderful thing that has happened!" And so they left the hills and they ran down to Bethlehem.

After a while they found the stable, and they crept inside. In front of them, it was just as the angels had told them. Baby Jesus was laying in the manger, watched over by Mary and Joseph.

The shepherds knelt down in front of the baby who was sleeping so peacefully, and their hearts were filled with joy.

When they finally left the stable, they didn't go back to the hills straight away. They went round the town telling the story to everyone that they met. God had sent this baby to the world and they had actually seen him! Tonight was the night when they had actually seen him! It was a night they would never forget!

*Blow out the candle*

**For discussion:**

*How do you think the shepherds felt when they first saw the angel?*

*What do you think the angels' words mean? (Glory to God, peace on earth, and goodwill towards men.)*

*How do you think the shepherds felt when they first saw Jesus?*

*When have you been full of joy?*

*What news could make you so happy that you couldn't wait to tell everyone?*



## Lesson 5:

When Jesus was a week old, his parents took him to the temple in Jerusalem to give thanks to God for the gift of their baby. Mary carried him in her arms as they went into the temple. There were lots of people there but one person caught her attention.

He was an old man and he seemed to be looking for someone. He watched as people came and went but when he saw Mary and Joseph he got up from his seat and came over to them. Did he know them? Why should he be hurrying, as fast as his old body would allow him, over to them? He stretched out his arms to take the child. He looked down with great joy at the baby's face.

"Lord, now I can die in peace," he said, "for I have seen your salvation."

The old man, whose name was Simeon, went on praising God because of the baby. Mary wondered at the things he was saying about her son. Then Simeon turned to her and gave her his blessing.

"Your son is a sign to all the world," he said. "He is from God but people will not listen to him... and sadness, like a sharp sword, will pierce your own heart."

### For discussion:

*Simeon had waited a long time to see the baby Jesus. What's it like to wait for something?*

*How do you think he knew that it was Jesus?*

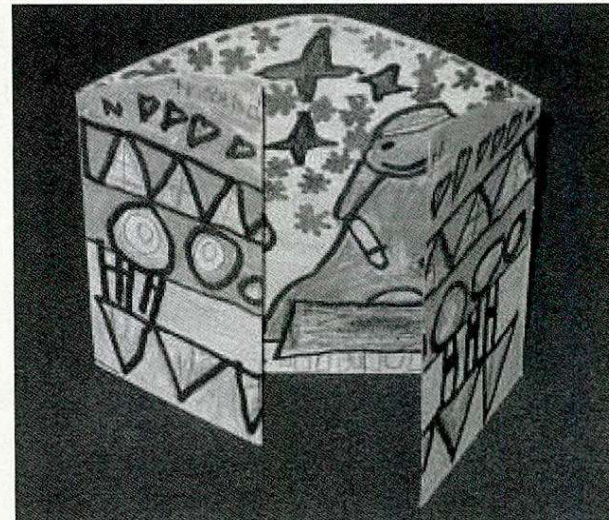
*Simeon said he had seen God's salvation. Let's all say the word 'salvation'.*

*What do you think of when you hear the word 'salvation'?*

*Perhaps it's something to do with feeling safe?*

*Simeon told Mary she would be very sad. What happened to Jesus to make his mother sad?*

*What makes mothers sad?*





## Lesson 6:

Many always remembered what the old man had said to her. All babies are special, but her son was somehow different. She was puzzled and quite afraid but, I expect, she had to get on with being a mum which, as we know, is a busy job.

Like all mothers, I expect, she watched her son grow up. She loved Jesus, was proud of him, worried about him and wondered what the future would bring.

The future was harder to bear than she could have imagined. That sword really did pierce her heart, because Jesus died when he was a young man. She watched him die.

Important men had decided that Mary's son was dangerous. He was exciting people with what he said to them; he was doing things that could not be explained and he was causing trouble. They arrested him and sentenced him to death. He died on a cross.

Mary grieved for her son and, as Jesus' friends buried his body in a stone tomb, she heard again in her head the words of Simeon, words she had carried with her all those years. She was so sad; she felt her heart was broken.

### For discussion:

*Why do you think it is sometimes hard for mothers?*

*When have you been so sad that it felt as though your heart was broken?*

## Lesson 7:

Mary could not believe her ears. She felt what had happened two days before, on Friday, would never leave her. She would just always have a hole inside where her love for Jesus filled her heart.

But what was she hearing? Jesus was not dead. Jesus was alive. How could it be? She had watched him die and yet here was her friend, whose name was also Mary, telling them all that she had seen the Master, as they all called him.

Jesus' mother held her breath and listened, every nerve in her body on edge. Mary was telling them she had gone to the tomb where they had laid Jesus' body and now it had gone. She was crying when she heard someone in the garden. She said she thought it was the gardener but when he spoke to her, she recognised him through her tears. It was Jesus. Definitely, she said.

No one understood how it could be, but they were all overjoyed. It was just as if the joy inside them was spilling out. What did he say? When would they see him? What did it mean?

They were full of questions but these were questions no-one could answer.

### For discussion:

*When have you been full of questions?*

*What questions does this story make you want to ask?*

*What do you think is the hardest question in the world to answer?*



# Activity Suggestions

Teaching about:

Mary

Number of lessons: 7

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p><b>DESIGN &amp; MAKE</b></p> <ul style="list-style-type: none"> <li>➤ a picture of an icon;</li> <li>➤ a class crib;</li> <li>➤ a Christmas card in the form of a triptych;</li> <li>➤ a set of finger puppets and use them to retell the story;</li> </ul> <p><b>COLLECT</b></p> <ul style="list-style-type: none"> <li>➤ Christmas cards which depict Mary and talk about the different ways in which she is presented.</li> </ul>	<p><b>DRAW</b></p> <ul style="list-style-type: none"> <li>➤ something that makes you feel happy, excited or peaceful;</li> </ul> <p><b>CHOOSE</b></p> <ul style="list-style-type: none"> <li>➤ your favourite part of the story and record it in some way, using words or pictures or both;</li> </ul> <p><b>PAINT</b></p> <ul style="list-style-type: none"> <li>➤ a frieze to tell the story;</li> </ul> <p><b>MAKE</b></p> <ul style="list-style-type: none"> <li>➤ a class list of questions children would like to ask at the end of the stories and categorise them into questions that can be answered and those that cannot.</li> </ul>	<p><b>LEARN</b></p> <ul style="list-style-type: none"> <li>➤ a Christmas song about Mary;.</li> </ul> <p><b>LOOK AT</b></p> <ul style="list-style-type: none"> <li>➤ picture books which tell this story and talk about them.</li> </ul>



## Potential C.A.S.E. Developments

<b>Knowledge: Sacred Writings</b>					
<b>Concepts</b>			<b>Attitudes</b>		
<b>Concept of God</b>	<b>Beliefs</b>	<b>Self-Respect</b>	<b>Integrity</b>	<b>Enquiry</b>	
Christians believe God: <ul style="list-style-type: none"> <li>➤ speaks through messengers;</li> <li>➤ chose Mary;</li> <li>➤ offers salvation through Jesus's death and resurrection.</li> </ul>	Religion: <ul style="list-style-type: none"> <li>➤ is a mystery;</li> <li>➤ is to be celebrated;</li> <li>➤ sometimes involves waiting.</li> </ul>	I might be called to do a special job.	Valuing: <ul style="list-style-type: none"> <li>➤ trust;</li> <li>➤ hope;</li> <li>➤ faith.</li> </ul>	What do angels look like?  How does God speak to people?  Can hearts be broken?	
<b>Mary</b>					
<b>Skills</b>			<b>Exploration of Human Experience</b>		
<b>Language</b>	<b>Empathy</b>	<b>Reflection</b>	<b>Spirituality</b>	<b>Relationships</b>	<b>Emotions</b>
salvation  blessing  holy  glorious  sacred	with those who are: <ul style="list-style-type: none"> <li>➤ sad;</li> <li>➤ surprised;</li> <li>➤ joyful</li> <li>➤ waiting.</li> </ul>	What makes me joyful?  What surprises me?  When do I have to be patient?  What makes my mother sad?	of: <ul style="list-style-type: none"> <li>➤ being called;</li> <li>➤ responding;</li> <li>➤ joy.</li> </ul>	I can make my mother happy.  Sometimes I make my mum sad or cross.	amazement;  fear  wonder  joy  relief

*Resources:*

Icons are available on loan from the RE Resources base at Chapel Fields Centre.



# The Call of the Fishermen

*New Testament:* Luke 5: 1-11, Matthew 4: 18-22, Mark 1: 16-20

The theme of being chosen and called is continued in the story of the call of the fishermen, the first of the disciples to be commissioned. The four fishermen, Simon and Andrew, James and John, who are pairs of brothers, leave their work to follow Jesus. The story raises questions of commitment and responsibility and invites children to reflect on what they are chosen for and by whom.

**Learning Objectives:** To give children opportunities to **know** that Jesus called people to follow him and be his friends;  
**understand** how it feels to be chosen;  
and to **be able to reflect** on what they have been chosen to do and by whom.

## Lesson 1:

This is a story about Jesus. Let's imagine we are by a lake, in hot sunshine and there are lots of people around us. Listen!

### *Light the story candle*

Jesus was in a place called Galilee, going around telling people all about God. Crowds of people came to hear what he had to say.

One day he was standing by the lake of Galilee, where he saw two fishing boats. They were empty. The fishermen had left them to go and wash their nets. As Jesus went into one of the boats, which belonged to a man called Simon, he asked Simon if he could push the boat out a little way so that all the people on the shore could see him. Then he sat down in the boat and told the people stories about God.

When he had finished, he said to Simon, "Take the boat out into the deep water and let down your nets to catch fish." And Simon said, "But Master, we have worked all night long and we have caught nothing. I'll do what you say, but it will be a waste of time."

Simon called to his brother, Andrew, and they did what Jesus had told them. To their amazement, when they pulled up the nets, they were so full of fish that they broke their nets and they couldn't pull up the fish on their own. They called to their friends, James and John, from the other boat, to help them. When they took the fish back to shore, both boats started to sink under the weight of the catch.

When Simon saw all the fish on the shore, he fell down at Jesus' feet because he was so overwhelmed by what had happened. Andrew, James and John stood and looked at Jesus in amazement.

Then Jesus said something extraordinary. "Come and follow me," he said, "and I will make you fishers of people."

Then Simon, Andrew, James and John left their fishing, their boats and everything they had and followed Jesus. They became Jesus' disciples. The word 'disciple' means a learner.

*Blow out the candle.*



**For discussion:**

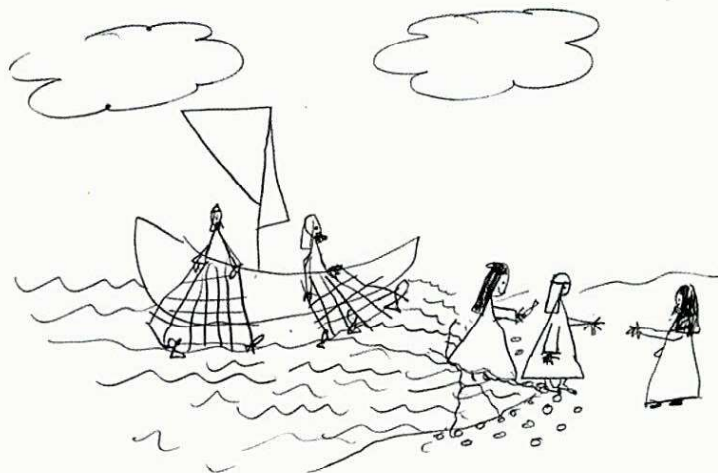
*What do you think Jesus meant by being 'fishers of people'?*

*Why do you think the fishermen left everything to follow Jesus?*

*How does it feel to be a learner?*

*What would it feel like to be called to do something important?*

*How would it feel to leave your home and family?*



## Activity Suggestions

Teaching About:

The Call of the Fishermen

Number of lessons: 1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p><b>TALK ABOUT</b></p> <ul style="list-style-type: none"><li>➤ what makes a good friend;</li><li>➤ how you choose your friends;</li><li>➤ why you think Jesus chose the fishermen to be his friends.</li></ul>	<p><b>DRAW</b></p> <ul style="list-style-type: none"><li>➤ a time when you have been chosen to do something really important and annotate your drawing with speech bubbles;</li><li>➤ what you would like to be;</li><li>➤ colour fish patterns, using an ICT graphic program, eg: Dazzle.</li></ul>	<p><b>TALK ABOUT</b></p> <ul style="list-style-type: none"><li>➤ challenging situations and ways of gaining the confidence to deal with them;</li></ul> <p><b>FIND OUT</b></p> <ul style="list-style-type: none"><li>➤ about fisherman;</li></ul> <p><b>FIND</b></p> <ul style="list-style-type: none"><li>➤ the Sea of Galilee on a map.</li></ul>



## Potential C.A.S.E. Developments

<b>Knowledge: Sacred Writings</b>					
<b>Concepts</b>			<b>Attitudes</b>		
<b>Concept of God</b>	<b>Beliefs</b>	<b>Symbols</b>	<b>Self-Respect</b>	<b>Integrity</b>	<b>Enquiry</b>
In the story God calls ordinary people.	Religion: <ul style="list-style-type: none"> <li>➤ demands commitment.</li> <li>➤ brings responsibility.</li> <li>➤ enables people to learn through their experience.</li> </ul>	Language can be symbolic.	I might be called to do something important.  I can respond.	Valuing: <ul style="list-style-type: none"> <li>➤ commitment</li> <li>➤ faith</li> <li>➤ response</li> <li>➤ learning</li> </ul>	What was special about Jesus?  Why did the fishermen leave their homes and families and follow Jesus?  How can someone fish for people?
<b>The Call of the Fishermen</b>					
<b>Skills</b>			<b>Exploration of Human Experience</b>		
<b>Language</b>	<b>Empathy</b>	<b>Reflection</b>	<b>Spirituality</b>	<b>Emotions</b>	
disciple  call	With those who: <ul style="list-style-type: none"> <li>➤ give themselves;</li> <li>➤ are called.</li> </ul>	Would I just leave everything and follow?  Whom do I think is worth following?  How does it feel to be a learner?	Experiences of: <ul style="list-style-type: none"> <li>➤ being chosen;</li> <li>➤ following.</li> </ul>	surprise  disbelief  joy	



# The Parable of the Mustard Seed

*New Testament:* Matthew 13: 31-32, Mark 4: 30-32, Luke 13: 18-19

Jesus uses the analogy of the mustard seed to explain the growth of the Kingdom of God, from an apparently insignificant movement in Galilee to an all-embracing world faith. The tiny seed grows and becomes a tree which sustains life and provides a nesting place for the birds. For the child, this is a story of something large and strong and of value, developing from the smallest beginnings. The child's own growth and development is reflected in the analogy.

**Learning Objectives:** To give children opportunities to **know** the story of the mustard seed;  
**understand** that Jesus used stories about everyday things to help people learn about God;  
and to **be able to reflect** on where they feel safe and secure.

## Lesson 1:

*Show the children a seed, as small as possible, and invite them to talk about its size and shape and to make suggestions as to what it might be.*

This is a seed. When it is planted in the soil and watered, it grows and grows until it is a plant, sometimes a very big plant. Jesus used the idea of a tiny seed like this to show the people who listened to his stories a little of what God's kingdom might be like. This story is called a parable.

*Light the story candle.*

"A farmer takes a mustard seed," Jesus told them, "a seed so small you can hardly see it, a seed that is like a grain of sand. The farmer plants the seed in his field. He sleeps at night and works during the day and all the time the seed is sprouting and growing in the earth. One day it pushes a tiny shoot up into daylight. The plant grows and grows until it is a big tree with large, strong branches and shiny leaves. It is such a beautiful tree that the birds come and make their nests in it.... and there is room for them all to nestle in the shade of its leaves."

*Blow out the story candle.*

## For discussion:

*What do you think it would be like to be a tiny seed nestling in the soil?*

*How would it feel to push out of the soil as a little shoot?*

*What would it feel like to be a big tree?*

*Why did the birds in the story come and make their nests in the tree?*

*Where do you nestle and feel comfortable and safe?*

*What do you think Jesus was saying in this story about God's kingdom?*

In telling this story, Jesus was explaining to his disciples that his message would grow and grow and would become important in many people's lives.



## Lesson 2:

*We're going to tell another story, a bit like the story Jesus told about the mustard seed, but this is going to be your story. We'll listen to some music to help us to make our stories. You might like to close your eyes.*

Let's tell our stories.  
Listen to the music.  
Imagine you have a tiny little seed in your hand.  
Look at it.  
Perhaps you can touch it with your fingers.

Hold your seed very carefully....  
Can you feel it in your hand?  
Perhaps you would like to plant it in some soil....  
Look at the brown soil at your feet...  
Make a little hole with your finger and drop your seed into it....  
Cover your seed so that it is snug and cosy in the soil.

Now imagine the seed sprouting and growing...  
Pushing down, through the soil, for goodness and water;  
Pushing up, up through the soil forwards the light;

Perhaps you would like to be the little seed...  
Feel the soil snugly around you.

Maybe you can feel yourself growing...  
Down, down, making you feel secure;  
Up, up, up until you can see daylight.  
Now you are green and it's just your roots that are in the soil....  
Stretch your shoots up and feel the sun on them.

Now you are growing tall...  
You can look down on the soil and the grass.  
Your roots are spreading out a long way....  
You are getting strong.

Perhaps you can feel your branches growing....  
They are spreading wide and the leaves on them rustle in the wind..  
Listen....  
Maybe you can hear the sound of the birds singing.....  
They are landing on your branches.  
Perhaps they are tickling you...  
They are nestling among your leaves and you are keeping them safe.

Now it's time to leave your story and come back to the classroom.

*Give pupils the opportunity immediately to draw their own stories or something from them.*

### **For discussion:**

*How did it feel to be in the soil?*

*How did it feel to be strong, protecting the birds that landed in your branches?*

*Who do you want to protect?*



# Activity Suggestions

Teaching about:

The Parable of the Mustard Seed

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p><b>PLANT</b></p> <ul style="list-style-type: none"> <li>➤ seeds and monitor and measure their growth (choose quick-growing seeds which yield large plants eg. Sunflowers/ peas or beans);</li> </ul> <p><b>MAKE</b></p> <ul style="list-style-type: none"> <li>➤ a class collage of the tree with birds (or people's faces cut from magazines);</li> <li>➤ seed patterns;</li> </ul> <p><b>TELL</b></p> <ul style="list-style-type: none"> <li>➤ the story in dance or drama using music;</li> </ul> <p><b>LISTEN</b></p> <ul style="list-style-type: none"> <li>➤ to the music again and paint your story;</li> </ul> <p><b>INVITE</b></p> <ul style="list-style-type: none"> <li>➤ children to make strong shapes with their bodies, individually and in pairs and to talk about how it feels.</li> </ul>	<p><b>DRAW</b></p> <ul style="list-style-type: none"> <li>➤ your story;</li> </ul> <p><b>RECORD</b></p> <ul style="list-style-type: none"> <li>➤ the growth of the seeds on a bar graph.</li> </ul>	<p><b>FIND OUT</b></p> <ul style="list-style-type: none"> <li>➤ how seeds grow;</li> <li>➤ other stories about the Kingdom of God.</li> </ul> <p><b>PLAN</b></p> <ul style="list-style-type: none"> <li>➤ an experiment to find out what conditions are necessary for healthy growth.</li> </ul>



## Potential C.A.S.E. Developments

<b>Knowledge: Sacred Writings</b>				
<b>Concepts</b>			<b>Attitudes</b>	
<b>Concept of God</b>	<b>Beliefs</b>	<b>Self-Respect</b>	<b>Ecological Responsibility</b>	<b>Enquiry</b>
Christians believe the Kingdom of God: <ul style="list-style-type: none"> <li>➤ will grow;</li> <li>➤ has room for all.</li> </ul>	Religion offers: <ul style="list-style-type: none"> <li>➤ hope;</li> <li>➤ security;</li> <li>➤ equality.</li> </ul>	I am worthy of a place.  I can share my place.	Creation <ul style="list-style-type: none"> <li>➤ is for sharing;</li> <li>➤ needs protecting.</li> </ul>	How do seeds grow?  How do I grow?
<b>The Parable of The Mustard Seed</b>				
<b>Skills</b>			<b>Exploration of Human Experience</b>	
<b>Language</b>	<b>Empathy</b>	<b>Reflection</b>	<b>Spirituality</b>	<b>Emotions</b>
Parable  Kingdom of God	with things that: <ul style="list-style-type: none"> <li>➤ grow;</li> <li>➤ need a place of safety.</li> </ul>	When have I felt very small?  When do I feel cosy and safe?	Experiences of: <ul style="list-style-type: none"> <li>➤ love;</li> <li>➤ nurture;</li> <li>➤ growth.</li> </ul>	awe  wonder  joy  excitement



# Parables about Fairness

*New Testament:*            **The Unforgiving Servant -**     Matthew 18: 21-35  
                                         **The Workers in the Vineyard -**     Matthew 20: 1-16

**These two parables raise important issues of fairness and forgiveness in the way people treat each other and of forgiveness when relationships are broken or injustice causes suffering. They are presented as stories Jesus told, the first in response to a direct question from Peter about forgiveness.**

**Learning Objectives:** To give children opportunities to **know** some of the parables Jesus told;  
**understand** that Jesus used stories to teach people how to live;  
and to **be able to reflect** on the importance of fairness.

## Lesson 1:

This is a story Jesus told about someone who was very mean. It is a story called a parable.

*Light the story candle.*

A very long time ago there lived a king in a faraway country. He had many servants working for him. One day he called one of his servants to him because he owed him £100, and the king wanted to have it back.

The servant said, "I cannot pay you because I have not enough to give you."

The king said, "Then you must sell everything you have, even your wife and your children, so that you can give me back what you owe."

When he heard that, the servant fell down at the king's feet and begged and begged. "Please just give me more time and I will pay you back all the money!"

The king looked down at the servant who was so unhappy and he took pity on him. He was so sorry for him that he forgave him and said that he would forget about the money that he owed. The servant thanked the king and went away, happy.

The next day, that same servant went out and found another man who worked for the king. He went up to him and grabbed him by the throat and said, "You owe me 100 pence, I want it back now!"

The man fell down on the ground and pleaded, "Please give me more time and I will pay it all back to you."

But the servant would not listen to the man and he put the man in prison until he could pay him back all of the money. When the other servants saw what had happened, they were very sorry for the poor man in prison, and they went to the king to tell him about it.

Then the king called the servant to him and said, "Oh you wicked servant! When you came to me and couldn't pay, I forgave you. Why did you not do the same for this man? Why did you not forgive him too?"

The king was so angry that he said, "Go away from me and do not come back until you have the £100 you owe me."

*Blow out the story candle.*



### For discussion:

*What was unfair in the story? What was fair?*

*What made the king change his mind?*

*Why do you think Jesus told the story?*

*Jesus wanted people to understand that God forgives them, like the king in the story, What do you think it means to forgive?*

*When have you been forgiven?*



### Lesson 2:

I am going to tell you another story that Jesus told. It is a story called a parable. Jesus used parables to teach people about God. This parable is called The Workers in the Vineyard.

*Establish with the children, the meaning of the word vineyard.*

*Light the story candle.*

Once, there was a man who went out early in the morning to hire some men to work for him in his vineyard. He found them waiting for work in the market place and told them that he would give them the usual pay for the job, a silver coin for the day's work. They started the work and were soon busy, picking the grapes.

Later on, at nine o'clock, the same man went out again. He went to the market place again and while he was there, he saw some men standing around doing nothing. So he went up to them and said, "You can go and work in my vineyard today and I will pay you fairly for your work." The men were pleased to get some work, so they went at once to the vineyard.

Later that day, the vineyard owner did the same thing again. At twelve o'clock and at three o'clock in the afternoon, he found men to work for him and sent them to go and pick grapes in his vineyard.

It was nearly five o'clock when the vineyard owner went back to the market place and saw some men standing there.

"Why have you wasted nearly all the day here, doing nothing?" he asked them.

"No one came to give us any work," they said.



"Well then, go and work for me in my vineyard. There are still grapes to be picked," said the man. So they went to join all the rest of the workers who were busily picking the grapes.

When the evening came, the owner told his foreman, "Call all the workers together and pay them their wages. Start with those I chose last and end with the ones who started work early in the morning.

The men who had started work late were paid a silver coin each. So when the men who had started work early in the morning came to be paid, they expected to get more. But to their disappointment, they too were given a silver coin each. They took their money and started grumbling to the foreman.

"Those men who came at five o'clock only worked for one hour, while we had to work for one whole day in the hot sun – yet you paid us the same as you paid them! That isn't fair!"

"Listen friends," the owner said to them "I have not cheated you. After all, you agreed to do a day's work for one silver coin. Now take your pay and go home. I want to give these men who I chose last as much as I have given you. Can't I choose to do what I want with my own money? Or are you jealous because I have been generous to them?"

*Blow out the story candle.*

**For discussion:**

*Why do you think the men who had worked all day felt that they had been treated unfairly?*

*Do you think the vineyard owner had been unfair?*

*What kind of man do you think he was?*

*When have you felt something wasn't fair?*

*How does it feel?*

*Can you think of times when it is more important to be kind or generous than fair?*

Jesus told this story to show that God's love is given equally and generously to everyone. God loves them for who they are. Lots of people believe this is true.



# Activity Suggestions

Teaching about:

Parables about Fairness

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p><b>RETELL</b></p> <ul style="list-style-type: none"><li>➤ the stories in drama or mime;</li></ul> <p><b>TALK</b></p> <ul style="list-style-type: none"><li>➤ about a time when someone has been particularly kind or generous to you.</li></ul>	<p><b>WRITE</b></p> <ul style="list-style-type: none"><li>➤ a story in words or pictures called "It's not fair";</li><li>➤ about a time when you've been forgiven.</li></ul> <p><b>COLLECT</b></p> <ul style="list-style-type: none"><li>➤ examples, as a class or in groups of instances of fairness and unfairness.</li></ul>	<p><b>FIND OUT ABOUT</b></p> <ul style="list-style-type: none"><li>➤ where grapes are grown and what vines look like;</li><li>➤ how wine is made.</li></ul> <p><b>READ</b></p> <ul style="list-style-type: none"><li>➤ other stories about fairness.</li></ul>



## Potential C.A.S.E. Developments

Knowledge: Sacred Writings					
Concepts			Attitudes		
Concept of God	Morality	Forgiveness	Respect	Integrity	Enquiry
<p>The stories say that God is:</p> <ul style="list-style-type: none"> <li>➤ just;</li> <li>➤ generous;</li> <li>➤ forgiving.</li> </ul> <p>and God's grace is available to all who are willing to respond, however inadequately.</p>	<p>Agreement should be honoured:</p> <p>Issues:</p> <ul style="list-style-type: none"> <li>➤ justice;</li> <li>➤ equality;</li> <li>➤ trust.</li> </ul>	<p>Forgiveness:</p> <ul style="list-style-type: none"> <li>➤ gives a new start;</li> <li>➤ is for everyone;</li> <li>➤ must be given as well as received.</li> </ul>	<p>All labour and effort is to be valued.</p> <p>I can forgive and be forgiven.</p>	<p>Valuing:</p> <ul style="list-style-type: none"> <li>➤ equality;</li> <li>➤ honouring an agreement.</li> </ul>	<p>What is:</p> <ul style="list-style-type: none"> <li>➤ fair;</li> <li>➤ just;</li> <li>➤ generous;</li> <li>➤ gracious?</li> </ul> <p>Why are some things just not fair.</p>
Parables about Fairness					
Skills			Exploration of Human Experience		
Language	Empathy	Reflection	Spirituality	Self-Awareness	Emotions
<p>forgiveness</p> <p>compassion</p> <p>justice</p>	<p>with those who:</p> <ul style="list-style-type: none"> <li>➤ find it difficult to forgive;</li> <li>➤ are treated badly.</li> </ul>	<p>What does it mean to forgive?</p> <p>When have I needed forgiveness?</p> <p>How easily do I forgive?</p>	<p>Experiences of being:</p> <ul style="list-style-type: none"> <li>➤ forgiven;</li> <li>➤ valued.</li> </ul>	<p>I can help others.</p> <p>I can be fair to others.</p>	<p>anger</p> <p>fear</p> <p>joy</p> <p>relief</p>



**For discussion:**

*What do you think about the story?*

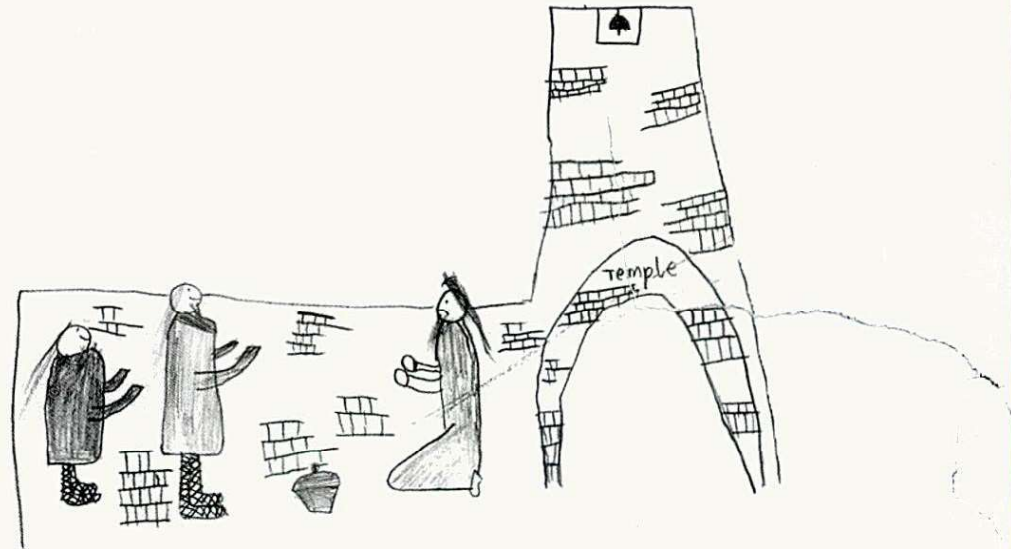
*What questions does it make you want to ask?*

*What was the man hoping to be given?*

*Peter and John didn't have any money. What did they give him instead?*

*How do you think they did it?*

*What can you think of that is more precious than money?*



## Activity Suggestions

Teaching about:

Peter and John at the Temple

Number of lessons: 1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p><b>RETELL</b></p> <ul style="list-style-type: none"><li>➤ the story in drama, concentrating on facial expressions and the man's joy at being able to walk;</li></ul> <p><b>PAINT</b></p> <ul style="list-style-type: none"><li>➤ a picture of the story.</li></ul>	<p><b>WRITE</b></p> <ul style="list-style-type: none"><li>➤ a newspaper article about the incident;</li><li>➤ about something that is more precious than money;</li></ul> <p><b>DRAW</b></p> <ul style="list-style-type: none"><li>➤ a sequence of pictures telling the story;</li></ul> <p><b>MAKE</b></p> <ul style="list-style-type: none"><li>➤ a comic strip including captions and speech bubbles.</li></ul>	<p><b>WRITE</b></p> <ul style="list-style-type: none"><li>➤ a joyful song/poem.</li></ul>



# Peter and John at the Temple

*New Testament: Acts 3:1-10*

The Acts of the Apostles chronicles how the disciples continued the work of Jesus after his death and resurrection and shows the power of God working through believers. The story of Peter and John healing the lame man illustrates this power; it speaks strongly about the enabling qualities of faith and the possibility of hope in apparently hopeless situations. For pupils growing up in a materialistic world, the story raises pupils' awareness of the relative value of money.

**Learning Objectives:** To give children opportunities to **know** a story about the effect of Jesus' teaching on his disciples; **understand** that there are things that are more precious than money; and to **be able to reflect** on what is more precious than money.

## Lesson:

*The story could be introduced through the song 'Walking and Leaping.' Invite children to listen to a recording of the song and to talk about it.*

### For discussion:

*What is the song about?*

*How do you think the people who are singing are feeling?*

*Why was someone 'walking and leaping'?*

*When do you leap and skip?*

This is the story of something amazing that happened to someone one day which changed his life.

*Light the story candle*

Peter and John were two of Jesus's disciples. They had been friends of Jesus when he was alive and now they remembered him and told people about him. They believed that, in some way that they didn't understand, Jesus was still with them and working through them.

One day, as they were going into the Temple to pray, a voice called them. It was a beggar who couldn't walk but sat at the entrance to the Temple every day hoping for money from the people who came to worship God. Peter and John went over to him. He looked up at them and held out his hand. Peter looked into the beggar's eyes.

"I haven't got any money to give you," he said, "but I'll give you what I do have. In the name of Jesus Christ, I am telling you to get up and walk!"

Peter stretched out his hand to help the man on to his feet. The man was amazed to find he could stand! He couldn't believe it. He could stand and walk. He could even jump. He went into the Temple with Peter and John to thank God for what had happened to him. The people watched the man they recognised as the beggar, walking and leaping and praising God and they were all amazed at what they saw. How had it happened? It was a mystery.

*Blow out the story candle*



## Potential C.A.S.E. Developments

Knowledge: Sacred Writings						
Concepts				Attitudes		
Concept of God		Beliefs		Self-Respect	Enquiry	Social Responsibility
Some people believe God can: <ul style="list-style-type: none"> <li>➤ heal;</li> <li>➤ work miracles through people;</li> <li>➤ enable people to achieve extraordinary things.</li> </ul>		Faith: <ul style="list-style-type: none"> <li>➤ can bring about change;</li> <li>➤ can offer hope in desperate situations.</li> </ul>		I can leap and sing.	How did the beggar walk?  What is really precious?	I can contribute by giving.  I can listen to other people.
Peter and John at the Temple						
Skills				Exploration of Human Experience		
Language	Sources	Empathy	Reflection	Spirituality	Self-Awareness	Emotions
disciple faith hope	Song and story	with those who <ul style="list-style-type: none"> <li>➤ suffer;</li> <li>➤ rejoice;</li> <li>➤ leap;</li> <li>➤ cannot leap.</li> </ul>	When do I leap and skip?  What could I give?  What is most precious to me?	Experiences of: <ul style="list-style-type: none"> <li>➤ being healed;</li> <li>➤ being transformed.</li> </ul>	I can help others.  I can have an affect on others' lives.	despair  disappointment  joy  amazement.

### Resources:

Song: 'Walking and Leaping' in *Sounds in Living Waters*  
 Pilkington and Harper (1978)  
 London, Hodder & Stoughton No 50



# The Story of Saul

*New Testament: Acts 9 1-31*

The story of Saul's conversion is the dramatic account of a man's encounter with God and the profound change in his life which resulted. These events had a marked effect on the subsequent growth of the Early Church. For children, the story offers an opportunity to raise and discuss the issues of intimidation and bullying. It also presents powerfully the possibility of personal change in attitudes and actions.

**Learning Objectives:** To give children opportunities to **know** the story of the man who became the leader of the Early Church; **understand** that faith can change people's lives; and to **be able to reflect** on what makes them change their minds.

## Lesson 1:

This is a story about a man who changed his mind in a big way.

*Light the story candle.*

A long time ago the first followers of Jesus, who were called Christians, had to meet in secret to remember him. They had to have secret ways of recognising each other because there were people who didn't like what they were saying and doing and wanted to kill them.

One of the people who tried hardest to find Christians was a man called Saul. He was clever but he was also cruel, persecuting anyone he suspected of being a follower of Jesus, dragging them from their homes and throwing them into prison. The Christians in Jerusalem were very frightened of him. They knew he would murder them if he had the chance.

One day Saul decided he would go to the city of Damascus where he knew there were Christians worshipping Jesus. He wanted to arrest them and bring back to Jerusalem to put them in prison too. He set off with a group of others, walking and discussing his plans for catching the Jesus people. He couldn't wait to start.

Suddenly, as they were nearing the city, a very bright light blazed out of the sky and flashed around Saul who fell on to the ground. A voice came through the light and echoed all around them.

"Saul, Saul! Why are you persecuting me?"

"Who are you?" cried Saul and the voice replied, "I am Jesus whom you persecute. Get up and go into the city and you will be told what you must do."

Saul dragged himself to his feet. No-one spoke. The men who were with Saul had a great shock but for Saul it was worse. He rubbed his eyes and opened them but he couldn't see a thing. He was blind.

*Blow out the candle*



**For discussion:**

*What do you think will happen to Saul?*

*What would you do if you were one of the people with him?*

*Saul was persecuting the Christians. What does the word 'persecuting' mean?*

*When have you felt like the Christians who were bullied by Saul?*

*How does it feel when you have had a great shock?*

**Lesson 2:**

What can you remember about Saul?

How do you think it might feel to suddenly lose your sight like he did?

Let's hear more about what happened to him.

*Light the story candle.*

For three days Saul waited. He was blind and afraid. He didn't eat or drink anything. What was going to happen to him?

One of the Christians in Damascus was a man called Ananias. He had a vision in which Jesus told him to go to the house where Saul was staying.

"Saul will be expecting you," Jesus said. "He has had a dream too and he knows you will come and put your hands on him so that he can see again."

"But Lord!" replied Ananias, "I have heard all about this man and the terrible things he's done to people who follow you. What will he do to me?"

"Go," said Jesus. "I have chosen Saul to serve me. He will go far and wide to make my name known. I am showing him that he must suffer for my sake."

So Ananias went to the house and found Saul and did what Jesus had told him. Saul opened his eyes and he could see! When he was strong again he did go to the synagogues but not to catch Christians. Instead he stood and preached about Jesus. He had such a dramatic story to tell of the change in his own life that people listened to him and many of them recognised him as the man who was feared. What a change! Saul, whose name later became Paul, spent the rest of his life travelling to many countries preaching about Jesus and suffering for his sake.

*Blow out the story candle.*

**For discussion:**

*How would you have felt if you had been Ananias?*

*How was Saul changed?*

*Why do you think he was changed?*

*What has ever happened to you to make you feel different?*

*Think about a time when you might have been changed because of what someone else said or did.*

*When have you ever changed your mind over something important?*



# Activity Suggestions

Teaching about:

The Story of Saul

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p><b>RETELL</b></p> <ul style="list-style-type: none"> <li>➤ the story in drama and hotseat Saul;</li> </ul> <p><b>EXPLORE</b></p> <p>through drama the issues raised in the story:</p> <ul style="list-style-type: none"> <li>➤ bullying;</li> <li>➤ blindness;</li> <li>➤ fear;</li> <li>➤ trust.</li> </ul>	<p><b>RETELL</b></p> <ul style="list-style-type: none"> <li>➤ the story in the form of a story board;</li> </ul> <p><b>IMAGINE AND WRITE</b></p> <ul style="list-style-type: none"> <li>➤ some of the things which might have been said about Christians by Saul, first before he was changed and then afterwards.</li> </ul>	<p><b>FIND OUT</b></p> <ul style="list-style-type: none"> <li>➤ what your name means.</li> </ul> <p><b>LISTEN TO</b></p> <ul style="list-style-type: none"> <li>➤ some of the songs in the musical 'Apostle'.</li> </ul> <p><b>EXPLORE</b></p> <ul style="list-style-type: none"> <li>➤ what it would be like to be blind and talk about how people whose sight is impaired live their lives.</li> </ul> <p><b>TALK</b></p> <ul style="list-style-type: none"> <li>➤ about a time when you have been changed by what someone said or did.</li> </ul>



## Potential C.A.S.E. Developments

Knowledge: Sacred Writings					
Concepts			Attitudes		
Concept of God	Beliefs	Morality	Self-Respect	Enquiry	Integrity
Some people believe God has power to change people's lives.	Religion: ➤ changes people.	It is wrong to persecute others.	Everyone has the right to worship as he/she chooses.	What can God do?  How does God change lives?	Valuing: ➤ the rights of the individual;  ➤ courage
The Story of Saul					
Skills			Exploration of Human Experience		
Language	Empathy	Reflection	Spirituality	Relationships	Emotions
persecute  vision	with those who: ➤ have a shock;  ➤ have to do something frightening;  ➤ are changed.	What changes me?  When have I wanted to hurt someone?	Experiences of: ➤ being chosen;  ➤ being changed.	I can be: ➤ brave;  ➤ bullied;  ➤ a bully;  ➤ strong in what I believe;  ➤ aware of others.	trust  terror  fear  hope

*Resources:*

'Apostle' by Roger Jones (1968)

Score and Recording Christian Music Ministries Birmingham



# Guru Granth Sahib

The Guru Granth Sahib is the Sikh holy book. Its name means 'Lord Teacher Book' and it is revered by Sikhs as the living guru, the ultimate authority. This reverence determines how it is handled, much as an honoured person would be treated. It contains a variety of writing and every copy is an exact replica of the original, which is kept in the Golden Temple in Amritsar. Its presence anywhere constitutes the place a gurdwara. The book is covered when not being read and it is ceremoniously put to bed at night. This lesson is based on a photograph of the ceremony at the Golden Temple.

## Lesson1

*Show children the photograph of Guru Granth Sahib being carried to its bed in the Golden Temple.*

What can you see in the photograph?

What do you think is happening?

What time of day might it be?

Who do you think is the most important person in the picture? Why?

What might you be able to hear if you were there?

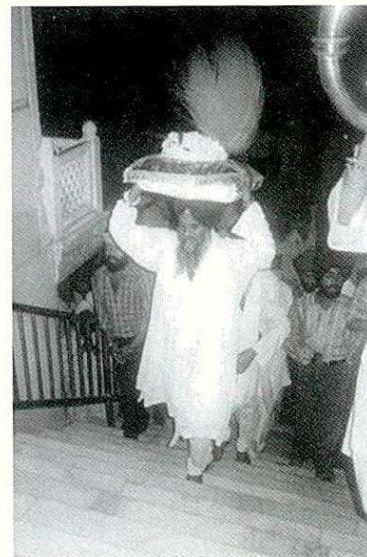
You might think the man at the front of the crowd is the most important person. We can see lots of people following him. They stretch right back into the darkness; this is late at night.

The crowds of people are very quiet because this is a holy building, but there is a most tremendous noise sounding out over the whole place. It's the sound of the horn being blown. Imagine you can hear it! You can just see it in the corner of the photograph. This is being blown in honour of someone and it's telling everyone that something important is happening.

The man is very dignified as he comes up those marble stairs, placing his bare feet firmly on every step. His back is straight and his head high. He can't look down at his feet because he has something heavy on his head, which he is carrying very carefully.

Ahead of this man are some people you can't see who are wiping the marble steps with their hands. They are on their hands and knees, making the way as clean as possible for the man's feet but they are also showing their devotion.

Who could it be? What is he carrying so carefully? And who or what is most important, do you think, the man or what is on his head?





It's what the man is carrying that is most important. It's a very important object to these people...what do you think it could be?

The man is carrying a large book on his head. He is carrying it up high to show it is more important than all the people. It is holy because it is a book about God. These people all love God and worship God in this place. They are Sikhs.

This book was written three hundred years ago and, although many copies have been made of it, this is the original. It is kept in a place called The Golden Temple in India. It is a place that Sikhs from all over the world want to visit. This is where we are in the photograph.

The book is so important and precious that it is treated as if it were a real person. Sikhs want to show how much they love it. They call it Guru Granth Sahib, which means 'Lord Teacher Book'. Think about that title. What does it tell you about the book and what it means to these people?

Like a wise teacher, it helps them to learn. They call it 'Lord' because it is sacred, which is another word for holy, to do with God. Just like an honoured guest, they keep it comfortable with beautiful coverings. At night they put it into a soft bed. And this is what is happening here. The book has been out in the worship room all day, being read, and now it is being carried, with great ceremony, to its bed. The horn is playing a fanfare for it. This ceremony happens every night and every morning when the book is brought out from its bedroom.

Look again at the photograph. Can you see the beautiful cover on the book and a garland like a crown on top of it? Behind it there is something that looks a bit like a feather. It isn't a feather; it's called a chauri and it is waved over the book all the time it's out to honour it and show how important it is.

*Show children a chauri and demonstrate how it is used. If possible, show them a photograph of the granthi reading the book in the gurdwara, with the chauri being waved over it. A selection of other photographs of The Golden Temple could also be shown to children to give them a sense of the beauty of the building.*

**For discussion:**

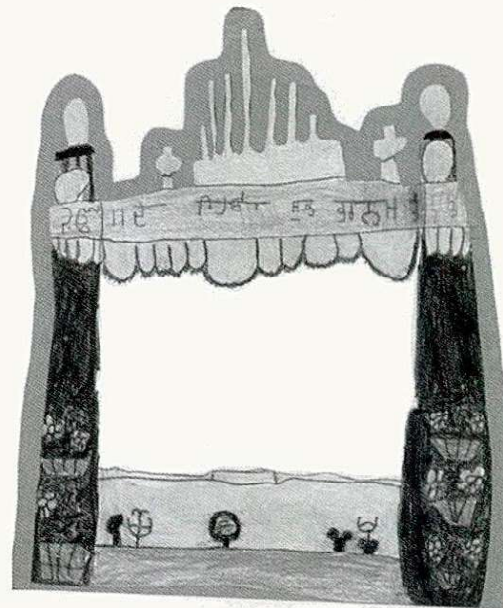
*Who do you know who is wise?*

*Who teaches you?*

*Why do you think someone would want to write a book all about God?*

*What is your favourite book about?*

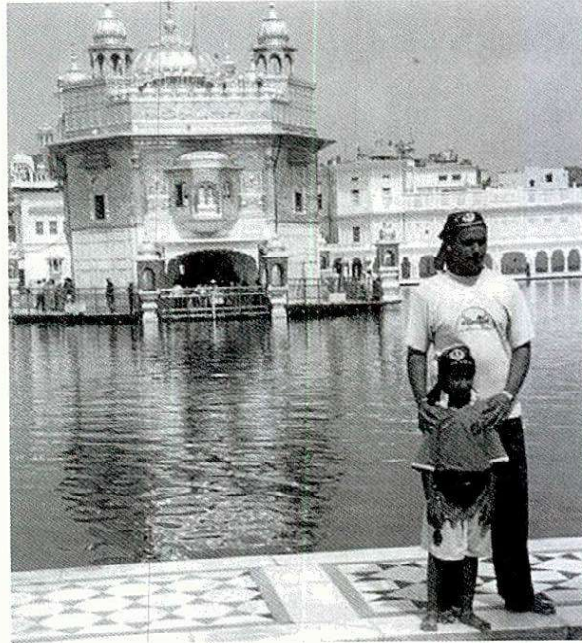
*How do you treat it?*





## Lesson 2:

Show children the photograph of Sandeep at the Golden Temple with his father. (This is used in the material on 'Going to Worship God' in the Foundation Stage handbook). Ask children what they remember about it, if they have encountered it before.



This is Sandeep. Perhaps you remember that his mum and dad have taken him to India to visit this holy place, The Golden Temple. They have a photograph of it on the wall at home and Sandeep cannot believe he is really here.

Sandeep is staying with his granny in the town of Amritsar where the temple is. This is where his mum grew up but she left when she got married and she has not been back since Sandeep was born, so this is a wonderful opportunity to come back. They have a lot of other relations to visit in the villages in the countryside around Amritsar.

The family goes to the temple every morning to pray. The holy book is always being read in the prayer room when they walk through. But there is something else that Sandeep's dad wants him to see.

He promises that one night, Sandeep can stay up really late and go back with his parents to the temple to see the last ceremony of the day. Can you remember what that will be?

It's very dark when Sandeep and his father drive back to the Golden Temple. Just as his first glimpse of the beautiful building a few days before had amazed him, now it looks stunning in the moonlight, shimmering gold with its reflection moving gently in the evening breeze.

Sandeep stands still and listens. He can hear the sound of the fanfare that tells everyone the holy book is coming. His father knows just where to take him so that he gets the best view and, as everyone presses onto the causeway that goes out to the golden building itself, they climb the stairs and wait.

Sandeep hears the fanfare getting closer and people are coming up the steps on their hands and knees, wiping the floor with their hands.

Suddenly there is the great book, being carried on a beautiful cushion high on the head of the man. It's just like the picture you saw and Sandeep feels very excited.

He's seen Guru Granth Sahib put to bed once before in his gurdwara at home in Birmingham, but it wasn't like this. Once the book has been taken into the building followed by crowds of people, the air settles and the whole place feels calm again.



Sandeep and his father go down to the edge of the pool that surrounds the golden building and stand for a few moments watching the reflections dancing.

As they turn to walk along the colonnade back to the entrance, Sandeep sees all the people who have decided to sleep here to be close to the holy shrine. He would like to do that, he tells his father, and eventually he persuades him to phone his mother to say they will come home later.

With a great sense of joy at being here, Sandeep lies down by his father on the beautiful polished marble floor and falls asleep, listening to the quiet night sounds around him and thinking this is much better than he ever expected because he really feels he belongs here.

**For discussion:**

*Where have you been that has surprised you?*

*When have you seen a really beautiful building?*

*Where do you belong?*

## Activity Suggestions

Teaching about:

Guru Granth Sahib

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p><b>TALK</b></p> <ul style="list-style-type: none"> <li>➤ to a Sikh person about Guru Granth Sahib and The Golden Temple;</li> </ul> <p><b>VISIT</b></p> <ul style="list-style-type: none"> <li>➤ a local gurdwara and look at Guru Granth Sahib</li> </ul>	<p><b>WRITE</b></p> <ul style="list-style-type: none"> <li>➤ a question you would like to ask Sandeep about The Golden Temple;</li> </ul> <p><b>MAKE</b></p> <ul style="list-style-type: none"> <li>➤ a collection of beautiful books;</li> <li>➤ a cover for your favourite book.</li> </ul>	<p><b>FIND OUT ABOUT</b></p> <ul style="list-style-type: none"> <li>➤ temples in your area;</li> <li>➤ other sacred books and where they are kept;</li> <li>➤ what a Sikh family has to do if they have a copy of Guru Granth Sahib in their home;</li> <li>➤ Japji, the opening poem of the holy book, written by Guru Nanak.</li> </ul>



## Potential C.A.S.E. Developments

<b>Knowledge: Sacred Writing</b>					
<b>Concepts</b>			<b>Attitudes</b>		
<b>Concept of God</b>	<b>Belief</b>	<b>Symbols</b>	<b>Respect</b>	<b>Integrity</b>	<b>Enquiry</b>
For Sikhs, God: <ul style="list-style-type: none"> <li>➤ is to be worshipped;</li> <li>➤ is written about in a beautiful and precious book;</li> <li>➤ is where they belong.</li> </ul>	Guru Granth Sahib is so precious it is treated as if it were a person.  It is honoured.	Carrying the book above the head is a symbol of its importance and the reverence it is afforded.	People deserve to be respected  Some books are holy and command respect	Valuing: <ul style="list-style-type: none"> <li>➤ ceremony;</li> <li>➤ devotion.</li> </ul>	How can a book be like a person?
<b>Guru Granth Sahib</b>					
<b>Skills</b>			<b>Exploration of Human Experience</b>		
<b>Language</b>	<b>Use of Sources</b>	<b>Reflection</b>	<b>Spirituality</b>	<b>Daily Experiences</b>	<b>Emotions</b>
devotion  reverence  holy  sacred	Interrogating a photograph for information	Who teaches me?  Which is my most precious book?  How do I treat people I love?  Where do I belong?	Experiences of: <ul style="list-style-type: none"> <li>➤ devotion;</li> <li>➤ occasion;</li> <li>➤ awe.</li> </ul>	Putting the book to bed with reverence is a daily occurrence.  Japji is recited every day by Sikhs.	awe  reverence  anticipation

The photographs can be found in colour in the RE section of the Solihull Grid for learning website, [www.solgrid.org.uk](http://www.solgrid.org.uk)



# The Torah Scroll

The Torah is the most important of all Jewish sacred writing. It consists of the first five books of the Bible, the Pentateuch, sometimes referred to as the Books of Moses: Genesis, Exodus, Leviticus, Numbers and Deuteronomy. Jewish law and practice are enshrined in the Torah. It is the foundation of a Jew's faith and plays an important role in Jewish worship, both at home and in the synagogue where it is read through completely in a year.

The Sefer Torah, or Scroll of Torah is the most holy object for Jews. It is hand written on parchment, rolled onto wooden handles and decorated with symbolic objects signifying its importance. It is kept in the Ark in the east wall of the synagogue. Children may recall learning about the festival of Simchat Torah, included in the Foundation Stage Handbook. The festival, which is a rejoicing of the Torah, marks the end of one yearly cycle and the beginning of the next.

**Learning Objectives:** To give children opportunities to **know** that the Jews' sacred book is a scroll, called the Torah; **understand** why the Torah is precious; and to **be able to reflect** on what is precious to them.

## Lesson 1:

*Show pupils a yad (finger shaped pointer used when the Torah is being read) or a picture of one in use.*

What could this be?

How might it be used?

*Show a photograph of someone using a yad and reading Torah.*

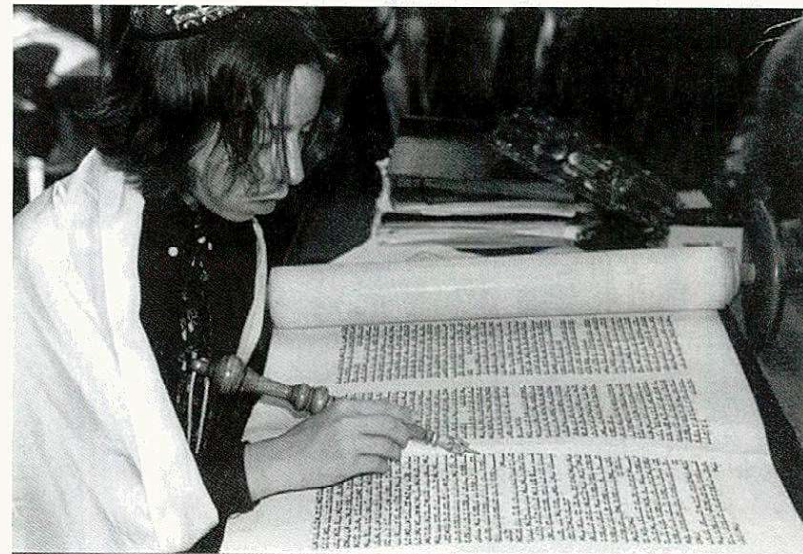
What is the person in the picture doing?

What is in the person's hand?

This long pointer which is shaped like an outstretched finger is called a yad, which means 'hand'. It is used by someone who is reading aloud, to point to the words.

Why do you think the person doesn't use his or her fingers like you do when you point to words?

What kind of book do you think he or she might be reading from?





*Show children a photograph of Torah Scrolls in the Ark in the synagogue and talk about it. Look at a miniature Torah, demonstrating how it is rolled and unrolled.*

It is very important book. It's a sacred book because it is about God. It is called the Torah.

For Jews, the Torah is precious because it tells of their history and law. Its stories are about God creating the world and acting in it through the lives of great leaders. It is so holy that the yad is used so the fingers don't have to touch the words themselves.

Whenever people come to a synagogue to worship God, someone reads aloud from the Torah. But it's not a book with separate pages like your reading book. The words are written on pieces of parchment which are joined together to make a scroll. The words are read from right to left across the 'portion'. The parchment is wound around two wooden handles called Rollers and tied with a sash, a kind of ribbon.

When it is not being read, the Torah Scroll is covered with a decorated cloth called a mantle. Bells are put onto the rollers so that everyone in the synagogue can hear the Torah and it wears a crown to show how important it is.

**For discussion:**

*Who can you think of who wears a crown? What does that show?*

*What is precious to you?*

*Do you have any important books in your home?*

**Lesson 2:**

*Show pupils a piece of Hebrew script or one or two letters from the Hebrew alphabet. The paper could be rolled to recall the scroll. Invite pupils to try to read the letter.*

These words are written in a very old language called Hebrew. Even the letters are different from the ones you are learning to read. This is the language of the Torah. Because it is so important to Jewish people, parents usually want their children to learn to speak and read Hebrew so that they can read the Torah. So, as well as learning to read their reading books at school like you do, many Jewish children of your age also learn to read Hebrew.

Sometimes when a Jewish child is given his or her first Hebrew book, it is covered with sweets and raisins to show that reading the Torah is a sweet and nice thing to do. Some parents give their children honey covered biscuits in the shape of the letters of the Hebrew alphabet as a reward when each letter has been learnt. They want their children to enjoy their learning. Most of all they want their children to worship God in the way their people have done for thousands of years.

This is a book which belongs to a Jewish child. It is used at Passover.

*Show children the Haggadah and make links to the learning about Moses (see page 25), which may follow this lesson.*

**For discussion:**

*Who helps you to learn to read?*

*What do you enjoy learning most?*

*When do you have sweets as a reward?*



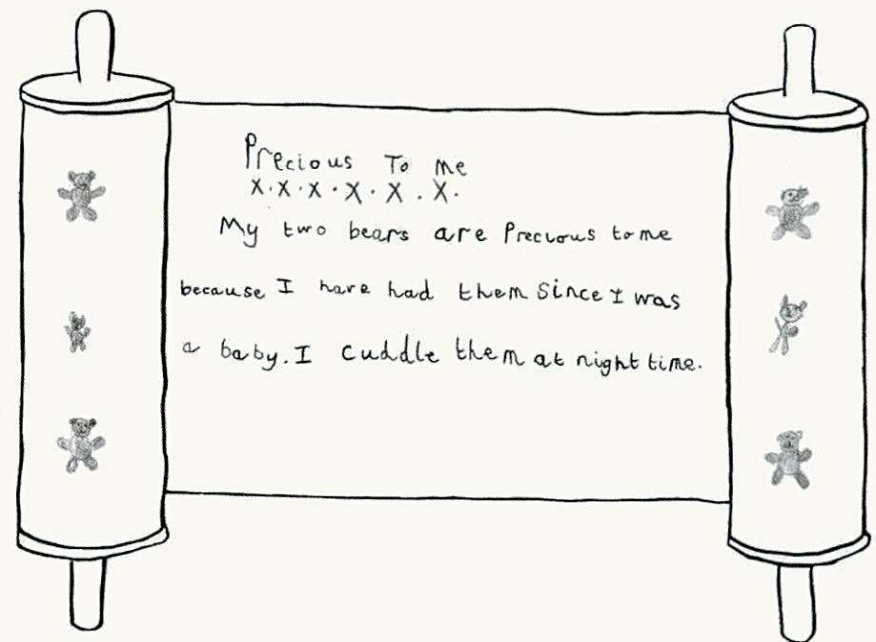
# Activity Suggestions

Teaching about:

The Torah Scroll

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p><b>MAKE</b></p> <ul style="list-style-type: none"> <li>➤ a scroll and draw or write about something inside it that is precious to you;</li> <li>➤ a yad.</li> <li>➤ moving pictures of the story of Moses as in the children's Haggadah (Link to D&amp;T curriculum 'Moving Pictures').</li> </ul>	<p><b>DRAW</b></p> <ul style="list-style-type: none"> <li>➤ a Torah scroll;</li> </ul> <p><b>WRITE</b></p> <ul style="list-style-type: none"> <li>➤ some words that are precious to you.</li> </ul>	<p><b>VISIT</b></p> <ul style="list-style-type: none"> <li>➤ a synagogue and look at the Torah scrolls in the Ark.</li> </ul> <p><b>FIND OUT</b></p> <ul style="list-style-type: none"> <li>➤ about other scripts that are read from right to left.</li> </ul>





## Potential C.A.S.E. Developments

Knowledge: Worship				
Concepts			Attitudes	
Beliefs	Symbols	Self-Respect	Integrity	Tolerance
<p>Jews believe the Torah is:</p> <ul style="list-style-type: none"> <li>➤ the word of God;</li> <li>➤ precious;</li> <li>➤ holy.</li> </ul> <p>Religion:</p> <ul style="list-style-type: none"> <li>➤ gives rules;</li> <li>➤ is inherited.</li> </ul>	<p>The way Jews treat the Torah shows how much they treasure sacred words.</p>	<p>I can</p> <ul style="list-style-type: none"> <li>➤ learn;</li> <li>➤ succeed.</li> </ul>	<p>Valuing:</p> <ul style="list-style-type: none"> <li>➤ learning;</li> <li>➤ achievement;</li> <li>➤ effort.</li> </ul>	<p>People worship God in many ways.</p>
The Torah Scroll				
Skills			Exploration of Human Experience	
Language	Empathy	Reflection	Spirituality	Emotions
<p>Torah</p> <p>Yad</p> <p>Synagogue</p> <p>Hebrew</p> <p>sacred</p>	<p>With those who:</p> <ul style="list-style-type: none"> <li>➤ learn;</li> <li>➤ succeed;</li> <li>➤ struggle to learn.</li> </ul>	<p>What is precious to me?</p> <p>How do I learn?</p> <p>Who helps me to learn?</p>	<p>Experiences of:</p> <ul style="list-style-type: none"> <li>➤ learning;</li> <li>➤ sharing.</li> </ul>	<p>curiosity</p> <p>joy</p>

*Resources:*

A Torah Scroll is available on loan from the RE Resources base at Chapel Fields Centre.

Photographs of Torah Scrolls and a Bar Mitzvah boy reading Torah are available on [www.solgrid.org.uk](http://www.solgrid.org.uk).