

Section 7:

FAITH

Creation Stories

This collection of creation stories is used to illustrate how people have always been asking questions and thinking about the origins of life. It provides opportunities for children to encounter stories from different cultures and some of their beliefs. It may highlight common concerns and values and encourage a growing awareness of the wonder and complexity of creation. There are many other stories from different cultures that could be used in addition to these which could support and extend this learning.

Learning Objectives: To give children opportunities to **know** three creation stories;
understand that creation is a mystery that has always puzzled people;
and **be able to reflect** on their own ideas of how the world began and to wonder at it.

Lesson 1

Invite the children to sit silently and listen. Play them the Om sound, repeated several times to allow for reflection.

For some people this is a sacred sound. Listen to it and it will help our story to come.

This is a story about that sound. I'd like you to imagine how this story begins. There is darkness and nothing else. Nothing has been created. The world has not yet begun. All that's there is darkness and space. But this is not a scary space. It is warm and peaceful and if you listen very carefully you may hear a very quiet humming sound. Something, somewhere, is happening. Slowly the sound gets louder, as if its coming closer, growing until it reaches out into all the space. It is everywhere and it becomes ...a word, the very first word.

Play the Om sound very softly.

Some people believe that this was the first word ever.

The word was the word of creation and it created a deep, deep rolling ocean. Then, right in the very deepest darkest water the sacred Om sound made a tiny seed. It lay there, rocked gently by the water, cradled for a long, long time.

As the Om sound rippled through the ocean, so the little seed moved and slowly rose to the surface of the water. Washed by the waves, it began to grow. It changed shape and grew bigger and bigger until it became a great egg. In the darkness it glowed with warm golden light that spread all around. The light seemed to pulse from deep in the egg, from the life inside.

Time passed to the sound of the mighty Om until, with an echoing crack, the egg split open and out came Brahma in a huge cloud of light. He was to be Creator of the Worlds. He took one half of his eggshell and threw it up above his head to make the sky. The other half he laid down and made the earth.

Brahma was full of energy. He wanted to reach out, to create and explore. He breathed in the fresh air and stretched out to discover what he could see and hear, and do and feel, and be and make. His enthusiasm was endless and he began to work, making all sorts of life on the earth and in the seas and sky. He made plants of all shapes and sizes that grew their own fruits and seeds so that more would grow. The spread over the land in wonderful shades of green, decorated with flowers. Living creatures came out from beneath the leaves, purring, roaring, grazing, creeping, climbing, leaping and chasing. And so life reached across the earth.

Brahma was delighted with the world he had created. As the years passed he moved around his wonderful world, marvelling at it all. It gave him great joy. But, amazing though his creation was, there was nothing like Brahma, nothing that could think like he could, no one to talk to and share his life with. He was lonely.

So, with great care and love, he created another being from his own body. Brahma named her Sarasvati and she was very beautiful. She became his wife and they lived happily together. Time passed and they had a son. He was called Mani. Brahma and Saravati loved their precious baby. He was part of them, yet unique. He was a new creation for the world, a thinking, caring being; the first human.

Listen to the Om sound again.

For discussion:

*Why do you think that sound is sacred to some people?
(It may be necessary to revise with children what 'sacred' means)*

What do you think of the idea that such an enormous and complex world should start with a whisper?

I wonder what it would feel like to be alone in the world?

What made Mani different from anything else Brahma had created?

If you were the first person in the world what would you do?

Lesson 2

People have always looked at the world around them and wondered about how it came to be. No one knows for certain and so there are many creation stories from all over the world. They have been told over and over again as people look and question, think, imagine and try to explain. We've already heard about some Hindu ideas. Here is another story.

Light the story candle or invite children to hold ribbons on the story hoop. Explain this will help them all find the story.

This story has been told many, many times, too many to count. It began in the hearts, and round the campfires, of a group of North American people called the Crow People. They lived on the great flat plains of land, often in tipis. They moved around the plains, following herds of buffalo to find food.

The Crow People believed there was a Great Spirit Chief who made the earth and who gave life to all of creation. He sent the wily Coyote, the prairie wolf, to finish creating the world for him. Coyote made plains and mountains, seas and rivers, jungles and forests, hot, dry grasslands and icy terrain. Day and night Coyote worked until everything was in place and the world was peaceful.

Finally, one night, Coyote looked around him with great satisfaction. It was finished, almost. The great round moon lit up the night sky and tiny stars sparked in the darkness. Snow topped mountains towered over the forests that were home to so many different living things. Now Coyote could rest for the night.

He came to the clearing where all the Animal People, the first to be created, were gathered in a circle.

"Well," he said to his attentive audience, "I will rest now as tomorrow I have the greatest challenge yet. I am going to make the New People." The sleepy animal people around him sat up suddenly alert again. What were these new creatures? It sounded very interesting.

The next day the animals were eager to see what Coyote was going to do and to join in. Coyote wasn't sure that was what he wanted. Everyone had a view as to what this new animal should be like. They all sat in a circle and began to speak.

"I think the new people should have a good nose like mine to help them find food," said Fox. "They'll have to have food to live."

"Oh no," said Owl, "they'll need excellent eyesight for hunting."

"Swift flight and a sharp beak like mine is best for that," interrupted Hawk.

"What about fast legs to escape with?" said Deer, looking nervously about.

"No, if they could stand on two legs, then their other legs would be free to crush things," growled the big brown Bear.

"Well, one thing is for sure, the New People will have to be very clever and far more cunning than any of you," chuckled Coyote.

"Just like you, you mean," responded the other animals, laughing amongst themselves. Coyote rolled his eyes. All the animals had described themselves, especially the parts that they found the most useful or that they thought made them unique.

"No, no, no!" howled Coyote. "What we need is something different, an animal that has never been seen before. One that combines our best features. Let us each use our ideas and create a model and the best one will be made into the New People."

So the Animal People went down to the river, scooped up clay and began to shape their models. They worked carefully, thinking of what would go to make the very best person. On and on they worked. Coyote looked up from his model from time to time. Gradually the other Animals finished and lay down to sleep. When they were all fast asleep Coyote, acting with his usual cunning, went down to the river and, scooping up some water, he poured it over all the other models. Soon there was nothing left but little heaps of clay.

Some distance from them stood Coyote's own models. He had made a man and a woman. He bent forward and breathed life into each one and then watched as they appeared to wake from sleep, stretch and look around them and then go down to the river to wash themselves and drink the water.

When the other animals woke in the morning they realized they had been tricked and Coyote had made the New People, as he wanted them to be.

"I wonder," mumbled Bear. "Did he make them as clever as he is, or are they even cleverer?"

Blow out the story candle or remove the hoop.

For discussion:

What do you think is the answer to Bear's question?

What strengths do people have that animals do not?

Which of your strengths could be used in a New Person?

If you were creating a New Person what would he or she be like?

Lesson 3

How do you think life on earth began? Here are some more ideas. This is a story from the other side of the world. It is a Dreamtime story, which comes from the Australian Aborigines. For them this is a story that never ends because Dreamtime goes on for ever. The sun is important in this story, so let's light the candle to remind us of the sun and help the story to come to us.

Light the story candle.

At the beginning of time, the whole world was asleep and dreaming. There was nothing to be seen, all was silent and still. Then, with a sigh, the Father of all Spirits stretched out and woke the Sun Mother. She blinked and, as she moved, the light began to spread in the sleeping darkness. She looked around her and as she peered down she saw a dry, dusty earth.

"How sad that there is no life there; what a cold and lonely place," she thought. The Father of all Spirits looked at her and it was as if he read her thoughts.

"Let us bring life to the place," he said. With joy in her eyes the Sun Mother embraced the earth. Her warmth and light awoke the cold ground and plants began to grow. She explored the new green life and as she drew deeper into the sleeping earth. In a dark and chilly cave she found small creatures asleep in the cold. She looked at them with fondness and her soft kiss brought warmth to their bodies and they awoke.

Insects came, wet, from their cocoons and webs and nests, and into the sunshine to dry and fly freely.

As she moved deeper into the earth, so the Sun Mother found many different creatures. She marvelled at them all and stroked them gently. As they awoke, they followed her up towards the light. She melted the ice, and oceans, rivers and streams began to flow and teem with life.

The Sun Mother spoke to all the creatures and living things that she had awoken and her voice reached out across the earth. She knew she must return to the sky so she blessed them.

"Although I must go back to my home, my warmth and light will always be with you. Enjoy the earth and live in harmony together. When the time comes for you each to fall asleep again, your bodies will turn to dust but your spirits will live on to dream in peace until they wake again and are blessed with new bodies." Then, smiling at them all in a radiant glow of light, she sent them to different parts of the earth to find their homes.

The creatures settled into their new lives and for a while all was well and they lived harmoniously side-by-side. But as time went on, the animals became dissatisfied; they were no longer content with their lives. They wanted to change their bodies, move in different ways, live in different places. They argued and bickered with each other. The peace crumbled.

The Sun Mother looked down once more and felt very disappointed. Every creature had seemed so good. She returned to the earth to sort out the problem. She called the arguing creatures together.

"I am disappointed that you don't like yourselves the way you are," she said. "Today you will have the chance to change yourselves to be how you would most like to be."

The animals were delighted and let their imaginations run riot. Even the Sun Mother was surprised by what she saw. She watched in amazement as the kangaroos grew a pouch and a long and powerful tail, and fish with wings flew above the waves and squirrels flew from tree to tree. One insect made itself look just like a stick, so she could hardly see it while another made her stop in her tracks.

The platypus was quite the strangest creature. To help it swim, it now had webbed front feet, a duck's beak and a tail like a beaver. It was furry like a cat and could cuddle and feed its babies. Its sharp claws could burrow in the sand to make holes to lay its eggs. Amazing!

The Sun Mother looked at the creatures and decided they were so beautiful in their new creations that they should remain that way and that's how they have stayed to this day. She thought for a while longer and then made a decision. She would make a new creature and it would be the greatest of all. In a burst of light from her own body she bore two children. They were the morning star and the morning. They grew and when the time was right they had two children of their own.

The Sun Mother sent her grandchildren down to the earth. They were the very first man and woman and the Sun Mother watched over them lovingly. She blessed them as she had blessed the earth with her light and warmth. Then she said, "You are created above all living things to care for the earth, for you are joined in a sacred bond. Live together in peace and when your lives are at an end, your spirits will not die but live for ever as stars looking out on the beautiful world."

And the man and the woman went out into the world together. They looked around and they loved what they saw.

Blow out the story candle.

For discussion:

Which creatures amaze you and why?

What do you think about the Sun Mother's words to the man and the woman?

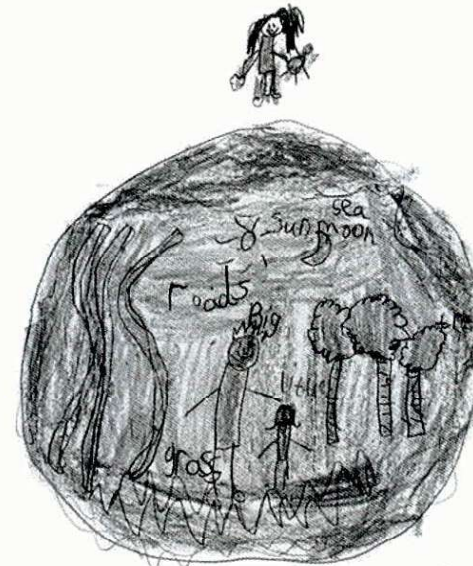
What do you think she might have meant by 'spirit'? I wonder what was the 'sacred bond'?

It what ways do you think the world is a beautiful place?

What will help it stay that way?

How do you think creation began?

Draw the lesson together by reviewing what children have learned about creation so far and explore with them the ways in which they can help to keep the world beautiful.



Lesson 4

We've heard three stories about creation. All of these stories are very old. They have come from different parts of the world and they show us how people have always looked around them and wondered how life on earth began.

Some people believe God made it, and the creatures in it. Each of these stories has a creator, a 'God' figure, in it but people give the creator different names. There are many more stories that are different again. They can't all be believed by everybody, can they?

And now we know much more than ancient people did about space, and scientists are finding out more every day. But whatever people believe, there is one thing that everyone can agree about; it is a wonderful world! And however much we know about it, it still remains a mystery.

I wonder what you think about the mysteries of creation and the miracle of life?

Invite children to talk about their own ideas and then use them in a collaborative story-making opportunity, involving all the children, called 'Our Creation Story'.

Activity Suggestions

Teaching about:

Creation Stories

Number of lessons: 4

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>MAKE</p> <ul style="list-style-type: none"> ➤ a sound story about Brahma's creation; <p>LISTEN</p> <ul style="list-style-type: none"> ➤ to music such as Stravinsky's <i>The Rite of Spring</i> that illustrates the creative process. <p>GO</p> <ul style="list-style-type: none"> ➤ for a walk in the local environment and find one living thing to study and focus on how it is made. 	<p>ILLUSTRATE</p> <ul style="list-style-type: none"> ➤ in some form something that you think is beautiful about the world. <p>DRAW</p> <ul style="list-style-type: none"> ➤ or make a new animal or person. <p>WRITE</p> <ul style="list-style-type: none"> ➤ a poem about your favourite animal. <p>RECORD</p> <ul style="list-style-type: none"> ➤ your observations of nature in some way so that other people can see how amazing each creation is. 	<p>READ</p> <ul style="list-style-type: none"> ➤ some other creation stories; <p>FIND OUT</p> <ul style="list-style-type: none"> ➤ about some of the creatures in the stories. ➤ about North American Peoples and their stories. <p>FIND</p> <ul style="list-style-type: none"> ➤ North America and Australia on a world map.

Potential C.A.S.E. Developments

Knowledge: Faith					
Concepts			Attitudes		
Concept of God	Beliefs	Symbols	Integrity	Ecological Responsibility	Enquiry
For many people, God: ➤ created the world and all life in it; ➤ has different names	Religion: ➤ answers puzzling questions;	Stories can be symbols of lots of different ideas.	Valuing: ➤ creation; ➤ the natural world; ➤ stories; ➤ mystery.	The natural world deserves respect and care; We all have a responsibility to look after creation.	Where did the world come from? How did life begin? What do stories mean?
Creation Stories					
Skills			Exploration of Human Experience		
Language	Empathy	Reflection	Spirituality	Relationships	Emotions
Creation mystery	With those who: ➤ wonder; ➤ love the natural world; ➤ abuse nature because they do not understand how important it is to us.	What do I think is the most wonderful aspect of creation? If I created something, what would I like it to be?	Experiences of: ➤ creation; ➤ natural beauty; ➤ mystery; ➤ wonder.	People tell stories from one generation to the next to help them understand mysteries about life. The stories are understood; They do not need to be actually true to be valuable.	Wonder Amazement Concern for the world

Joshua

Old Testament Joshua 1-6:26

Joshua was Moses' successor and led the people of Israel into the land that God had promised them. After the turbulence of their forty years in the wilderness under the leadership of Moses, the people needed another strong leader to follow. Joshua's robust and determined style suited them. His unshakeable faith in God enabled him to establish them in their new homeland. However this story raises difficult moral issues which makes it more appropriate for more able children.

Learning Objectives: To give children opportunities to **know** the Old Testament story of Joshua;
understand something of what it might mean to have faith in someone;
and to **be able to reflect** on who they have faith in.

This is a story about how the people of Israel came to find their homeland.

Light the story candle

God had promised Moses that he would lead him and the people who had escaped from Egypt with him, to a land of their own. For forty years the people, who lived in twelve great groups or tribes, walked through desert lands and faced many difficult and dangerous times. At last, when Moses was a very old man, God led him to the top of a mountain and showed him the land beyond.

"This is the land that I have always promised your father and grandfather. Now you may see it for yourself, but you will not walk there yourself. It will be the land for your children," said God. Moses died not long afterwards, knowing that he had done what God had asked of him and brought the people of Israel to their promised land.

The people were very, very sad when Moses died for he had been their leader and shared in their lives and hopes for so long. He had been faithful to them and to God. But God gave them a new leader called Joshua. God spoke to Joshua to tell him what he wanted him to do.

"Before you is the great River Jordan," said God. "Take all my people over the river to the land beyond. All the ground that you walk on, as far as the River Euphrates, will be yours. No one will be able to oppose you and defeat you. I will be with you as I was with Moses. Be strong and of good courage. Be wise and keep the laws that I gave to Moses, then all will go well for you. Do not be frightened for I will be with you wherever you go."

Joshua called the officers of the people together and told them what God had said. "Go and tell this to all the people," he said. "Tell them to be ready to cross the River Jordan to our new home." Joshua explained that the men who were soldiers would lead the way and take possession of the land, overpowering those who stood in their way, until everyone was settled and each tribe had its own area of land in which to live.

While the people got ready to move on Joshua sent two men as spies across the river to explore the land, especially the great city of Jericho. When the two men reached Jericho they spent the night in the house of a woman called Rahab. The king knew that Joshua's army was not far away and had heard that the spies were at Rahab's house. He sent a message to Rahab

"The men in your house have come to spy on our land. Bring them out." But Rahab did not betray the men. "They did come to my house," she said, "but they left at sunset, before the city gate closed. If you go quickly you may just catch them."

The king and his men did not suspect what had really happened. Rahab had hidden the men under some stalks of flax that she was drying on the flat roof of her house. When she went to see that the men would be comfortable for the night, Rahab spoke quietly to them.

"I believe that God has given you this land," she whispered. "We heard here in the city how God dried up the Red Sea so that you could escape from Egypt. Then we heard how you killed the two Ammorite Kings, Sihon and Og. We have no courage left. Your God is the God of heaven and earth and we will not stand against your fierce army. Please, when you come to our city keep my family safe as I have kept you safe."

The two men understood her fears. "If you tell no one about us then, when we come to the city, gather all your family into your house and keep them inside. Hang a scarlet thread in the window of your house then we promise you will all be kept safe."

Before day break Rahab helped the spies to escape. Her house was built into the city wall and she lowered them on a rope out of a window down to the ground.

"Go into the hills and hide there for three days until the King's men return from searching for you. Then go back to your people," Rahab told them. As they left Rahab tied the scarlet thread in her window.

After hiding in the hills for three days, the men crossed back over the river to Joshua. He was waiting eagerly for their news. When they told him what had happened, Joshua was reassured that God was with them and the land would soon be theirs.

Early the next day Joshua gathered the people and they set off towards the great River Jordan. As they came towards the river Joshua stopped them and told his officers to instruct the people to prepare themselves because the next day God would perform a great miracle. The people were to follow the priests who were carrying the Ark of the Covenant. The Ark was a big box that was carried between poles. Inside the box were the stone tablets on which were written the laws that God had given Moses to help the people live safely and peacefully together. The people were not to walk too close, for the Ark was sacred.

Then God spoke to Joshua. "This is a very important day. I will show everyone that I am with you, Joshua, just as I was with Moses, and I will help you. Tell the priests to bring the Ark of the Covenant to the banks of the river and to wade in."

They did as God told them. Then Joshua said to the people, "Listen to what God has to say. He will drive out all the people before you. You will know that God is with you when the Ark crosses the Jordan in front of you. When the priests put their feet in the water the river will stop flowing and will pile up in one place."

The people were amazed as it was harvest time and the river was bursting its banks and rather dangerous. But it happened just as Joshua had said. The people could hardly believe it as they walked across the dry riverbed, past the priests who stood midway across the river with the Ark of the Covenant.

When everyone had crossed, God instructed Joshua to tell each tribe of people to choose one man to go to the place where the Ark was and to pick up a big stone and to carry it on his shoulder and return with it to the riverbank. The stones were to be carried to their camping place and set down there. Then Joshua said, "These twelve stones will remind everyone now and in years to come what happened here."

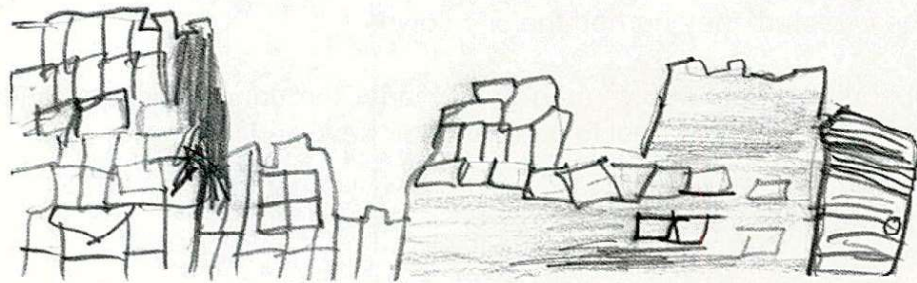
Joshua also set up twelve stones in the river where the priests were standing and they remain there. When all this had been done and all the people had hurried across and were safely on the other side, the priests continued across the river and the water rushed back over the riverbed and became a torrent once more.

As the people settled down to camp, they looked at the twelve stones that Joshua had laid and knew they would always be a reminder of the way God had helped them. Just as God had dried up the Red Sea for them, so God had dried up the River Jordan and once more taken them to safety.

Joshua spoke to the people. "All the world will see just how great God is and so you must praise and be obedient to him for ever."

The people had faith in Joshua so they listened and nodded.

Blow out the candle



For discussion:

How do you think the people felt before they crossed the river and then when they reached the other side?

Why do you think it was important that the Ark of the Covenant went in front of all the people?

What did the stones remind people of?

What do stones remind people of today?

Why do you think the people had faith in Joshua?

Who do you have faith in?



Lesson 2

What important things can you remember about the story?

How do you think the people might have been feeling?

Here is what happened next.

Light the story candle.

Joshua set off to lead the people onwards into their new homeland. Behind the Ark of the Covenant came a great army of soldiers, gathered from the tribes, ready to fight with anyone who challenged their right to come and live in the land. Slowly the great crowd of people began to journey together. They stopped to spend time celebrating the Passover, remembering the time when God kept them safe in Egypt.

While they were camping, a strange thing happened to Joshua. He was standing looking towards the city of Jericho when, suddenly, he saw in front of him a stranger. Joshua walked up to him. "Are you one of our soldiers or an enemy?" he asked. "I am neither," replied the man. "I have come here as the commander of the Lord's army."

Joshua threw himself down in front of the man and worshipped him. "I am your servant. Tell me what you want me to do," he said. The commander of the Lord's army said, "Take off your sandals because you are standing on holy ground." And Joshua did as he was commanded. He knew he would always do as God had asked.

Joshua and his army began to get ready to attack the city of Jericho. No one was allowed in or out of the city. The great gates were barred and the people inside were terrified of the enemy they knew must be outside, coming closer and closer. But God spoke to Joshua to tell him what to do.

"I have put the city of Jericho with its king and its brave soldiers into your hands, Joshua. You and all your army together must march round the city once a day for six days.

Seven priests will walk in front of the Ark of the Covenant sounding their trumpets. On the seventh day you must all march round the city seven times while trumpets sound. When the priest blows one long note, that will be a signal for all the people to shout. Then the wall of the city will fall down and you and your whole army can march in."

Joshua did just as God had told him. Each day for six days they marched around the city walls. The trumpets rang out but the soldiers made not a sound. At daybreak on the seventh day, Joshua spoke to his army and told them the plan.

"All the people and animals will be killed except for Rehab and her family. All the treasures that you find must be put to one side for they will be put in God's treasury."

And so the army marched seven times round the city, led by the priests blowing their trumpets. At the end of the seventh circle Joshua ordered his army to shout. At the deafening sound the walls collapsed and the army went into the city. Rahab and all her family were safe but when Joshua and his army had taken what they wanted, they burned the city down.

Joshua became known as a great leader throughout the land and led the people of Israel to settle in their new land.

Blow out the candle.

For discussion:

What made Joshua a good leader?

Why did the people do as he said?

What do you think made the walls of Jericho fall down?

How do you feel about Joshua and his people taking the land?

When might it be right to take someone else's land?

If you were God, how do you think you might feel at the end of the story?

What questions does this story make you want to ask?



Activity Suggestions

Teaching about:

Joshua

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>RETELL</p> <ul style="list-style-type: none">➤ the story through drama and music. <p>LEARN</p> <ul style="list-style-type: none">➤ the song 'Joshua fit the battle of Jericho' Alleluya A & C Black 70	<p>DRAW</p> <ul style="list-style-type: none">➤ and label a story board of this epic.	<p>FIND OUT ABOUT</p> <ul style="list-style-type: none">➤ how Joshua and his people lived, their way of life, their tents, homes and cities, what they would wear and the weapons and instruments they would have used in the battle.

Potential C.A.S.E. Developments

Knowledge: Faith					
Concepts			Attitudes		
Concept of God	Beliefs	Morality	Integrity	Social Responsibility	Enquiry
In the story, God: <ul style="list-style-type: none"> ➤ spoke to Joshua; ➤ gave land to the people; ➤ made the city wall come down; ➤ kept Joshua and the people safe. 	Belief in God gives people courage.	Is it right to take land from other people? Is it right to kill people?	Valuing: <ul style="list-style-type: none"> ➤ faith in God; ➤ faith in a leader; ➤ courage. 	Joshua: <ul style="list-style-type: none"> ➤ helped his people. ➤ did as God told him; ➤ saved Rehab. 	How did the river stop flowing? Why did God tell Joshua to kill people? How did the wall fall down?
Joshua					
Skills			Exploration of Human Experience		
Language	Empathy	Reflection	Spirituality	Emotions	
Faithful	With those who: <ul style="list-style-type: none"> ➤ are strong; ➤ are weak; ➤ lose their land. 	Who do I have faith in?	Experiences of: <ul style="list-style-type: none"> ➤ leading; ➤ following; ➤ having faith. 	fear uncertainty faithfulness	

Elijah

Old Testament: 1 Kings 17:1 - 19:15

Elijah was one of the Hebrew prophets charged with the responsibility for bringing the king and the people of Israel back to God. The story raises the issue of how God might communicate with people.

Learning Objectives: To give children opportunities to **know** the story of Elijah
understand that some people believe God speaks to people;
to be **able to reflect** on how it feels to be silent.

Lesson 1

Begin by establishing a calm and peaceful atmosphere. Suggest to the children that they might close their eyes to help them focus on the story.

Today I am going to tell you a story from the Bible about God and a prophet called Elijah. This story happened a very long time ago.

Affirm the children's understanding of the word 'prophet' as someone who was used by God to give important messages to people.

Light the story candle.

Elijah was fed up and a bit cross. He was trying to do what God wanted him to do. He had prayed to God and listened to what God said to him. Then he gave the people of Israel God's message. But most of the time the people did not listen to him and forgot about God. Even the king and queen did not do what God said.

There were many bad things happening in Israel; people were killed, the rain stopped so that the crops wouldn't grow and people were very hungry. Elijah told the king, "You have made God angry because you don't listen to him."

The king did not want to hear Elijah's words anymore so he sent his soldiers to find Elijah and kill him.

When Elijah found out they were after him, he ran away. He journeyed through deserts and mountains until he found a place to hide. This was a mountain called Mount Horeb and it was in the middle of nowhere. Elijah was tired, cold and very hungry and, because it was night time, he crept into a cave. While he was there he heard God speak to him.

"Elijah, why have you run away?"

"I have always listened to you, God. I have told the people to listen to you and to stop doing wrong things. They didn't listen to me and they kept on killing the people who were on your side. Now I am left alone and now they want to kill me."

“Go and stand outside, on the mountain, and I will come to you and tell you what I will do.”

Elijah went outside, but he felt afraid because he knew that God was powerful. He believed that God had control over everything in the world. He also believed that God was so angry with the people that he might send an earthquake or a great hurricane or a giant flood to swallow the people up. He had seen how great the power of God could be and now Elijah was frightened.

He stepped out of the cave and stood on the mountain.

Blow out the story candle.

For discussion:

Why did Elijah feel afraid?

When do you feel afraid?

Elijah believed God was powerful?

Who do you know who is powerful?

Lesson 2 :

Recall, with the children's help, the story so far.

What do you think will happen when God comes to Elijah?

Light the story candle.

When Elijah stepped out of the cave and on to the mountain, a great and powerful wind came. It roared so loudly and Elijah was blown back against the cave and the rocks started to break up and crash down.

“Was God in this wind?” wondered Elijah. But as he curled up to protect himself from the blast, he knew that this was not God.

The wind stopped and Elijah felt the quiet cover him. But then he heard another noise. It was a rumbling sound and it came from under his feet. It was a terrible earthquake that shook all the ground around him. Was this how God would send his message?

But God was not in the earthquake.

At last the earth was still again, but then Elijah could hear another noise. There was a loud crackling sound that grew louder and louder as a fierce fire swept across the mountain. The flames were so large and angry that they reached up to the sky. Then black clouds of smoke swirled all around him so that his eyes stung and his body felt the heat of the fire. Elijah pressed back into the cave to get away from the burning fire.

Was this how God would talk to him?

But God was not in the fire.

Then all around him became quiet. It was so silent that everything became still. Elijah could hear the sound of his own breathing.

He walked out of the cave on to the silent mountain. He stood still and quiet. And then he heard it. It was a soft whisper of a voice and Elijah knew that it was God. He felt great peace.

God had come to him in the silence and Elijah listened to what God wanted to tell him. God had a job for Elijah.

Blow out the story candle.

For discussion:

If God were to speak to you, what would you like God to say?

When is it good to be silent?

What can you do when you are silent and still?

When you are silent and still (like you are now) you are listening and thinking.

How might God speak to people today?

Activity Suggestions

Teaching about:

Elijah

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>DESIGN AND MAKE</p> <ul style="list-style-type: none"> ➤ the story of Elijah on Mount Horeb into a cartoon, using four pictures, captions and/or speech bubbles; <p>DRAW</p> <ul style="list-style-type: none"> ➤ or paint loud/silent pictures. 	<p>ASK</p> <ul style="list-style-type: none"> ➤ the children to imagine a world that is completely silent, a world that is so silent that they can hear sounds that they would not normally hear. Perhaps they can hear the sounds that insects make. What kinds of sounds might they hear? <p>WRITE</p> <ul style="list-style-type: none"> ➤ a poem entitled 'Silence'. 	<p>FIND OUT</p> <ul style="list-style-type: none"> ➤ about God speaking to people: <ul style="list-style-type: none"> • through angels (Muhammad) • in dreams (Joseph)

Potential C.A.S.E. Developments

Knowledge: Faith					
Concepts			Attitudes		
Concept of God	Beliefs	Self-Respect	Integrity	Enquiry	
In the story, God: ➤ came in the silence; ➤ spoke to Elijah.	Faith makes some people: ➤ listen; ➤ hear God; ➤ speak out.	I can listen.	Valuing: ➤ silence; ➤ calm.	Does God speak? How might God speak?	
Elijah					
Skills			Exploration of Human Experience		
Language	Empathy	Reflection	Spirituality	Daily Experiences	Emotions
God silence prophet	With those who: ➤ listen; ➤ are quiet; ➤ long for silence.	When do I feel afraid? Where am I silent? Who talks quietly to me?	Experiences of: ➤ the still, small voice in the silence.	Some people spend some time every day in silence, listening for God.	fear anticipation

The Story of Jairus's Daughter

New Testament: Mark 5: 21-43, Matthew 9: 18-26, Luke 8: 40-42 and 49-56

The story of the healing of the daughter of a Jewish official is a miracle story, full of mystery. It presents a divine, supremely compassionate Jesus in whom Jairus's faith is unshakeable. Like so many of the healing miracles, it is faith which provides the context and the means. Such a story of faith offers the child the chance to see hope in desperate situations. The miracle cannot be explained; it can only be wondered at. Furthermore, the story offers a context to explore what it might mean to have faith today, both for religious people and those who do not hold religious beliefs. The capacity to have faith, in terms of belief in oneself and in the inherent goodness of creation and a positive outlook on life, is an essential aspect of human development. Faith is a person's way of reflecting on his or her own life in relation to others and the world, within a landscape of shared meaning and purpose.

Learning Objectives: To give children opportunities to **know** the story of Jairus' daughter;
understand that, for some people, faith changes their lives;
and to **be able to reflect** on what mysteries in life they believe in;

Lesson 1:

The story of Jesus is told in the second part of the Bible called the New Testament. In the stories, wherever Jesus went people wanted to see him. They wanted to listen to him, talk to him, be close to him and see how he cared for people. He behaved in a kind and loving way, listening, talking, questioning, telling stories, teaching about God.

Jesus touched people; sometimes he touched their hearts with words when he made them think carefully about things that were important to them. Sometimes he touched them with his hands and blessed them and healed them. If they were ill he made them well again.

This was an amazing thing. No one quite understood how it happened but many people came to see Jesus to ask him for help and to see him. Sometimes he did amazing things that are described as miracles.

We're going to hear one of these stories, and to help us to find the story, I'm going to light the story candle.

Light the story candle.

One day Jesus returned from teaching on the side of the great lake where he often taught. People had been waiting for him, looking forward to seeing him and hearing what he had to say. As Jesus stood in the crowd talking, there was a bustling and people moved aside as a man hurried to make his way to Jesus.

They recognised him as Jairus, an important man from the synagogue, the place where they often went to learn about God. But it wasn't just this that made them step out of his way; it was the expression on his face. He looked so worried, so upset and frightened.

Jairus believed only Jesus could help him now. He threw himself down at Jesus feet and begged Jesus to come to his house because his only daughter, who was twelve years old, was ill: very, very ill and possibly dying. Jesus began to make his way to Jairus' house. It wasn't easy to hurry because of all the people crowding around them, wanting to be near Jesus. While Jesus was talking to a woman, touching and healing her, a messenger came from Jairus' house.

"Your daughter has died. You don't need to bother Jesus any more," said the messenger. But Jesus heard what the messenger said. Putting his hand on Jairus shoulder he said, "Don't be afraid; only believe and she will be well."

When Jesus arrived at Jairus' house there was the sound of crying. Everyone was broken hearted. Jesus said, "Don't cry, she is not dead but sleeping."

Despite their sorrow everyone laughed at Jesus because they knew that the little girl was dead. Jesus took Jairus and the little girl's mother along with Peter, James and John, his close friends, into the house while everyone else remained outside. Kneeling down beside the girl, Jesus held her hand gently in his.

"Little girl, get up," he said. Immediately she got up from her bed. Jesus told her astonished parents to give her something to eat. All those in the room were amazed. It was wonderful, but Jesus told them to tell no one what they had seen.

Blow out the story candle.

For discussion:

What do you think about this story?

If you could ask Jesus a question about this, what would you ask him?

Some people think that what Jesus did was a miracle. What do you think they mean?

In the story Jesus showed how much he cared about how individual people felt. What did he do that was kind?

How can you tell when someone needs you?

How do you care for people when they are ill or need you?

Lots of people believe in God and feel that their faith helps them. For some people, Jesus shows them how to believe, and stories like this one are very important to them. But there are many other stories, and teachings of prophets and gurus, that help people to have faith in God, in many different ways. Their faith is real to them and it guides their lives.

But all people have faith. Faith is about believing and everyone has some important beliefs in his or her life. Beliefs change and grow with people as they learn and have different experiences. Faith does not only mean believing in God; faith helps people to know who they are and how to live their lives.

Lesson 2:

Do you remember in the story, Jesus told the people to tell no-one what they had seen?

What had they seen?

Prompt children to recall the story.

It was such an amazing thing to have happened. People called it a miracle and they couldn't stop talking about it. No-one could understand.

In the story, even the king came to hear about very puzzled and wanted to find out more about this Jesus. How could this man be making people who were dead, alive again? How could anyone imagine that this would possibly happen?

Jairus did. Jairus' faith in God led him to believe that Jesus could help his daughter. Jairus was amazed at what he saw but Jesus had told him to believe and this was what had happened. Some people believe that Jesus still heals people today in many different ways. This never stops being a mystery.

For discussion:

What do you believe in?

How does that make you feel?

What do you think it means to be healed?

What makes you feel better?

This theme is explored further in Our Lady of Lourdes on page 364.

Activity Suggestions

Teaching about:

Jairus's Daughter

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>MAKE</p> <ul style="list-style-type: none"> ➤ a card for someone who is ill; <p>TALK ABOUT</p> <ul style="list-style-type: none"> ➤ how everyone will have different ideas and how wonderful and important that is. <p>HOT SEAT</p> <ul style="list-style-type: none"> ➤ Jesus or Jairus and explore how he is feeling throughout the story. (This could be a 'Teacher in Role' activity) 	<p>COLLECT</p> <ul style="list-style-type: none"> ➤ ideas about ways we can show others we care for them. 	<p>TALK ABOUT</p> <ul style="list-style-type: none"> ➤ other stories in which Jesus healed people; ➤ believing and what it means to different people.

Potential C.A.S.E. Developments

Knowledge: Faith					
Concepts			Attitudes		
Concept of God	Beliefs	Self-Respect	Enquiry		
Christians believe: <ul style="list-style-type: none"> ➤ in the miraculous power of Jesus; ➤ that God hears their prayers; ➤ that God heals. 	Faith: <ul style="list-style-type: none"> ➤ makes people certain; ➤ allows belief in the impossible; ➤ offers hope. 	I can: <ul style="list-style-type: none"> ➤ have hope; ➤ be certain; ➤ wonder. 	How did Jesus do it? What does it mean to die?		
The Story of Jairus's Daughter					
Skills			Exploration of Human Experience		
Language	Empathy	Reflection	Spirituality	Emotions	
miracle death faith	with those who: <ul style="list-style-type: none"> ➤ are sad; ➤ have faith. 	What am I certain about? What has ever amazed me? What mysteries in life do I believe?	Experiences of: <ul style="list-style-type: none"> ➤ healing; ➤ being certain. 	distress hope expectation joy	

Saint Nicholas

Nicholas was born during the third century in Patara, a village in what is now Turkey. His wealthy parents, who raised him to be a devout Christian, died when he was still young. True to his Christian beliefs, Nicholas used his whole inheritance to assist the needy, the sick and the suffering. He dedicated his life to serving God and was made Bishop of Myra while still a young man. He became known throughout Europe for his generosity and his love for children. Within a century of his death, he was celebrated as a saint. The anniversary of his death, December 6th, has become known as St. Nicholas Day. This is an important day in the year for many countries of Europe, being the primary gift giving day of the Christmas season. This day is celebrated in many different forms in different parts of the world.

St. Nicholas became synonymous with Santa Claus in America during the 17th Century. The jolly Father Christmas image received a big boost in 1823, when the poem *A Visit from St. Nicholas*, now better known as *The Night Before Christmas*, was published.

Learning Objectives: To give children opportunities to **know** the story of St Nicholas;
understand the importance of giving and the links between the story of St Nicholas and Santa Claus.
and to **be able to reflect** the best gift they have ever been given.

Lesson:

Show children the bishop doll and talk about it.

What can you see?

What is he wearing?

What is he holding?

What do you think these things tell us about him?

What kind of man do you think he is?

Show the children a photograph of the statue of St. Nicholas as the Bishop of Myra and invite them to identify the similarities and differences between this image and the doll.



This is a doll made to look like a bishop to help children learn. It is pretend but the statue in the photograph is of a real bishop. A bishop is an important man, a Christian priest, who dedicates his life to serving God. This bishop is better known as St. Nicholas in many parts of the world. He is remembered because he was a kind and generous man who gave all he had to other people.

I am going to tell you a story about him. This story has become a legend.

Light the story candle.

A very long time ago (1600 years ago) in a country called Turkey, there lived a man called Nicholas. He was young and rich, but he was also very kind. His parents had bought him up as a Christian to love and follow Jesus.

Jesus told people to give money to the poor and that is what Nicholas wanted to do. There were so many poor people living in his town that he felt sad and he decided that he was going to share his riches with them. He sold everything he had so that he could give money away.

There was a very poor family who lived near him. It was a man and his three daughters, who were all beautiful. The daughters found many men who wanted to be married to them, but sadly they couldn't marry, because their father was too poor to give their husbands a gift. In those days a girl couldn't get married unless her father gave a gift to her future husband.

Nicholas saw what was happening and, when the eldest daughter wanted to be married, he thought of a plan. He went out at night and he threw a bag of gold coins down the chimney of the poor man's house. It fell on the daughter's stockings that were warming by the fire. She was able to marry after all!

Nicholas did the same thing again when the second daughter was about to be married. She had some gold coins to give her husband too. Nicholas never told anyone that he was the generous person who was making the family so happy.



When it was time for the poor man's third daughter to be married, Nicholas went out again on a cold night, wrapped in a dark cloak, and once more, he threw a bag of gold coins down the chimney. This time the girls' father was hiding in the darkness. He saw that the kind giver was Nicholas. The poor man thanked Nicholas with all his heart. However, Nicholas made the father promise that he would never tell anyone what he knew.

Later, Nicholas became a bishop, but he kept on giving for the rest of his life. He often gave gifts to the children of the town too, leaving toys and food on their doorsteps. After he died, the people called him Saint Nicholas because of his goodness. And that is how people all over the world know him and remember him.

Blow out the story candle.

Many people remember him on a special day, St. Nicholas Day.

For discussion:

Why do you think St. Nicholas is remembered?

Why do you think that many people celebrate what Nicholas did at Christmas time?

Who can you think of who is like St. Nicholas? (Draw out the links with Santa Claus)

Who gives you gifts?

To whom do you give gifts?

Jesus also said, "It is better to give than to receive." What do you think that means?

What is the best gift you have ever received?

Nicholas was a real person who unselfishly dedicated his life to Jesus. His faith made him a generous man. We don't know if the story of the man with three daughters is really true. Sometimes legends grow as people tell stories to each other.

Do you think it matters if this bit of the story of St Nicholas didn't actually happen?

What does it show us anyway?

Emphasise, within the context of the story, the joy of giving and particularly giving in secret when no thanks can be expected.

Activity Suggestions

Teaching about:

St Nicholas

Number of lessons: 1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>DESIGN AND MAKE</p> <ul style="list-style-type: none">➤ a gift for someone you love. <p>LOOK</p> <ul style="list-style-type: none">➤ at the history of depictions of Santa Claus and make links to St Nicholas.	<p>WRITE ABOUT</p> <ul style="list-style-type: none">➤ or draw the best gift you have ever received and explain what made it the best.	<p>FIND OUT</p> <ul style="list-style-type: none">➤ how St. Nicholas' Day is celebrated in other countries;➤ about the work of a bishop today.

Potential C.A.S.E. Developments

Knowledge: Faith					
Concepts			Attitudes		
Concept of God	Beliefs	Morality	Enquiry	Integrity	Social Responsibility
Many religious people believe it is a duty to give because God wants them to.	Religious faith helps some people think of others.	It is good to give to others; It is better to give than to receive.	Do stories have to be true to teach us things?	Valuing: ➤ generous giving; ➤ faith in God; ➤ giving in secret with no expectation of thanks.	It is good to give to those in need.
St Nicholas					
Skills			Exploration of Human Experience		
Language	Empathy	Reflection	Spirituality	Relationships	Emotions
Christian bishop`	With those: ➤ in need; ➤ who give; ➤ who find it hard to give.	What is the best gift I have ever received?	Experiences of: ➤ giving; ➤ surprises.	I can give to others; I can share what I have.	anticipation wondering joy

The Story of St Cuthman

Saint Cuthman was born in the 7th century in Sussex at Chidham, near Bosham, an important Anglo-Saxon missionary centre. His life was one of simple filial piety and charity. When his father died, he took care of his paralysed mother, making a special litter for her in the form of an elongated wheelbarrow, which he hauled behind him by means of a rope. He lived with her as a hermit, but took to the road to seek for alms. He settled in Steyning, near Shoreham, where he built a hut for his mother and later, a simple church. Here he died and was buried. When Edward the Confessor handed over the church to the monks of Fecamp in Normandy, they enlarged the church and took the saint's remains back to their French abbey to be enshrined.

Learning Objectives: To give children opportunities to **know** the story of St Cuthman;
understand that faith helps some people achieve their dream;
and to **be able to reflect** on what helps them to keep going when it is difficult.

Lesson 1:

Light the story candle.

This is the story of a boy who listened carefully to God and decided to do just what God told him. His name was Cuthman and he was a shepherd, looking after his father's flock of sheep.

One day, when he was out on the hills with the sheep, two neighbours from the village where he lived came to tell him his father was dead. Cuthman was very sad but things became even worse than he thought. His mother was ill and, as there was no money, their home had been sold. They had nothing.

Cuthman went slowly home and immediately set to work. He worked day and night for a week, sawing and hammering. He was building a cart.

"Well fancy that!" the neighbours said. "What use is a cart? Why doesn't he do something useful?" and they laughed at him, although they did feel sorry for his mother.

When the cart was finished, Cuthman sat his mother in it, tied a rope onto each of the handles and put it around his own shoulders. He was going to be the horse and pull the cart.

"Oh Cuthman!" cried his mother. "Wherever are we going? What will happen to us?"

"It's alright mother," Cuthman said, "what did you think I was doing while I was building the cart? I was praying. God will look after us."

The cart with the old woman was heavy and suddenly the rope broke. Bang! Cuthman's mother fell out of the cart with a shout and Cuthman fell on his nose. Someone laughed. A group of workmen cutting grass had seen what had happened and they stood calling and laughing. Cuthman helped his mother onto her feet.

"Come on," he said, "we'll have to make a new rope from willow branches."

The men laughed again. They thought it was all very funny. But Cuthman went quietly over to the stream to look for a willow tree.

Blow out the story candle.

For discussion:

Which of the people in the story do you feel sorry for?

When have you ever been laughed at?

How does it feel?

What do you think God had told Cuthman to do?

Why do you think Cuthman prayed while he built the cart?

What do you do when you're in trouble?

Lesson 2:

What does Cuthman need to make for the cart?

How do you think he will do it?

Light the story candle.

While Cuthman was cutting the willow he was sure God was telling him something else. He listened carefully. Cuthman had faith in God.


"Mother," he said, once they were off again, "when my rope breaks next time we will we stop. We won't go any further. We'll stop and we'll build a church. That's what God told me."

And that's what they did. They went a long way before the rope broke but when it did, Cuthman said "That's it mother, we've arrived!" This time she hadn't fallen out of the cart!

The villagers gathered round them inquisitively. When Cuthman told them he was going to build a church they became excited. They'd never had a church.

So Cuthman and his mother settled there with the help of the villagers. For years Cuthman worked, heaving stone and sawing wood. He was building. It was just like it had been when he was building his cart. He felt God was with him and all the time, he prayed. He believed God would help him.




When the church was almost finished, a disaster happened. The thickest, strongest beam which held up the roof suddenly moved. It slipped and it looked as though the whole building would fall down. Cuthman and his friends tried to move it back but it was impossible. The men left Cuthman on his own in the church because there was nothing they could do.

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Dear St. Cuthman,

You should of put some things in your church but you are a great saint. But you have got to put a church bell to call all the people, have a pulpit so everyone can see and hear you. You needed to feed the people to represent Jesus's body for feeding the bread, and representing Jesus's blood for letting people drink the wine. You need a font to baptise people. Baptising means you sprinkle holy water on peoples foreheads. You need a lectern so people can be fed one at a time. People need kneeling cushions to pray on. You should of put these things in your church ages ago.

Love from Kerry xxx

Activity Suggestions

Teaching about:

Cuthman

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>DESIGN AND BUILD</p> <ul style="list-style-type: none">➤ a model cart; <p>MAKE</p> <ul style="list-style-type: none">➤ a variety of plaited 'ropes' and test their strength.	<p>DRAW</p> <ul style="list-style-type: none">➤ a picture of something that happened to Cuthman; <p>WRITE</p> <ul style="list-style-type: none">➤ a letter to Cuthman to tell him what to put in his church.	<p>FIND</p> <ul style="list-style-type: none">➤ a photograph of St Cuthman's Church;➤ Steyning on a map; <p>LOOK</p> <ul style="list-style-type: none">➤ at pictures of church architecture, eg Gaudi's Sagrada Familie (Barcelona, Spain).

A little while later, they were amazed to see Cuthman running to join them, smiling and shouting.

"It's finished! Our church is finished! After you had gone, a man came in and offered to help me. He seemed to put his hands on the beam and it moved back. Then he told me he had been a carpenter once."

Blow out the story candle.

Cuthman was a real person who lived hundreds of years ago.

In the village of Steyning you can see Cuthman's church. People go there still to worship God.

For discussion:

How do you think Cuthman felt while he was building?

How would you have felt if you had been Cuthman, when the big beam moved?

When have you felt like that?

I wonder what it was that stopped Cuthman from giving up?

Cuthman said the man who helped him was a carpenter, didn't he? A carpenter is someone who works with wood. Jesus was a carpenter. I wonder if Cuthman felt that somehow Jesus helped him and saved his church.

What would you build if you had the chance?

What helps you to keep going when things are tough?



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Dear Cuthman,

heard about the church and the
Miracle in the church but you may need some more things. Like
a font to baptise people in to bring them into the cristyan
Wold if there sposto be one, and some chairs called puse
other wise evreybody will sit on the floor. You will need a
lechon to put the bible on some are shaped like x like egles
because egles are strong and Jesus is too and theri, bothe powerfe,
ask As well you need a organ for the people in the church too
sing songs to called hymns. you alsoe need a pallpit where you
stand and talk about libax what you have read in the bible.
But the most important thing you need is a bible other wise it is
not a church. You need somewhere where you can do Holy
Comunaty. You need candles too, too make the place look Holy.

Love
from

Megan



Potential C.A.S.E. Developments

Knowledge: Faith				
Concepts			Attitudes	
Concept of God	Beliefs	Respect	Integrity	Social Responsibility
In the story, God: <ul style="list-style-type: none"> ➤ was with Cuthman; ➤ told him what to do; ➤ helped him when he was in trouble. 	Cuthman was: <ul style="list-style-type: none"> ➤ inspired; ➤ enabled by faith and prayer. 	Everyone has a dream. Everyone deserves to be helped.	Valuing: commitment; fulfilment.	I can help. I can 'build' for others.
The Story of Cuthman				
Skills			Exploration of Human Experience	
Language	Empathy	Reflection	Spirituality	Emotions
church carpenter	with those who: <ul style="list-style-type: none"> ➤ are ridiculed; ➤ have dreams 	When have I been laughed at? What would I build? What keeps me going when things are hard?	Experiences of: <ul style="list-style-type: none"> ➤ being inspired; ➤ fulfilling a task; ➤ realising a dream. 	loss despair humiliation joy satisfaction

The Story of Mary Jones and her Bible

The Bible has had and continues to have a profound effect on the lives of many people. This story tells how the life of a young Welsh girl, born in 1784, was influenced by her overwhelming determination to own a Bible. Her story is one of commitment and courage, inspired by faith. Historically the story of Mary Jones has some significance since it was her case, among others, which prompted the founding in 1804 of the British and Foreign Bible Society, which still works to make the Bible available to people in their own language. This story also expresses something of the joy of being able to read.

Learning Objectives: To give children opportunities to **know** the story of Mary Jones;
understand that for some people reading the Bible is so important that they will give up so much to be able to do it;
and to **be able to reflect** on a time when they persevered to do something that was difficult.

Lesson 1:

This is the story of a little girl who wanted something very badly. It is a true story. Her name was Mary Jones and she lived two hundred years ago in a little village in Wales.

Mary's father was a weaver. He bought wool from the market and with the help of Mary's mother he wove it into cloth which he carried back to the market to sell. Sometimes Mary went with him to help him carry the load. The family was too poor to own an animal to pull a cart or to ride, so wherever they went, they had to walk.

Mary didn't mind because her father was a great story-teller and on these journeys, as well as in their cottage on winter evenings, he used to tell wonderful stories which he remembered from his own childhood. Many of them were stories from the Bible, told to him by his parents. Like many people at that time, he had never had the chance to learn to read.

Mary loved these stories. She loved the Bible itself although the family did not own one. Sometimes, when she visited the local farm, Mrs Evans, the farmer's wife, would let her look at their old family Bible. Mary would turn the crisp, thin pages and marvel how the marks on them could possibly be the stories her father told her. There was a big old Bible in the chapel too and every Sunday someone would read from it. How Mary longed to be able to read.

One day Mary's father told her a school was to be opened in another village. He asked her if she would like to go. Mary was thrilled. She had never been to school before, although she was older than you are. She didn't know what to expect but she knew that this was her chance to learn to read and she couldn't wait to go.

For discussion:

What do you think it will be like for Mary when she goes for the first time to school?

What was it like for you when you started school?

What would you like to be able to do?

What do you enjoy reading most?

Lesson 2:

Mary was ten years old when she learned to read. She learned quickly and soon she was able to read the stories for herself in Mrs Evans' beautiful old family Bible. She went eagerly to the chapel too where she loved to read the Bible; in fact she sometimes had to be reminded by her mother that she had jobs to do at home before she could go and read. But what she wanted most was to be able to read at home as well; she wanted to be able to read to her parents. Most of all she wanted to have her own Bible.

Bibles were very expensive but Mary decided she would save all her money until she could buy one. Sometimes she earned a penny or a half penny by helping the neighbours and one day the farmer's wife gave her two hens so that she could sell their eggs. Her father made her a wooden box with a slit in the lid and she dropped every coin she earned into it. Gradually the money box grew heavier, but it took Mary all of six years to save enough to buy a Bible.

Mary had grown up speaking only Welsh and she learned to read Welsh so now she wanted a Welsh Bible. She knew that a Minister called Mr Charles, who lived 25 miles away in Bala, had Bibles in Welsh for sale so she made up her mind to go to Bala.

She set off one morning just as it was getting light to walk over the hills. In one hand she held her money and in the other she carried her shoes to put on when she reached Bala. It was going to be a long and dangerous journey for her to make alone but her faith in God gave her courage, and the thought that soon she would have her own Bible kept her going.

Mary couldn't believe it when, at last, she stood in front of Mr Charles in his house in Bala only to hear him say he had no Bibles left to sell. All the copies he had were already sold. As she looked at him in disbelief, the tears welled up in her eyes and she began to cry. When Mr Charles heard Mary's story he knew he could not send her home empty-handed. He decided to let her have one of the Bibles he had.

Mary had to walk twenty-five miles back over the hills to her home but she was so happy, she did not think about being tired. She thanked God for looking after her and for answering her prayer. She had her own precious Bible at last.

For discussion:

What do you think Mary will do when she gets home?

If you were Mary, which story would you read first?

How does it feel when you finally manage to do something that has taken a long time?

When have you felt like that?

What do you own that is precious to you?

Whom do you thank for the good things that happen to you?

Activity Suggestions

Teaching about:

Mary Jones

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>LISTEN</p> <ul style="list-style-type: none">➤ to some of the songs in the musical 'Greater than Gold' eg. 'Mary, don't give up!' <p>FIND</p> <ul style="list-style-type: none">➤ Bala, on a map of Wales. <p>MAKE</p> <ul style="list-style-type: none">➤ a collection of precious things.	<p>WRITE</p> <ul style="list-style-type: none">➤ a happy song and share it. <p>MAKE</p> <ul style="list-style-type: none">➤ a class book of favourite Bible stories. <p>DRAW</p> <ul style="list-style-type: none">➤ A picture sequence telling Mary's story.	<p>FIND OUT ABOUT</p> <ul style="list-style-type: none">➤ the British and Foreign Bible society and its work (see KS2 Handbook);➤ anyone in the local area who might read the Bible in a language other than English.

Potential C.A.S.E. Developments

Knowledge: Faith					
Concepts			Attitudes		
Concept of God	Beliefs	Self-Respect	Integrity	Social Responsibility	
Mary believed: ➤ God answered her prayers; ➤ God protected her.	Mary's faith gave her courage. Mary wanted a Bible more than anything in the whole world.	I can read. I can be determined. Good things happen to me.	valuing: ➤ determination; ➤ single-mindedness.	to appreciate: ➤ the work of The British & Foreign Bible Society	
The Story of Mary Jones and her Bible					
Skills			Exploration of Human Experience		
Language	Sources	Empathy	Reflection	Spirituality	Emotions
Bible faith chapel	The British & Foreign Bible Society.	with those who ➤ persevere; ➤ are disappointed.	What would I like to be able to do? What's precious to me? When have I had to persevere? What kept me going?	Experiences of: ➤ inspiration; ➤ achievement; ➤ sharing.	determination; disappointment; joy excitement.

Resources

'*Greater than Gold*', A Musical by Roger Jones (1983)
 Score: NCEC surrey. Cassette: Anfield Music Ltd.

The Bible Society, 146 Queen Victoria Street, London EC4
 Information pack is available on loan from the RE Resources base at Chapel Fields Centre.
Mary Jones and Her Bible (1978), June Bosanquet Bible Society, London.

Our Lady of Lourdes

Lourdes in France is a centre of pilgrimage for Roman Catholic Christians. It is visited by more than two million people every year. Its importance developed solely because of the miraculous events which began in February 1858 when a fourteen year old girl claimed to have seen a vision of The Virgin Mary, who came to be called 'Our Lady of Lourdes'. A spring of water discovered during one of the apparitions has come to be associated with healing. Visiting Lourdes is believed to bring healing and comfort.

Learning Objectives: To give children opportunities to **know** the story of Bernadette and the Lady;
understand that this is an important story of faith for some people and brings them comfort;
and to **be able to reflect** on what brings them comfort;

Lesson 1: Bernadette and the beautiful lady

Begin by concealing a rosary in a mystery bag and inviting the children to handle it and talk about what might be inside. When the rosary is revealed, allow the children to examine it closely and discuss its possible use.

Can you see any pictures anywhere?
Whose pictures are they?

The rosary will be the focus of a suggested activity in the third session. However, if children ask questions about it now, feel free to draw on this material.

Draw the exploration of the rosary to a close by helping the children to see the rosary as a loved object of devotion, carried by some people all the time.

I am going to tell you the story of a girl called Bernadette who had a rosary which she loved very much.

Light the story candle.

Long, long ago in a town in France there lived a girl called Bernadette. Her family was poor and had to share one cold room. The only way to keep warm was to burn firewood which the children had to collect. One day Bernadette stood on the grass by the river and shivered. She pulled her shawl tightly round her and tried to forget how cold and hungry she felt. It was no good going home without the firewood. She could hear her sister, Toinette, and her friend, Jeanne, calling to each other as they picked up wood on the other side of the river.

Bernadette knew that the water was very cold and that if she got her feet wet it could make her asthma bad again and then it would hurt her to breathe.

Slowly she turned away from the river. She would just have to wait there alone until the others came back with the firewood. But she did not want to be left alone so she decided to cross the river after all.

She was just beginning to take off her shoes when she heard the sound of a great wind. She looked around. The trees were still yet she could still hear the sound. In front of her, above a cave in the rock, a bush began to toss and swing as if it were very windy. As Bernadette watched she saw a golden-coloured cloud in the small opening of the cave.

Out of the cave came a lady, young and beautiful, the most beautiful person Bernadette had ever seen. Her white dress and veil shimmered in the light. She carried rosary beads on her arm and there were yellow roses on her feet.

Bernadette rubbed her eyes then closed and opened them again. The lady was still there. She smiled at Bernadette and beckoned to her to come closer. Bernadette could not believe what she was seeing but she was not afraid. Slowly, as she dropped to her knees, Bernadette reached for the beloved rosary which she carried with her all the time. She tried to lift her hand to her forehead to begin to pray the rosary but her arm would not move. It was only as she watched the lady make the sign of the cross that she was able to do it herself.

Together they prayed the rosary. When they had finished, the vision of the lady disappeared. Toinette and Jeanne were surprised when they came back and found Bernadette kneeling so pale and still in the grass.

"Bet you won't come through the water with us," they laughed. But Bernadette said she would and surprised them even more by saying the water was warm despite their squeals as their feet stepped into the icy river.

On the way home Bernadette asked the others if they had noticed anything unusual at the grotto. They shook their heads so she told them about the beautiful lady.

All day the picture of the lady stayed quietly in her head but she told no one else about her. "What is the matter with you?" her mother asked later.

Bernadette could not answer so Toinette repeated everything her sister had told her about the lady at the grotto. "Such nonsense!" their mother scolded Bernadette. "You must put all these silly ideas out of your head and you are not to go back to that cave, do you understand?"

Blow out the story candle.

For discussion:

Why do you think Bernadette's mother was so angry?

What do you think Bernadette saw?

I wonder what a vision is?

Have you ever had a vision?

Lesson 2:

The spring of water

Begin by inviting the children to talk about Bernadette and what happened to her.

Play the recording of the first verse of 'Song of Bernadette' on the cassette.

Allow the words to stimulate the children's discussion about Bernadette's vision and how it was received by other people, in preparation for the continuation of the story.

Use the picture book *The Story of Bernadette* to illustrate this story.

Light the story candle.

Bernadette longed to go back to the grotto the next day but her mother had forbidden her to do so. She would not defy her mother but she was so unhappy that at last, after three days, her mother agreed to let her return. Overjoyed at being there, Bernadette knelt in front of the grotto. She began to pray quietly, then suddenly she called out, "There she is!" Again she prayed her rosary with the lady.

Bernadette showed so much devotion to the lady that she went to the grotto day after day.

Wonderful things happened while Bernadette prayed. The lady gave Bernadette three secrets which she kept in her heart and never told anyone.

One day the beautiful lady told Bernadette to drink water from a spring but there was no spring to be seen. When Bernadette told her, the lady just smiled and pointed so Bernadette began to scabble about in the earth. Soon water bubbled up and before long a little spring was flowing. The water was clear and lovely to drink.

The news of what was happening to Bernadette spread around the town and further too. People came from all over to see her kneeling, pale and still, praying the rosary with the beautiful lady. But no one, except Bernadette, could see the vision of the beautiful lady.

Many people laughed at her and one of the children at school even slapped her and told her to stop being stupid. People often asked her cruel questions but everyone who spoke to her was impressed with the quiet, gentle way she answered.

Some years after the beautiful lady appeared to Bernadette, a statue was put into a little niche above the grotto. When she saw the statue, Bernadette said she thought it was very nice but not like the lady she saw.

"It would be impossible to make a statue of her as she really was," said Bernadette. "She was so beautiful."

Blow out the candle.

The lady Bernadette saw came to be called "Our Lady of Lourdes". Ever since that time, people have made statues of Our Lady of Lourdes.

Show a statue of Our Lady or some other memorabilia of Lourdes (e.g. a Lourdes medal).

For discussion:

I wonder what it was about Bernadette that brought the lady to her?

*How did Bernadette show her **devotion** to the lady?*

***Devotion** is another word for love. Whom do you love?*

Lesson 3: Comfort

Use the rosary or an object from Lourdes (e.g., a small medal) to recall the story of Bernadette, particularly the discovery of the spring.

Bernadette had been very surprised to find the spring of water which the beautiful lady had shown her. After that day many people felt that the water was special and they came to drink it. One mother, whose little boy had poorly eyes, brought her child to the grotto and put the water on his eyes. He was healed. Since then people from all the world have visited Lourdes where Bernadette lived.

The lady had told Bernadette to build a church by the grotto. So many people visited the place and so many believed what Bernadette had seen, that a church was built there. Now there are three churches and there is room for thousands of people to say their prayers.

People who are ill go to be healed; people who are weak go to be made strong; those who are afraid ask to be made brave. This visit is called a pilgrimage. Some of the people who go are very lonely and sad; they find comfort at Lourdes where they feel close to the lady.

For discussion:

What do you do when you feel lonely and miserable?

What brings you comfort?

What sort of person would you like to be with you when you feel lonely or unhappy?

Lesson 4: The Story of Aideen

Use the rosary to recall ideas of pilgrimage and comfort.

This is the story of a person who has made four pilgrimages to Lourdes. She is a little girl of your age and she loves the Lady very much.

Use Aideen's Book to illustrate this story.

Aideen is going to show her sister Martina her holiday photographs. Martina also went away so she was not at home when Aideen came back.

Aideen's holiday was wonderful. She went to Lourdes, a place she loves very much. This was her fourth visit. She first went with her parents when she was four years old. She went three times in one year. Martina has been too, so she is looking forward to hearing about Aideen's visit.

Aideen sits next to Martina. She has lots to tell her. Aideen touched the rock where the Lady stood. How could Mary really have been standing there? Aideen often wonders about that.

Aideen feels very grown up because this time she didn't go to Lourdes with her parents but with a group of disabled people, all older than she is.

Aideen has cerebral palsy. She gets tired if she walks very far so she went to all the places in Lourdes in her wheelchair.

"This is the picture of me with all the other children. I'm right in the middle, look!" Aideen shows the photograph to her sister.

"And I went to the torchlight procession," Aideen tells Martina, "and I saw all the priests at the Mass. It rained though. There are tons of priests at Lourdes. I went in the baths. I went in the water. I walked all along by myself. It was so cold it made me jump. I lit a big, long candle. It's such a holy place. I love to go there."

"This is what I brought back for Mum and Dad," says Aideen as she jumps up and goes to the mantelpiece. She shows the little statue to Martina.

"And I brought back a rosary ring for James. He can have it when he's old enough. And I bought myself a new rosary. It's beautiful."

Aideen has brought back a gift for Martina too. It's a picture of the Lady and Bernadette to go on the wall in Martina's bedroom. There's a little trough for holy water. Aideen also brought back a big bottle of holy water but it is too heavy for her to carry. She laughs when she tries to pick it up. Martina is very pleased.

Someone who knows how much Aideen loves Lourdes has told her about a church nearby that is dedicated to the Lady. Aideen keeps on asking when she can go to see it. On Saturday her mother says she can go today. Aideen feels excited when she sees the church with its statue of the Lady on the wall outside.

Inside it is beautiful. Aideen walks down the aisle and looks at the big picture of Jesus and Mary. She kneels before the status of Our Lady and lights a candle. Then she asks the Lady to help her, just as she does every night in her prayers before she goes to sleep.

But her happiest moment comes when she sees the little grotto outside. There is a statue of the Lady just as there is at Lourdes. Aideen cannot believe it.

There is nothing like this at her church. It is wonderful because it reminds her so much of that beautiful, holy place. As she looks up at the Lady she feels peaceful inside. She imagines herself standing in the real grotto and she knows she can't wait to go there again.

For discussion:

I wonder why Aideen loves to go to Lourdes so much?

Why do you think people go on pilgrimages?

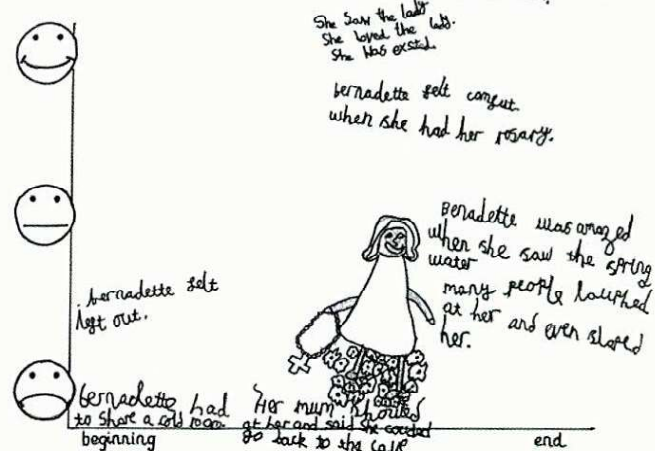
Aideen still has cerebal pasly. How do you think her visits to Lourdes have helped her?

Aideen talks to the lady in her prayers and asks for her help.

Whom do you ask for help?

Is there a place you love which you can't wait to go back to?

mother and alex BERNADETTE - how did she feel?



How was Bernadette feeling?	
She kept the picture of the lady in her head all day.	Bernadette's family were very cold.
Bernadette went off to collect firewood with her sisters.	She told her sisters about the beautiful lady.
Her mother was very cross and told her not go back to the cave again.	Bernadette saw a golden cloud in the opening of the cave.
The lady smiled at Bernadette and beckoned her to come closer.	The lady disappeared.

Activity
sheet

Activity Suggestions

Teaching about:

Our Lady of Lourdes

Number of lessons: 4

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>DRAW</p> <ul style="list-style-type: none">➤ pictures of what Bernadette saw. <p>MAKE</p> <ul style="list-style-type: none">➤ a rosary, using clay or papier maché.➤ a gift for someone you love, using a variety of materials. <p>PLAN</p> <ul style="list-style-type: none">➤ and make a class 'pilgrimage' to visit a local place of interest (a Catholic Church would be appropriate) and talk about the experience.	<p>MAKE</p> <ul style="list-style-type: none">➤ a fortune graph for Bernadette showing how she was feeling in the story; <p>ASK</p> <ul style="list-style-type: none">➤ children to think of times in their own lives which are happy or sad, or glorious times when they feel very special. Then invite the children to draw their joyful, sorrowful and glorious times in circles linked by a chain, to represent the beads of the rosary. This can be done individually or as a group activity, recalling personal or shared emotional responses.	<p>FIND OUT ABOUT</p> <ul style="list-style-type: none">➤ what people think about when they pray the rosary. <p>TALK</p> <ul style="list-style-type: none">➤ encourage the children to talk about their pictures.

Potential C.A.S.E. Developments

Knowledge: Faith					
Concepts			Attitudes		
Concept of God	Beliefs	Symbols	Tolerance	Integrity	Enquiry
God might: <ul style="list-style-type: none"> ➤ listen to prayers; ➤ answer prayers; ➤ heal; ➤ comfort; ➤ change lives. 	Many people believe life: <ul style="list-style-type: none"> ➤ is a mystery; ➤ can be lived with hope and purpose. Some Christians believe in the blessed Virgin Mary.	Water	I can show respect for people who love God and worship God in particular ways.	Valuing: <ul style="list-style-type: none"> ➤ the unexpected; ➤ precious moments; ➤ the present; ➤ stillness; ➤ one's own feelings. 	What is a vision? What is a miracle? What does prayer do?
Our Lady of Lourdes					
Skills			Exploration of Human Experience		
Language	Empathy	Reflection	Spirituality	Relationships	Emotions
vision devotion pilgrimage	With those who: <ul style="list-style-type: none"> ➤ seek healing; ➤ have no source of comfort. 	To whom am I devoted? Who gives me comfort? Where do I find encouragement?	Experiences of: <ul style="list-style-type: none"> ➤ being still; ➤ finding comfort; ➤ mysteries that cannot be explained. 	I can: <ul style="list-style-type: none"> ➤ think of others; ➤ light a candle for someone; ➤ show love. 	fear rejection joy elation hope comfort

Resources

The photograph of Aideen and the illustrations in the story of Our Lady of Lourdes can be accessed on the Solihull Grid for Learning www.solgrid.org.uk in the RE section

Hallelujah

'Hallelujah' comes from two Hebrew words meaning 'to praise God', or in its exhaltational form: 'Praise Ye the Lord!'. It's an emotional word, full of energy and joy. It was used by the psalmists to encourage worshippers to join in worship. It symbolises the coming together in corporate unity that is central to Jewish belief and tradition. It was incorporated into the liturgy of the early church in the fourth century, where it was chanted or sung. The most famous Hallelujah music was written in the mid eighteenth century by Handel, when his sacred oratoria '*The Messiah*' was composed.

The expressive quality of the word 'Hallelujah' makes it particularly appropriate to the black gospel style of songs sometimes know as 'spirituals'.

Learning Objectives: To give children opportunities to **know** the story of the Hallelujah chorus;
understand that some people express their faith in God in a beautiful music;
and to **be able to reflect** on how the music makes them feel.

Lesson 1: A Hallelujah Story

Begin by playing to the children the recording of 'Spontaneous praise' on the cassette (Track 10).

What can you hear?
Where do you think these people are?
What are they saying?
How do you think the people are feeling?

We are going to hear a story about Hallelujah but it doesn't begin with happy people. It begins with a poor and sick old man who is wandering the streets of London.

Invite the children to close their eyes and imagine what it would be like to be alone, unable to walk very well, hungry and despondent. Play the first phrase of the 'Hallelujah Chorus' on the chime bars.



Use the picture book 'A Story of Hallelujah' to illustrate this story.

The world seemed a dark and unfriendly place to the man who limped slowly and listlessly through the city streets. His feet dragged on the cobbles and his head was bowed. His back was bent over the stick which steadied him. He could hardly bear to remember the days, not so long ago, when he was rich and famous. Once, it seemed, everyone in this great city was applauding him. The most important people, even the King and Queen, had once wanted to see him and hear him perform.

It was his music they had all loved. Ever since he was a child his head had been full of music, beautiful, glorious music. His life had been spent composing and performing. Music had been his life.

There was no music now, only the tapping of the stick on the street. He could not remember a time when there was no music in his head, or to write down, and without music there seemed no hope.

He was ill and his enemies, who were jealous of his success, had made him poor. Now, he shuffled unnoticed each night through the city streets, a tired, hopeless old man.

One night he stopped for a moment outside a church. 'How can God allow this to happen to me? he thought. 'Why has he forsaken me? Why am I so lonely and unhappy?' Sadly he dragged himself home.

On his desk, awaiting his return, he found a bulky parcel. What could this be? Inside he discovered a manuscript, pages and pages of carefully handwritten words, like poems.

There was also a letter insisting that he start work immediately on writing the music for these words. The poet went on to say that God had told him to write his poems.

But there was no music in the old man's head. There was only sadness and bitterness. Anyway, he was sure God had forgotten him so why should he bother? Idly he lifted the papers in front of him, glancing at the words and suddenly as he read them, he heard the music again. 'Wonderful Counsellor', 'I know that my Redeemer liveth', 'Rejoice...' Hallelujah!' The words brought the music to him and it filled him until he felt he would burst.

Grabbing a pen, he began to write. Pages after pages were filled as his pen flew over them.

In the morning his servant found him bending over his desk. Quietly he left his master's breakfast and crept out. When the servant returned with another meal he found the breakfast tray untouched. There was no time to stop. The notes had to pour out on to the paper.

The servant feared for his master's health. He would not eat and when he rushed to the harpsichord to play his music and flung his arms wildly in the air, the servant was afraid his master was going mad.

'He just doesn't see me at all,' the servant told a friend. 'Only a moment ago I watched him pacing up and down the room, singing "Hallelujah, Hallelujah" at the top of his voice while the tears streamed down his face. He says the gates of heaven have opened wide and he has seen God there. He must be mad.'

For twenty-four days and nights the music flowed until finally it was finished. The old man collapsed exhausted on his bed and on his desk lay his greatest masterpiece. It was called *The Messiah*.

Invite a child to play the chime bars to close this part of the story.

For discussion:

How do you think the man in the story felt about God?

What made him change his mind?

How do you think the man felt while he was writing his music?

I wonder what it would be like to have a vision of the gates of heaven opened wide?

When have you ever felt you were forgotten?

What makes you feel better?

Lesson 2:

The 'Hallelujah Chorus'

What do you remember about the man in the story?
Would you like to listen to the music he wrote?
Which words will you listen for in the singing?

Play the recording of the 'Hallelujah Chorus' on the cassette (Track 11)

Let's hear the rest of the story of this man and his music.

Play the first phrase of the 'Hallelujah Chorus' on the chime bars.

This music seemed to have brought life back to the tired old man. After a long sleep when it seemed he must surely be dying, he awoke with great energy and a massive appetite.

Now he was eager to perform his great music. No one in London was interested so he went to Dublin in Ireland, where he rehearsed a huge choir. The first performance of the *The Messiah* was eagerly awaited. Every ticket for the great event was sold and crowds of people began to queue for hours before it was due to start. The music moved many people in the audience to tears and after the performance the old man heard applause louder than he had ever heard before.

Soon London heard about it. *The Messiah* had to be performed there too. The most important people wanted to listen to the old man's music once more

"Hallelujah! Hallelujah!," the choir sang and the King, touched by the music, rose to his feet. At once everyone in the audience stood as the Hallelujahs rang out.

Now this once hopeless old man had the chance to be rich and famous again. Certainly his fame had spread once more but this time he gave away every penny he earned from performances of his music. He had changed. Just as the music had once given him life, he gave life to others by using the money it earned to support a hospital charity.

Despite the loss of his sight, the old man never again lost hope. Just before Easter, seventeen years after he wrote his best-loved music, he collapsed while listening to a performance of it. Soon afterwards he was dead but the great musician is remembered through his wonderful music, music which gave him hope to live again. He is especially remembered every Good Friday when *The Messiah* is sung in concert halls. And, do you know, just like the king so long ago, everybody stands when the choir sings the 'Hallelujah Chorus'.

Invite a child to play on chime bars to mark the end of the story.

Let's listen to the music again.

For discussion:

Why do you think the man gave his money away?

How did he feel about his music?

He makes many people happy with his music. What can you do to make people happy?

What do you have in your life to rejoice about?

The man is remembered for his music. What would you like to be remembered for?

What do you think 'Hallelujah' means?

(Draw from the children their ideas as to what it means. The clarification that it means 'Praise God' can be offered).

Lesson 3:

Natalie's Story

Use Natalie's Book to illustrate the story.

Natalie is coming home from a visit to her aunt and uncle. She is in the car with her parents and her little brother Gareth. They often listen to music when they are travelling and today Natalie's father is playing a new tape which he has just bought. Natalie and Gareth know some of the songs already because they sing them in church. Soon they're clapping and joining in with the singing.

There is one song which Natalie really likes. When they arrive home she asks her father if she can take the tape to play in the house. She listens to it over and over again. She sings with the tape.

'I like this song because it praises God. I've got God in my heart,' Natalie tells her father. She decides she will sing it at the testimony service at church on Sunday.

'We must practise it then,' says her mother, so whenever there is a chance to sing together they sing Natalie's new song.

'Hallelu, hallelu, hallelu, hallelujah
Praise ye the lord.'

Before they go to church on Sunday, Natalie and her family always spend some time together at home, preparing themselves for worship at church. Today they all sing Natalie's Hallelujah song. Then there is a quiet time when they pray together.

Natalie has something she specially wants to pray about.

'Please, Jesus, help me to be a good girl and help me to sing my song to you,' she prays. Gareth and her parents say 'Amen' with her when she has finished her prayer.

In church Natalie waits for the time to come. She doesn't feel nervous. She has given her testimony lots of times before. This is a time to say how much she loves Jesus and to share with other people the reasons why she feels so joyful. She whispers her prayer quietly. She wants to sing her song really well.

The preacher stands up and invites anyone who wants to give a testimony to come forward. Lots of people leave their seats and go to the front. Natalie rushes up and stands in the line with the other children and adults who want to give their testimony.

Natalie feels excited and full of joy when her turn comes. She sings her song and claps and dances:

'Hallelu, hallelu, hallelu, hallelujah
Praise ye the Lord.'

Soon everyone joins in and when she has finished, they all clap because they feel the joy in her singing. Her song says so many of the things they feel too.

As she goes back to her seat some people give her a hug. They want to show her how pleased they are that she is happy and feels close to God. Her song is a blessing to them. They feel it is a gift from God.

For discussion:

What do you think a **testimony** is?

What do you think Natalie meant when she said she had God in her heart?

I wonder why she feels that?

What have you got in your heart?

The people saw Natalie's song as a blessing. What is your idea of a blessing?

Play the recording of 'Natalie's song' on the cassette (Track 12).

Who do you think this is?

Other people use 'Hallelujah' in their singing.
Let's listen to some more Hallelujah songs.

Play the recordings of 'Hallelujah music' on the cassette (Tracks 13-17). It can be helpful to focus the children's listening by suggesting an activity before each piece of music, for example:

How many 'Hallelujahs' can you hear in 'The Hallelujah Song'?

Which other words beside 'Hallelujah' can you hear in 'Hallelujah! Our God Reigns!'?

How is the music different in 'The Taize Chant'?

Who is singing this Hallelujah song and where are they?
[Congregation of Natalie's church]

This is a Hallelujah song you will recognise.

Play the recording of the 'Hallelujah Chorus' on the cassette (Track 18).

For discussion:

This is a glorious song of praise to God. It's a joyful song. If you made up a joyful song, what would it be about? Which words would you use?

Why do you think people sing Hallelujah songs?

How are they feeling when they sing?

How does Hallelujah music make you feel?

Hallelujah

happy
Good
congratulations
I am excited
Joyful
Brilliant
Beautiful
excited
no nice



Activity Suggestions

Teaching about:

Hallelujah

Number of lessons: 3

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>ROLE PLAY</p> <ul style="list-style-type: none"> ➤ a situation in which someone is forgotten or excluded. This is an opportunity to focus on the building of relationships. <p>DESIGN AND MAKE</p> <ul style="list-style-type: none"> ➤ a greetings banner or 'welcome' cards for someone new to school or for a visitor to the school. <p>MAKE</p> <ul style="list-style-type: none"> ➤ a collection of 'miserable' words and write them on the back of sad faces. Make a collection of joyful words and write them on the back of happy faces. These can be suspended as mobiles. <p>PLAY</p> <ul style="list-style-type: none"> ➤ the 'Hallelujah Chorus' again. Invite the children to imagine themselves as part of the music making. They could mime playing an instrument or conducting the orchestra. The more physical space they have to do this together, the better. 	<p>WRITE</p> <ul style="list-style-type: none"> ➤ acrostics on the word 'HALLELUJAH'. ➤ the word itself in a decorated form that illustrates the kind of word it is. ➤ about someone the children have made happy. Encourage them to show in their work how they did it. <p>GIVE</p> <ul style="list-style-type: none"> ➤ children the opportunity to respond creatively, using a variety of media, to the 'Hallelujah Chorus'. Play the music while the children work. 	<p>FIND OUT ABOUT</p> <ul style="list-style-type: none"> ➤ the composer of the Hallelujah Chorus. <p>INVITE</p> <ul style="list-style-type: none"> ➤ children to use the instruments to help them to compose and perform their own joyful songs.

Potential C.A.S.E. Developments

Knowledge: Faith					
Concepts			Attitudes		
Concept of God	Beliefs	Symbols	Self-Respect	Integrity	Enquiry
Some Christians believe God: ➤ is in their heart; ➤ wants their praise.	Faith: ➤ inspires great music; ➤ fills people with joy; ➤ brings people together.	The word 'Hallelujah!' Standing up to show appreciation.	My feelings are worthy of expression.	Valuing: ➤ singing from the heart; ➤ emotions; ➤ oneself.	Does everyone have a story? Does blessing make a difference? Why are some words powerful?
Hallelujah					
Skills			Exploration of Human Experience		
Language	Empathy	Reflection	Spirituality	Self-Awareness	Emotions
Hallelujah testimony praise blessing	With those who: ➤ are rejected; ➤ burst with enthusiasm; ➤ make music; ➤ are blessed by others' music.	How does the music make me feel? What have I got in my heart? What are blessings in my life? How am I a blessing? What is my testimony (story)? What would I like to be remembered for?	Experiences of: ➤ music; ➤ singing; ➤ joy.	I can express how I feel through: ➤ words; ➤ music; ➤ my face; ➤ my voice.	joy misery bitterness

Resources:

The photographs and the tape recording can be accessed on the Solihull Grid for Learning: www.solgrid.org.uk or borrowed from the Resources base at Chapel Fields Centre.

Cappel

The cappel or yarmulke is a close fitting skull cap worn by male Jews. It is worn particularly during prayer although, for many men, it is in constant use. Covering the head is an acknowledgement of the transcendence of God. The cappel is also a clear mark of Jewish identity.

Learning Objectives: To give children opportunities to **know** about a Jewish symbol, the cappel;
understand that a cappel is worn to symbolise God's greatness and as a mark of identity;
 and to **be able to reflect** on what they use to cover their heads.

Lesson:

Show pupils a cappel and talk about it.

- What could this be?
- Who might wear it?
- Why do you think someone would wear a hat like this?

This is called a cappel and it might be worn by a little boy of your age. His father, his grandfather and his brothers would also wear a cappel. In some families all the boys and men would wear one all the time. They believe that they are always in the presence of God and they cover their heads as a sign of the greatness of God. In other families the men and boys wear a cappel just when they pray.

Sometimes a cappel is decorated with words written in Hebrew.

For discussion:

- When do you cover your head?*
- How else are hats decorated?*
- What do hats tell you about the people who wear them?*
- When are hats removed as a mark of respect or custom?*

Activity Suggestions

Teaching about:

Cappel

Number of lessons: 1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
MAKE ➤ and decorate a paper cappel.		MAKE ➤ a collection of hats and talk about them.

Potential C.A.S.E. Developments

Knowledge: Faith			
Concepts		Attitudes	
Concept of God	Beliefs	Respect	Tolerance
Jews believe: <ul style="list-style-type: none"> ➤ God is great; ➤ they are always in God's presence. 	Religion: <ul style="list-style-type: none"> ➤ affects what some people wear; ➤ shows a mark of identity. 	God must be respected People show respect to God in many different ways.	People dress in different ways. Some people cover their heads in respect to God.
Cappel			
Skills		Exploration of Human Experience	
Language	Reflection	Spirituality	Emotions
cappel Hebrew pray	What do I wear that says something about me? Why is it important to be recognised?	Experiences of: <ul style="list-style-type: none"> ➤ belonging; ➤ showing who you are. 	curiosity a sense of identity

Resources:

A Cappel is available on loan from the RE Resources base at Chapel Fields Centre

The Cave

This is a story from the life of Muhammad that is told to Muslim children. It illustrates the context of the emerging Islamic faith. It shows how the Prophet and his followers were persecuted, only to have their faith deepened and strengthened.

Learning Objectives: To give children opportunities to **know** a story about Muhammad;
understand something of the importance to Muslims of this event in Muhammad's life;
and to **be able to reflect** on when they have been really frightened.

This is a story about the Prophet Muhammad and one of the amazing things that happened to him.

Light the story candle

For many people the Prophet Muhammad was a man who told them the most wonderful things about God and changed their lives. He spoke up for poor people and said that the rich should help them. He spoke about freedom for those who were slaves and who were badly mistreated and, most importantly, he taught the people that there was one God, Allah, who was merciful and compassionate.

But there were some rich and important people in the city of Mecca who thought Muhammad was a troublemaker. They didn't want to hear what Muhammad had to say and thought he should be silenced. But no matter how nasty the threats made to him or how dangerous life became for him, Muhammad continued to teach the people who came to listen to him. They loved him and were eager to hear him speak. Soon, however, those people who wanted to get rid of Muhammad began to persecute his friends and followers, to threaten them and try to harm them. As life became more and more unpleasant, Muhammad came to realise that Mecca was no longer the best place for them to be. Some Muslims had already left Mecca to protect their families. But where should he go?

One night he and his friends met quietly in a house to share a meal together. They were disturbed by a knock at the door and in came an anxious looking man. As he took off his cloak, they recognised him as a friend, a fellow Muslim who had gone to Madina to spread Muhammad's teaching.

"I have with me seventy men who are now Muslims who are willing to offer safe houses to you and your followers if you come to Madina," he told Muhammad. "They are camped not far from here but it is very dangerous for them so I need you to decide quickly what you will do."

"I will speak with them," said Muhammad. With his Uncle Ali, he crept from the city out into the hills where his new supporters were camped. Muhammad warned them of the dangers that they would face if they supported him. He told them that people wanted him dead and might try to kill them too. Then he prayed with them and asked God to guide and protect them all.

The men promised one by one to support him and his followers. The plan was for Muhammad and his friends to go in little groups to Madina so that people in Mecca who were against them would not notice what was happening and try and stop them. Once they were in Madina their new supporters would care for them.

Muhammad returned to the city and the next day his supporters began their journey back to Madina. All was well until somehow a group of men who were Muhammad's enemies got to hear of the meeting that had taken place.

"Muhammad must be stopped once and for all," they decided. "If we kill him together then no one of us will be able to be blamed. We are doing this for the people of Mecca." And so they planned to catch and kill Muhammad.

In his room Muhammad was wakened suddenly from sleep. He had a strong feeling that he was in great danger. He could hear the sound of footsteps just outside the house. Silently he woke his uncle and the men exchanged cloaks. Ali went to lie down on Muhammad's bed while the Prophet slipped quietly out of the back door to the house of his friend Abu Bakr.

Muhammad's enemies were indeed outside his house. One of them peeped through the window. He saw Muhammad's green cloak covering him where he lay asleep.

"As soon as Muhammad comes out of his house in the morning we will attack him together and kill him," he said. What a surprise the men had when, instead of Muhammad, it was Ali they caught coming out of the door wearing Muhammad's green cloak. How had Muhammad escaped and where was he now? On his way to Madina? They were certain they could catch him.

For discussion:

Why were some people nasty to Muhammad?

How does it feel when anyone is nasty to you?

What do you do?

Lesson 2:

Recall the story with children's help.

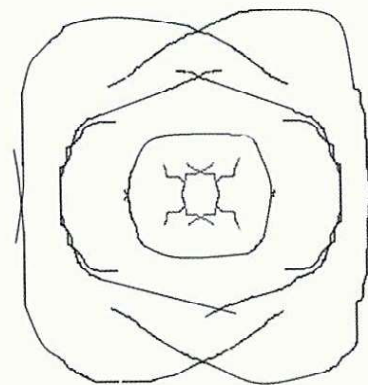
Muhammad had indeed set off with his friend Abu Bakr to Madina, but they did not take the road. Instead they went through the hillside paths where they could not easily be followed. Abu Bakr was very frightened. He wanted to be with Muhammad but he was so fearful that they would be caught by the assassins.

"Oh God help us," he called out. "Don't be frightened," said Muhammad, reassuring his friend, "God will hear your prayer."

Soon the pair had reached the hill caves and, hearing horses hooves in the distance coming closer and closer, they hid in one of the caves. Muhammad sat praying while Abu Bakr crouched close by, trembling with fear. "What are we two against so many?" whispered Abu Bakr.

"We are not alone," replied Muhammad. "Have faith, God is always with us". Suddenly they heard voices close by. The shout went up, "In the caves, search the caves!"

"All is lost," thought Abu Bakr. "Now we will surely be found". Footsteps came closer and closer and then stopped. Abu Bakr held his breath.



The voice came again, frustrated and angry, echoing around the cave. "No they can't be around here. No-one's come through here; there's a fresh spider's web round this cave."

As the sounds of people and horses faded gradually into the distance, Abu Bakr thanked God in his heart but wondered how they had escaped. And as he peered in the dim light towards the mouth of the cave he saw why their pursuers had gone. A spider was still spinning a web across the cave mouth. Muhammad was watching him and smiled.

Muhammad and Abu Bakr hid in the cave for three days and nights. Each night Abu Bakr's little girl came out to the caves bringing them food and water and in the morning a goat herd drove his animals past the cave so no tracks would be left to show where the hiding place was. Abu Bakr's son came the following night bringing them camels for the rest of their journey. He told them that the search for them had been called off, although a reward of one hundred camels was being offered to the person who returned Muhammad to the city. So Muhammad and Abu Bakr set off for Madina.

In Madina Muhammad's supporters had been very worried about him. Each day one of them would wait on the outskirts of the city to keep watch. Finally the straining eyes were rewarded and, with a shout of hope, the lookout ran into the city.

"They are coming! They are coming!" he shouted and sure enough two weary travellers came towards the city to a joyful welcome from their new friends.

Blow out the candle

For discussion:

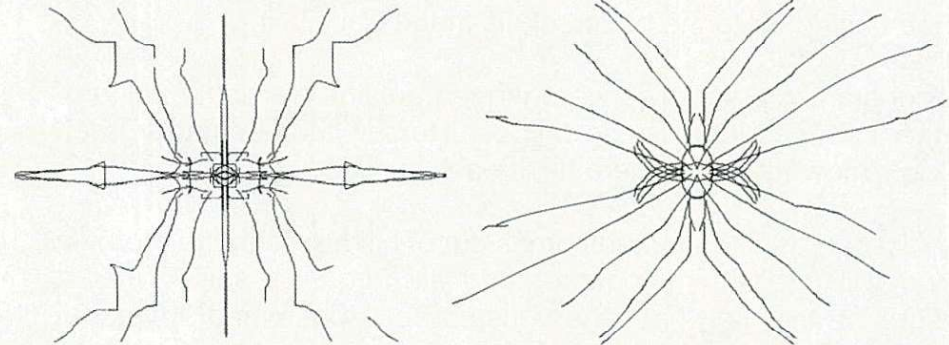
Why is Muhammad a good example of a faithful person?

How do you think Muhammad and Abu Bakr felt when they got to Madina?

What do you think they remembered most from their journey?

What do you think the story tells you about how Muslims think about God?

When have you been really frightened?



Activity Suggestions

Teaching about:

The Cave

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>DESIGN AND MAKE</p> <ul style="list-style-type: none">➤ a spider's web, using a variety of materials. <p>MAKE</p> <ul style="list-style-type: none">➤ a pattern of spiders' webs using ICT. <p>ROLE PLAY</p> <ul style="list-style-type: none">➤ the story and hotseat Abu Bakr.	<p>WRITE</p> <ul style="list-style-type: none">➤ an acrostic poem on the word FAITH.	<p>FIND OUT ABOUT</p> <ul style="list-style-type: none">➤ spiders' web;➤ other people who had to hide, or be hidden, from their enemies.

Potential C.A.S.E. Developments

Knowledge: Faith					
Concepts			Attitudes		
Concept of God	Beliefs	Morality	Self-Respect	Integrity	Social Responsibility
Muslims believe: <ul style="list-style-type: none"> ➤ God protects them; ➤ God hears their prayers; ➤ Muhammad is God's prophet. 	Religion: <ul style="list-style-type: none"> ➤ changes to peoples lives; ➤ can make people brave. 	It is wrong to persecute people.	I can stand up for what I believe. I can be a loyal friend.	Valuing: <ul style="list-style-type: none"> ➤ what cannot be explained; ➤ faith. 	What made the spider weave its web? How did Muhammad know they would be safe;
The Cave					
Skills			Exploration of Human Experience		
Language	Empathy	Reflection	Spirituality	Daily Experiences	Emotions
Muhammad prayer faith	With those who are: <ul style="list-style-type: none"> ➤ frightened; ➤ chased and persecuted; ➤ welcomed; ➤ rejoicing. 	When have I been really frightened?	Experiences of: <ul style="list-style-type: none"> ➤ safety. 	I can have faith in: <ul style="list-style-type: none"> ➤ myself; ➤ goodness. and for some children: <ul style="list-style-type: none"> ➤ God. 	fear awe dread anticipation comfort.

What is God like?

The Upanishads are collections of Hindu philosophy and theology, which date from around 600 BCE. They emphasise the unity of the individual soul with the one ultimate reality, the World Soul, God. In a famous passage in the earliest of these writings, there is an explanation, which is quite accessible to young children, of the nature of God. It is presented in the form of a dialogue between father and son.

Learning Objectives: To give children opportunities to **know** that Hindus believe God is everywhere; **understand** that there are different ways to think of God and to **be able to reflect** on what they think God might be like.

Lots of people believe in God and there are many ideas about what God might be like. No one has seen God so no one can say their ideas are definitely the right ones. God is a mystery.

All the ideas are worth listening to and thinking about. Often there are lots of questions about God and no answers.

Here's a story about a little boy who wondered about God.

Light the story candle.

Svetaketu was an inquisitive little boy. That means he asked lots of questions. His father was wise and knew that it was good to encourage his son to think of questions and keep on asking them, but sometimes he found it difficult to answer Svetaketu's questions, especially when they were about God.

"What is God like?" Svetaketu asked one day.

Another day, he asked, "Where does God live?"

Yet another day it was, "What is God made of?"

Svetaketu's father collected together some things to help him answer his son's questions. He sat down with Svetaketu and in front of him he placed a glass of water and a small pot of salt.

What do you think he was going to do?

Well, he asked Svetaketu to taste the water, like this. (*Invite a child to taste the water*). It was ordinary, clear water. Then he told Svetaketu to put the salt in the water and come back to him in the morning.

Svetaketu did as he was told.

"Fetch the salt I gave you," his father said. Svetaketu looked for the salt but he couldn't find it.

What had happened to it, do you think?

The salt had dissolved in the water and couldn't be seen any more. It was invisible.

"Taste the water from the top," said his father and the boy sipped the water. It was salty.

"How does it taste?" asked his father.

"Of salt," answered the boy.

"Now taste the water from the middle of the glass," said his father and Svetaketu poured some away and sipped again.

"It's salty!"

"Now taste the water from the bottom of the glass," said Svetaketu's father and the boy did the same again, tipping almost all the water out and tasting the very last drop. It was very salty.

"How does it taste?"

"Of salt!"

The father sat back and looked at his son. "You ask about God," he said. "Well, God is like the salt. You cannot see the salt but it is there. It is invisible but you tasted it. Every drop you tasted had salt in it and the taste was strong wherever you went in the glass.

We have faith in God even though we can't see God. Just like the salt, God is truly there, in everything.

Blow out the story candle.

This story is told to Hindu children to help them understand what their families believe about God. It's in a very old sacred book called the Upanishads, written hundreds and hundreds of years ago.

Kedar, a little Hindu boy about as old as you, believes in God. He has heard this story and he tells his teacher that God is in everything.

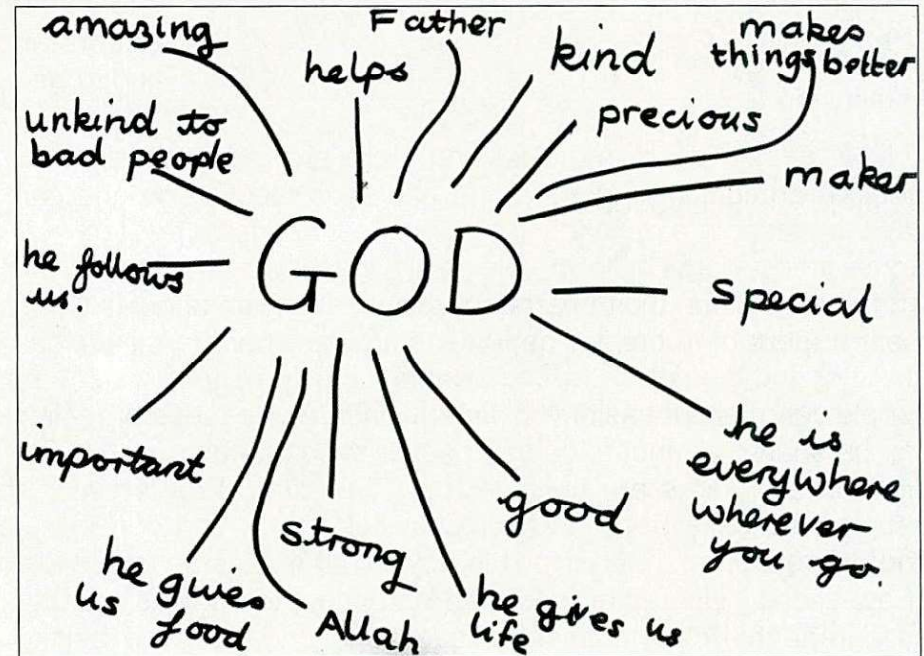
"God is in the door and the desk and the wall," he says. "God is in me and God is in you. God is in all of your body." And he pats his chest with his hand to show what he means and smiles. For Kedar, it's a good feeling. He has faith in God even though he can't see God.

For discussion:

What questions would you like to ask?

What do you think about God and what God might be like?

What is inside you?



Lesson 2

Can you think of something that you know is there even though you cannot see it?

How do you know it is there?

Supposing you could not hear it or touch it either? What sorts of things are like this?

Obvious answers from children are likely to be 'air' or 'germs'; encourage them to consider feelings and thoughts as well.

Listen to these words. They are written by someone who is thinking about these ideas.

I believe in the sun
even when it is not shining.
I believe in love
even when feeling it not.
I believe in God
even when God is silent.

What do you think about this?

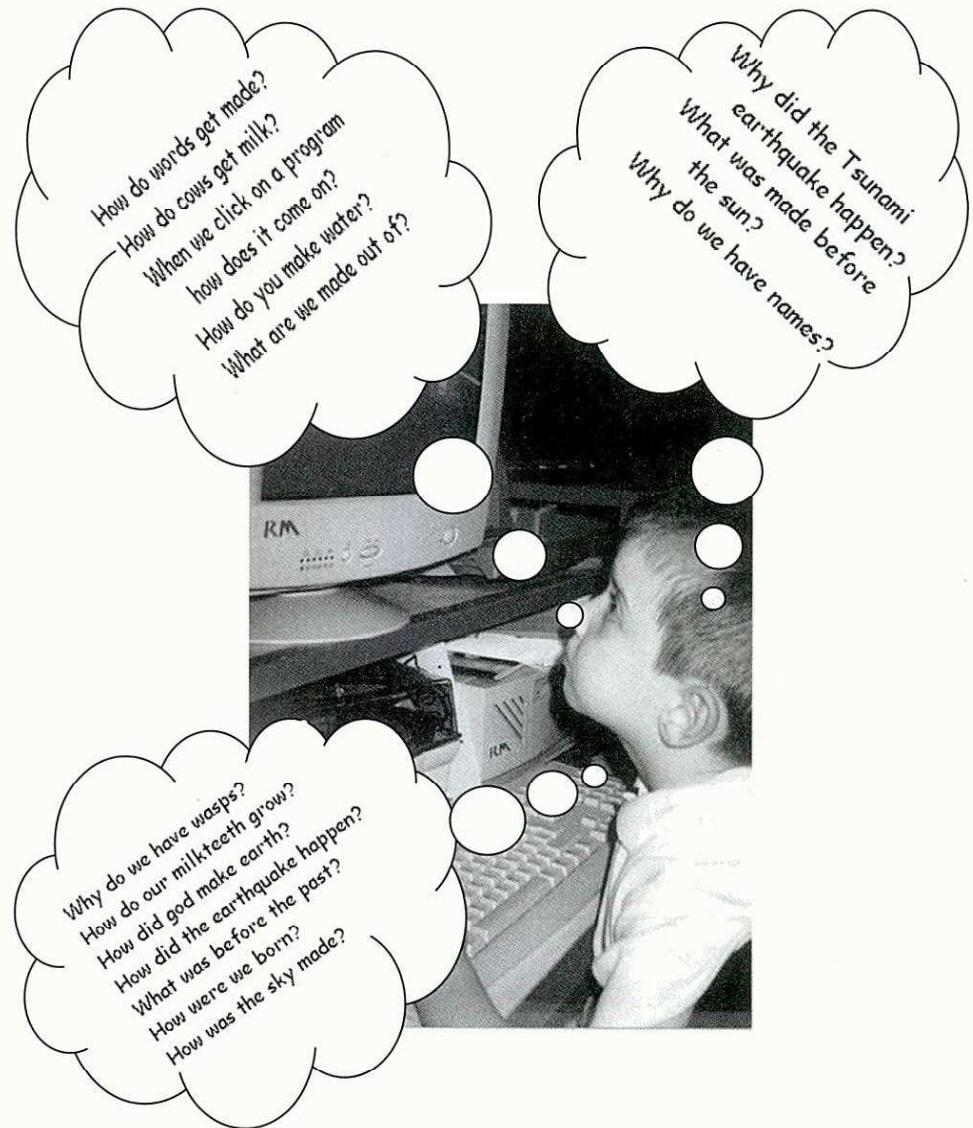
Some times words help people think about what they believe in, what they know in their hearts but cannot see. These ideas can be really important to them. Some ideas are very hard to think clearly about or find the right words to explain, so using the words of other people can make it easier to communicate. Some ideas or feelings can be shared or understood by people even though people are all different and ideas are never exactly the same. Words can help people who believe in God to focus their minds and concentrate and talk to God.

For discussion:

Faith is about believing, even though there is no proof. What do you believe in?

What do you think is the biggest question of all?

Invite children if they would like to, to write about, draw or paint something that they believe in and frame or display beautifully the work. Provide quiet times, perhaps with gentle music, for children to have time for reflection even if they do not want to express their ideas.



Activity Suggestions

Teaching about:

What is God like?

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>SET UP</p> <ul style="list-style-type: none">➤ a question board and invite children to form questions and pin them up; <p>TALK</p> <ul style="list-style-type: none">➤ about the questions and try to find answers; <p>TASTE</p> <ul style="list-style-type: none">➤ a variety of flavours and talk about each one.	<p>WRITE</p> <ul style="list-style-type: none">➤ about something you can't see but know is there.	<p>FIND OUT ABOUT</p> <ul style="list-style-type: none">➤ other substances that dissolve in water;➤ other ideas of God.

Potential C.A.S.E. Developments

Knowledge: Faith					
Concepts			Attitudes		
Concept of God	Beliefs	Symbols	Respect	Integrity	Enquiry
Hindus believe God: <ul style="list-style-type: none"> ➤ is everywhere; ➤ is in everyone; ➤ cannot be seen. 	Religion prompts questions that are worth asking.	Salt in water	I can ask really good questions; I can learn from stories; I can listen.	Valuing: <ul style="list-style-type: none"> ➤ questions; ➤ stories; ➤ feelings. 	What are my questions? When do I ask questions? Who answers my questions?
What is God Like?					
Skills			Exploration of Human Experience		
Language	Reflection	Self Expression	Spirituality	Fundamental Questions	Emotions
God believe mystery	What do I believe about God? What do I learn from stories?	I can ask questions; I can express my ideas about God.	Experiences of: <ul style="list-style-type: none"> ➤ asking questions; ➤ listening; ➤ learning; ➤ believing. 	Is there a God? What is God like? Where does God live?	curiosity



