

Key Stage 2 : Year 4

Father Damien

Father Damien was born in Belgium in 1840. His parents were poor farmers and at 18 years of age, Damien became a priest in the Catholic Church. He worked in Hawaii as a member of a team of missionaries. Soon after his arrival in Hawaii in March 1864, he volunteered to work on the island of Molokai which was a Leprosy colony. Father Damien was 33, a healthy, strong young man who was not afraid of this dreadful disease. For many years he ministered to the lepers before he too contracted the disease and died on 15 April 1889. His example is one of commitment and ultimate sacrifice.

Lesson 1

“If he won’t give himself up we’ll have to kill him and his wife!”

The irate policeman stood, pointing his gun at the couple who were clinging to the rocks that stood above the harbour. It had already taken the police three days to track down the couple. The frightened man retaliated by firing gun shots and shouting,

“I won’t let you take my wife away. She’s done nothing wrong. Leave us alone!” Each time he spoke, he fired his gun, showing his anger and frustration.

A while later a young priest appeared. He pleaded with the police officers to allow him to talk with the couple and, although they tried to tell him that the man was dangerous, the priest was determined to help.

The priest, whose name was Father Damien, walked towards the couple and was promptly met with gun shots. He was undeterred and continued his slow climb up the rocks towards them. As he

approached the frightened man, shielding his sick wife, Damien recognised instantly that the woman had leprosy.

Eventually the priest managed to calm the man and they talked for several hours on the harbour-side.

“Why can’t they leave us alone? Why can’t my wife stay with me? Why can’t she stay here and die in peace?”

Calmly, Father Damien explained that the Government had a law regarding leprosy sufferers, stating that all people who contracted the disease must be taken to the island of Molokai to prevent the disease spreading. At last the man gave in on the condition that he too could go to the island with his wife. Father Damien went with the couple to the boat and watched with great sadness as they joined other leprosy sufferers awaiting the journey to the island.

For discussion:

What do you think about the Government's rule that all leprosy sufferers had to be taken away?

How would you feel if someone in your family was sick and had to be taken away?

What do you think Father Damien will do?

What would you do?

Lesson 2

The young priest had this painful memory in his mind for many years and often remembered the couple in his prayers. He continued his work on the island of Hawaii, sharing his beliefs about Jesus with the people he met. Through his hard and dedicated work Father Damien began to be respected and loved. He designed and built churches and worked hard and long hours for the people he served. His thoughts often turned to Molokai and the leprosy sufferers; he felt the need to help in some way.

Without warning, the opportunity came Father Damien's way when the Bishop asked for a volunteer to go to Molokai to minister there.

"Whoever volunteers must remember," the Bishop said, "that he who goes to Molokai, goes for life."

Father Damien offered to go, along with three other priests but it was Father Damien's offer which was accepted by the Bishop. Everyone knew that the young priest had chosen to die. Soon he was stepping ashore at Molokai and, as he looked around him,

the priest felt a voice inside him saying, 'This is your life's work'.

Father Damien set to work at once, meeting the sufferers and comforting them. For the first few weeks he slept under a tree on a mat. Slowly, through his dedicated work he began to restore a sense of respect and of self-worth into the people he met on the island. He helped to build new homes, churches, schools, an orphanage and to install a supply of clean water. The people who lived there began to feel that at last there was someone who cared what happened to them.

Father Damien continued this work for many years but he knew it was likely that one day he too would contract leprosy. It took sixteen years for that to happen. One day the priest realised that the white patches on his face were the first signs of the disease. He was desperate to continue with his work so did not rest. Gradually, the leprosy took hold. Damien was constantly in a lot of pain and eventually he fell very ill and was unable to move from his bed.

News of the priest's illness travelled to the Bishop who ordered that he should be taken to Honolulu for treatment. Reluctantly Damien obeyed and for a while, as he was cared for, there was a slight improvement in his health. As soon as he felt this improvement, Damien insisted on returning to the island to continue his work with his fellow sufferers.

Although Damien had not wanted to go to hospital it had the effect of informing the world about the horrors of leprosy and soon thousands of donations for his work were being made. Damien put the money to good use, continuing his effective work until the disease claimed his life on 15 April 1889.

Father Damien's death awakened the world's attention to the horrors of leprosy; others began to continue his good work. A large cross was set up on the island as a memorial to the priest's work. On it were the words 'Greater love hath no man than this, that a man lay down his life for his friends.'

Nine of the lepers just walked on and were very happy. One of them of them went back to thank Jesus.
 "Thank you Jesus for healing me" he said.
 Jesus said "Were are the others lepers?"
 "They've gone home" he replied.
 "Why didn't you go home" Jesus said.
 "Because I wanted to thank God first"
 The leper replied.

For discussion:

Why did the Bishop say that going to Molokai would be a 'job for life'?

Father Damien arrived on the island without leprosy. What do you think the leprosy sufferers thought as they looked at him?

How do you think the priest changed the lives of the lepers?

What do you think about the things he did?

What would you like to be remembered for?

Activity Suggestions:

Teaching About:

FATHER DAMIEN

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>DESIGN</p> <p>▷ a decorated cross suitable for Father Damien</p>	<p>DRAW</p> <p>▷ four pictures to illustrate the story of the woman with leprosy</p> <p>IMAGINE</p> <p>you are one of the lepers on Molokai and you are able to write a letter telling about all that Father Damien has done</p>	<p>FIND OUT</p> <p>▷ where in the Bible stories about Lepers can be found and</p> <p>WRITE</p> <p>▷ out your own version of one and illustrate it</p>

Potential C.A.S.E. Developments

Knowledge: FAITH AND FOUNDERS OF FAITH						
Concepts			Attitudes			
BELIEFS	IMPORTANCE OF RELIGION	COMMITMENT	RESPONSIBLE RELATIONSHIPS	INTEGRITY	SOCIAL AWARENESS	SENSITIVITY
Christians believe God: ▷ calls ▷ provides work ▷ empowers	Religion can: ▷ influence choice of work ▷ determine where people live ▷ lead people to give up their lives for others	Damien: ▷ became a priest ▷ became a missionary ▷ volunteered to work for the rest of his life in a leper colony ▷ gave his life	are built on: ▷ trust ▷ openness ▷ emotional support ▷ respect ▷ self worth ▷ dedication	valuing: ▷ compassion ▷ those who work with the mentally/ physically ill ▷ dedication ▷ tenacity	I can: ▷ listen when people need to talk ▷ be gentle with the sick ▷ try to be helpful in my community	I have learned that: ▷ disease can ostracise people ▷ some religious people give their lives to help others
FATHER DAMIEN						
Skills			Exploration of Human Experience			
REASONED ARGUMENT	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES	DAILY EXPERIENCE		
How did becoming a missionary change Damien's life? What might have become of the people of Molokai if Damien had not volunteered?	With those who: ▷ want to reach out and help people ▷ feel very ill ▷ experience great sadness ▷ are rejected	When have I: ▷ wanted to help someone in a panic? ▷ felt great sadness because of illness? ▷ helped someone to feel wanted and important?	of: ▷ being called ▷ sacrifice ▷ being certain	It is natural to: ▷ be frightened sometimes ▷ be angry when threatened ▷ want to comfort someone in tears ▷ stay with someone you love ▷ want respect ▷ mourn over a death		

Key Stage 2 : Year 5

The Transfiguration of Jesus

Matthew 17: 1-13, Mark 9: 2-13, Luke 9: 28-36

In the synoptic narratives the event that has come to be called the 'Transfiguration' is detailed as an eye witness account although it may also have deep symbolic significance. The word 'transfiguration' comes from a Latin root meaning to change appearance. In Greek, the language of the original text, the story is about a metamorphosis, albeit a temporary one. The presence of Elijah and Moses link the event to Jewish prophecy about the Messiah and the cloud signifies, in Jewish tradition, the presence of God. The whole episode is terrifying for the disciples; even Peter is lost for words, and then, as so often before, he speaks without thinking. His lack of understanding and hasty words speak to children of their own inadequacies in challenging situations.

Lesson 1

The disciples of Jesus were always being surprised by the things he said and did. Sometimes they were also very afraid. More often than not, they found themselves unable to understand. Peter felt like that most of the time though he tried really hard to say and do the right things.

One event was especially difficult to understand and when Peter thought about it afterwards, he wished so much that he hadn't opened his mouth at all!

Jesus had taken Peter, James and John up a high mountain where they could be alone. Whilst they were there, a change suddenly came over Jesus. As the disciples looked at him, it was as if he

was bathed in a bright light. His clothes were a dazzling white, much whiter than anyone in the world could wash them.

The disciples were amazed. They shielded their eyes and then they saw two figures with Jesus. Elijah and Moses were talking with him. Elijah and Moses! It was frightening. Even Peter didn't know what to say, then he heard himself offering to build shelters, one for each of them....

The cloud that descended on them shrouded them and from it came a voice

"This is my own dear son. Listen to him!"

When the disciples looked around, only Jesus was with them and the dazzling brightness had gone.

For discussion:

In which other story have you heard the words "This is my own dear son...."?

What has Jesus done since those words were first spoken?

This is called the 'Transfiguration of Jesus'. What do you think the word 'transfiguration' means?

What sort of person do you think Peter was?

When have you heard yourself saying something and regretting it?

What has ever happened to you that you didn't understand?



Activity Suggestions:

Teaching About:

THE TRANSFIGURATION

Number of lessons: 1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>SHARE</p> <p>▷ in your group any situations in which you said the wrong thing</p> <p>ROLE PLAY</p> <p>▷ one of them and then re-enact it with a different ending</p>	<p>IMAGINE</p> <p>▷ you were Peter and write your account of what happened on the mountain</p> <p>ILLUSTRATE</p> <p>▷ one moment from the story.</p>	

Potential C.A.S.E. Developments

Knowledge: FAITH AND FOUNDERS OF FAITH				
Concepts			Attitudes	
BELIEFS	SPIRITUAL DIMENSION	SYMBOLS	INTEGRITY	ENQUIRY
Christians believe God: ▷ speaks to people ▷ changes people Jesus was: ▷ transfigured ▷ called the Son of God	There is mystery. There is more to life than can be understood	light cloud a voice	valuing: ▷ friendship ▷ embarrassment ▷ attempts to do the right thing	What happened to Jesus? What sort of person was Peter? Why are some things difficult to understand?
THE TRANSFIGURATION OF JESUS				
Skills			Exploration of Human Experience	
USE OF LANGUAGE	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES	EMOTIONS
discipline transfiguration	With those who: ▷ find a friend often surprising them ▷ see an amazing sight ▷ get so excited they cannot control what they say	What do I find difficult to understand? What have I ever said that I have regretted?	of: ▷ wonder ▷ excitement ▷ mystery	surprise fear incomprehension amazement embarrassment

Key Stage 2 : Year 5

The Society of St Columban

The Midland Regional Headquarters of the Society of St Columban, 'Columban Fathers', is in Widney Manor Road, Knowle. The Society was formed in 1918 in Southern Ireland. It is an order of priests committed to working, originally in China, but now all over the world, spreading the Christian message.

The headquarters were purchased in 1968 from the Birds Custard family. It is now home for eight or nine priests who are either resting or working at headquarters. A magazine called the *Far East* has been published on a regular basis since 1920, produced in part in Knowle. The Missionary Society is named after St Columban who was a 6th century missionary, born in Ireland.

These lessons give pupils the opportunity to engage with some of the issues of the developing world as well as discovering more about an organisation with a base in the local community.

Lesson 1

If you walk or drive along Widney Manor Road in Knowle in Solihull, you will see a sign outside a large, old house which says 'Columban Fathers.'

Who do you think might live there?

What do you think they might do?

Who do you think St Columban might have been?

St Columban was a person who disobeyed his mother in order to serve God.

Columban was feeling really excited as he journeyed home from school. It was weeks since he had seen his father and mother and during this time he had made a big decision. He had decided what it was he was going to do with the rest of his life. His excitement was tinged with sadness when he thought about his mother and how she might feel when he told her the news; he thought his father would probably understand.

His parents were delighted to see him and made him welcome. Columban ate the meal his mother had prepared while they told him all the news of the village; he thought they would never stop. At last, as he finished eating and they sat back contentedly, he began.

“Father and Mother,” he said. “I have something important to tell you. I have made a decision and I want you to give me your blessing and wish me well. I have made up my mind to give my life to God. I am going to enter the monastery at Bangor as a monk. Please give me your blessing as I leave home for ever.”

Columban was right. His mother didn’t understand. Patiently he explained again what it was he was planning to do. He shared with them his confidence that this was what God wanted him to do. His mother grew pale as she listened to her son and her eyes filled with tears. Columban put his hand out to comfort her but she brushed it away. As he had expected, his father turned to him and quietly wished him well, grasping his hand tightly as he did so.

Columban got up and was moving towards the door when suddenly his mother rushed in front of him.

“You shan’t go!” she cried, “I won’t let you go. I love you too much. You can’t really want to leave home and go away for ever. Take time to think about it.”

Columban assured her that he had thought about it, long and hard and his mind was made up. His mother became angry, forbidding him to leave the house. She threatened to lie down in front of the door to stop him from leaving. As Columban took another step towards the door, his mother defiantly did as she was threatening.

Columban had never disobeyed his mother before but he believed God had called him and so, calmly, he stepped over his mother as she lay on the floor and went out of the house.

For discussion:

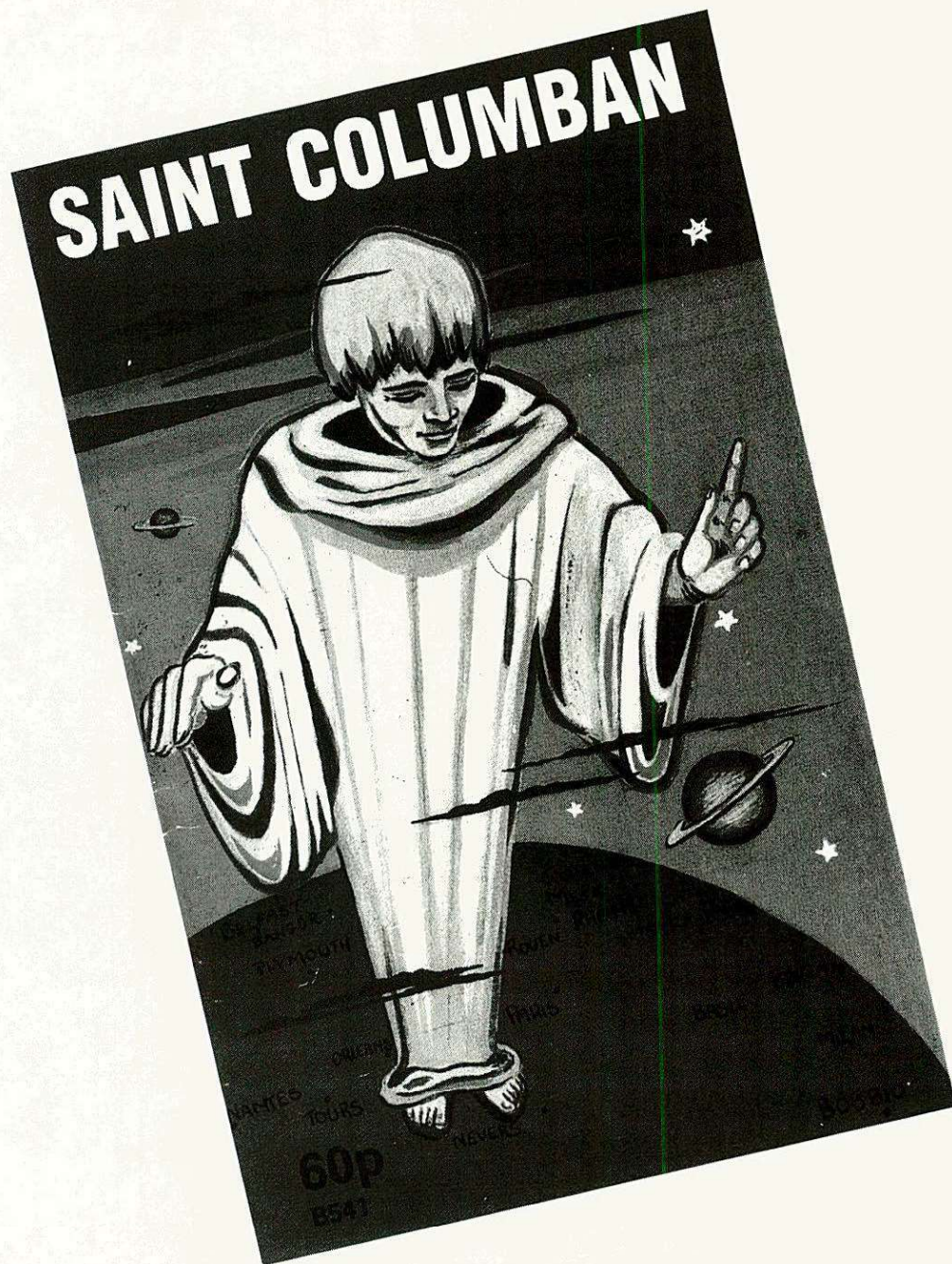
How do you think Columban might be feeling as he walks away from the house?

What do you think Columban is going to do?

How do you feel when you disobey one of your parents?

- * *Encourage pupils to use the activity sheets to structure their own investigation, and to resource their work using the packs of material available from the Order.*





Find out about Columban's life as a monk.

Mark the places where he worked on a map of Europe.

Talk about the message he took with him wherever he went.

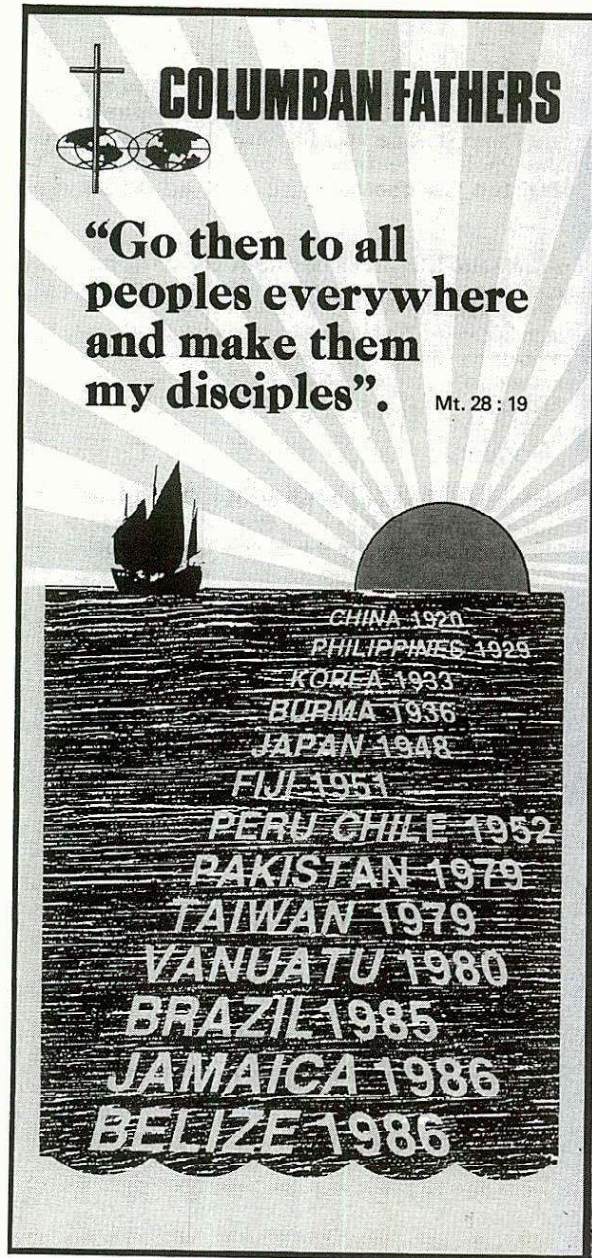
Robert Schuman who founded the European Economic Community suggested that St Columban would make an excellent patron saint of a unified Europe.

Write a list of reasons for this.

What makes a good patron saint?

Who is your favourite saint?

ST COLUMBAN
Activity
Sheet
1



ST COLUMBAN
 Activity
 Sheet
 2

The cover of the information leaflet about the Columban Fathers tells you a lot about them.

Talk about what you can learn from:

- the logo
- the biblical quotation
- the ship
- the places and dates listed

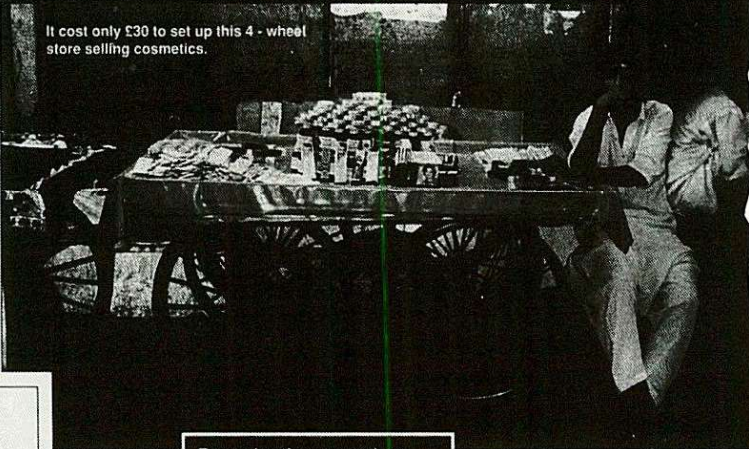
Make a collection of press cuttings which illustrate the ‘broken world’. Identify any signs of hope you see.

Write about what you would like to spread around the world.

4-WHEELER DEALERS

A *Rehra* is a mobile stall made simply of wood and four bicycle wheels. It is a very common sight in most cities of Pakistan. Its owner, or renter, can park it almost anywhere and sell his wares. He pays no income tax and has few overheads. Among the latter, it is said, is a regular bribe to prevent the police from moving him on and away from such strategic places as railway stations and bus depots.

It cost only £30 to set up this 4-wheel store selling cosmetics.



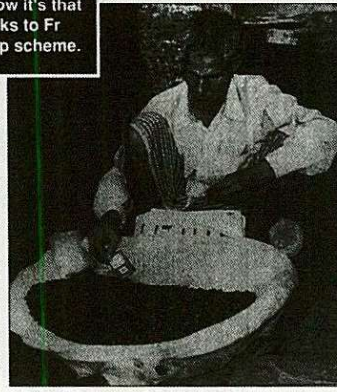
Every day they struggle to make ends meet. Now it's that little bit easier, thanks to Fr Jim and his self-help scheme.

ment of £15 on a new *rehra*. I would also pay £15 provided he would pay me back at the same rate which he was then paying the present owner on a monthly rate. He readily agreed and was delighted with the idea of eventually owning his own *rehra*.

That was how our *rehra* scheme began in Shadbagh parish, Lahore. In fact, that was how all our self-help projects began. A parish development committee of lay people was formed to co-ordinate

the project and through their assistance some have now opened small shops, others own donkeys and carts for haulage purposes, lathes or welding machines, while others run small embroidery businesses.

One bearded Muslim needed only £6 to buy a tray of biscuits which he then sold profitably, one at a time, and returned the £6 within four days. Another decided to make and sell curds which is a very popular dish in Pakistan. He returned the money a



£3 was all it took to set this man up in business

week later along with a gift of a large dish of curds. The smallest request was for only £3, to buy a wicker basket of blueberries.

Unemployment is a massive problem in Pakistan and the government has promised to do its utmost to solve it.

£2 a month rent for this corn on the cob *rehra* was too much

Seeking employment for people or enabling them to own the means of production is a very special service and ministry. It enhances the self-esteem of people, encourages them and enables them to use to the full their God-given talents and initiative. ■

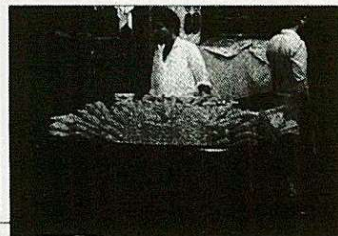
Story & pictures:
Fr Jim Fleming



Now welding with their own equipment

You can buy almost anything from *rehras*. As well as foods like curds, blueberries and corn-on-the-cob, you will find children's toys, cosmetics and even medicines. Prices are usually favourable in comparison with those in ordinary shops.

One day I asked a *rehra* man if he owned his four-wheeler. He said he was paying rent of 60 rupees (£2) per month for it. He also said that a new one costs 900 rupees (£30). I told him that if he were willing to make a down pay-



This is an article that was published in the January 1992 edition of *Far East*, the magazine of the Columban Fathers. It describes the work of Father Jim Fleming in Pakistan.

Read it and talk about it with your group.

Write about some of the ways Father Jim is living the Gospel of Jesus.

Find out more about the work of the Columban Fathers. You might like to write to the Society at:

The Columban Fathers
Widney Manor Road
Knowle
Solihull
B93 9AB

Perhaps you would like to invite one of the Fathers to talk about his own experiences.

Write a list of questions you would ask if you had the opportunity to talk to a member of the Order.

ST COLUMBAN
Activity
Sheet
3

Potential C.A.S.E. Developments

Knowledge: FAITH & FOUNDERS OF FAITH					
Concepts			Attitudes		
BELIEFS	IMPORTANCE OF RELIGION	SYMBOLS	INTEGRITY	ENQUIRY	SENSITIVITY
God ▷ calls ▷ is universal ▷ is timeless	Religion: ▷ inspires some people ▷ has a message ▷ is world wide	Symbol of the Society of St Columban. Symbolic use of brokenness.	valuing: ▷ faith ▷ service ▷ healing ▷ brokenness	Why is the world broken? Where is it broken?	I have learned about the needs and the service of some people
THE SOCIETY OF ST COLUMBAN					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	USE OF SOURCES	REASONED ARGUMENT	REFLECTION	SPIRITUAL EXPERIENCES	DAILY EXPERIENCE
Missionary Patron saint monk	Publications research	Why do some people give up everything to take up a religious life?	What would I give up? What can I do?	of ▷ being called to do something ▷ serving others ▷ being committed	There is always someone who needs help

Resources:

A pack of material about the Columban Fathers can be borrowed from the RE Resources Corner, Chapel Fields Centre or obtained from
 The Columban Fathers, Widney Manor Road, Knowle, Solihull B93 9AB.
 Tel No. 0564 770829

(NB. This material is not linked in any way with the story of Iona and St Columba.)

Key Stage 2 : Year 5

The Buddha

The word 'Buddha' is a title meaning 'The Enlightened One.' It stems from a root which means both to awake and to know, but the title also implies an understanding about life and about truth. The title generally refers to one person in particular, called Siddhartha Gotama, who was the founder of the faith called Buddhism, though Buddhists believe there have been other people like him and more will become Buddhas in the future.

Siddhartha Gotama was an Indian prince born almost 2500 years ago. He became a famous teacher who was committed, not to a theistic faith, but to one based on a deeply spiritual self-knowledge which recognises the power of the mind and acknowledges the results of one's own thoughts and actions. By the time of his death he had a considerable following; Buddhism has since developed over the centuries into a major world faith with more than 500 million adherents, mostly in the Far East although its popularity has spread to the West during the twentieth century.

Lesson 1

* *Begin by introducing pupils to a shrine figure of a Buddha or a picture of one and talk about it.*

What can you say about this person?

What do you think he might be thinking about?

What about his posture and the expression on his face?

What do you notice about what he is doing?

This is a figure of the Buddha. He lived about 2500 years ago and, by the way he lived, he changed the lives of many other people who were alive at the same time and millions of people since. Those people are now called Buddhists.

The Buddha was born a prince. His name was Siddhartha Gotama and from his birth he led a comfortable life in rich surroundings. His father tried very hard to protect him so that he would grow up knowing nothing about suffering or death. There was a reason for this. When the royal baby was born, a wise man visited the palace and foretold that once the prince saw how people suffered in the world, he would leave his home and become a great teacher. His father wanted him to stay and be king after him so he made sure his son knew nothing but his beautiful palace.

When he was seven years old the young prince was left on his own at the Ploughing Festival. He did not watch the ploughing; he simply closed his eyes and began to look within himself.

In his mind's eye, he could see masses of thoughts, feelings, memories and wishes. Slowly his thoughts became calmer and he saw deep within his mind. What he saw made him feel serene and peaceful and when the others saw him they were amazed at his stillness.

"Why, he looks just like a Buddha, like someone who is enlightened!" they exclaimed. The king was horrified and resolved to try even harder to protect his son from the real world. But from that moment on, Prince Siddhartha was never really truly happy with his life.

For discussion:

Why do you think the prince was unhappy with his life?

What do you see in your mind's eye?

What do you think 'enlightened' means?

What is the most beautiful place you know?

Lesson 2

As the years passed, the Prince grew up, married a beautiful princess and had a son of his own. However, Siddhartha was restless and one day he asked his servant, Channa, to hitch the horses to his chariot and drive him into the village. What he saw there was to change his life.

On the way to the village the prince saw a strange and horrible sight. By the roadside lay an old man, withered and bent. Siddhartha was horrified and asked his charioteer what on earth this was. Channa explained that this was an old man and that everyone must grow old. The prince was troubled. He became

even more troubled when, a little further along, they saw a sick man lying by the side of the road. Siddhartha could not bear to look at the diseased body and his thoughts became very confused.

In the distance, the prince saw a group of people on their way to a funeral. He could hear their weeping and wailing as they carried the dead body of their loved one. Siddhartha had seen nothing of death and his heart was greatly troubled. In despair, he instructed his charioteer to turn for home. The world was a frightening and confusing place. Then the prince saw another man, this time dressed in simple robes and carrying an alms bowl. The prince asked his charioteer to explain this sight.

"He is a holy man, Your Highness," Channa explained. "He lives alone and spends his time thinking. He owns nothing but his bowl and eats only what people put into it."

To Siddhartha, this man seemed to be at peace and at last the prince had a moment of hope in this day of misery. However, he remained deeply saddened by what he had seen and no one, not even the king, could take away the experiences that he had had.

For discussion:

What were the signs of suffering that the prince saw?

What signs of suffering do you see?

Why do people suffer?

What experiences have you had which you would like to forget or have taken away somehow?

What has ever happened to you that has changed your life?

Lesson 3

** Begin by inviting pupils to recall the story of Prince Siddhartha.*

The prince had lots of questions about life. He could not rest in the luxury of his palace, knowing how much people suffered, so one night he slipped away, leaving his wife and his baby behind. He took off his fine clothes, gave away his jewels and shaved his head. He set off, with just an alms bowl, in search of answers to his questions.

After a time of fasting and suffering, he still did not have any answers. And he was almost dead. He decided that this was not the way to solve his problems so he decided to eat a little to strengthen himself.

He sat alone underneath a tree to think. He decided that he would stay in that place until he had found his answers. This time, he looked within himself. Soon he found that deep place where everything was calm and clear. He saw that suffering is caused by wanting things and because of this people are never satisfied and never at peace. Once he saw this he was able to put greed and hatred aside. He called this state of complete peace 'Nirvana.' He was now no longer Prince Siddhartha but the Buddha, the Awakened One, the Enlightened.

The Buddha was persuaded to teach others about Nirvana. He delivered a talk to a small group which was the first of many. He taught anyone who would listen, regardless of their status. He taught the 'Middle Way', only eating and sleeping as much as the body needs and doing everything at a steady pace and always keeping calm. People still try to live like that today.

For discussion:

Why do you think the prince gave up everything?

Why would this be difficult?

What questions do you have about life?

Where do you go to think?



The Buddha said:
"You should cease to do evil, learn to do good and clarify
your mind."

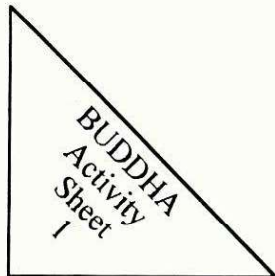
Talk about what this means.

Brainstorm three ways in which you might do each of these things.

Cease to do evil:

Learn to do good:

Clarify the mind:



Buddhists make five promises to help them to follow the Buddha's teaching. They will not:

- harm any living thing
- take what is not offered to them
- live in anything but a calm way
- say unkind things
- take alcohol or drugs which will cloud the mind.

If you had to make five promises about your life, what would they be?

List the promises you would make:

Activity Suggestions:

Teaching About:

THE BUDDHA

Number of lessons: 3

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>MAKE</p> <ul style="list-style-type: none">▷ a figure of the Buddha▷ a collection of pictures of beautiful places▷ a collection of newspaper cuttings about suffering and explore the vocabulary associated with suffering▷ a double sided mobile of Prince Siddhartha's face to show the change in his expression	<p>WRITE</p> <ul style="list-style-type: none">▷ about your perfect world <p>DRAW</p> <ul style="list-style-type: none">▷ the four signs given to the Prince▷ what you think Nirvana might be	<p>FIND OUT</p> <ul style="list-style-type: none">▷ more about what Buddhists believe



Potential C.A.S.E. Developments

Knowledge: FAITH AND FOUNDERS OF FAITH						
Concepts			Attitudes			
BELIEFS	IMPORTANCE OF RELIGION	COMMITMENT	INTEGRITY	ENQUIRY	SOCIAL RESPONSIBILITIES	SENSITIVITY
Buddhists believe that: <ul style="list-style-type: none"> ▷ everyone can know him/her self ▷ suffering is caused by desire 	Religion helps people to: <ul style="list-style-type: none"> ▷ become calm and serene ▷ spend time alone and be thoughtful 	The Buddha: <ul style="list-style-type: none"> ▷ put greed and hatred aside because he knew it caused suffering ▷ taught moderation in everything ▷ taught anyone who would listen to his teaching 	valuing: <ul style="list-style-type: none"> ▷ caring ▷ concern ▷ teaching ▷ example ▷ faithfulness ▷ a middle way in everything 	How is suffering caused today? Why is it millions of people have followed the teaching of the Buddha?	I can try to be: <ul style="list-style-type: none"> ▷ less greedy ▷ more generous ▷ a more steady person ▷ more calming and reassuring 	I have learned: <ul style="list-style-type: none"> ▷ that some people find disease frightening ▷ that some find death difficult to understand
THE BUDDHA						
Skills			Exploration of Human Experience			
USE OF LANGUAGE	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES		DAILY EXPERIENCE	
Buddha Buddhists Enlightened One Nirvana Middle way	With those who: <ul style="list-style-type: none"> ▷ are not told the whole truth ▷ feel unhappy with their lives ▷ see something distressing and feel frightened ▷ want to get answers to questions 	When have I learned something which made me question what I had been told? What would make me want to give up my way of life and my home?	of: <ul style="list-style-type: none"> ▷ being loved and protected ▷ finding out secrets and being surprised by them ▷ finding a time of peace ▷ feeling calm 		It is natural to: <ul style="list-style-type: none"> ▷ be curious ▷ find out about illness and suffering ▷ be sad 	

Key Stage 2 : Year 5

Nicky Cruz

Commitment to Christianity requires changes to people's lives. For many this is a slow and gradual process; for others it is a sudden and dramatic event.

Nick Cruz is a famous, contemporary Christian, whose dramatic life story reveals a transformation in the light of conversion. His story speaks clearly about identity, finding oneself and finding meaning and purpose in life. It is also about the power of the Christian message.

Lesson 1

This is a story about somebody whose life was changed in a big way.

"Hey man, what do you think you're doing round these parts?" A voice snarled. "This area belongs to us. No strangers are allowed around here unless we say so."

The voice belonged to Nicky Cruz, leader of the most feared and violent street gang of New York; they were the Mau Maus.

The frightened stranger fled as bricks, bottles and dustbin lids were thrown by the gang. No one ever stopped to argue with the Mau Maus; they ruled the city streets even though they were still at school. Nicky Cruz was their undisputed leader. He had come to New York to escape a life of violence which was all he had ever known. Once on the lonely streets of the city, he had become involved in gang warfare and, gaining the respect of other gang members, he became their leader. By the age of 18, Nicky had been arrested more than twenty times. He had stabbed

people, attempted murder and threatened hundreds of others. What a way to earn respect!

For discussion:

In what ways do you think the gang members respected Nicky?

In your experience what do you understand the word 'gang' to mean.

Why do you think some people want to join a gang?

How should we react to gangs?

Whom do you respect and why?

Lesson 2

One humid afternoon Nicky and his gang came across a crowd listening attentively to a man who was speaking. What a man! He was small, skinny and spoke with a faint voice. Yet he was holding their attention. Nicky stared with contempt at this insignificant person. What was he doing on his streets, on Mau Mau land. And why was everyone bothering to listen to him?

The stranger's reedy voice floated over to Nicky. "God knows what you are" Nicky heard him say. "Yet he loves you right now just as you are."

As the words were spoken, Nicky suddenly felt as if they were directed especially at him. The man finished speaking and in silence turned and walked towards Nicky, his hand extended. They came face to face. The man introduced himself as a preacher, name of David Wilkerson. Nicky reacted with a typically violent outburst.

"Go to hell preacher!" he spat. Patiently the priest continued quietly talking about Jesus and how much Jesus loved Nicky.

"Nobody loves me!" snarled Nicky. "You come near me again, and I'll kill you!" Pleased with his reaction, Nicky swung round turning his back on the preacher and swaggered down the street. As they went, he and his gang made fun of the preacher, mocking his words.

They were surprised, once they had returned to their basement flat, to have a knock at the door. It was David Wilkerson who walked in and for the second time extended his hand to Nicky. Nicky hit him, then he spat in the preacher's face.

"They spat at Jesus too," said the preacher. Nicky yelled to him to leave, grabbing him as he did so and throwing him towards the door. As he went, the preacher continued to say how much Jesus loved him. As he went out of the door he smiled gently at Nicky.

For discussion:

What do you think about the way the preacher behaved?

How do you think he felt?

What do you think Nicky will do if he sees the preacher again?

Why is Nicky so angry?

What makes you angry and how do you deal with your anger?

Lesson 3

Whatever he did in the following days Nicky just could not get those words out of his head, 'Jesus loves you Nicky, Jesus loves you.' That's what the preacher had said and the words just would not go away. Could someone really love him? He even tried to lose himself in increasing violence yet still the words stayed with him.

Two weeks later the preacher invited the gang to a public meeting. At first Nicky said they would not go and then he changed his mind when some of the other gang members taunted him.

The Mau Maus swaggered into the meeting, laughing and sneering at everybody there and did their best to be disruptive while the preacher was speaking. They heckled and knocked over chairs but Nicky did not join in. He was thinking; he was remembering all the bad things he had done during his life, the pain and the deaths he had caused and for the first time ever he began to feel guilty.

“Your life can be changed,” the preacher was saying. “Stand up. Come forward. Give yourself to Jesus who can save you from your sins.” And Nicky found himself standing up and walking forward towards the preacher and this time it was Nicky who extended his hand.

Something had happened. Nicky felt different. Something had changed in his life. He had prayed, actually prayed to God to help him to change and suddenly there was a freedom within him and for the first time in his life he felt happiness. All the hatred and all the violence had suddenly gone. He knew that he had been given a new start.

The police were surprised to receive all his weapons when he handed them in. They were even more surprised when he asked them to sign a Bible that the preacher had given him. From then on his life changed dramatically. He began to go to church and he read the Bible daily. He was no longer identified with the gang; they disowned him, seeing his conversion as a betrayal. He was even stabbed by a member of another gang but he refused to take revenge. He knew it was wrong to be violent.

Nicky’s faith developed and strengthened. He decided to become a preacher too and eventually he got into a Bible College. It was hard work because he had missed out on a lot of school.

However he persevered and succeeded and, once qualified, Nicky went back and visited his gang and told them about Jesus. Some of them followed him again, this time not towards violence, but towards God.

At last Nicky decided to return home to Puerto Rico to show his family how he had changed. What a surprise they got. They were so moved by the miracle they saw in him that some of them became Christians too. From then on Nicky went from strength to strength, continuing his work of telling people about Jesus. He visited Birmingham in 1978 and brought a simple message:

“Give Jesus Christ a chance, just like I did. I know he will change your whole life. I buried Nicky Cruz nineteen years ago and he is dead. Now I am alive in Christ. Now I am famous not because I am a killer, but because Jesus Christ loves me and I love him.”

For discussion:

What do you understand by the words ‘alive in Christ’?

How would you explain what has happened to Nicky Cruz?

What do you think about the story of Nicky Cruz?

What has ever happened to change your attitude to life?

If you could be changed in some way, what would you like to happen to you?

Activity Suggestions:

Teaching About:

NICKY CRUZ

Number of lessons: 3

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>DESIGN</p> <ul style="list-style-type: none"> ▷ a before and after poster of Nicky Cruz ▷ a poster for Nicky's 1978 Birmingham visit <p>FIND AND READ</p> <ul style="list-style-type: none"> ▷ The story of Saul's conversion on the road to Damascus. Compare this to the story of Nicky Cruz. Find a way of showing the similarities 	<p>DRAW</p> <ul style="list-style-type: none"> ▷ a picture showing how Nicky Cruz and his gang terrorised the neighbourhood <p>WRITE</p> <ul style="list-style-type: none"> ▷ an account of your encounter with Nicky Cruz and the 'Mau Mau' as if you were David Wilkerson ▷ about ways in which your family and friends show love for you ▷ about something or someone who has changed the way you think 	<p>COLLECT</p> <ul style="list-style-type: none"> ▷ newspaper cuttings and personal experiences of gangs <p>PRESENT</p> <ul style="list-style-type: none"> ▷ a series of 'photograph stills' showing part of Nicky Cruz story <p>ASK</p> <ul style="list-style-type: none"> ▷ Christians you know how they came to their faith. Talk about the gradual development of faith as well as the sudden dramatic conversion

Potential C.A.S.E. Developments

Knowledge: FAITH AND FOUNDERS OF FAITH						
Concepts				Attitudes		
BELIEFS	IMPORTANCE OF RELIGION	MORALITY	FORGIVENESS	RESPONSIBLE RELATIONSHIPS	INTEGRITY	FORGIVENESS
God ▷ loves people whatever they've done ▷ is to be served	Religion: ▷ can change lives ▷ helps some people to find themselves	It is wrong ▷ to be violent ▷ to retaliate ▷ to bully It is right to: ▷ forgive	▷ is for everyone ▷ gives a new start	are built on ▷ mutual respect ▷ trust ▷ openness ▷ tolerance	valuing: ▷ hope ▷ faith ▷ courage ▷ change	I can be forgiven whatever I've done.
NICKY CRUZ						
Skills			Exploration of Human Experience			
REASONED ARGUMENT	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES		EMOTIONS	
Why do gangs exist? Why do some people find their own identity in a violent lifestyle?	With those who ▷ are lonely ▷ are angry ▷ are caught up in violence ▷ have no hope ▷ are brave ▷ find themselves	What makes me angry? What has ever changed me? How would I like to be changed?	of ▷ finding myself ▷ feeling loved		fear hatred loneliness spite joy fulfilment	

Resources:

Nicky Cruz *Run Baby Run* London,
 Hodder Christian Paperbacks 0340149582

Film: *The Cross and the Switchblade* Gateway Films.

Key Stage 2 : Year 6

Gandhi

Mohandas Gandhi was born on 2 October 1869 in Porbander on the west coast of India. India was, and still is, a large and diverse country. Its people were separated from each other not only by distance but also by different cultures, religions and languages. People within the Hindu religion were divided by a caste system. There was also a great gulf in wealth between people, from dreadful poverty to vast riches. Gandhi's family were Orthodox Hindus and belonged to the sect of Vishnu. They belonged to a middle caste, below which was a group known as the Untouchables.

At this time India was ruled by the British and although the Governors were not always popular, they did bring some order into the country and encouraged new, modern methods in farming and in industry.

In lesson 1 there is an opportunity to explore the issues before Gandhi is identified in lesson 2. The material raises questions of equality and human rights.

Lesson 1

This is a story about something that happened about 100 years ago in South Africa. The story begins on a train.

The lawyer sat down comfortably in the smart first-class carriage of a train heading for Pretoria in South Africa. He pulled out a letter from his pocket and began reading it yet again. It was from a merchant he had met in his own country, commissioning him to undertake legal work in Durban. It had meant leaving his wife behind, but he knew it was a necessary step for his career. Now here he was, dressed in fine clothes in a first class compartment on the train. He settled himself down ready to enjoy his trip. He stared out of the carriage window watching the vast landscape fly by. He reflected on his life, first in India and then in England. He had been born in India and had spent a happy childhood

surrounded by the love of his parents and his three older brothers and a sister. He recalled the shy boy that he used to be, afraid to make friends, spending much of his time with his head in his books. He smiled to himself now. Who would have thought he would become a lawyer and would address a whole court? He cringed as he remembered his first court case in the High Court of Bombay where he was so tongue tied he could hardly utter a word, but things had changed now. He thought, not for the first time, of his mother whose deeply religious nature had influenced him greatly; sadly he had only appreciated that after her death. He remembered the day that he returned to India from England, a newly qualified law graduate from Oxford University, only to be told of his mother's death. The unexpected news took all the joy out of his home coming. That, he recalled, was on 11 June 1891.

As he looked out of the carriage window, his thoughts turned to his wife whom he had married when he was 13, and who had grown into such a beautiful woman. He almost laughed aloud when he recalled how hard he had tried to persuade her to read and write, but she was strong willed and insisted that she was happy as she was. Thinking of her made him homesick for India. Hopefully she would be able to join him soon with their two little sons. He wondered idly what they would be doing now. He thought of himself and what he had become..

“Oi! What do you think you are doing there? You are not allowed in here.” He was suddenly jolted from his day dreams by the harsh voice. He held out his ticket.

“Here you are, sir” he said, politely. “This is my first class ticket for Pretoria. This is the right train, isn’t it?”

“It’s a train to Pretoria alright, but the likes of you are not allowed in the first class compartment. Who do you think you are? Now get yourself down to the third class coaches where you belong!”

The lawyer couldn’t believe what he was hearing. He had brought his first class ticket like everyone else. Why wasn’t he able to travel in the first class compartment? It was ludicrous. He was indignant.

“I am sorry sir, there must be some mistake. Check my ticket. I definitely paid the correct amount.”

“Listen, Sir.” The ticket collector spat out with all the sarcasm and venom he could muster. “I am not wasting my time on your kind. These carriages are for whites only. Now either you go to the back of the train or I throw you off altogether.”

The lawyer refused to back down, so as the train came to a stop, the guard unceremoniously bundled him off the train. He landed in a heap on the platform. All night he sat on the station, cold and humiliated. He was angry. This sort of persecution should not be allowed to happen and by the morning he had resolved that he must do something about it.

For discussion:

What does persecution mean?

How was the lawyer persecuted?

How would you feel if you had been the lawyer?

What do you know about him from the story?

What was unfair about what happened?

What would you have done if you had been a passenger on the train?

What do you think the lawyer will do next?

Lesson 2

What do you remember about the lawyer on the train?

This man went on to become very famous throughout the whole world (**show pupils a picture of Gandhi*)

This is that man. Is this how you imagined he might have looked? How has he changed?

What do you think the picture tells us about his lifestyle now?

What do you think might have brought about the change in him?

Who is he?

This is Mahatma Gandhi. Gandhi left South Africa in 1915 and returned to his home town in India. During his time in South Africa he became quite famous for his stand against the persecution he and others faced. So by the time he reached India his fame had spread before him and he arrived to a hero's reception. Many felt that here was someone who could help them in their fight against persecution. At this time India was ruled by the British and the people hoped that Gandhi's leadership could help them to break ties with Britain and rule independently.

In his first year back in India Gandhi travelled round the vast country, assessing what needed to be done. He concluded that much work was needed in uniting India before independence could be possible.

He saw that there was tension between religious groups particularly the two major groups, the Hindus and the Muslims. Although he was a Hindu, he was against the caste system, which ranked people in order of importance. There were several castes; the poorest people were labelled the 'untouchables', these were thought to be an even lower form of life than some animals. Gandhi saw the injustice of this and was determined that he would change it, because he believed in the sanctity of life. He believed all living things were created by God and should be respected.

Gandhi began his work almost immediately. He had schools built and insisted that cleanliness and good manners should be taught as well as history and maths. He also urged people to make their own clothes. Britain exported huge quantities of cloth to India but Gandhi encouraged people to boycott the British cloth and to spin their own. He designed a simple spinning wheel which could be used very easily.

He felt that he must be an example to everyone so he made sure that he spent some time every day spinning.

His belief that he should lead by example led him to set up an 'Ashram' which was a spiritual community where he lived amongst his followers. They lived a very simple life, sharing equally in the duties of the community. Gandhi would take his turn at cleaning the toilets just as happily as he would lead the people in prayer. He believed that no person was better than anyone else. Their homes were very small huts and there was just enough food to eat to keep the people going and no more. They had no belongings and spent their time spinning, praying and working to help local people.

Gandhi's acceptance of his simple lifestyle won him many more supporters and, as the cries for independence grew even louder, the people turned to Gandhi for guidance. He was given the title 'Mahatma' which means 'Great Soul' and he gained a reputation as a spiritual leader. Gandhi recognised his responsibilities to the Indian people whatever their faith. He embarked on what became a life-long mission to free India from British rule and to unite the country to allow it to rule itself.



For discussion:

What do you understand by the words 'Great Soul'?

What is the 'sanctity of life'?

Why was the impact of Gandhi's example so powerful?

Why was Gandhi against the treatment of the untouchables?

Think about the word 'untouchable.' How would it feel to be labelled 'untouchable'?

Who are the people today, who might be called 'untouchables'?

Lesson 3

Begin by sharing pupils' writing. Recall Gandhi's commitment to the people.

"Mahatma, leaders all over India are urging their people to live in peace. There has been no violence for two days."

Mahatma Gandhi lifted his weary head. This was the news he had been waiting for. He had been horrified a few weeks earlier when he learned that violence had broken out between his own followers. Muslims and Hindus had clashed throughout India over little differences which had escalated into riots and street battles. Gandhi was saddened beyond words. He had wanted to distance himself from this behaviour. How could independence ever be achieved if there were battles between the Indians themselves? How could they hate each other like this? He was prepared to die to make his point, so he embarked on a fast which lasted for three weeks. It left him very weak and close to death.

"There has been no violence for two days." These were indeed the words that he had been waiting to hear and his followers breathed a sigh of relief when he agreed to take a little food and break his fast. He had made his point that violence would not help the cause of the Indians; indeed it never solved anything.

It was not long before Gandhi was on his feet again and urging his followers to disobey the British laws if they were felt to be unjust, but at all times disobedience and non-co-operation should not be achieved by violence. However, Gandhi realised his efforts were not being recognised by the British Government. He had even visited London and although he gained the support of many British people, the British Government was still not ready to give up the rule of India. He knew that he needed some vast campaign, an issue that would unite all the Indian people and show the British how serious they were. One night he got the answer in a dream.

The government had imposed a law forbidding Indians from making their own salt to force them to buy their supply from the government. Gandhi realised that this was unjust and an issue on which his people had a legitimate objection. Here was the answer. So on 12 March 1930, Gandhi set out, with 80 disciples from his Ashram, to make the long journey to the sea. The journey was taken on foot and took 24 days. Gandhi grew weary but he was given strength by the many thousands of people who joined him on his trek.

By the time they reached the sea, Gandhi had been joined by many thousands. Throughout that first night Gandhi led prayers. He prayed that the actions of the people would be a powerful message to the British but that the message would be given through patience and love rather than violence.

At dawn Gandhi went quietly to the waterside and, stooping down, he put his pan in the water and scooped up salt from the sand. All along the coastline people waded into the water and started to gather their own salt. They took it back to their families and later sold it in the cities. The police, who made many arrests, were surprised that Gandhi's people showed no violence. Many were put in prison including Gandhi himself, but the people continued to take salt from the sea. There was little the British Government could do. They realised that they were beaten and they agreed to allow the Indians to produce their own salt. Eventually the prisoners were set free.

This was a huge step in Gandhi's campaign to liberate India from British rule. He had many more battles to face but he never resorted to violence and although many died for the cause, including Gandhi himself, Indian self rule did eventually come.

Activity Suggestions:

For discussion:

Where else in the world are people struggling to be free?

Who else can you think of who was prepared to suffer or die for what he or she believed in?

When have you suffered because of something you believed strongly?

What do you believe about the rights of people, wherever they come from?

Teaching About:

GANDHI

Number of lessons: 3

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>DRAMATISE</p> <ul style="list-style-type: none"> ▷ Gandhi's experience in South Africa <p>DESIGN</p> <ul style="list-style-type: none"> ▷ a poster advertising a peaceful campaign, eg hunger strike, getting salt from the sea 	<p>WRITE</p> <ul style="list-style-type: none"> ▷ an acrostic on the word 'untouchable' ▷ about the ways in which Gandhi changed the lifestyle of some Indian people and the effects of his work 	<p>FIND OUT ABOUT</p> <ul style="list-style-type: none"> ▷ self rule for India ▷ how salt can be made ▷ other people who have gone on hunger strike for what they believed

Potential C.A.S.E. Developments

Knowledge: FAITH AND FOUNDERS OF FAITH					
Concepts			Attitudes		
BELIEFS	IMPORTANCE OF RELIGION	MORALITY	INTEGRITY	ENQUIRY	SOCIAL AWARENESS
God ▷ strengthens ▷ inspires ▷ is universal	Religion ▷ can divide people ▷ can create inequalities	It is wrong to ▷ discriminate ▷ persecute ▷ be violent ▷ be exclusive It is right to ▷ stand up for what you believe to be right ▷ treat everyone equally	valuing: ▷ sanctity of life ▷ equality ▷ righteous anger ▷ peaceful protest ▷ freedom	Why do people sometimes hate each other? Why is there injustice?	Everyone has a right to be treated fairly
GANDHI					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES	EMOTIONS	
sanctity caste persecution injustice spiritual	With those who are: ▷ persecuted ▷ unjustly treated ▷ angry ▷ stand up for what they believe	What do I believe about people's rights? How do I treat those who are different?	of ▷ freedom ▷ being valued as a person ▷ being independent ▷ determination	fear hatred anger despair hope	

Resources:

Film 'Gandhi' directed by Richard Attenborough CVR40135 PG Columbia Tristar, available on video.

Key Stage 2 : Year 6

Post Card of the John Bunyan window

The most famous of all the works of the prolific 17th Century Christian writer, John Bunyan, is commemorated in the modern stained glass window in the Bunyan Meeting Free Church in Bedford, Bunyan's home town. A post card bearing a photograph of this window was sent to the Beirut hostage, Terry Waite, inspiring hope and giving the assurance that he had not been forgotten. The amazing story gives pupils the opportunity to consider human rights issues.

Lesson 1

* *Show pupils the post card of the stained glass window.*

Look at the picture on the post card.

What can you see?

What is the man doing?

What do you think he is thinking about?

This is a picture of a man in prison. Behind him are the bars of his cell window. In the picture, he is looking round at the window, perhaps thinking about the world outside, at present denied him. It may be that he is looking out at the sky to gain inspiration for what he is writing.

This man is John Bunyan, imprisoned in his home town of Bedford for being an independent preacher at a time when any preaching outside the established church, the Church of England, was forbidden by the King. He was imprisoned twice, from 1660 to 1672 and from 1676 to 1677, spending a total of 13 years in jail.

In his lifetime, he wrote many religious books. The most famous is an allegory on the religious journey a person makes through life. This rapidly became a best-seller and has been translated into 200 different languages. Much of John Bunyan's writing was done during his years of imprisonment when he could no longer preach openly.

For discussion:

Why do you think preachers like Bunyan were prevented from preaching?

What do you think about Bunyan's imprisonment?

How would it feel to be imprisoned unjustly?

When has something really unfair happened to you?

Lesson 2

- * *Share what pupils found about Bunyan and The Pilgrim's Progress.*
- * *Look again at the post card.*

Where do you think this picture is to be found?
What kind of picture is it?
Why was it made?

This is a post card of a stained glass window in a church in Bedford. The church is called the Bunyan Meeting Free Church, and it stands on the site of the Meeting House Bunyan himself opened in 1672 after his first release from prison.

The present building dates from 1849 but the window was created in 1978 to commemorate the tercentenary of the publications of *The Pilgrim's Progress*. The story of Bunyan's pilgrim and his progress through life has inspired many people to look closely at their own lives and at what they believe. For many it has given them hope in desperate situations.

A post card like this helped one person who was in a situation more desperate than most. It was Terry Waite, the Archbishop of Canterbury's Special Envoy to war-torn Beirut. He, like Bunyan, found himself a prisoner through no fault of his own. Unexpectedly, in his dark, lonely, miserable captivity he received a post card, with a message from a fellow Christian who was praying for his release. This was one of the very few, if not the only, item of post he received. Terry Waite looked at the picture and thought what a lucky fellow Bunyan was to have a candle, pen and ink and a window to let sunlight into his cell. He had none of these, yet the message gave him hope. He knew that someone was thinking of him and, more importantly, praying for him.

For discussion:

Why do you think the lady sent the post card?

Why do you think she chose this particular post card?

What do you think about the fact that Terry Waite received the post card?

Which picture would you have sent?

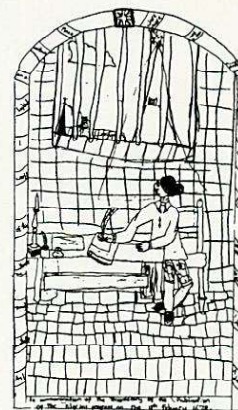
What do you think it would have been like to experience solitary imprisonment as Terry Waite did?

*On a scroll surrounding the window are some words. They read: "As I walked through the wilderness of this world I lighted on a certain place where there was a den and laid me down in that place to sleep and as I slept I dreamed a dream". Where do you think these words come from? (This is the first sentence of *The Pilgrim's Progress*.)*

What was the dream?

What do you think Terry Waite's dream might have been?

What is your 'dream' for the future?



Activity Suggestions:

Teaching About:

POST CARD OF THE JOHN BUNYAN WINDOW

Number of lessons: 2

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>DESIGN</p> <ul style="list-style-type: none">▷ a stained glass window depicting scenes or items which would bring you comfort and cheer if you were imprisoned <p>MAKE</p> <ul style="list-style-type: none">▷ a post card that you feel would have been appropriate to send to Terry Waite	<p>WRITE</p> <ul style="list-style-type: none">▷ about all the things you would miss if you were imprisoned and how you would feel about yourself and your life▷ about all the positive things in your life that would help to sustain you in a time of great deprivation▷ a message of comfort giving hope to a prisoner	<p>FIND OUT</p> <ul style="list-style-type: none">▷ what an allegory is▷ the title of Bunyan's most famous book and something about it▷ more about John Bunyan's life and principles

Potential C.A.S.E. Developments

Knowledge: FAITH AND FOUNDERS OF FAITH						
Concepts				Attitudes		
BELIEFS	THE SPIRITUAL DIMENSION	MORALITY	INTEGRITY	ENQUIRY	SOCIAL AWARENESS	SOCIAL RESPONSIBILITIES
God ▷ sustains ▷ protects ▷ inspires	There is always hope Life is a mystery	It is wrong to imprison someone unjustly	valuing ▷ freedom ▷ hope ▷ dreams	What would it be like to be imprisoned unjustly?	The woman who sent the post card cared enough to bother, even though she had never met Terry Waite	I can ▷ care for those I do not know ▷ take the trouble ▷ offer hope ▷ encourage others
POSTCARD OF THE BUNYAN WINDOW						
Skills				Exploration of Human Experience		
USE OF LANGUAGE	USE OF SOURCES	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES		EMOTIONS
allegory	Traditional literature visual material	with those who ▷ suffer injustice ▷ are given hope	When has something unfair happened to me? What do I dream about?	of ▷ hope in a hopeless situation ▷ inspiration ▷ dreams		fear desolation overwhelming relief and joy

Resources:

A set of post cards can be borrowed from the RE Resources Corner, Chapel Fields Centre or purchased from: The Tourist Information Office, Bedford.

For background, see:
 Waite *Taken on Trust* Hodder & Stoughton.

Key Stage 2 : Year 6

Mother Julian of Norwich

Julian of Norwich was a 14th Century anchoress who spent over 30 years living a solitary life in a cell attached to a small church in Norwich from which she took her name. She was a mystic who, as a result of a series of visions and years of reflection on them, wrote a book about her insights of God, called *The Revelations of Divine Love*. It is the first book known to have been written by a woman in English. Julian's was a life of faith and her words have inspired many people since.

The icon was painted, or 'written', by an iconographer called Anna Dimascio who lives and works in Norwich. She specialises in the iconography of local saints. She feels particularly close to Mother Julian and often goes to pray in the cell, believed to have been occupied by the anchoress, before beginning work on an icon.

This material allows pupils to contemplate an area of experience beyond the physical world.

Lesson

* Begin by showing pupils a postcard of a modern icon of Julian.

What do you think this person is thinking about?

What is she holding?

What does the picture tell you about her?

This is an icon of a holy woman who lived 600 years ago. For much of her life she lived alone in a small cell attached to the Church of St Julian in Norwich. She became known as Mother Julian of Norwich. No one knows her real name or where she is buried. She lived at the time of the Black Death, a time when people were terrified of falling sick. But Julian wanted to be ill; as a young woman she prayed that she would suffer a great illness when she was 30 years old. She also prayed that she would understand Jesus' suffering on the cross.

In May 1373, Julian was taken ill and after three days her family sent for the priest because they were sure she would not recover. Several days later the priest returned to find her still alive, but desperately ill. He brought her a crucifix to look at and as she looked at Jesus on the cross, she remembered her prayer of years ago. As she lay in her sick bed, Julian experienced a series of visions of Jesus which she thought about and wrote about for the rest of her life. Her experiences convinced her that Jesus understood what it was to be human. She wrote about his unending love for everyone, whatever they might have done. Some of her words which have become most famous are:

'All shall be well, and all shall be well, and all manner of things shall be well.'

When she was well enough, Julian moved into the little cell at the side of the church and became an anchoress, someone who was 'anchored' to a solitary life in a particular place and never left it. She was allowed a servant to buy and cook her food and a cat to keep the mice down. The cell would have had three windows, one looking into the church through which she would have received communion, one into the servant's room and one on to the churchyard so that people could come to her to ask her advice.

In this picture, Julian is holding a tiny hazel nut. In her visions, she was shown the truth about creation in the smallest nut. It was likely to have been a nut or knob of butter, but the hazel nut has come to be a symbol of the tiny thing that she saw and is now often associated with her.

For discussion:

What do you think a vision is?

How do you respond to Julian's words, "All shall be well..."?

Why do you think her book is still read, 600 years after she wrote it?

Where do you find comfort?

Activity Suggestions:

Teaching About:

MOTHER JULIAN OF NORWICH

Number of lessons: 1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>MAKE</p> <p>▷ a figure of St Julian using the design on the post card and materials of your choice</p>	<p>FIND</p> <p>▷ a way of recording St Julian's famous saying in decorated calligraphy</p>	<p>FIND OUT ABOUT</p> <p>▷ the friends of St Julian's</p> <p>▷ how an icon is made</p>

Potential C.A.S.E. Developments

Knowledge: FAITH AND FOUNDERS OF FAITH						
Concepts			Attitudes			
BELIEFS	SPIRITUAL DIMENSION	COMMITMENT	INTEGRITY	ENQUIRY	SENSITIVITY	TOLERANCE
Christians believe: ▷ Jesus understands what it is like to be human ▷ Jesus has unending love for everyone	There is more to life than the physical world and material possessions	Julian wanted to understand Jesus' suffering on the cross Julian devoted the last years of her life to living a religious life and recording her visions of Jesus	valuing: ▷ commitment ▷ communicating ▷ service to the community ▷ wisdom ▷ words ▷ mystery	How did Julian experience a series of visions about Jesus? Why did she live as she did? What use was her life?	I have learned that: ▷ some people want to identify with those who suffer ▷ a crucifix can bring comfort and hope to some	People have a right to: ▷ want to suffer ▷ devote their life to God ▷ live a solitary life
MOTHER JULIAN OF NORWICH						
Skills			Exploration of Human Experience			
USE OF LANGUAGE	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES		RESPONSIBLE RELATIONSHIPS	
visions anchoress	with those who: ▷ suffer ▷ want to tell others their good news ▷ give their lives over to looking after someone or something	When have I wanted something to happen? What gave me comfort when I was ill? What was the most important thing to do when I was better?	of: ▷ being listened to ▷ hearing words of encouragement ▷ recovering from a serious illness		I can: ▷ care about people who are ill and suffer ▷ offer words of encouragement to the discouraged ▷ see creation in the things around me	

Resources:

For information about the Friends of St Julian's:
 Rev J M Mountney, The Julian Centre, Rouen Road, Norwich NR1 1QT.
 Telephone 0603 767 380.

Copies of the postcard of the icon can be obtained from the iconographer,
 Anna Dimascio, 1 Constitution Hill, Norwich, Norfolk NR3 4HA
 30p each plus 30p p&p
 Telephone 0603 423 889
 or can be borrowed from the RE Resources Corner Chapel Fields Centre.

Prayer

AIMS:

- to help pupils to understand that, for the believer, prayer is a communication with God
- to extend pupils' earlier learning about some of the ways in which people pray
- to help pupils to appreciate why people pray
- to promote the spiritual development of pupils

What is Prayer

Prayer is universally understood to be a communication between a believer and God. For the religious person, prayer is a state of being, an expression of the relationship between him or herself and the divine. Its essence is a deep inner awareness of that relationship which brings the believer into the presence of God. It is an expression of faith and commitment. For some it is a duty.

Prayer takes many forms; it can be corporate or individual, liturgical or spontaneous, spoken, sung or silently meditative. Body postures also vary. Within the diversity of Christianity, worshippers stand, sit or kneel to pray. Muslims prostrate themselves as a sign of complete submission to God. Sometimes the hands are raised in prayer, sometimes they are placed palms together, sometimes they are opened, palms upwards to signify openness to God.

Prayer has a number of distinct elements. Praise and adoration offer a recognition of the mystery and holiness of God. This acknowledges the relationship between worshipper and worshipped. That relationship is affirmed through thanksgiving and petition and restored in penitence and the assurance of forgiveness.

The Lord's Prayer presents a model for praying which incorporates all these elements. It was given to the disciples by Jesus as a lesson in praying.

In every religious tradition, the most important criterion for authenticity in prayer is the intention of the believer. Prayer must come from the heart otherwise it is worthless. It must be linked with a true desire to focus on the divine and to praise, petition, confess or give thanks. Intention is more important than words or actions.

Why Teach about Prayer?

Prayer is not intended by believers to be an exercise in changing God, but a way of influencing their own feelings and attitudes. It is a recognition of dependence on some power outside themselves through a deepening of their inner life. Learning about prayer encourages pupils to grow in awareness of their own interiority and to retain an openness to mystery in contemplating possibilities beyond the physical. For some pupils, it will offer an affirmation of personal or family life. For every pupil, whether from a religious background or not, learning about prayer will promote understanding of the commitment of a religious person and foster open and positive attitudes to expressions of faith.



Key Stage 2 : Year 3

The Lord's Prayer: 'Thy Will be Done'

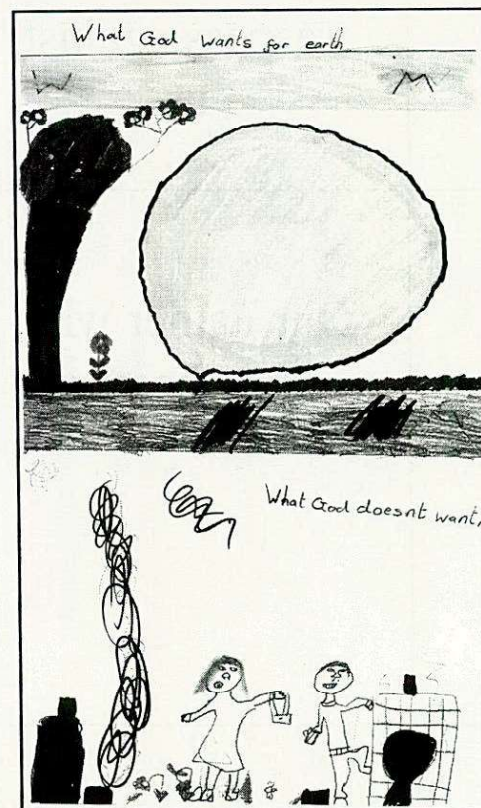
The lessons in Key Stage 2 on the Lord's Prayer build on and extend pupils' earlier work. The intention is to familiarise pupils further with the words of the prayer but also to increase their understanding of them, phrase by phrase, and to enrich their repertoire of images. It is expected that, by this age, pupils will be very familiar with the words and may know them by heart.

Lesson 1

** Begin by asking pupils about the origin and source of the Lord's Prayer and if necessary remind them of the story in Luke's Gospel (Luke 11.2-4) in which Jesus teaches the disciples to pray. With pupils' help, write the whole prayer on the board. Use activity sheets 1 and 2 to engage pupils with the images that the words create. It is up to groups to decide, through discussion, how the words and drawings are best matched; there are no right or wrong answers. When the task is completed, invite pupils to share their work and explain their choices.*

Lesson 2

**Use activity sheet 3 to explore one of the phrases of the prayer in greater depth.*



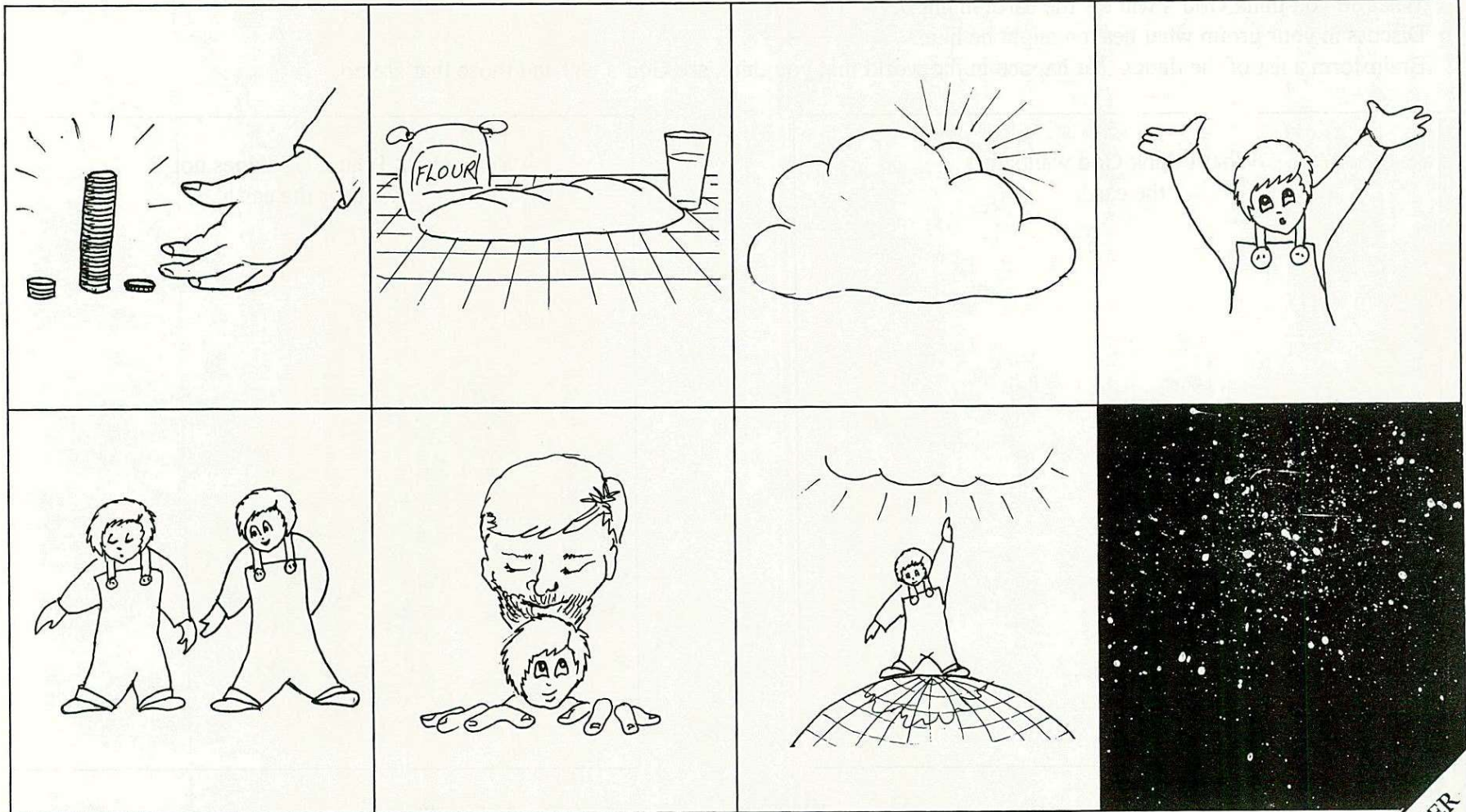
This activity sheet will help you to get to know the Lord's Prayer. Cut-out the boxes and arrange the words in the correct order. Use the list on the board to help you.

For thine is the Kingdom, the power and the glory	Forgive us our trespasses, as we forgive those who trespass against us	For ever and ever, Amen	Hallowed be thy name
Thy Kingdom come, thy will be done on earth as it is in heaven	Our Father who art in heaven	Lead us not into temptation but deliver us from evil	Give us this day our daily bread

LORD'S PRAYER
Activity
Sheet
1

This activity sheet will help you to learn more about the Lord's Prayer.

Cut out the boxes. Match the drawings to the boxes showing the words of the Lord's Prayer. Think carefully as you work and talk about each picture before you decide where to put it. When you have done all the matching, glue the squares down in pairs.



LORD'S PRAYER
Activity
Sheet
2

'Thy will be done on earth as it is in heaven'

This part of the Lord's Prayer is asking that what happens on earth should be what God wants, as happens in heaven.

What do you think God's will for the earth might be?

Discuss in your group what heaven might be like.

Brainstorm a list of the things that happen in the world that you think are God's will and those that are not:

What I think God wants for
the earth:

What I think God does not
want for the earth:

LORD'S PRAYER
Activity
Sheet
3

Draw your own picture of what you think heaven might be like.

Potential C.A.S.E. Developments

Knowledge: PRAYER					
Concepts			Attitudes		
BELIEFS	THE SPIRITUAL DIMENSION	MORALITY	ENQUIRY	SENSITIVITY	ECOLOGICAL RESPONSIBILITY
Christians believe that God: ▷ made the earth ▷ has a plan for the world	There may be more to life than our earthly existence	It is right to look after the world	What is heaven like?	I have learned that some people believe God has a will for the world	The world is precious and we must look after it
THE LORD'S PRAYER: THY WILL BE DONE					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	REASONED ARGUMENT	REFLECTION	SPIRITUAL EXPERIENCES	DAILY EXPERIENCE	
Exploring prayer	What does God want for the earth? Why do people not look after the world?	What do I think heaven is like? How could I look after the world?	of: ▷ creation ▷ beauty ▷ wonder	It is natural to: ▷ want the best for something you have made ▷ take things for granted when they seem permanent	

Key Stage 2 : Year 3

Mother Teresa

Mother Teresa is a Roman Catholic nun who has devoted her life to caring for the sick and dying in India. She founded an order of nuns whose commitment is to love and care for the helpless and hopeless all over the world. The title 'Mother' is used to denote the leader of the religious community.

The example offered to pupils in this material is one of unconditional love and living for others.

Lesson 1

Imagine a busy street with shops and traffic and crowds of people. In this street there are animals too and people sitting or lying on the pavement outside the open-fronted shops. It's very hot and dusty because this is India; it's the city of Calcutta, parts of which are very poor.

By the side of the road, a crowd has gathered around a man who is very sick. He is lying in the dust, groaning and writhing in pain. He has cholera, a serious disease caused by unhygienic living conditions and polluted water. In India, in this city, it is common and everyone is scared of it. So no one will touch the man or even go near him for fear of catching this terrible disease. The man is a Hindu priest; sadly he will not live much longer.

To the amazement of the crowd, a white-robed nun comes out from the building next to the temple. Calmly she makes her way through the crowd to the man's side. She is a small but striking figure. She speaks quietly to the sick man and the crowd waits to see what she will do.

She kneels by his side and then gently lifts him and carries him, single-handedly, back into the building she has left. There she washes him, makes him comfortable and gives him water and a little food. That night the man dies with the Christian nun at his bedside. But for the actions of one woman, he would have died in the gutter.

All the people in that crowd knew who the nun was but few of them trusted her. They recognised her white robes with the distinctive blue stripes around her head. They knew the building she had come from was the hospital that she had set up. They knew she was a nurse but they still didn't trust her. She was not Indian and she wasn't a Hindu but a Christian. She wasn't one of them. Her actions that day showed them what many thousands of people in India have come to understand since; she loves them, whatever their condition, with a compassion that is utterly selfless. She suffers with them and has become one of them.

For discussion:

Where do you think Mother Teresa finds the strength and courage for the work that she has chosen to do?

What do you understand by the words 'God's love in action'?

What do you think it must be like to work with Mother Teresa, as many people do?

Lesson 3

** Invite pupils to talk about Mother Teresa's example in the kind of life she leads and her commitment to God.*

Use the activity sheet either as a whole class or in small groups, as a basis for discussion about the importance of prayer in the life of a religious like Mother Teresa and in particular of the phrase in her daily prayer 'worthy to serve'.

Activity Suggestions:

Teaching About:

Mother Teresa

Number of lessons: 3

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>COMPOSE</p> <p>▷ a tune for Mother Teresa's prayer</p> <p>LISTEN TO</p> <p>▷ the song 'Mother Teresa's Prayer'</p>	<p>WRITE</p> <p>▷ a prayer that you would like to say every day</p> <p>ILLUSTRATE</p> <p>▷ the prayer of Mother Teresa</p>	<p>RESEARCH</p> <p>▷ the life of Mother Teresa and share what you have found out</p> <p>▷ about the city of Calcutta</p>

This activity sheet will help you to understand something about what prayer means to Mother Teresa.

These are the words of a prayer said everyday by Mother Teresa.

*Lord,
make us worthy to serve our fellow men throughout the world
who live and die poor and hungry.
Give them, through our hands, this day their daily bread.
By our understanding love, give them peace and joy.*

Talk about what the prayer is saying.

What does it tell you about Mother Teresa?

Why do you think it is daily prayer for her?

What does 'daily bread' mean in this prayer?

...worthy to serve ...

In your group, find out and talk about what these words mean.

What do you think they mean to Mother Teresa?

What do they mean to you?

In your group write an acrostic based on those words:

MOTHER TERESA
Activity
Sheet
1

Potential C.A.S.E. Developments

Knowledge: PRAYER					
Concepts			Attitudes		
IMPORTANCE OF RELIGION	COMMITMENT	MORALITY	RESPONSIBLE RELATIONSHIPS	INTEGRITY	SOCIAL RESPONSIBILITIES
Religion: ▷ inspires individuals to commit their whole lives to the service of others	Mother Teresa committed herself to love and care for the helpless and hopeless. Mother Teresa shows her commitment in her work	It is right to: ▷ care for others	are built on; ▷ trust ▷ care for others ▷ understanding of the needs of others	valuing; ▷ strength ▷ courage ▷ serving ▷ understanding	Mother Teresa gave her life to the service of God and others
MOTHER TERESA					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	EMPATHY	REFLECTION	SPIRITUAL EXPERIENCES	EMOTIONS	
Exploring; ▷ a prayer	with those who: ▷ suffer ▷ help those in need	What sort of person do I trust? Whom do I trust? How can I help those in need?	of; ▷ suffering ▷ needing help ▷ determination ▷ compassion	I can: ▷ be understanding of the needs of others ▷ make a difference to the suffering of others	

Resources:

For 'Make us worthy Lord' (Mother Teresa's prayer) see:
 Marshall Taylor (1988) *Come and Praise 2* BBC Publications No. 94.

A poster of Mother Teresa can be borrowed from the RE Resources Corner,
 Chapel Fields Centre.

Key Stage 2 : Year 3

The Rosary

The rosary is an aid to prayer used by some Christians, principally Roman Catholics. It consists of a circle of beads from which hangs a short string of beads and a crucifix. A set pattern of traditional prayers is recited as the beads are passed through the worshipper's fingers, beginning at the crucifix with the Creed. Other prayers include the Our Father, the Hail Mary and the Gloria. Praying the rosary also give the worshipper an opportunity to meditate on the events of Jesus' life from his birth to his death and resurrection. These are grouped and known as the Joyful Mysteries, the Sorrowful Mysteries and the Glorious Mysteries.

This lesson invites pupils to think about what is important in their lives and how it is remembered and celebrated. It also encourages them to consider what helps them to concentrate or feel secure.

Lesson 1

- * *Conceal a rosary in a mystery bag and invite pupils to explore and discuss it. After it has been disclosed, discuss the significance of the crucifix and the patterns of beads and invite pupils' suggestions as to its use. More can be discovered about the rosary through pupil investigation or through a variety of stories, eg St Dominic who is traditionally, though it is thought wrongly, associated with the institution of the devotion of the rosary or St Bernadette of Lourdes whose rosary was important to her.*

For discussion:

Why is a set of rosary beads so important to some people?

In what way might it be more than just a set of beads?

What do you have that gives you security or helps you to concentrate?

What do you carry in your pocket?

What do you want to make sure you never forget?

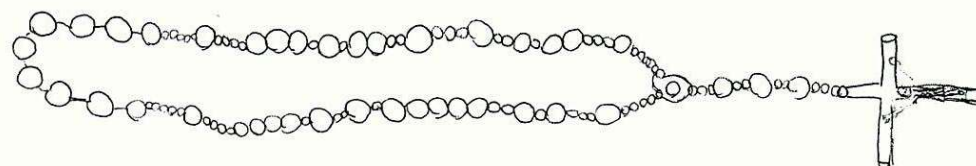
Activity Suggestions:

Teaching About:

THE ROSARY

Number of lessons: 1

PRACTICAL ACTIVITIES	RECORDING ACTIVITIES	EXTENSION ACTIVITIES
<p>TALK</p> <p>▷ to someone who carries and uses a rosary and finds out what it means to him or her</p> <p>MAKE</p> <p>▷ a rosary using materials of your choice</p>	<p>WRITE</p> <p>▷ the words of one of the traditional prayers and illustrate them.</p>	<p>FIND OUT</p> <p>▷ about other prayer beads (e g the subha) and how they are used.</p>



Potential C.A.S.E. Developments

Knowledge: PRAYER					
Concepts			Attitudes		
BELIEFS	THE SPIRITUAL DIMENSION	SYMBOLS	INTEGRITY	SOCIAL RESPONSIBILITIES	SENSITIVITY
Christians believe; ▷ Jesus must be remembered ▷ prayer is important	Objects can hold a deeper meaning than is apparent	beads words crucifix pattern	valuing: ▷ tradition ▷ security ▷ mystery ▷ symbolic objects	I can: ▷ respect religious objects ▷ understand what they mean to believers	I have learned that: ▷ some objects are sacred ▷ some people need and make use of objects in their faith
THE ROSARY					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	REASONED ARGUMENT	REFLECTION	SPIRITUAL EXPERIENCES	DAILY EXPERIENCE	
devotion mysteries	Why are some objects:: ▷ significant? ▷ important to individuals? ▷ imbued with meaning? ▷ sacred?	What do I want to remember? How do I make sure I do not forget? What helps me to concentrate? What gives me a sense of security?	of: ▷ traditional words and actions ▷ a familiar object	It is natural to need help sometimes to: ▷ concentrate ▷ remember ▷ feel secure	

Key Stage 2 : Year 3

The Call to Prayer and Wudu

Muslims pray five times a day at set times determined by the length of the day. They are summoned to the mosque by the Adhan, the Call to Prayer, which, in Islamic countries, is made by a muezzin from the top of the minaret; in Britain it is frequently made inside the building itself as a preliminary to worship.

Whether in the mosque or at home or elsewhere, Muslims prepare for prayer by ritual washing called wudu. Physical cleansing is a sign of the state of spiritual cleanliness in which the worshipper wants to submit to Allah. A Muslim's whole life is an expression of that submission. Prayer is an important discipline which refreshes the believer and keeps the mind focused on God.

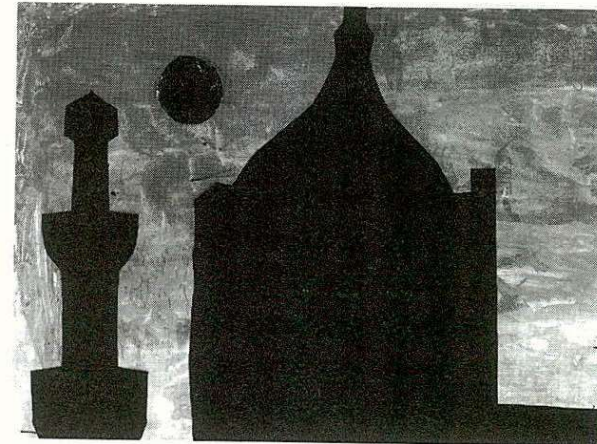
Lesson 1

** Invite pupils to brainstorm a list of the things they would be prepared to get up at 4am to do. Discuss the suggestions, identifying those that are special eg: 'one-off' occasions such as going on holiday.*

Some people get up early every day because they must pray at dawn. The time changes depending on the season but sometimes it is as early as 4am. Imagine getting up at that time every day. Imagine being up every morning before sunrise.

The people are Muslims and they pray not only at first light but also at noon, mid-afternoon, after sunset and before going to bed. At these five set times, Muslims all over the world are praying to God, whom they call Allah. Muhammad, their most important prophet, said prayer was like dipping into a refreshing stream five times every day.

Most Muslims remember Muhammad's words and wherever they are at the appropriate times, they will stop what they are doing to pray where they are, at home or at work or sometimes even in the street.



For discussion:

Why do you think Muslims are prepared to get up so early to pray and then to pray four times more every day?

What do you do every day?

What is so important in your daily routine of life that not to do it would upset you?

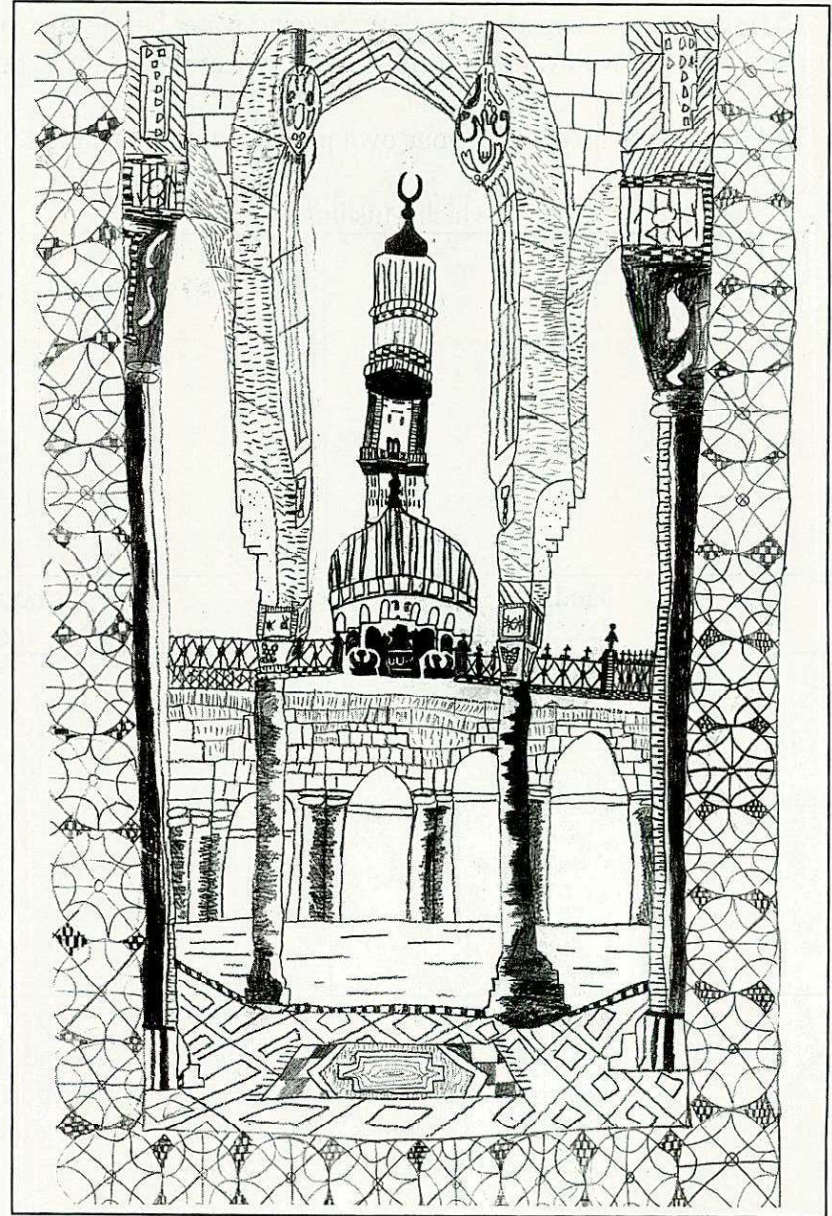
Lesson 2

** Play a recording of the Call to Prayer and talk about responding to an imperative.*

Tell the story of the first Call to Prayer made by Bilal the slave.

Lesson 3

** Use the activity sheet to introduce pupils to the practice of wudu, ritual washing.*



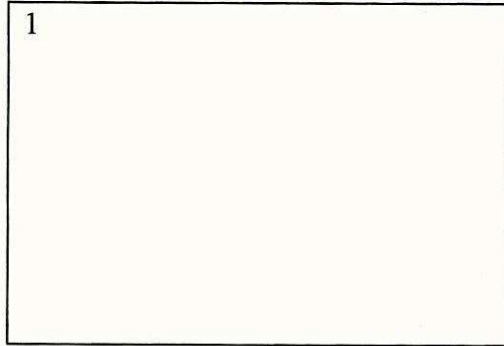
Washing before Muslim Prayer

Muslims wash themselves in clear, running water before they pray to show that they are making themselves as clean as they can be. The real washing with water is a ritual to show that they want to be clean inside as well before they pray.

Fill the empty boxes with your own pictures of a Muslim girl or boy washing ready for prayer.

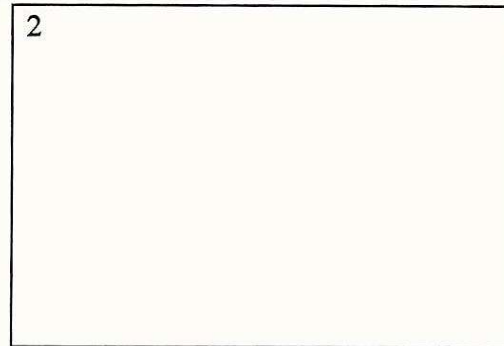
Here is the set order in which Muslims wash:

1



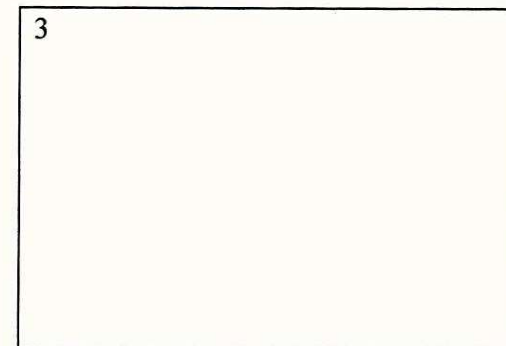
hands

2



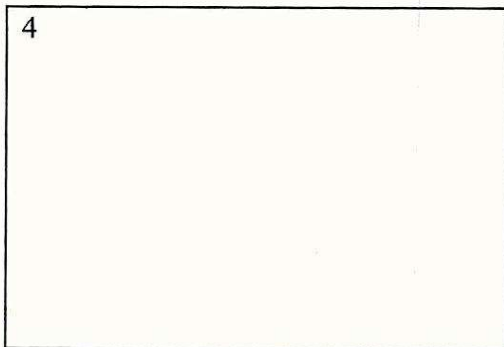
mouths and
nostrils

3



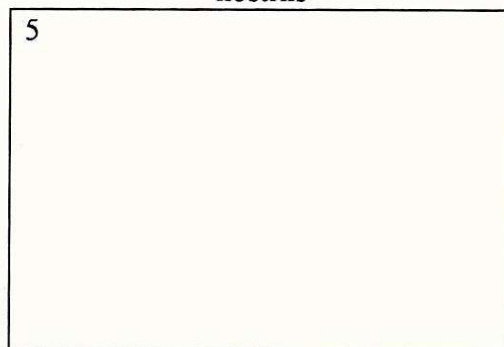
face

4



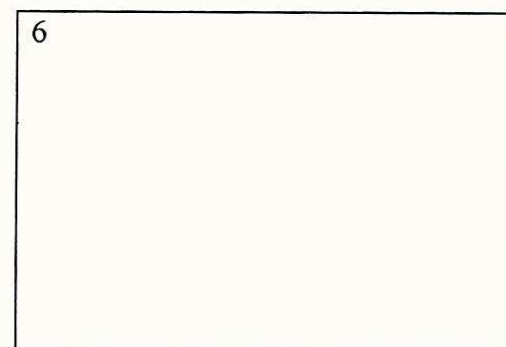
arms up to the elbow

5



top of the head

6

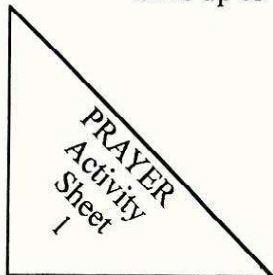


feet

Talk about why you think the mouth and the top of the head are washed as well as the hands, face and feet.

How do you prepare for something important that you do?

Talk about the things that you've ever done that you would like to wash away if you could.



Potential C.A.S.E. Developments

Knowledge: PRAYER					
Concepts			Attitudes		
IMPORTANCE OF RELIGION	COMMITMENT	SYMBOLS	INTEGRITY	SENSITIVITY	TOLERANCE
Religion demands: ▷ discipline ▷ submission	Muslims pray five times a day	water action	valuing: ▷ prayer	▷ ritual ▷ tradition	I have learned that prayer is important to believers Everyone has a right to pray in their own way
CALL TO PRAYER AND WUDU					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	USE OF SOURCES	REFLECTION	SPIRITUAL EXPERIENCES	DAILY EXPERIENCE	
wudu muezzin mosque witness	tape recording variety of texts	What do I do every day? How do I prepare for something important? What words are very important to me?	of: ▷ prayer ▷ cleansing	It is natural for ▷ believers to pray ▷ believers to want to be together	

Resources:

For a tape recording of the Call to Prayer and the story of the first Call to Prayer with related activities, see:
Grimmitt et al (1991) *A Gift to the Child: Religious Education in the Primary School* Simon and Schuster. (Now carried by Stanley Thornes).

For an outline, with line drawings, of the ritual washing, see:
Islam for Children The Islamic Foundation p.93

Key Stage 2 : Year 4

The Lord's Prayer: 'Give Us This Day Our Daily Bread'

This lesson provides an opportunity to explore, in depth, the phrase: 'Give us this day our daily bread' By this age, children are becoming increasingly aware of the inequality of the distribution of the world's resources. The lesson gives them an opportunity to reflect on what they take for granted and others struggle to provide. It also explores the metaphorical nature of the phrase 'daily bread'.

Lesson 1

**Invite pupils to recall the Lord's Prayer.*

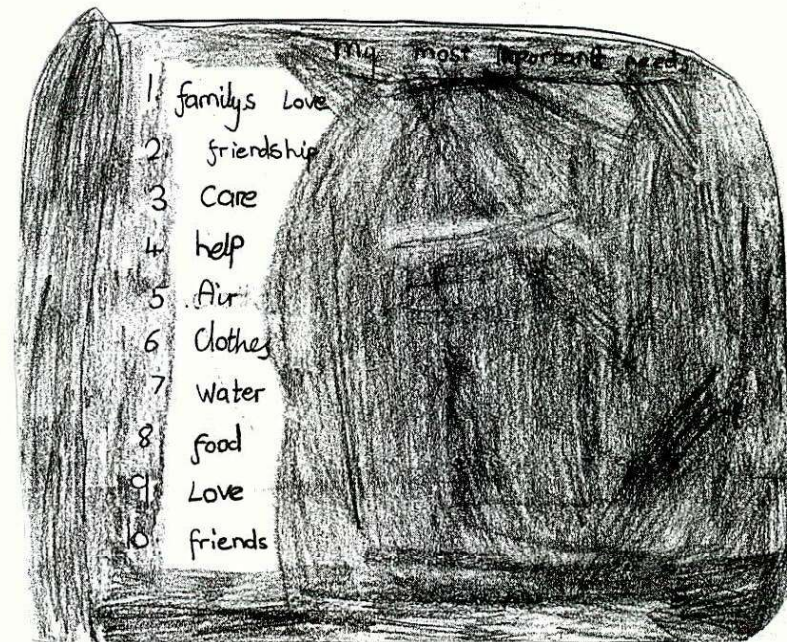
What do people mean when they say: 'Give us this day our daily bread'?

What is 'daily bread'?

What is your 'daily bread'?

**Draw out from the discussion that 'daily bread' represents all a person needs for life, both physical and spiritual.*

Use this activity sheet to explore the ideas further.



The Lord's Prayer: Give us this day our daily bread

In pairs, discuss what you need every day of your lives.

Draw the outline of a loaf of bread and write inside the shape your ten most important needs.

Share your list with another pair and see how many needs you have in common.

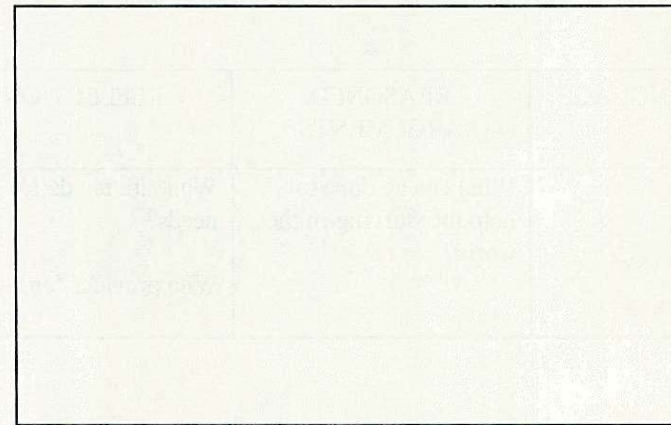
Talk about why you think Jesus chose bread when he meant everything that people need?

Why is bread a good symbol of daily needs?

Why are people starving in the world?

What can be done to help them?

Brainstorm a list of things you can do to help:



LORD'S PRAYER
Activity
Sheet
2

Potential C.A.S.E. Developments

Knowledge: PRAYER					
Concepts				Attitudes	
BELIEFS	IMPORTANCE OF RELIGION	SPIRITUAL DIMENSION	SYMBOLS	ENQUIRY	SOCIAL RESPONSIBILITIES
Christians believe God: ▷ provides for their daily needs ▷ answers prayers	Religion; ▷ provides for people's spiritual needs	There is more to life than material needs	bread	Why is there deprivation in the world if God provides?	I can: ▷ make a difference in the world ▷ share what I have
LORD'S PRAYER: GIVE US THIS DAY OUR DAILY BREAD					
Skills			Exploration of Human Experience		
USE OF LANGUAGE	REASONED ARGUMENTS	REFLECTION	SPIRITUAL EXPERIENCES	DAILY EXPERIENCE	
metaphor prayer	What can be done to help the starving in the world?	What are my daily needs? Who provides for me?	of: ▷ needing ▷ being fed	It is natural: ▷ to have needs which must be satisfied	