

Section 7:

People believing in God

(Faith)

Jonah

Jonah is recognised as a prophet by Jews, Christians and Muslims. He has a whole book dedicated to him in the Hebrew Bible (The Old Testament). In both Orthodox Judaism and Islam, the story is seen as historical; by other Jews and by the majority of Christians, it is interpreted as a parable in story form, expressing powerfully the universal love of God. Jonah is portrayed as being loyal to Israel, even though it means challenging God. The Jews, after the exile, believed God's love and concern did not stretch to the gentile world. The story of Jonah confounds that presumption because its central theme is the love of God for all humankind.

The story of Jonah is read in the synagogue on Yom Kippur, the Day of Atonement.

<p>Learning Context:</p> <p>Journeys</p> <p>Ourselves</p> <p>Changes</p>	<p>Learning Objectives:</p> <p>To give children opportunities to:</p> <ul style="list-style-type: none"> • know the story of Jonah; • understand that stories teach; • begin to understand that people can be changed; 	<p>Links to other areas of learning:</p> <p>P.S.E.D</p> <ul style="list-style-type: none"> - Understanding what is right and wrong and why; - Considering the consequences of words and actions for self and others; <p>C.L.L</p> <ul style="list-style-type: none"> - Retelling narratives in the correct sequence; - Listening with enjoyment to stories; <p>K.U.W</p> <ul style="list-style-type: none"> - Beginning to know about their own cultures and beliefs and those of others; 	
<p>Prior experiences may include:</p> <ul style="list-style-type: none"> • water play 	<ul style="list-style-type: none"> • begin to understand what it means to be sorry; • think about how and when they could say they are sorry. 	<p>Resources:</p> <p>A shofar and possibly a recording of one being played; a candle; percussion instruments; picture books: <i>The Story of Jonah and Rebecca's Book</i> from <i>A Gift to the Child</i> Simon and Schuster.</p>	<p>Organisation:</p> <p>Small groups</p>

Focused Teaching 1:

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

Begin by lighting the story candle.

Once upon a time there was a man called Jonah. He was a prophet. He took God's messages.

One day God gave Jonah a message. God said "Jonah, go to the big city of Nineveh and tell all the people that I know how wicked they are. In forty days I shall destroy them unless they say they are sorry and try to change the way they live."

Jonah listened to God. Then he began to feel frightened. His knees started to bang together and his mouth trembled. "I can't go to Nineveh," he thought. "Those people are enemies. Anyway, if they are wicked they deserve to be killed."

"I'll go and find a boat to somewhere else," decided Jonah. "I'll get away from God for a while."

Jonah felt better on the boat and he settled down. Soon he was fast asleep. But suddenly, whatever was the matter? He was being shaken till his teeth rattled by the ship's captain and the ship was heaving and tossing in great big waves.

"Wake up, wake up!" shouted the captain. "The ship is sinking in this great storm. We are praying to our gods to be saved. Wake up and start praying to your god." Jonah grabbed the captain's arm. "There is only one God and I am God's prophet. I am running away from God. The storm is my fault, so throw me over the side."

"I can't do that," said the captain. "I don't like to lose passengers. Row harder!" he shouted to the sailors but they just couldn't row out of the storm.

"It's no good," said Jonah. "You'll have to throw me overboard." So they picked him up by his arms and legs and whoosh! Over went Jonah into the water with a big splash. The storm died down straight away; the wind dropped and the sea became calm. All the sailors were praising God for saving them.

As they sailed away, down, down sank Jonah. Just as he thought he must surely die, it seemed as if he was scooped up and he found himself inside somewhere dark. Where could he be?

Blow out the story candle.

For discussion:

Why did Jonah want to get away from God?

*I wonder where Jonah could have gone to get away from God?
(Is there anywhere?)*

How do you think God felt when Jonah ran away?

What have you ever been told to do that you were frightened to do?

Why did you do it?

How did you feel when you had done it?

Focused Teaching 2:

Begin by recalling the first part of the story.

Light the story candle.

Jonah found himself scooped up into somewhere very dark. It felt knobbly and gravelly. He was inside a great big fish. The fish had saved him. He went down and down, down to where it was wet and slimy. He was right inside the fish's tummy. He could hear thump, thump, thump – it was the fish's heart.

Jonah was inside the fish for three days. Jonah started to pray. He said, 'Oh God, here I am right down in the belly of this fish and there's seaweed all round my throat. It's horrible in here. I almost gave up hope and then I remembered you. You have rescued me from the water and saved me from drowning because salvation comes from you!'

Then it was just as if there was a great big hiccup. Jonah could feel the fish's tummy churning and churning and do you know what was happening? The fish was being sick. The fish sicked Jonah up with a great big whoosh. Up and up and out through its teeth and out to the beach with a big plop came Jonah. There he lay outside in the sunshine. It was a lovely day and he was lying on the sand. He was safe for the moment. What was he going to do? It really hadn't been very clever to try and get away from God but look how God had saved him. How could he put everything right?

The answer came in another message from God. It was really the same message again, only this time Jonah listened more carefully than before. "Go to the great city of Nineveh," God told Jonah. "I will tell you what to say when you get there." With a heavy heart, Jonah got up. He didn't want to go to Nineveh any more now than when God first told him to go but he knew he had to obey. What a job, Jonah thought to himself as he approached it, and his knees started to knock again.

For discussion:

Why do you think the fish swallowed Jonah?

*Have you heard the word **salvation** before? Can you say **salvation**? What ideas do you have about the word? It means something that makes you safe. God made Jonah safe. I wonder what makes you feel safe.*

What do you think Jonah will say to the people in Nineveh?

What would you say if you were Jonah?

Focused Teaching 3:

Begin by recalling the second part of the story.

Light the story candle.

Jonah went right into the middle of the big city. He hated it. He was pushed and jostled and stepped on. Now he was even more frightened but he knew he had to give the people God's message. "Stop!" he cried out. "Stop and listen! God has seen how wicked you are and in forty days God will destroy this city."

And, do you know, the people did stop. They listened to Jonah. They told others and soon everyone in the city had heard the message. They began to feel sorry for the way they had been living. Even the king heard. He got down from his throne and took off his crown and beautiful robes. He put on rough sackcloth. The king ordered everyone to stop eating. They were to fast to show God that they really were sorry. And God did see they were sorry. God forgave them. The people were saved.

Jonah was very angry. "Now I look such a fool," he said, and he stamped out of the city and sat on a hill nearby. He put his chin in his hands and he sulked. Ugh! He was angry that God had not done what the message said. He had not destroyed the city nor punished the people for all the bad things they had done.

God saw Jonah sulking. Maybe Jonah would understand better if he knew how much God loved the people of Nineveh.

The sun was beating down, so God made a little plant grow by Jonah. It grew and grew until it was big enough to shield Jonah from the sun. "Oh, this is much better," thought Jonah as he settled into the shade. That night Jonah snuggled against his plant and fell asleep.

During the night God sent a worm wriggling through the soil. It found the root of Jonah's plant and munch! munch! What a juicy root! The worm ate it all. In the morning the plant was withered and dead. "Oh, my lovely plant," cried Jonah. "It's dead and I've lost my shade."

"Jonah," said God, "look how cross and sad you are at losing your plant. You would have saved it if you could, wouldn't you? Well, I love the people of Nineveh and I wanted to save them. See?"

Blow out the story candle.

We don't know whether Jonah did see what God meant because that's the end of the story. It was a difficult lesson for Jonah to learn, that God loved people who were his enemies.

For discussion:

In the story, who was sorry?

Repentance is another word for feeling or saying you are sorry. Let's say that word all together: **repentance**. What kinds of things are you sorry to have said or done?

How do you show you are sorry?

How do you know when other people are feeling sorry?

Have you ever tried to do something helpful, which then went wrong?

Focused Teaching 4:

Begin by talking about the 'sorry' cards and how they were received. Recall the word 'repentance'. Remind children that to repent means to be really sorry.

Some people have a special day for repenting.

Use Rebecca's Book to illustrate this story.

This teacher is telling a story to Rebecca and the other children who have come to the synagogue today. They have come to worship God. Today is a holy day. It is the most holy day in all the year.

The story they are listening to is the story of Prophet Jonah. Rebecca listens carefully. For her and her family, it is a very important story.

After the children's service Rebecca goes home with her mother and her little brother. Their father stays at the synagogue. He will stay there all day.

"What did you do in your service this morning?" Rebecca's mother asks.

"Mrs Abrahams told us the story of Jonah," answers Rebecca. "I like the bit where the fish sicked Jonah out on to the sand and he was safe."

"And what did you think about the story?"

"It was good that Jonah went to Nineveh and God didn't kill all the people."

Rebecca and her brother are really hungry when they get home. The children know that their parents are fasting today because it is such a holy day. "It must be difficult to go without anything to eat or drink," thinks Rebecca as her tummy rumbles. The children's meal was prepared before the great day began. Their mother watches them eating but she doesn't join them.

"Why aren't you having anything to eat?" asks Rebecca's little brother.

"Mummy is fasting," Rebecca tells him.

"That's right," says their mother. "Today is the day when we think about all the things we have said or done that are wrong. Fasting is a way of showing God and ourselves that we are sorry and that we want to make a new start."

"That's why we aren't eating sweets or biscuits all day," adds Rebecca. "That's a way of saying sorry too. If we say sorry, God forgives us. God loves everyone, even the wicked people of Nineveh."

Later Rebecca's mother takes the children back to the synagogue for the very end of the service which has been going on all day. After some prayers Rebecca holds her breath, waiting for the sound that she knows is coming. It will mark the end of this important day and the beginning of a new start.

Play the recording of 'The Shofar' (a ram's horn)

For discussion:

When have you ever felt you needed a new start?

I wonder if you want to change something you have done?

Lot's of people listen to Jonah's story to learn more about God. What did Rebecca learn about God from the story?

What is the sound that Rebecca is waiting for?



Suggested Activities

Area of Learning	Activity
C.L.L	<ul style="list-style-type: none">• sequence laminated pictures on a flannel graph board;• look at the Bible as the source of the story.
C.D	<ul style="list-style-type: none">• make and give 'sorry' cards.• role play the story using fabric, cardboard boxes and dressing up clothes;
K.U.W	<ul style="list-style-type: none">• make moving pictures, using cut out figures and boats;• retell the story of Jonah using percussion instruments to create a sound collage.• display the shofar and listen to sound of it being played;• play with small world models in water and/or sand.

Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Respecting beliefs	Understanding right and wrong	Being aware of self	Extending vocabulary	Using language	Listening and responding
Some people believe: <ul style="list-style-type: none"> • God is everywhere; • God saves; • God gives them things to do; • God loves them. 	Jonah was naughty to disobey God. The big fish was kind to save Jonah. In the story, God loves everyone.	I can say sorry. I can forgive. I can have another chance.	salvation prophet repentance	in: <ul style="list-style-type: none"> • role play; • making sorry cards; • sequencing story. 	to: <ul style="list-style-type: none"> • the story of Jonah; • Rebecca's story.
Jonah					
Knowledge and Understanding of the World			Creative Development		
Finding out about people	Finding out about places	Asking questions	Imagining	Expressing ideas	Responding
about Jonah: In the story, Jonah: <ul style="list-style-type: none"> • was frightened; • disobeyed God; • was saved; • had a second chance; • did what God wanted in the end; • did not understand. Jonah's story is in the Bible.	In the synagogue: <ul style="list-style-type: none"> • the story of Jonah is read; • the shofar is blown; • people pray for forgiveness; 	Did it really happen? How did Jonah live inside the fish? Where does God live? Is God everywhere?	we are: <ul style="list-style-type: none"> • Jonah • the fish; • God. 	through: <ul style="list-style-type: none"> • small world models in water; • sorry cards; • discussion; • painting. 	to: <ul style="list-style-type: none"> • the sound of shofar; • sound of the sea.

St Francis

The story of St Francis tells of the origin of the Franciscan Friars and their motto of taking the messages of love, joy and peace to all people. It might be useful to look at parts of the canticle to show how St Francis viewed all of nature and creation as brothers and sisters.

St Francis became well known for his inclusive beliefs about creation. He traditionally thought of nature as inter-related and inter-dependent.

<p>Learning Context:</p> <p>Families</p> <p>Animals</p>	<p>Learning Objectives:</p> <p>To give children opportunities to:-</p> <ul style="list-style-type: none"> begin to know and understand that faith can make people do different and brave things; 	<p>Links to other areas of learning:</p> <p>C.L.L - Listening with enjoyment and responding to stories; P.S.E.D - Understanding what is right and wrong and why; - Considering the consequences of words and actions for self and others; - Responding to significant experiences, showing a range of feelings when appropriate.</p>	
<p>Prior experiences may include:</p> <ul style="list-style-type: none"> exploration of what it is like to be a brother and sister and part of a family. talking about how we need to take care of our pets. how the weather is important to the cycle of food growth. thinking about Silence (possible link with Buddha and the Bodhi Tree) 	<ul style="list-style-type: none"> reflect on how they can do brave things; reflect on how they can contribute to the care of the environment/animals. 	<p>Resources:</p> <p>Circle time resources;</p> <p>art resources - collage, paint etc;</p> <p>visitors/vet/children's pets;</p> <p>useful stories: - <i>St Francis and the Wolf</i> - Masahiro Kasuya <i>St Francis</i> - Brian Wildsmith OUP</p>	<p>Organisation</p> <p>Small group (10-15)</p>

Focused Teaching 1:

Show children a statue of St Francis and invite their responses to it.

This is St Francis. Let's hear a story about him.

A long time ago, in a place in Italy called Assisi, a baby was born. His parents called him Francis.

One day, when he was grown up, the bells rang out to tell the people in Assisi that the people of Perugia were attacking them. Francis went to fight and he was captured and put in prison in Perugia. He was very unhappy in prison and he became ill. His father decided to pay a ransom and so he was allowed to go back home to Assisi. His mother made him better, but he was still unhappy.

One morning he went out in the sunshine, where the birds were singing and flowers sprinkled the grass, but he didn't notice any of this beauty because he was so sad. He came to a ruined church and decided to pray. As he prayed he heard a voice say:

"Francis, go and repair my churches and tell people about me."
Francis suddenly so much better; God had spoken to him.

To help to repair the churches, Francis needed money. He needed money so badly, he did something very wrong: he stole money from his father. His father was angry so Francis had to pay back the money. He decided to give back all the rich clothes his father had given him as well and go and live with the poor and the sick. He wore a simple, rough brown robe.

He repaired the churches and learnt to love all the creatures. He loved the animals and the birds as well as people. He called them all his brothers and sisters. He thought that the sun, moon and water were his brothers and sisters too. He gave up his way of life to become religious man, a friar, and he persuaded others to come and join him.

They became a community together, all wearing the brown robes like Francis so that people recognised them. They wanted to tell people about God's love; they wanted to bring joy and peace. Francis showed so much kindness and love that people made him a saint.

For discussion:

How would you feel in prison?

What would it be like to go home again?

How would you feel if God talked to you?

How might God talk to you?

How do we have to look after animals? Why?

What is a saint?

Focused Teaching 2:

It was early morning and there wasn't a sound in the little village of Gubbio. There wasn't a sound in the fields or in the forest that grew around the little village. It was silent. Nobody left their homes because they were so scared and the animals and birds kept silent because they were so frightened. And do you know why? A huge ferocious wolf frightened everyone and everything.

St Francis of Assisi often came to Gubbio to talk to the people about how God loved them. He arrived that morning, but nobody wanted to listen to him this time. All they wanted to do was to tell him how scared they were of the wolf.

St Francis was worried, "Tomorrow," he said to himself, "I will go and see this wolf."

So the next morning Francis went bravely to the forest to search for the wolf, although the villagers begged him not to go.

There, at the edge of the forest, St Francis found the wolf growling in a horrible way. St Francis stood quite still and silent and calmly stared back at the wolf. For a while the wolf did not move. Francis did not move either. Then, holding out his hand, St Francis stepped towards the wolf.

"You've been wicked, Brother Wolf," he said. "You have frightened all the people, men and ladies, boys and girls. They are your brothers and sisters. Now you come and apologise to the people and creatures of Gubbio."

The wolf was ashamed and hung his head, so St Francis patted his coat.

"I know you're hungry and lonely, I will ask the villagers to give you food every day."

The wolf followed St Francis back to the village. Everyone was amazed.

"This is Brother Wolf," St Francis said, "and he is sorry for everything he has done. He will not be wicked again, but in turn you must feed him and be friends with him."

So that is how St Francis bought peace to Gubbio.

For discussion:

How does it feel to be frightened?

When are you brave?

When do you feel lonely?

When can you be silent?

What is it like to be silent?



Suggested Activities

Area of Learning	Activity
P.S.E.D	<ul style="list-style-type: none"> • Use Circle Time activities to focus on being part of a community and caring for each other's needs; • Talk about caring for our pets;
C.L.L	<ul style="list-style-type: none"> • Read the canticle of Brother Sun (in Wildsmith <i>St Francis</i> Oxford University Press); • Listen to and enjoy other stories about St Francis; • Write prayers about caring for animals;
K.U.W	<ul style="list-style-type: none"> • Invite a vet to visit school and talk about her/his job; • Look at simple maps and find Assisi;
C.D	<ul style="list-style-type: none"> • Make a collage or paintings of St Francis and the animals/birds or make masks of animals; • Explore, in dance, the vocabulary of movement of animals, flying, fluttering, scuttling, leaping, jumping, running etc; • Imagine you are Francis; the wolf; villagers; animals in the fields/forest.

Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Respecting beliefs	Being aware of self	I can know right from wrong	Extending vocabulary	Using language	Listening and responding
Some people believe they can do things to tell people about God. Some people do things because they believe God tells them to.	I am: <ul style="list-style-type: none"> • part of a community; • kind to others; • kind to animals. 	Sometimes I am afraid because I have done the wrong thing. I can make other people happy or unhappy. We have responsibilities to our environment.	friar saint peace hope love	Explore the poetical nature of the canticle.	to: <ul style="list-style-type: none"> • the stories; • discussions; • visitors.

St Francis

Knowledge and Understanding of the World			Creative Development		
Investigating	Finding out about natural world	Asking questions	Expressing ideas	Imagining	
how to take care of animals, pets.	moon sun weather	How can faith make people do certain things?	through: <ul style="list-style-type: none"> • art/masks • talking • dance 	<ul style="list-style-type: none"> • we are animals/birds • being afraid • being the wicked wolf 	

St Jerome and the Lion

St Jerome is the patron saint of librarians and scholars. He was born in Dalmatia in the 4th Century and was educated in Rome. He studied the classics and was a leading biblical scholar of his day. He translated the Bible into Latin. During his life, Jerome made many enemies for he was a fiery and argumentative priest. Ultimately he chose a solitary monastic existence. The story of his meeting with the lion demonstrates that, although he was a stern and difficult man, there was also a kind side to his nature.

<p>Learning Context:</p> <p>Animals.</p>	<p>Learning Objectives:</p> <p>To give children opportunities to:</p> <ul style="list-style-type: none"> • become familiar with a story about a man of faith; • begin to understand the importance of God to some people; 	<p>Links to other areas of learning:</p> <p>C.L.L - Developing an interest in books and knowing that a variety of prints convey meaning;</p> <p>P.S.E.D - Considering the consequences of words and action for self and others;</p> <p> - Expressing feelings in response to artwork;</p> <p> - Forming good relationships with adults and peers.</p>	
<p>Prior experiences may include:</p> <ul style="list-style-type: none"> • stories, conversations, circle time activities concerning friendships. • visits to or from animals (farm, zoo, zoolab etc) 	<ul style="list-style-type: none"> • begin to understand that the Bible is a special book for some people; • reflect on their relationships with other people and animals; • reflect on what makes them cross. 	<p>Resources:</p> <p>Story candle;</p> <p>Bibles representing different languages and scripts;</p> <p>Reproduction of the painting of St Jerome and the Lion by Colantonio (15th Century).</p>	<p>Organisation</p> <p>Small group (10-15)</p>

Focused Teaching:

Depending upon prior experiences, draw the children into a discussion about either animals and their needs or our relationships with each other and what makes us feel cross.

Show children the painting of Jerome. Through looking at the picture, make links with previous discussion and introduce vocabulary: Bible, God, holy.

Look at the Bibles and talk about the content and the variety of scripts and languages then, if possible, show children the picture of Jerome and the Lion and talk about it.

For discussion:

What can you see in the picture?

What is happening?

What do you think is going to happen?

This man is called Jerome. Let's hear his story.

Light the story candle.

He was a clever man who loved God so much he wanted to spend his whole life writing the Bible in different languages so that lots of different people could read about God.

Although he was a clever man he did not find it easy to get on with other people. He got cross and irritated when they interfered with his work. Soon people began to think that Jerome was not a very kind man.

One day Jerome was working in his room with all his books around him when he heard a roaring noise outside. He looked out of the door and saw a great lion limping up the path, growling with pain. Jerome could see the lion needed help so, without fear, he brought the lion into his room, took the lion's great paw in his hand and saw that a huge thorn had pierced the lion's skin. Carefully and gently Jerome pulled the thorn from the lion's paw. The lion was so grateful to Jerome that he became Jerome's loyal friend, staying with him until he died.

When people heard of Jerome's bravery and kindness they realised that although he often seemed bad tempered and cross he could be a kind and caring man.

Blow out candle.

For discussion:

What makes you feel cross or grumpy with other people?

What do you do that makes other people cross with you?

What animal would you like to help and have as your friend?

What can you do to help look after animals?

Depending upon the lead in discussion to the story of Jerome choose the alternative focus as a follow up discussion (i.e. relationships or animals)

Suggested Activities

Area of Learning	Activity
C.L.L	<ul style="list-style-type: none">• Use some dual language story books to look at a variety of scripts and spoken languages;
C.D	<ul style="list-style-type: none">• Look again at the reproduction of <i>St Jerome and the Lion</i> by Colantonio but also look at other artists' representations of animals;• Invite children to paint or draw their own representations of a favourite animal;• Listen to music which is evocative of animals (eg Sans Saens - <i>Carnival of Animals</i>);• Use the music to develop dance/movement on animal theme.

Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Respecting beliefs	Being aware of self	Being aware of the living world	Extending vocabulary	Listening and responding to	
Some people believe: <ul style="list-style-type: none"> • in God and spend their lives working for God; • the Bible is a special book about God. 	I can: <ul style="list-style-type: none"> • feel cross with other people. • make other people cross with me. 	I can: <ul style="list-style-type: none"> • care for animals 	God Bible holy	<ul style="list-style-type: none"> • the story of Jerome and the Lion. • different spoken and written languages. 	
St Jerome and the Lion					
Knowledge and Understanding of the World			Creative Development		
To investigate the living world			Expressing Ideas	Responding	
To investigate: <ul style="list-style-type: none"> • what animals need for healthy growth. 			through: <ul style="list-style-type: none"> • painting and drawing. 	to: <ul style="list-style-type: none"> • the work of artists. • music. 	

Healing the man who couldn't walk

Matthew 9: 1-8, Mark 2: 1-12 and Luke 5: 17-26

This account of the miraculous healing of the paralysed man can be found in all three of the synoptic gospels.

The focus here for very young children is centred on the friends who helped to bring the paralysed man to Jesus. Through the context of the miracle, the nature of friendship is explored – how people are prepared to go to great lengths to help a friend and the faith that enables them to do it.

The material needs to be handled with sensitivity when considering the nature of disability.

<p>Possible Learning Contexts:</p> <p>People who help us</p> <p>Journeys</p> <p>Feelings</p>	<p>Learning Objectives:</p> <p>To give children opportunities to:</p> <ul style="list-style-type: none"> • know about a story from the New Testament; • begin to understand the importance of the life and person of Jesus; • begin to understand more about the nature of friendship; • reflect on how friends can help each other. 	<p>Links to other areas of learning:</p> <p>P.S.E.D - Developing respect for their own cultures and beliefs and to those of others; - Becoming sensitive to the needs and feelings of others.</p> <p>C.L..L - Listening with enjoyment and responding to stories.</p>	
<p>Prior experiences may include:</p> <ul style="list-style-type: none"> • hearing other stories about Jesus from the New Testament. • Circle Time discussion on friendship. 		<p>Resources:</p> <p>Story candle</p>	<p>Organisation:</p> <p>Small groups (10-15)</p>

Focused Teaching:

I am going to tell you about Jesus, who is very important to many people. In this story he does something amazing, so listen carefully and I will light the story candle.

Light the candle.

One day Jesus was in the house of his friend Peter. The house was crowded with people, inside and out, because they wanted to be near Jesus. Some of them had come from far away to be there. They had heard stories about this special man Jesus and how he loved everyone. Some people said he could make sick people better in the most amazing ways. The people around him listened spellbound as he told them stories about God.

Outside the house, some men came by carrying their friend, who was lying on a mat. This man was so sick that his body had stopped working properly and he had not been able to walk for many years. His friends loved him so much that they wanted him to be able to see Jesus. They had heard stories about how Jesus had used special powers from God to make sick people better. Perhaps Jesus could help their friend too!

But, oh dear! When they tried to get near the house they couldn't because of the large crowds that blocked their way. Whatever could they do? They weren't going to give up after coming all this way. They had to get close to Jesus.

Then they had an idea. The house had a flat roof and there were steps up to it, against the wall. They carefully carried the mat up the outside staircase and started to take the tiles off the roof to make a hole big enough to let their friend down.

Can you imagine how the people inside the house felt when they saw a large hole appearing above their heads? Dust began to fall from the ceiling and down swung the mat, right into the middle of the group where Jesus was sitting!

Jesus looked down at the sick man and then up into the faces of his friends. He could see how much they loved him and how much they believed that Jesus could make him better.

Jesus turned to the sick man and said, "I tell you, get up. Pick up your mat and go home."

And in front of everyone there, the man who couldn't walk stood up, rolled up his mat and hurried away. Everyone was amazed!

The man walked home with his friends and as they went they thanked God.

"How wonderful friends are!" thought the healed man. He never forgot the day when his friends helped him to get to Jesus.

Blow out the story candle.

For discussion:

What do you think amazing means?

I wonder how it happened.

Why do you think the men took their sick friend to Jesus?

How do you think they felt when Jesus made him better?

When have your friends helped you?

What would you like to do for your friends?

Suggested Activities

Area of Learning	Activity
C.L.L	<ul style="list-style-type: none">• Retell / sequence the story;• Act out the journey that the friends made to bring the paralysed man to Jesus;• Make a book called, 'My Friends';
P.S.E.D	<ul style="list-style-type: none">• Talk in Circle Time about what friends can do for each other;
C.D	<ul style="list-style-type: none">• Paint pictures of friends for a large scale collage;• Talk about the need to respect other people's differing physical needs in eg: communication or mobility.

Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Respecting beliefs	Being aware of others	Being aware of self	Extending vocabulary	Listening and responding	Using language
Some people believe: <ul style="list-style-type: none"> the Bible is an important book. Jesus was given the power of healing by God. 	Who are my friends? How do my friends help me? Who needs my help?	I can: <ul style="list-style-type: none"> be a friend; help others; wonder. 	Jesus God heal amazed	to: <ul style="list-style-type: none"> the story questions each other 	in: <ul style="list-style-type: none"> discussion role play writing

Healing the man who couldn't walk

Knowledge and Understanding of the World			Creative Development		
Asking questions	Finding out		Imagining	Responding	
Did it really happen? How did Jesus heal the man? Why did the friends of the man want him to be healed?	Why do some houses have flat roofs?		a journey through role play and drama.	to: <ul style="list-style-type: none"> the story 	

Muhammad and the Animals

In Islam, Muhammad is believed to be the last and most important of a line of prophets. His teachings and his example are followed by devout Muslims.

Muhammad lived in Arabia in the 7th Century. Mecca was his home. He was considered very wise and he was loved particularly for his gentle manner towards children and animals. He could not bear to see cruelty done to any of God's creatures and there are several stories about how Muhammad treated them.

<p>Learning Context:</p> <p>Looking at/caring for our environment; Pets and their needs; Mini-beasts; Animals.</p>	<p>Learning Objectives:</p> <p>To give children opportunities:</p> <ul style="list-style-type: none"> • to know two stories from the Islamic tradition; • to begin to understand that all creatures have a life, and we can make choices about what happens to them; 	<p>Links to other areas of learning:</p> <p>P.S.E.D - Understanding what is right and wrong and why. - Developing a respect for living things;</p> <p>C.L.L - Listening with enjoyment and responding to stories.</p>	
<p>Prior experiences may include:</p> <ul style="list-style-type: none"> • discussion on how to treat insects in school garden; • setting up an ant-home; • a mini-beast hunt; • meeting visitors (vet); and animals • talking about our pets. 	<ul style="list-style-type: none"> • to begin to understand about what is right and wrong about how we treat our world and the creatures in it; • to reflect on a time when they have done something wrong and felt sorry. 	<p>Resources:</p> <p>story candle; a few ants; fire coloured paper; a model of a camel; bowl of water.</p>	<p>Organisation:</p> <p>Sharing story in small groups.</p>

Focused Teaching 1:

This is a story about a man called Muhammad. He is very important for some people.

Light the story candle

One day Muhammad was on a journey with some of his friends. Night-time came, so they stopped to rest. They were sleeping out in the fields when Muhammad saw that someone had found some wood to light a fire. It was cold and the fire would keep them warm. They lit the fire.

Suddenly, Muhammad noticed an ant-hill not far away. An ant-hill is a place where ants live. He watched the ants running about. They were working very hard and Muhammad saw that they were getting very close to the fire. If they came much closer they would be burnt.

“Who has made this fire?” Muhammad asked. The man who made the fire looked up at Muhammad and said, “I did”.

“Quick!” said Muhammad, “Put out the fire! The ants are going to be burnt.” The man quickly did as he was told. He got a blanket and beat out the flames. The ants were saved. Every time the man made a fire afterwards to keep himself warm, he always remembered to look around carefully before he made his fire, so that none of God’s creatures would be harmed.

Muhammad was a prophet, someone who showed the people what God (whom he called Allah) wanted them to do. He told everyone that Allah says that nobody should hurt any of God’s creatures. They must always be treated with kindness and care.

Blow out the story candle.

For discussion:

What do you think of ants?

When have you taken care of animals?

How do you have to look after your pet?

*How can we look after the creatures in our school garden?
(mini beasts).*

(Do you think it is right to kill creatures sometimes?)

Focused Teaching 2:

Light the story candle

Muhammad loved animals. He had been a camel trader when he was younger. A camel trader was somebody who bought and sold camels. When he had time, Muhammad liked to go into a garden in Medina where he lived to see the camel drivers come back from the desert. The sun was very hot. Some of the men would find a nice shady place for their camels and then they would go and have their drinks. Some of the men forgot about their camels and left them in the very hot sun.

One afternoon Muhammad went to go into the garden. As he went in, he heard a very loud wailing noise, which sounded like someone crying. It made Muhammad stop and look to see where the sound was coming from. He saw it was a camel, tied to a post, howling and sobbing. Muhammad was very sad. He did not need to ask why the poor animal was crying. The camel was hot, tired and so thin. He had been neglected.

Muhammad stayed with the camel, stroking him and talking gently to him. Finally the animal calmed down. Muhammad then went into the garden and asked who owned the camel that was tied to the gatepost.

"I do," said one of the camel drivers.

"Do you know your camel is howling and crying?" Muhammad said angrily. "You have left him in the sun and he is so thin and neglected. Do you realise that your camel is one of God's creatures? God expects us to take care of the animals. Go and give him some food and water straight away."

The man was ashamed and he went to take care of this camel. After this all the camel drivers took greater care of their animals and remembered how Muhammad had said that God gives animals to people to look after and love, and to neglect them is cruel and wrong.

Blow out the story candle.

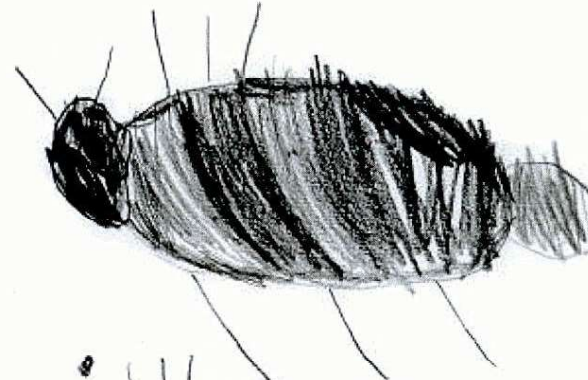
For discussion:

Have you ever done something you are sorry for or ashamed about?

How do you think the camel felt?

Have you been out somewhere and noticed water bowls for pets?

THO ANTHESSCSLEX.
- he ant has six legs.



W I Y L U C P F D S T S S.
we Look after ants

Suggested Activities

Area of Learning	Activity
K.U.W	<ul style="list-style-type: none"> • Look at the differing needs of animals/fish/birds/insects. Talk about how we can care for them; • Create a creature friendly area somewhere around the school to promote an awareness of conservation needs; • Go on a mini-beast hunt; • Talk about camels: discover what is special about camels' eyes, noses and humps;
P.S.E.D	<ul style="list-style-type: none"> • Talk about not being unkind to insects ie. Stamping on worm/ant etc – moving it out of the way carefully;
C.L.L	<ul style="list-style-type: none"> • Use props to retell the stories;
P.D	<ul style="list-style-type: none"> • Help children to be aware of safety with fire and remind them that it is adults who deal with fire. <i>Matches, Matches</i> <i>Never touch,</i> <i>They can hurt you very much</i>
M.D	<ul style="list-style-type: none"> • Watch an ant home/hill/cracks in paving slabs etc and count, or use the skill of tallying to support counting.
C.D	<ul style="list-style-type: none"> • Learn songs and rhymes about ants, camels. (Alice the camel has 10 humps). • Make observational drawings of mini beasts.

Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Respecting beliefs	Being aware of self	Responding to significant experiences	Extending vocabulary	Using language	Listen and responding
Some people believe: <ul style="list-style-type: none"> • Muhammad is the greatest prophet; • there are people called prophets who tell people what God wants them to do; • they should be kind to animals because they are God's creatures. 	I can make choices. I can understand what is right and what is wrong.	of: <ul style="list-style-type: none"> • watching creatures like ants; • of thinking about what it might be like to be a creature who needs care. 	neglected Muhammad prophet camel drivers desert trader ashamed	in: <ul style="list-style-type: none"> • discussion; • working together; • helping each other 	to: <ul style="list-style-type: none"> • Muhammad and the ants; • Muhammad and the camel.

Muhammad and the Animals

Knowledge and Understanding of the World			Creative Development		
Asking questions about why things happen	Finding out about environment	Exploring materials	Expressing ideas	Responding	Counting skills
Why does fire go out if we cover it/put water on it?	What do creatures need: fish, birds, animals, insects? What is special about camels' humps, eyes and noses, related to desert conditions?	Talk about sand: <ul style="list-style-type: none"> • What is a desert? Explore its features through video, internet, books, stories. 	through songs and rhymes of: <ul style="list-style-type: none"> • ants • camels • other animals 	Observational drawings of minibeasts (real & models).	Observe ants going about their work and count them.

Beginning to Believe – The Haggadah

The Haggadah is a Jewish book which contains the service for the first two nights of the Passover festival. It includes the story of the Israelites as slaves in Egypt up to the time that Moses led them to freedom and the promised land. This is an important time in the Jewish year when Jews remember their history and thank God for their deliverance.

In this family celebration, children play an important part. Before the Passover meal, the Haggadah is read from beginning to end by members of the family and each child takes his or her turn to contribute.

The *Children's Haggadah* is made accessible to the child by its colourful moving pictures. It is written both in English and Hebrew. The younger child would read the English version and transfer to the Hebrew script as he (or she) got older. Most Jewish children go to school at the synagogue on Sunday mornings to learn how to read Hebrew. The book is a good example of an aid used by a young child learning and growing up in her faith.

<p>Learning Context:</p> <p>Books Toys My family Favourite stories</p>	<p>Learning Objectives:</p> <p>To give children opportunities to:</p> <ul style="list-style-type: none"> • know about a child growing up in his own faith; • know that people do things because they believe in God; • begin to understand that some children go to school to learn about their faith; • reflect on what they are learning. 	<p>Links to other areas of learning:</p> <p>P.S.E.D - Developing respect for their own cultures and those of others; - Expressing feelings in response to artwork;</p> <p>C.L.L - Developing an interest in books and knowing that a variety of prints convey meaning.</p>	
<p>Prior experiences may include:</p> <p>Looking at books with moving pictures; Looking at holy books; Looking at a variety of scripts.</p>		<p>Resources:</p> <p>The Children's Haggadah</p> <p>A picture of the Passover meal which includes the Haggadah.</p> <p><i>Sam's Passover</i> by Lynne Hannigan (celebrations) optional</p>	<p>Organisation:</p> <p>Whole class or in small family groups</p>

Focused Teaching 1:

Begin by showing the Children's Haggadah, demonstrating a moving picture.

What kind of book is this?

Who do you think it might belong to?

This book belongs to a boy called Sam. It is very important to him. It tells him about God. His book is called the Haggadah.

Explore with children how the book is unlike any book they know because it reads (and opens) from right to left.

What do you notice about the writing?

Sam's book is written in English and another language called Hebrew. It moves this way across the page. Hebrew is important to Sam because his holy book is written in this language. Sam is learning how to read Hebrew. He goes to a religious school on a Sunday morning, with other boys and girls, and learns from his teacher, Mrs Faber. He is starting to read stories about God.

Sam's Haggadah tells a wonderful story that happened a very long time ago. It is about a man called Moses.

The story starts when Moses was a baby and goes on to tell how he helped the Jewish people escape from a place where they were slaves and were very unhappy. Moses led them to a new land where they could live free and happy lives. Sam knows that Moses did not do this on his own. In the story, God helped him all the time and showed him the right things to do.

Sam loves this story. It comes alive for him when he makes the pictures move. He likes to look at the Hebrew letters. He can already read some of them and he is looking forward to learning more.

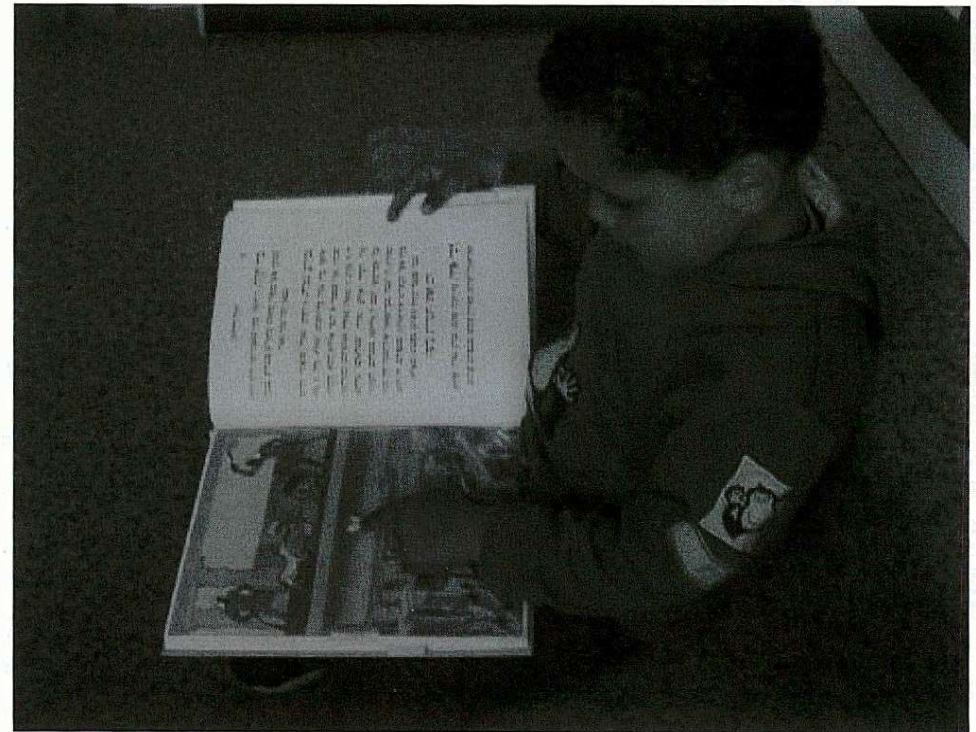
For discussion:

How do you learn to read?

What kind of books do you like to read?

What book is special to you?

Where do you learn best?



Focused Teaching 2:

Recall, with the children's help, what they can remember about the Haggadah. Show them a picture of a family at the Passover meal with the Haggadahs.

This is a special meal Sam and his family are having. It only happens once a year. They are remembering the time when God helped Moses to free the Jewish people.

Sam is very excited because he has something special to do. He is going to ask some questions. He practised them at Hebrew school last Sunday and he now has his Haggadah to help him. His family are sitting round the table, looking at Sam and waiting for him to start.

Sam takes a deep breath and reads from his book.

Why is this night different from all other nights?

Why do we have special things at our meal?

Sam's dad answers the questions by telling the story of Moses and how the Jewish people escaped to the promised land.

Sam takes a turn to read the story with the rest of his family. He looks at the beautiful Hebrew writing and touches the pictures to make them move.

He feels very proud when mum and dad say, "Well done, Sam. You read that well."

When Sam goes to Hebrew school the following Sunday, he tells his teacher about his special meal and how mum and dad were pleased with him.

Mrs Faber laughs, "Good for you, Sam! Learning can be fun, can't it?"

Sam settles down with the other children. They play a game with flashcards that have Hebrew words written on them. Sam wins a blue one with the word *Shalom* written on it. It means *peace*. Sam likes to learn and have fun with the other children on Sunday mornings. He especially likes it when Mrs Faber tells him stories about God.

For discussion:

Sam felt pleased with himself when he read his Haggadah. What makes you feel pleased with yourself?

Who do you read to at home?

What do you enjoy learning?

Suggested Activities

Area of Learning	Activity
C.L.L	<ul style="list-style-type: none">• Share dual language story/picture books.• Share old stories from either an oral or written tradition;• Make a class book based on a favourite story. Find ways of adding moving pictures. (zig-zag pop-ups, flaps etc)
C.D	<ul style="list-style-type: none">• Develop a role play area with the children which will enable them to invite all the family to a favourite meal. Have a range of cooking and eating utensils so that a multi-cultural approach to family eating can be explored. Include a range of dressing up clothes so that young and old family members can be present.

Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Respecting cultures and beliefs	Being aware of self	Responding to significant experiences	Extending vocabulary	Using language	Listening and responding
Some people do things to learn more about God. Some people do things to show they believe in God.	I can: <ul style="list-style-type: none"> • be a reader; • learn; • feel important; • feel proud. 	of: <ul style="list-style-type: none"> • sharing experiences with others; • learning; • developing a love for books; • playing. 	God Jewish learning proud	through: <ul style="list-style-type: none"> • discussion; • asking questions; • role play. 	to: <ul style="list-style-type: none"> • books • photographs

Haggadah

Knowledge and Understanding of the World			Creative Development		
Finding out about	Knowing about other cultures and beliefs	Similarities and differences	Expressing ideas	Expressing ideas	Responding
how: <ul style="list-style-type: none"> • we learn to read; • we celebrate; • we write and make marks. 	Jews: <ul style="list-style-type: none"> • celebrate Passover with a special meal; • read about God in a language called Hebrew. 	There are many different kinds of books. Books are written in different languages. We all have our favourite books.	through: <ul style="list-style-type: none"> • observation • discussion • role play • art 	about pattern and shape in mark making.	to: <ul style="list-style-type: none"> • the Haggadah • Hebrew script

Coming Home: The Mezuzah Case

The 'Mezuzah' is a small piece of parchment on which is inscribed the words of the Shema (Deuteronomy 6: 4-9)

"Hear, O Israel, the Lord our God is one.

And you shall love the Lord your God with all your heart and with all your soul and with all your might"

The Mezuzah is kept in a small container fixed to the door posts of Jewish homes; it can be made of wood, metal or pottery. It must be fixed to the right hand side of every doorpost in the house except the bathroom. The mezuzah case is frequently touched as the person enters the house or a room. The presence of the sacred scripture is thought to protect the home and reminds the believer of his or her life as a Jew.

<p>Learning Context:</p> <p>The home/houses The family All about me Daily routines including 'going home'.</p>	<p>Learning Objectives:</p> <p>To understand that:</p> <ul style="list-style-type: none"> • Jews believe in and love God; • Jews believe that God loves and protects them; 	<p>Links to other areas of learning:</p> <p>P.S.E.D - Developing an awareness of their own needs and feelings; - Being sensitive to the beliefs and customs of others;</p> <p>C.L.L - Understanding that ideas can be represented in a written form.</p>	
<p>Prior experiences may include:</p> <ul style="list-style-type: none"> • looking at local housing. • talking about 'My Home'. 		<p>Resources:</p> <ul style="list-style-type: none"> • White board and pens; • Photo of Jewish child touching Mezuzah case; • Mezuzah cases; 	<p>Organisation:</p> <p>Small groups 10/15</p>

Focused Teaching 1:

Creating appropriate links with prior experiences of houses and homes, ask the children to think about their own front doors. Giving as many children as possible an opportunity to contribute, create a picture of a front door on the white board. Depending upon the skills of the children, the adult can draw in response to the children's suggestions or the children can create a composite drawing as they think of new ideas. Discussion can encourage talk about shape, numbers, colour and functions.

Show the children the photograph of Hannah, a little Jewish girl who is returning home. Encourage the children to talk about the picture.

What is happening in the picture?

What do you notice about Hannah's front door?

Use the children's ideas to draw attention to the Mezuzah case.

Now unwrap the Mezuzah case from a cloth and show it to the children.

What can you see on this?

What do you think it is?

Pass the Mezuzah case round the circle. Encourage the children to describe what the case is made from and any writing or decoration on it.

What do you think it might be for?

What do you think might be inside it?

Some people who believe in God have a mezuzah case like this fixed to the doorposts of their home. When they go through the door, they touch the mezuzah case. It is like a little box that has some important words about God inside. The words are on a piece of special paper that is folded up really tightly. This is the mezuzah and the case keeps it safe.

Show again the photograph of Hannah.

Hannah is touching the mezuzah case because she loves God. Hannah is Jewish and the words written on the mezuzah are important to her. They remind her that, as she comes home, she must love not only her home and her family but most of all she must love God. She believes that God loves her too. When she touches the mezuzah she feels safe in her house and she knows that God will look after her and her family.

For discussion

Whom do you live with?

When you go through your front door, who or what do you look forward to seeing?

Do you have a special place in your house that makes you feel safe and comfortable?

Focused Teaching 2:

Show the children a mezuzah case again and use it to recall, with their help, what they found out about it last time.

Do you remember what is inside the mezuzah case?

Open the mezuzah case to reveal the facsimile of the mezuzah.

Let's look at this piece of paper. What can you see on it?

These are important words.

I am going to read you the precious words, so you need to listen carefully.

Read the words of the Shema.

'Hear, O Israel, the Lord our God is one.
And you shall love the Lord your God with all your heart
and with all your soul and with all your might.'

These are the words of a very old prayer called the Shema.

They come from a book which is sacred to Jewish people and they are written in a language called Hebrew.

These words are very important to Jewish people, so important that they want to think about them often. They believe these words are from God and so they think of them as sacred and very precious to them. They want the words to be looked after very carefully.

Although they can't see the words, Jewish people know what they say.

They remind them that there is only one God and that they should love God with every bit of themselves: all their heart, all their soul and with all their strength.

As Hannah goes through the door and touches the mezuzah case, she is thinking about how God cares for her. She knows that if she loves God and follows God's words that she will lead a good life. It makes her feel safe and part of a special family.

For discussion:

Where do you keep anything that you have that is precious to you?

When do you look at it?

What does it make you think about?

What sort of things do you think about as you go through your front door?

Suggested Activities

Area of Learning	Activity
C.L.L	<ul style="list-style-type: none"> • Each child to be given quite a small piece of paper on which they can write what they like about their home. Adult to add 'reading' writing. The child can then fold the paper and place in a special box or tin. When all the special messages are hidden away the children can take it in turns to take a message from the box to be read to the group (no names need to be used); • Record in words or pictures any items and ideas that the children describe as precious;
K & U	<ul style="list-style-type: none"> • Look at photographs and posters of doorways and talk about them. Describe and imagine what might be on the other side of the doorway:
C.D	<ul style="list-style-type: none"> • Design and build doorways; • Role play visiting each other – making social connections. • Make and/or decorate a box where you could keep something that is precious to you;

Potential ELG Development

Personal, Social & Emotional Development			Communication, Language & Literacy		
Respecting beliefs and cultures	Being aware of self	Responding to significant experiences	Extending vocabulary	Using language	Listening and responding
Some people believe: <ul style="list-style-type: none"> • God loves and protects them. • that some books are holy; • that some words are very important 	<ul style="list-style-type: none"> • I can feel safe • I can look after things that are special to me. 	of: <ul style="list-style-type: none"> • coming home 	God Holy prayer	in: <ul style="list-style-type: none"> • discussion • describing • writing 	to: <ul style="list-style-type: none"> • the words of the Shema
Coming Home: The Mezuzah Case					
Knowledge and Understanding of the World			Creative Development		
Finding out about things	Exploring materials		Expressing ideas	Imagining	
<ul style="list-style-type: none"> • doors • boxes and containers 	of: <ul style="list-style-type: none"> • the mezuzah cases • doors • boxes and containers 		through: <ul style="list-style-type: none"> • drawing • decorating boxes • role play 	who or what may be the other side of the door.	