

Learning Objectives	Activities and Experiences	Key Questions
<p>To understand how God helps the Jews through Samson's death; To reflect on how disappointment can be turned into success</p>	<p>Discuss whether the children have ever let a friend down. Tell the story of Samson and Delilah. Explain how the story is part of God's plan to save the Jews from their enemies. Discuss how Delilah betrays the friendship of Samson. How does God's plan win in the end? Discuss how the pupils can turn disappointment into success. Make a cartoon sequence of the story.</p>	<p>Have you ever let someone down or been let down? How is Samson betrayed? Why does Delilah do this? Who is doing what God wants? How does God's plan win in the end? Have you ever been successful after being disappointed or in difficulty? How were you successful? How did you bring about success?</p>
<p>To understand how many hymns or songs are based on the Bible; To make links between their spiritual development and hymns or songs</p>	<p>Listen to worship songs and identify their origins in the Bible eg 'You shall go out with joy ...' (Psalm s 96 v 12 and 98 v 8) 'The Lord's My Shepherd' (from The Vicar of Dibley) (Psalm 23); 'Seek ye first the Kingdom of God' (Matthew 6 v 33); 'I, the Lord of sea and sky' ('Here I am Lord') (Samuel 3). Children choose to illustrate one either be designing a shape poem or taking a word or theme from the song as the basis of an acrostic.</p>	<p>What is the song / hymn about? What pictures do you see when you hear the words? What do you feel when you hear or sing the words? What do the words convey? Which are the strongest words? What shape do you think of when you hear the song or specific words? What shape is joy / death's dark vale / Kingdom of God / God's saving hand?</p>
<p>To describe how praising God is important to religious people; To link what they value to that of others, including people of religion(s)</p>	<p>Read Psalm 150 to the class. Discuss the meanings of words and the ideas in it. Pupils, in small groups, prepare to act it out (with or without the specified instruments) and present their results to the full class. Discuss how successfully the idea of praising God has been achieved. Tell the story of the juggler of Notre Dame. Pupils reflect on other means of praising God and write out their ideas.</p>	<p>What does 'praise' mean? Why do some people want to praise God? Is making a loud noise the only / best way of praising God? What else could you do to praise God? How successful have we been in showing what praise is? How did the juggler of Notre Dame praise God? How might a teacher / nurse / shopkeeper / child praise God? What would you want to praise?</p>
<p>To understand how Mary would feel about the news she would give birth to Jesus; To link their own attitudes and behaviour to that of Mary</p>	<p>Tell the stories of the annunciation and of Mary and Elizabeth from Luke 1:26 - 45. Small groups devise fortune lines for Mary. Discuss this as a class and see if the class can agree on one line. Children draw their own fortune line for Mary and write her thoughts at each stage. Discuss who the children go to when they have good news. / worrying news. Discuss who religious people turn to.</p>	<p>What is the correct order of events? What would Mary be feeling when the angel appeared / the angel told her not to be afraid / the angel told her the news of Jesus / she heard how important Jesus would be / ... ? Why do you think Mary would be feeling like this? Who else agrees? Why? Who do you go to when you have good news / are worried? Why? Is there anyone religious people would go to at these times? Why?</p>
<p>To learn about the meaning of the Christingle; To identify who or what influences them and to link this to other people's experiences</p>	<p>Children make christingles, then draw and label one. After the teacher's explanation they indicate what each part symbolises. Discuss why Jesus is described as the light of the world. (enables seeing right from wrong, good from bad; leading people in the right way; etc) Children recount who is a light for them and for whom they can be a light.</p>	<p>What does each part of the christingle mean / symbolise / stand for? Why is Jesus described as the light of the world? Who or what shows you right from wrong, etc? Who or what is a light for you? Do you agree with anyone else on this? Why (not)? Who can you be a light (good influence) to? Why?</p>

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
Friend Betray God's plan	Interpret Empathise Reflect Express	Self-awareness Respect for all	The Lion Bible for Children (Lion; ISBN 780745940465)	Cartoon version of the story of Samson and Delilah	<p>By the end of this unit: most children will be able to:</p> <ul style="list-style-type: none"> identify different ways in which people can praise and worship (AT1) ask, and respond sensitively to, questions about their own and others' feelings and experiences (AT2) <p>many children will be able to:</p> <ul style="list-style-type: none"> describe some forms of worship and praise (AT1) identify what they and others consider worthy of praise and worship (AT2) <p>some children will be able to:</p> <ul style="list-style-type: none"> describe the impact religion has on some people's lives (AT1) describe what inspires and influences themselves and others (AT2) 	
Worship (key words from the hymns / songs chosen)	Interpret Reflect Synthesise Express	Open-mindedness Appreciation and wonder	Hymns and songs known to the children / sung in collective worship	Shape poem or acrostic poem		
Praise God	Interpret Empathise Reflect Express		The Lion Bible for Children (Lion; ISBN 780745940465) http://www.crtn.org/catalogue/production.php3?id=84	Drama of Psalm 150 Written ideas of how people praise God		
Annunciation Angel Feelings	Interpret Empathise Reflect Evaluate Express		The Lion Bible for Children (Lion; ISBN 780745940465)	Group and / or individual fortune lines for how Mary would feel		
Christingle Symbol Light of the world Influence	Interpret Empathise Reflect Evaluate Express		oranges, red ribbons, glue, cocktail sticks, small sweets	Christingle Discussion on who influences the pupils and who they influence		