

Key Stage 2

Year 4

Jesus the teacher

Time allocation: 1 hour per week

| Learning Objectives  | Activities and Experiences   | Key Questions  |
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| to learn about parables and the story of the lost sheep;<br>to reflect on the effectiveness of storytelling and other forms of teaching and learning | Use some short examples of different learning styles eg from memory: copy a simple picture, write down some facts, retell a short story to your discussion partner, copy a simple task. Discuss different ways of learning and what the children find most effective and enjoyable. Explain how Jesus frequently used stories to help people learn about God. Tell the story of the lost sheep (Luke 15: 1 – 7). Discuss what it means. Allow pupils to either draw or write the story or make models and act the story out. | Did you remember the picture, the facts, story or task best? Which do you enjoy most? Does everyone in the class do best at / enjoy most the same activity? Why not? Why did Jesus often use stories? What do you think the lost sheep was feeling at first / later on? What did the shepherd think / feel? In what ways is the shepherd like God? Does the story have any messages? What could they be? Do all stories have a message? Can you think of other examples?                     |
| to learn about the story of the lost son;<br>to reflect on meanings of the story and an image of God   | Tell the story of the lost son (Luke 15: 11 – 32). Discuss the story. Pupils draw up storyboards for the various scenes: son asks father for his money and leaves home; son has a good time; son runs out of money and looks after pigs; son returns home; the party takes place. In groups of about five, act the scenes out. Make up titles for the story: 'The ..... young man'; 'The ... older brother'; 'The .... father'; 'The .... mother' and tell the story from their point of view. Continue the story:           | Why does the son want to leave home? Do think his family want him to go? Why (not)? What does the young man do with his money? Is that sensible? What is wrong with looking after pigs? (non-kosher) How do we know he was desperate? What reception is he expecting at home? Why is he surprised? How is he welcomed? Why does his father do this? In what ways is the father like God? Why is his brother upset? Who are you most like? Does it end happily ever after? What happens next? |
| to learn about Jesus' story of the banquet;<br>to reflect on meanings of the story and an image of God   | Tell the story of the banquet / party (Luke 14: 15 – 24). Discuss the characters in the story: the character of the man and the sorts of people who went and those who did not go to his banquet. Discuss what God's kingdom (heaven?) may be like. Draw the image of God's kingdom (heaven?) in the parable and the pupil's own idea(s). Write an explanation of their own idea(s).   | What is a banquet? In what ways is the man who gave the banquet like God? Why do some people not want to go to the banquet? Why do some people not want to be with God? Why do others want to be with God? How do we know that God likes to have people celebrating? In what ways is the banquet like God's kingdom? Are God's kingdom and heaven the same? What do you think heaven is like? Where is it? When is it?   |
| to learn about Jesus' story of the unforgiving servant;<br>to reflect on meanings of the story and an image of God                                   | Tell the story of the unforgiving servant (Mt 18: 23-34). Discuss the characters of the king and the servant. Discuss whether the king is right to act in the ways he does. Pupils can act the story in groups of three. Pupils describe a time when they were able to forgive and a time when they could not.   | When the king let the servant off paying back the money what does it tell us about the king? What do you think of the servant's behaviour towards the other servant? Should he be let off paying completely? Did he go too far? Did the king take the right action when he heard what the servant had done? Why (not)? When were you able to forgive? When could you not?  |
| to learn about Christian understandings of God;<br>to reflect on how God is represented in parables  | Remind pupils of symbols for God in the parables: shepherd, father, party-giver and king. Pupils draw their pictures of these characters (you may wish to encourage them to draw contemporary versions rather than Biblical types). Discuss and write down characteristics of the four roles and write them around the pictures. Discuss any ideas common to several images. Look at a range of images (see resources) and discuss which are preferred and why.  | What pictures do you have of a shepherd, father, party-giver and king? What words do you think of when they are mentioned? Are there any words which are attached to more than one image? Which of these words do you think link to God? Why? Which of the images representing God do you prefer? Why? Which do you not like? Why?   |

| Concepts<br>Key words   | Skills  | Attitudes                             | Resources   | Learning outcomes   | Levels of achievement   | Evaluation |
|---|---|---------------------------------------|---|---|---|------------|
| parable<br>story<br>lost sheep<br>shepherd<br>God<br>sheep        | Investigate<br>interpret<br>apply<br>reflect<br>express<br>evaluate | Self-awareness<br><br>Respect for all | The Lion Bible for Children (Lion; ISBN: 0745940463) pp.248 - 249   | Written, drawn or model-making response to the story of the lost sheep                      | <p>By the end of this unit:<br/>most children will be able to:</p> <ul style="list-style-type: none"> <li>retell some parables and suggest meanings for them (AT1)</li> <li>ask, and respond sensitively to, questions about their own and others' experiences and feelings (AT2)</li> </ul> <p>many children will be able to:</p> <ul style="list-style-type: none"> <li>make links between parables and beliefs about God and people (AT1)</li> <li>ask important questions about beliefs about God and people, linking their own views to those of others (AT2)</li> </ul> <p>some children will be able to:</p> <ul style="list-style-type: none"> <li>describe and show understanding of beliefs about God and people's relationship to God in some parables (AT1)</li> <li>raise, and suggest answers to, questions about their own identity and the meanings of Christian beliefs (AT2)</li> </ul> |            |
| parable<br>story<br>lost son<br>father<br>God                     | interpret<br>reflect<br>express<br>evaluate                         | Open-mindedness<br><br>Awe and wonder | The Lion Bible for Children (Lion; ISBN: 0745940463) pp. 250 - 251  | Acted versions of the lost son; Alternative titles for the story of the lost son            |   |            |
| parable story<br>banquet party<br>God<br>Kingdom of God<br>heaven | interpret<br>reflect<br>express<br>evaluate                         |                                       | Bible   | Drawing of a Biblical image of heaven and their own idea of heaven with written explanation |   |            |
| parable<br>story<br>king<br>God<br>servant<br>forgive             | interpret<br>reflect<br>express<br>evaluate                         |                                       | Bible   | Acted versions of the story of the unforgiving servant                                      |   |            |
| shepherd<br>father<br>party-giver<br>king<br>God<br>images        | interpret<br>apply<br>reflect<br>express<br>evaluate                |                                       | <a href="http://www.jesuswalk.com/names-god/artwork_names-god.htm">http://www.jesuswalk.com/names-god/artwork_names-god.htm</a> | Drawings of shepherd, father, party-giver and king with words describing the roles          |   |            |