

Learning Objectives	Activities and Experiences	Key Questions
to describe the impact of prayer and belief on people's courage; to describe what inspires and influences themselves	Look at the story of Daniel in the lion's den. Discuss the dangers, how Daniel survived and whether he was wise to put his trust in God. Discuss dangers the pupils have faced (physical, emotional and / or spiritual), how they faced them and whether prayer and / or courage played a part. Look at Jesus in the Garden of Gethsemane and discuss the part that prayer and courage played. Pupils devise short dramas on real or imagined events in which prayer and courage are important.	What dangers did Daniel face? What did King Darius hope would happen? Why did Daniel survive? Have you ever been in danger? Were you more in fear of being physically hurt or of being very upset? Did you think of praying at this time? How did you keep your courage? What danger did Jesus face? How afraid was he? How did prayer help? In what way(s) was he courageous? Why?
to describe the impact of prayer and belief on people's courage; to describe what inspires and influences themselves	Look at the story of Stephen (Acts 7, especially vv 51 – 60). Discuss the part of courage, prayer and forgiveness in the event. Research the persecution of Christians by certain Roman emperors e.g Nero and Diocletian (Acts of Perpetua and Felicitas). Look up the meaning of 'martyr'. Look at John 15: 13. Discuss whether a person is ever right to die for something they believe in and whether the pupils would be willing to give up their life for anything or anyone.	Was Stephen courageous or foolhardy? Why did he continue preaching when in danger? Whose words does Stephen use in his final prayer? Why? Why was prayer important for Stephen? What is a martyr? How did many Christians die in Roman times? What does Jesus mean in John 15: 13? Is it ever right to die for someone / something you believe very strongly? Do soldiers do this sometimes? Does anyone else do this? Would you ever be willing to die for someone or something? Who, what and why?
describe the impact of prayer and belief on people's courage; to describe what inspires and influences themselves	Read the story of Corrie ten Boon. Discuss the part that courage and prayer played in her life and that of her sister, Betsie. Pupils design a 'fortune line' for Corrie using approx 8 events. Discuss the varying interpretations and whether the class can come to agreement.	In what ways do Corrie and Betsie display courage? In what ways does prayer help Corrie? Why does she pray? How did Corrie feel at this event? Why? Does everyone agree? Why not? Can we come to agreement after discussion?
describe the impact of prayer and belief on people's courage; to describe what inspires and influences themselves	Invite a visitor to talk to the class about a local Christian who has shown courage in their life, perhaps facing illness, helping in difficult circumstances, putting others before themselves, etc. Pupils think up questions to ask and write their reflections on the interview.	What do you want to find out from the visitor? Why?
describe the impact of prayer and belief on people's courage; to describe what inspires and influences themselves	Set up a conscience alley activity based on either a real life or imaginary story of courage. The Good Samaritan (Luke 10: 30 – 35) is a suitable Bible story for the activity. Pupils discuss people who have inspired or influenced them and write about the person, giving the reasons for their choice.	Why should the person get involved / help / etc? Why should they not do so? Who do you admire? Why?

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
danger prayer courage	interpret empathise reflect express	self-awareness respect for all open-mindedness	Bible (Daniel 6, Luke 22: 39 - 46)	Short dramas involving courage and prayer.	<p>By the end of this unit: most children will be able to:</p> <ul style="list-style-type: none"> begin to identify the impact Christianity makes on some people's lives (AT1) link their own values, commitments, attitudes and behaviour (AT2) <p>many children will be able to:</p> <ul style="list-style-type: none"> describe the impact of Christianity on some people's lives (AT1) describe what inspires and influences themselves and others (AT2) <p>some children will be able to:</p> <ul style="list-style-type: none"> explain the impact Christianity has made on some people and communities (AT1) explain what inspires and influences themselves and the challenges of belonging to Christianity (AT2) 	
courage prayer forgiveness martyr persecution Christian	interpret empathise reflect research express	awe and wonder	http://en.wikipedia.org/wiki/Perpetua http://en.wikipedia.org/wiki/Persecution_of_Christians http://stjudeshrine.org.uk/art.htm Bible (Acts 7: 51 – 60)	Research into early Christian martyrs.		
Christian courage prayer resistance concentration camp	interpret empathise reflect analyse express		http://www.soon.org.uk/true_stories/holocaust.htm	Fortune lines for Corrie ten Boon.		
Christian courage	empathise interpret reflect express synthesise		Christian visitor	Questions and written reflections on a local Christian of courage.		
conscience courage inspire influence	interpret empathise reflect apply analyse express		www.penguinreaders.com/downloads/9780582829848.pdf http://www.broadcaster.org.uk/section2/inspirationalstories.html	Persuasive writing and description of a person who has inspired each pupil.		