|  |  |  |
| --- | --- | --- |
| **j0353640** | Ealing Agreed Syllabus: guidance for teachers | |
| **F1: Learning from stories (1): learning from the Bible** | **Overall aim:** to develop the capacity to listen to stories and talk about what can be learned from them; to encourage children to ask questions and voice their ideas. |

|  |  |  |  |
| --- | --- | --- | --- |
| Learning from stories, i | Pupils will | think about their favourite stories and where those stories come from. | |
| ***Aim:*** to explore the nature of stories. | SEN | Simple stories told with finger puppets or Makaton signs. | |
| Gifted |  | |
| **Possible activities** | | | **Suggested resources** |
| **Starter:** Ask class “What is your favourite story?” Let a few children tell the name of their story, why they like it, and how they heard it: did they see it on television or film, did someone read it to them, or was it performed as a play. | | | Pictures of sacred books in temples, mosques or churches. Including scrolls in the holy of holies in a synagogue.  Google for pictures of stained glass church windows that show stories, e.g. the story of Noah and the Ark.  A Bible. |
| **Activity 1:** Ask class if any of their grandparents have told them a story. Explain that stories have been told by people for thousands of years all over the world and that some stories are handed down from generation to generation. Do the class know of any family stories like that? | | |
| **Activity 2:** Explain that some stories are so important they are written down in books or scrolls, or carved onto buildings or painted. Show class pictures of some stained glass windows that tell a story. Explain that in the past when not everyone learned to read, that people going to a church or temple could learn the stories that way, just as we might see a story told in a comic book or television show. | | |
| **Plenary:** Show class the Bible. Do any of them know what it is? Explain that it is a book that is very important for both Christians and Jews. If there are Muslim, Sikh or Hindu children in the class ask if their family has a book that they consider to be very important. Indicate that they should treat the Bible with the same respect they would show any special thing that is important to them or their families. Tell them that they will be hearing stories that come from this book. | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Learning from stories, ii | Pupils will | start to formulate their own thoughts about stories. | |
| Aim: to prepare pupils to think about the meaning of stories. | SEN | Simple stories told with finger puppets or Makaton signs. | |
| Gifted |  | |
| **Possible activities** | | | **Suggested resources** |
| **Starter:** Tell a simple story with a lesson (Free Stories For Kids website provides many different stories promoting values). Ask children if any of them learned from the story: what did they learn? Is it possible to learn different things from the same story? | | | <http://freestoriesforkids.com/> |
| **Activity 1:**  Divide class in pairs. One child of each pair to tell a short story; the other child tells the first what they liked about or learned from the story. Then swap places. | | |  |
| **Activity 2:** Choose a traditional story that has a moral, such as “The boy who cried wolf” or “The hare and the tortoise.” Tell the story (or play a video of the story) and then ask: is there anything we can learn from these stories? Ask children to say what they think the story means. Can different people have different ideas about what a story means? Is it okay to disagree about what the story means? | | |  |
| **Activity 3:** Open discussion about what is their favourite way of hearing a story. How many children make up stories and then act them out with their friends? How many have acted out stories that they’ve seen or heard elsewhere. Has anyone ever told someone a story (e.g. a parent or friend) because they actually wanted to tell them something else, but didn’t know how to come right out and say it? | | |  |
| **Plenary:** Act out or make a simple storyboard of the story told in Activity 2. Does it make a difference to the experience of the story if they participate in acting it out? By engaging with the story at this level, do they have any ideas of new details they might add to the story to make it more interesting? | | |  |

|  |  |  |  |
| --- | --- | --- | --- |
| The flood and Noah’s Ark | Pupils will | listen to and/or watch various depictions of the story of the Ark; begin to understand the idea of ‘obedience’ and ‘faith.’ | |
| ***Aim:*** to begin to apply their learning to a story from the Bible. | SEN |  | |
| Gifted |  | |
| **Possible activities** | | | **Suggested resources** |
| **Starter:** Show some pictures or videos of a flood, e.g. recent floods in the UK. Ask children to say what it is. Have any of them ever been affected by a flood? Have they ever heard scary stories of a flood from their parents or grandparents? | | | Pictures/videos of flooding |
| **Activity 1:** Explain to the pupils that they are going to apply their learning to a story from the Bible, the story of a man called Noah. Ask if anyone in the class has heard of Noah or Nuh. How/what do they know about him? If no Muslim child mentions it, point out that Nuh appears in the Qur’an as well as in the Bible, but that for this lesson they will be looking at Noah’s story as told in the Bible. | | | Images that can be printed out, coloured and then assembled into one large mural, “On Noah’s Ark”:  <http://www.janbrett.com/mural/on_noahs_ark_coloring_mural.htm>  The Treasure Tree animated story of Noah and the Ark: <http://www.thetreasuretree.co.uk/SWFWindow.php?params=SWF/noah-Tasters>  There are many resources for telling the story of Noah and the Ark here: <http://www.isidore-of-seville.com/noah-ark/>) |
| **Activity 2:** Start a story board that will be added to during the course of the unit. Explain that for the first part of the story you will be looking at it from what Christians and Jews believe is God’s point of view, which is that there was much wickedness on earth, and that this upset God, as God had created the world to be a good place. Ask for examples of what God might have seen as wickedness, e.g. lying, stealing, bullying, killing… | | |
| **Activity 3:** Ask class to imagine that they had created something that someone tried to destroy. Did this ever happen to them? Explain that in this Bible story the things God saw happening on earth made God sad, so sad God wanted to recreate the world. For that God decided to wash the Earth clean with a flood. But then God knew of one good man, and so God told that man, Noah, how to survive the Flood. | | |
| **Activity 4:** Tell the part of the story where God gives Noah very strict instructions about building the Ark. Introduce the words faith and obedience as they apply here. Add to your storyboard with pictures of the construction of boats in general, and the building of the Ark. | | |
| **Plenary:** Allow discussion of questions around the story so far, e.g. Why did Noah choose to obey God? Do they think there was only one good person on Earth, or could the point of the story be about the importance of faith and obedience? Finally, allow them to discuss whether they think the story of the flood is ‘fair’, making sure that they understand that the classroom is a ‘safe’ place for these discussions because in this country everyone is allowed to express their ideas. | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Two by Two | Pupils will | be introduced to the concept of stewardship; think about ways they can be responsible towards the environment. | |
| ***Aim:*** to introduce the concept of stewardship. | SEN |  | |
| Gifted |  | |
| **Possible activities** | | | **Suggested resources** |
| **Starter:** Hand out some paper or pictures for colouring of the animals in the story, or pictures of Noah leading them into the Ark. Allow children to draw their own pictures or colour in already drawn pictures while you are having the lesson. Alternatively make animal masks. | | | Paper and crayons; pictures to colour; masks to colour (see background information) and ribbon to secure them. |
| **Activity 1:** Count the animals mentioned in the story. Make a list of names of animals. Why did Noah need to take two of every animal? Ask children to imagine what it was like to be in that big wooden ship with all of those animals. | | |
| **Activity 2**: Ask children if they’ve ever been to a zoo or safari park; introduce the idea that many modern zoos act as Arks in their attempts to save and breed animals that are dying in the wild for a variety of reasons, the main one being the spread of humans and their need for land and resources. | | |
| **Activity 3:** If the children have made masks, ask them to put them on and pretend to walk two by two into the Ark. Several children could play the role of Noah, his wife and their children. (*Note:* some Muslim children might not want to portray Noah, as he is considered to be a prophet in Islam. This should be respected, and they should be offered another part. Other Muslim children won’t have a problem with this.) Ask the children to imagine what the sight, sound and smell of all those animals might be like. | | |  |
| **Activity 4:** Introduce the word ‘stewardship’. Explain that it is a big word meaning ‘to look after something’, or to be ‘responsible’ for something. An example could be that the class as ‘stewards’ for the things in the classroom. That they use them, but they also need to look after them. Ask who in the class has a pet, and do they help look after that animal? Why should we look after other animals? | | |  |
| **Plenary:** Ask class if they could only ‘save’ one animal, which one would they want to save and why? Add them to the storyboard you are creating. | | |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Promises and signs | Pupils will | understand that in the story the rainbow was seen as a sign of God’s promise; explore what it means to make and keep a promise. | |
| ***Aim:*** to explore the symbolism of the rainbow in the story | SEN |  | |
| Gifted |  | |
| **Possible activities** | | | **Suggested resources** |
| **Starter:** Ask if any of the pupils have ever been through a storm and then seen a beautiful rainbow. Have they ever been in a car or train or bus and turned a corner and suddenly there was a rainbow? What was that experience like? Introduce the terms ‘awe’ and ‘wonder’ to describe the experience of seeing a rainbow, or other wonderful sights in nature. | | | Pictures/videos of rainbows. |
| **Activity 1:** Revisit the story of Noah and the Ark, and discuss the way Noah sent out first a raven, then a dove. How the raven didn’t find anything, and at first the dove didn’t either. Eventually the dove came back with an olive branch. What did that mean (i.e. the dove had found land)? | | | *Note:* Depending on which version of the story you are working with there may not be a mention of the raven. |
| **Activity 2:** Show class some images of the dove and the olive branch. Explain that this was used by the early Christians as a sign for ‘peace’, and now it is widely accepted as a peace symbol. Ask class if they know of any other signs or symbols? | | |  |
| **Activity 3:** Point out that at the end of the Noah story in the Bible a rainbow appears in the sky, which is meant to be a sign from God that God will never again try to destroy the world. From that moment forward the rainbow is meant to be a sign of God’s promise. Ask class to give examples of promises. What promise could they make? Paint a class rainbow, and add it to the Noah storyboard, along with notes of some of the children’s promises. | | | Materials for painting a rainbow.  *Note:* Explain that it is important to make realistic promises, like “I promise to hang up my coat” rather than something general like “I promise to be good”. |
| **Plenary:** Give children a chance to revisit their questions about the Noah’s Ark story. Explain that it is okay and important to ask questions, and that some questions do not have easy or even ‘right’ answers. Mention again that it is good to think about the meaning of stories. Ask for further thoughts on the meaning of this story. | | |

|  |  |  |  |
| --- | --- | --- | --- |
| The Nativity | Pupils will | begin to understand that some stories are considered so important they are read or acted out each year on a particular day; they will think about how stories are used to remember important things. | |
| ***Aim:*** to explore the link between stories and festivals. | SEN |  | |
| Gifted |  | |
| **Possible activities** | | | **Suggested resources** |
| **Starter:** Ask class if their parents/relatives tell any stories on family birthdays or anniversaries? Why do they think they do this? Is it important to remember family history? | | | <http://www.tes.co.uk/teaching-resource/The-Christmas-Story-for-IWB-3003553/> (You will need to create a login and password for the resources on the TES website.) |
| **Activity 1:** Show class some examples of Nativity scenes, both miniature tableaus, ‘life-size’ and ‘living’ Nativity scenes that are set up outside churches. Does anyone in the class recognise the story being told? Where have they heard that story? | | |
| **Activity 2**: Remind class of what they have learned about Noah, and how the story of the flood and the ark appears in the part of the Bible known as the Old Testament by Christians and Torah by Jews. It also appears in a slightly different form in the Qur’an. The fact that the Biblical version and the version in the Qur’an differ slightly is an example of how different people can find different meanings in the same story. | | |
| **Activity 3:** Show class the power-point version of the Christmas story from TES Connect (see link right). Depending on when you teach this lesson, remind—or prepare—children of (for) any nativity play/Christmas assembly they have (will) seen. | | |
| **Activity 4**: Ask class if they can think of a reason that Christians set up these nativities or put on nativity plays? Explain that the birth of Jesus is so important to Christians that they celebrate it each year. What is the name of this festival? Point out that many people who are not Christian also celebrate Christmas as a time for families to get together and give each other gifts. Note that the story of the Nativity is so important to Christians that it is usually read out in church during the Christmas season. If there are Hindu children in the class ask if any of them celebrate the birth of Krishna on Janamashtami. Are there stories that they remember/read/act out then? | | |
| **Plenary:** Remind class that the story of Jesus’ birth is told through nativity plays put on at Christmas. Tell class to think of their favourite story. How would they design a festival to celebrate events told in that story? Would there be special food related to the story? Let class give examples. | | |  |

|  |  |
| --- | --- |
| Key words | Stories, Bible, Noah, ark, God, Old Testament, New Testament, nativity |
| **Points to note** | Some Muslim parents *might* not want their children to draw a picture of Noah (Nuh), who is considered a prophet in Islam. However these same parents may not object to their child colouring an already drawn depiction of the story of Noah and the Ark. |
| Expected outcomes | |
| At the end of this unit pupils are working at *emerging* levels if:   * they can retell one thing that featured in the story of Noah and the Ark * they can give one example of how they learn stories (e.g. read them, hear them, watch them on tv).   At the end of this unit pupils are working at *expected*  levels if:   * they can retell the story of Noah and the Ark * they can give an example of something they have learned from a story.   At the end of this unit pupils are *exceeding* expected levels if:   * they retell the story of Noah and the Ark with imaginative embellishments. * they are able to formulate a question about a story (no matter how absurd) that indicates they have engaged with the story and are thinking about it. | |

|  |  |  |
| --- | --- | --- |
| Background information/resources | | |
| noah2 | A host of activities for teaching Noah’s Ark (songs, colouring pages, masks, activity sheets) can be found on: <http://mssscrafts.com/oldtestament/noah.htm>  Pictures to colour can be found on the following site: <http://www.coloring.ws/noah.htm>  Be sure and follow instructions for printing the pictures to avoid printing all the ads. | |
| **ostrich**  Ostriches by Jan Brett | The children’s illustrator Jan Brett has a wonderful set of images that can be printed out, coloured and then assembled into one large mural, “On Noah’s Ark”:  <http://www.janbrett.com/mural/on_noahs_ark_coloring_mural.htm>  Jan also has several masks that can be printed out  <http://www.janbrett.com/activities_pages_masks.htm>  Other printable masks can be found here:  <http://www.angelfire.com/dc/childsplay/masks.htm>  <http://www.wildlifewatch.org.uk/face-masks>  <http://www.zsl.org/wild-wild-whipsnade-animal-masks> | **mr_country_mouse_owl**  Owl mask by Jan Brett |
| **Learn_from_Noahs_Ark** | *Things to learn from Noah’s Ark (for teachers only!)*   1. Don’t miss the boat. 2. Remember that we’re all in the same boat. 3. Plan ahead. It wasn’t raining when Noah built the Ark. 4. Stay fit. When you’re 600 years old, someone may ask you to do something really big. 5. Don’t listen to critics; just get on with the job that needs to be done. 6. Build your future on high ground. 7. For safety’s sake, travel in pairs. 8. Speed isn’t always an advantage. The snails were on board with the cheetahs. 9. When you’re stressed, float awhile. 10. Remember: the Ark was built by amateurs, the Titanic by professionals. | |