

Year 1 Unit 6: SPECIAL BOOK: THE BIBLE Week 1
Title: The New Testament: The Good Samaritan

Learning Intentions:

AT1: To know that the New Testament was written after Jesus was alive on earth and tells the stories about him, including his teachings.

AT1: To know that Christians believe we should look after one another and treat everyone as though they were our neighbour.

AT2: To think about when I have shown real friendship.

Assessment:

AT1 L1: I can recall the story of the Good Samaritan.

AT1 L2: I can retell the story of the Good Samaritan.

AT1 L3: I can say what this story teaches about how Christians should treat one another.

AT2 L1: I can talk about my friends and how I look after and care for them.

AT2 L2: I can give an example of how I have been a real friend, just as Jesus taught.

AT2 L3: I can say what I have learnt from the story about how I should treat others.

Key Words:

neighbour
 New Testament
 Old Testament
 parable
 Samaritan

Resources:

Bibles – a good range including *The Lion Storyteller Bible* or *The Big Bible Storybook* or *The Big Picture Story Bible* or other suitable versions for children

Key passage: Luke 10:25-37

You may wish to use *The Godly Play* resources on the Parable of the Good Samaritan.

<http://www.request.org.uk/infants/jesus/samaritan/samaritan01.htm>

The story plus discussion questions and other teaching resources

<http://bibleforchildren.org/languages/english/stories.php>

The Good Samaritan (46)

Postbag from Palestine (Eagle 1995) background information p. 44

Activities

- Make a display of different types of Bibles and talk to pupils about the New Testament section of the Bible. This is the second part of the Bible, where we find the stories about Jesus' birth and death on a cross, the resurrection and the life of the early church after Jesus went to heaven. Also recorded are many of

the stories he told and the amazing miracles he did to show people what God is like. The New Testament is about Jesus and the Old Testament is the time before Jesus. Remind pupils that they have studied some Old Testament stories in Unit 3. (AT1)

- You may wish to present the *Godly Play* version of the Good Samaritan.
- Read the story of the Good Samaritan in Luke 10:25-37 and watch /read an interactive version such as the one on RE:Quest. Help pupils to recall/retell the story through drama. Pupils could also fill in the RE:Quest worksheet. (AT1)
- Talk about this 'parable', and what this word means. Why did Jesus tell this story? What message did he want the people listening to take away? The Jewish people listening would have been surprised that the Samaritan helped the Jewish man, as the Jews and the Samaritans had been enemies for years. Jews would walk miles to avoid going through Samaria. But Jesus loved the Samaritans as much as he loved the Jews. This Samaritan helped this injured Jewish man, even though they were supposed to be enemies. Why did he do that? (AT1 L2)
- Use the RE:Quest resource sheet for Year 1 to talk about how pupils would feel if they were particular characters in the story. (AT1)
- Pupils should also answer the question at the foot of the sheet on their own experiences of helping anyone who was hurt or upset. Encourage pupils to write and illustrate how they think they have been a real friend, just as Jesus taught. (L2 AT2)

Year 1 Unit 6: SPECIAL BOOK: THE BIBLE Week 2
Title: The New Testament: The Lost Son

Learning Intentions:

AT1: To know that Christians believe God is like the father in this story.

AT2: To think about how it feels to wait.

Assessment:

AT1 L1: I can recall the main events in the story of the Lost Son.

AT1 L2: I can talk about the message in this story.

AT2 L1: I can talk about how it feels to wait for something special.

AT2 L2: I can say what I have learnt from the story about patience.

Key Words:

Bible

God

New Testament

parable

prodigal = *wasteful extravagance*

Resources:

Bibles – a good range including *The Lion Storyteller Bible* or *The Big Bible Storybook* or *The Big Picture Story Bible* or other suitable versions for children

Key passage: Luke 15:11-32

<http://www.request.org.uk/infants/jesus/son/son01.htm>

The story of the Lost Son

NB: This story is often known as The Prodigal Son.

Activities

- Remind pupils that the New Testament part of the Bible contains stories about Jesus. Remind pupils that Jesus told special stories called ‘parables’ to teach people about God and how he wants them to live. (AT1)
- Read the story of the Lost Son in the Bible, and then again using the RE:Quest pages. Focus on the feelings of the young son, the father and the elder brother at various points in the story, including the end. (Remember that Jesus told this parable to explain something of God’s character, and it is not primarily about the brothers’ relationship.) (AT1)
- Using digital cameras, pupils can storyboard the story. Different groups of pupils can make a freeze-frame picture of the different scenes in the story. Later on, pupils may add the narrative to the photos (some pupils with the help of an adult). (L1 AT1)

- What does this story tell us about God? Make a list of all the words that describe the father in the story, including 'patient'. These words describe God, too. Christians believe that when they turn away from bad behaviour that God doesn't like, God waits for them to turn back to him, forgives them and welcomes them back, just like the father welcomed the young son back home. (AT1)
- The father in this story had to wait for his son to come home. Together, write a short letter to the lost son after he had left home, imagining you are the father. What would you say? (AT1)
- Ask pupils to think about whether they have ever had to wait for something, perhaps for a holiday or a birthday or to see someone special. How does it feel to wait? Is it hard to be patient? How do we feel when at last the special day comes? (AT2)
- Have pupils learnt anything from this story about being patient? Think of some interesting ways for pupils to record this. (AT2)

Year 1 Unit 6: SPECIAL BOOK: THE BIBLE Week 3
Title: The New Testament: The Lost Sheep

Learning Intentions:

AT1: To know that Jesus said God takes care of his people like the shepherd takes care of his sheep.

AT2: To think about how God shows care for us.

Assessment:

AT1 L1: I can recall the main events in the story of the Lost Sheep.

AT1 L2: And I can say how God is like a shepherd and his people are like the sheep.

AT2 L1: I can talk about who looks after me.

AT2 L2: And I can ask difficult questions about God's care for us.

Key Words:

Bible
God
New Testament
parable

Resources:

Bibles – a good range including *The Lion Storyteller Bible* or *The Big Bible Storybook* or *The Big Picture Story Bible* or other suitable versions for children

Key passage: Luke 15:1-7

You may wish to use *The Godly Play* resources on the Parable of the Good Shepherd.

<http://www.request.org.uk/infants/jesus/sheep/sheep01.htm>

The story plus worksheet resources

Activities

- Revisit the word 'parable' and what this means. Jesus used this 'teaching story' to give a message to the people listening. Jesus often used stories about farming because lots of people in those days were farmers and that's what people understood. What can pupils remember from the last two parables you have looked at? (AT1)
- You may wish to explore the Parable of the Lost Sheep/Good Shepherd through *Godly Play*.
- Read the story of the Lost Sheep from the Bible, and then from the RE:Quest pages. What does the shepherd think about his sheep? How does he look after them? How is God like the shepherd? (AT1)

- Who else takes care of you? Use *Worksheet 2* from RE:Quest for pupils to explore who takes care of them and how they show their care. (AT2)
- Ask pupils how they think God takes care of us? (eg in creation, through the people who care for us.) Write a list for display in the classroom, or pupils could write their own responses on cut-out sheep for display. Allow pupils to voice concerns about people who are not so well cared for than others, or people who get ill or die. Does God still care for them? What can we do to help ie can God work through us? (AT2)

Year 1 Unit 6: SPECIAL BOOK: THE BIBLE Week 4
Title: The New Testament: Zacchaeus

Learning Intentions:

AT1: To know that Jesus was interested in everyone.

AT2: To think about how I make amends.

Assessment:

AT1 L1: I can recall the main events in the story of Zacchaeus.

AT1 L2: And I can say how Zacchaeus changed after meeting Jesus.

AT2 L1: I can talk about when I have done something to make amends.

AT2 L2: And I can say why it is important to make up with my friends.

Key Words:

Resources:

Bibles – a good range including *The Lion Storyteller Bible* or *The Big Bible Storybook* or *The Big Picture Story Bible* or other suitable versions for children

Key passage: Luke 19:1-10

<http://bibleforchildren.org/languages/english/stories.php>
Jesus and Zacchaeus (53)

Activities

- Introduction: Ask the pupils if they have ever been in a crowd of people. What was it like? Could they see? What did they do so they could see? Explain that today's story is about a man who was too short to be able to see over the crowds of people who had gathered to see Jesus, so he did something radical in order to get a better view.
- Read the story of Zacchaeus from the Bible and on the screen, using a suitable version. Who was Zacchaeus? Why wasn't he very popular? Why did he need to climb the tree? (L1 AT1)
- Discuss why pupils think that Jesus wanted to go and have tea with Zacchaeus. What might Jesus have said to him? Pupils could take turns acting out the conversation between Jesus and Zacchaeus. What questions might Zacchaeus ask Jesus? What changes would Jesus ask Zacchaeus to make? (L2 AT1)
- Zacchaeus made amends by not only stopping the wrong that he was doing, but by paying back four times the amount he took and giving half of his possessions to the poor. Encourage pupils to think and write about a time when they have

made amends with someone they have fallen out with or upset. What did they do to make amends, or 'mend' the relationship? Many pupils will talk about saying sorry, but what else did they do or say to make up for having upset someone in the first place? Why is it important to make up with our friends? How did they decide what was the right thing to do? (AT2)

Year 1 Unit 6: SPECIAL BOOK: THE BIBLE Week 5
Title: The New Testament: Jesus and the Little Children

Learning Intentions:

AT1: To know that children are as special to Jesus as everyone else.

AT2: To think about how I am special.

Assessment:

AT1 L1: I can recall the story of Jesus blessing the little children.

AT1 L2: I can retell the story and I can talk about why the disciples sent the children away.

AT2 L1: I can talk about times when I have felt special.

AT2 L2: And I can respond sensitively to others' experiences of feeling special.

Key Words:

Resources:

Bibles – a good range including *The Lion Storyteller Bible* or *The Big Bible Storybook* or *The Big Picture Story Bible* or other suitable versions for children

Key passage: Luke 18:15-17

Activities

- Introduction: Remind the pupils of last week's story about Zacchaeus, and how it felt to be too small to see what was going on. Discuss with pupils what they are looking forward to being able to do when they grow up that they can't do now because they are too small or too young. Encourage them to list the things that they can do because they are small – things that bigger or older people can't do!
- Read the story of Jesus and the little children. Focus on the fact that the disciples thought that the children would annoy Jesus and get in the way of his 'proper' work with the grown-ups. But Jesus said the children were very special and that he had a special relationship with them. Ask pupils questions to get them thinking about why the disciples turned the children away and why Jesus wanted to be with the children. (AT1)
- Pupils could imagine they were there in the crowd that day and saw the disciples send the children away, but then invited to go and sit with Jesus. Write a short diary extract telling the story and describing how it felt to be close to Jesus. (AT1)

- Jesus showed that to him, little children are just as special as everyone else. Jesus made the children feel special by wanting to be with them and bless them. Discuss with pupils when they have felt special. Why? Who were they with? What were they doing? (AT2)

Year 1 Unit 6: SPECIAL BOOK : THE BIBLE Week 6
Title: The New Testament: The Ten Lepers

Learning Intentions:

AT1: To know that Jesus did amazing miracles, and healed many people.

AT2: To think about when and how I say 'thank you'.

Assessment:

AT1 L1: I can recall the story of the 10 lepers.

AT1 L2: I can retell the story and I can talk about why the leper said 'thank you'.

AT2 L1: I can talk about times when I have said 'thank you'.

AT2 L2: I can talk about why I think it's important to say 'thank you'.

Key Words:

leprosy
leper
Samaritan

Resources:

Bibles – a good range including *The Lion Storyteller Bible* or *The Big Bible Storybook* or *The Big Picture Story Bible* or other suitable versions for children

Key passage: Luke 17:11-19

http://www.leprosymission.org.uk/kids_place/hand_feet.aspx

The Leprosy Mission's web pages – go to *Kids Place* for suitable information/images

http://www.culham.ac.uk/sg/cheshire/example1_teacher.html

An excellent way to tell this story

Resources needed: white board/pens or laminated thought bubbles.

Activities

- Discuss with pupils the relationship between Jews and Samaritans – hopefully they will remember from Week 1 *The Good Samaritan* that the Jews and the Samaritans had been enemies for years. How did Jesus feel about Samaritans? Did he mind where people came from? (AT1)
- Look at the Leprosy Mission web pages and talk about leprosy and show pupils some photos (suitable for children) of what leprosy can do. Talk about the link with poverty and that this disease was around in Jesus' time. Discuss with pupils how it may have felt to be excluded from friends, family and the community because this disease was so contagious. (AT1)

- Read the story of the 10 Lepers from the Bible, or use the [Culham link](#) to dramatise the story and involve pupils. The 'thought bubble' helps pupils to think about and discuss the thoughts, feelings and actions of those in the story. (AT1)
- Talk with pupils about the one leper who came back to say "Thank you" to Jesus. Why did he come back? What do you imagine he said to Jesus? (AT1)
- Who do you say thank you to and why? Encourage pupils to share their experiences of saying thank you and being thanked and how it feels. Pupils can complete their own speech bubbles describing firstly why the leper said 'thank you', and secondly an occasion when they themselves have said thank you. How did they decide that they should say thank you? (AT2)