

Introduction:

This context for learning explores the Parables of Jesus to develop Higher Order Thinking and Communication Skills. This sequence of learning experiences aims to develop the following **Learning Intentions**:

- To learn that stories can have a message or meaning
- To demonstrate that Christians believe that Jesus used Parable stories to convey messages.
- To identify and explore themes contained within the Parables.
- To work with others to develop and express their understanding of Christian stories and link this to their own experiences.
- To develop skills in talking and listening through group work, drama performance and questioning.

Prior learning:

Learners will have prior knowledge of key Christian beliefs and practices. They will be developing their understanding of how Christians use the Bible as guidance. Learners will have identified the importance of Jesus in the Bible and shared their prior knowledge of his role in key Christian stories.

Learners will have discussed their own experience of different sorts of stories: favourite stories, what they like, how and why we tell stories, what makes a 'good' story etc.

There can be discussion about similarities/differences of opinion about stories and how these can be listened to and acknowledged respectfully.

Interdisciplinary opportunities:

Health and Wellbeing

HWB 1-01a I am aware of and able to express my feelings and am developing the ability to talk about them.

HWB 1-05a I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.

Literacy across learning

LIT 1-02a When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect.

LIT 1-04a As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose.

LIT 1-07a I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.

LIT 1-09a When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.

Expressive Arts – Drama

EXA 1-12a I enjoy creating, choosing and accepting roles, using movement, expression and voice.

EXA 1-13a Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.

Skills:

- Explore
- Reflect
- Critical Thinking
- Discuss
- Listen
- Explain
- Clarify
- Question
- Collaborate
- Evaluate
- Describe
- Present

Possible relevant Experiences and Outcomes:

Religious and Moral Education:

- **RME 1-01c** I can talk about my own beliefs, or express them in other ways.
- **RME 1-02a** Having explored biblical and other Christian stories, I can show my developing understanding of key values of Christianity and how they might be put into action in people's lives and communities.
- **RME 1-02b** I can describe the key features of the values of Christianity which are expressed in stories.
- **RME 1-09b** I can show my understanding of values such as caring, sharing, fairness, equality and love.
- **RME 1-09c** I am becoming aware that people's beliefs and values affect their actions.
- **RME 1-01a** Through exploring Bible stories, I can describe some beliefs Christians have about God and Jesus.

Learning experience A: The Parable of the Good Samaritan

Introduction

This learning experience uses drama and whole class talking and listening activities to tell the story of the Good Samaritan.

It aims to develop the Higher Order Thinking Skills of 'Remembering' and 'Understanding'.

Learners are given the opportunity to be a part of the story and 'experience' being a character in order to make it memorable and meaningful, and to assist them in exploring the messages in the story.

They are asked to demonstrate understanding of the key events of the parable by retelling the story using puppets and engage in discussion about the messages in the story.

Possible learning opportunities / tasks

- Teacher as storyteller shares the Parable of the Good Samaritan with children sitting in a story circle.
- Learners are chosen to play the part of characters and demonstrate their movements, actions, words etc.
- Learners choose costumes and props to develop their characters and get into role.
- Circle time activities to discuss the events of the story –: Who were the characters? Why did they act that way? Were the learners surprised at what happened? Would they have done the same? etc.
- Learners reminded that Jesus used this story to teach people a message. Teacher shows class the message is in an envelope – what do they think it might say? Look after neighbour, be a true friend etc.)
- Learners asked to think-pair-share if they can think of a time they have shown any of the attributes/qualities raised in response to the contents of the envelope. Discuss if they think these attributes/qualities are important – possible link to Class Charters, Rights Respecting Schools.
- Follow up learning experience: Learners revisit Parable of Good Samaritan. Who were the key characters, events, message of the story? Partners checking using Bloom's question fans to peer assess story events.
- Learners work in small groups to retell the story using finger-puppets and perform to the class.
- Plenary: Peer assess performance of Parable. If possible, Video and self-assess performances.
- Learners to consider what they think is the most important message in this parable.

Possible Assessment / Evidence

- Can learners make suggestions? Join in appropriately with drama? Responses to teacher open questions.
- Paired assessment – can they remember the key events from story – learners questioning using Bloom's Question Starter fans.
- Pupil set Success Criteria and assess – puppet show
- Can learners explain their choice of 'the most important message in the parable'?
- Reflection time – I wonder...board. Class board with questions/post-its – has the story left learners asking more questions? What are those questions?

Learning experience B: The Parable of the Lost Sheep

Introduction

This learning experience uses the Parable of the Lost Sheep to develop learners' skills of sequencing and prediction.

It aims to develop the Higher Order Thinking Skill of 'Applying'.

Learners should use prior knowledge of parables from the previous learning experiences to explore another story. Learners to work in pairs – listening, discuss, demonstrate that they value and can show appreciation of others' opinions.

Possible learning opportunities / tasks

- Learners in pairs (learner chosen/ lolly sticks / matched by stage / cooperative matching task) and given picture cards of the Parable of the Lost Sheep.
- Learners to sequence story cards with partner.
- Discuss the purpose of the Parable Stories. The parable will have a message, what is the ending likely to be?
- Possible differentiation: older pupil to write story, cloze procedure, word banks, younger learners to take one card each and sequence, last card omitted so learners must predict ending. Teacher models possible scenarios to reach resolution if learners disagree on order of cards.
- Share ordering task with class – learners to explain why they chose that order and add verbal/written narrative to story 'Once there was a shepherd'
- Watch/listen to parable to compare their sequencing with the story's key events.
- Class in circle – teacher to ask 'What if...' questions. (What would happen if the sheep wasn't there, if two had gone missing, if they had been children and not sheep etc.)
- Learners to think of 'What if ...' questions with partner and write on whiteboards or sticky notes/show me boards.
- Come back to circle and class attempt to answer questions. Discuss that we don't always know the answers but ask learners if it is important to ask questions and how that might help us learn.
- Plenary: Story message – teacher puts range of possible messages on the board – learners choose which one they think is most relevant to Lost Sheep Parable and justify their choice.

Possible Assessment / Evidence

- Self-assessment – how well learners worked with their partners, 0-5 grading. How could they improve?
- Were learners able to sequence / justify their choices?
- Discussion about message in the parable and possible reasons for differences of opinion
- 'I wonder' board – can learners ask / attempt to answer questions. Clarify their thoughts and opinions and build on the ideas of others.

Learning experience C: The Parable of the Lost Son

Introduction

This learning experience uses the Parable of the Lost Son.

It aims to develop the Higher Order Thinking Skills of 'Analysing' and 'Evaluating'.

Learners should continue to build upon their knowledge of Parables by predicting and exploring possible outcomes to the story. They are given the opportunity to discuss what actions they would have taken and compare it with actions which Christians would think appropriate in relation to the story.

Possible learning opportunities / tasks

- Story circle – watch/listen to Parable of the Lost Son – stop story at point where the son wants to return home.
- Learners to complete thought bubbles (in drama or written task) for the characters to suggest how they might be feeling at key points in the story.
- Think – pair – share possible endings to the parable – class and teacher develop sharing questions (Does the father take him back?, what should the brothers do?, what would learners do?, what would a Christian do? etc.)
- Key focus on listening and valuing others' opinions when working in partners – teacher models appropriate responses.
- Pairs join with other pair to choose and dramatize a possible ending to the parable. Perform for class.
- Agree / disagree line – imaginary line from wall to wall in class. Teacher reads statements (The father should take the son back etc.) Learners to stand on line according to their own opinion – justify response.
- Whole Class Drama Thought Tunnel: Learners stand on opposing sides giving reasons for the father to leave his son or take him back.
- Watch or listen to remainder of story - discuss if it was as we had predicted. Questions on 'I wonder..' board.
- Plenary: Story Message – learners to work in pairs to write their ideas about what Jesus' message in the story was.

Possible Assessment / Evidence

- Self-assessment questions – what do learners know about the Parables, reflect upon own learning, recount some key themes and Christian beliefs.
- Peer assess – 2 Stars and Wish drama performances.

Learning experience D: The Parable of the Wise and Foolish Builders

Introduction

This learning experience uses the parable of the wise and foolish builders.

It aims to develop the Higher Order Thinking Skill of 'Creativity'.

It asks learners to reflect upon their learning of the parables and their messages. Learners are asked to find similarities in the stories and examine how they are used to convey a message. The learners are given the opportunity to create their own stories with messages and relate some story themes to their own lives, beliefs and experiences.

Possible learning opportunities / tasks

- Learners are asked to work in pairs recount the parables they have learned and they key Christian themes which Jesus wanted to communicate, for example, faith, trust etc..
- Mindmap Christian themes on whiteboards and share with class – write on cards and place in a box.
- Learners given the title 'The parable of the Wise and Foolish Builders' and the message in an envelope 'Use what you know' 'Be Wise' etc..
- Discuss what events might take place within the story.
- Draw quick storyboard – timed – with partner to predict and demonstrate what they think might happen in the story.
- Share ideas with class. Learners to hear remainder of story – book, video or song and examine how the events compared with their prediction.
- Learners to collect one piece of equipment each – pencil, shoe, book etc..
- Lucky Dip activity when learners take a Christian theme and a piece of class equipment from box.
- In a Story Circle try to make a class Parable with the equipment which illustrates the meaning chosen from the box. Are these messages important?
- Possible development – individual stories, cartoon strip, dramatize, draw or paint own stories etc..
- Reflection time – 'I wonder...' board – have we answered questions. Which questions do we still have?

Possible Assessment / Evidence

- Question – can learners identify some key themes? Why do they think Jesus used stories? Do they think stories are a good way to learn? – justify response.
- 'I wonder...' board – can learners attempt to discuss, describe, and explore some of their own beliefs and opinions.
- Self-assessment – Learners traffic light own learning and discuss how what they know, have improved, have got better at etc. and how they will use this in their next learning.