

Introduction:

The aim of these learning journeys is to explore the parables of Jesus. The project will involve Bloom's higher order thinking and will focus on a progression of skills from early to fourth level.

- This part of the project will be developed at second level and the parables of focus will be 'The Lost Son, Sheep and Coin' and 'The Wise and Foolish Builders'.

Skills and Bloom's:

Learners will have the opportunity to develop the skill '*Reflecting*' as they can make connections to situations in their life where the message of the parable is relevant and think about the context, the actions of themselves and/or others and the implications/outcome of the situation. Learners will also have the opportunity to develop the skill of '*Discussion and Debate*' as they will be able to discuss their thoughts, feelings and opinions and debate their ideas. Learners will also be able to work on the skill '*Investigate*' as they research and learn about the parables in different ways.

Throughout the project learners will be improving their questioning skills through the use of Bloom's higher order thinking.

At the '*Remembering*' stage learners might be able to ask and answer questions about the parables involving recalling, listing, identifying and selecting information from what they remember about the story.

At the '*Understanding*' level learners should be able to work with contrasting, justifying, summarising, predicting and explaining questions in relation to ideas within the parables.

At the '*Applying*' stage learners will be expected to create and answer questions involving showing, providing examples, linking to previous knowledge and organising their own thoughts which apply to the different elements of the parables.

Within the level of '*Analysing*' learners should be able to compare and contrast different aspects as well as sort information, provide evidence and reach conclusions about the parables.

At the '*Evaluating*' stage learners should be able to ask and answer questions about arguing for or against different perspectives, supporting an opinion or offering their own, rating, prioritising and giving reasons for their choices.

At the level of '*Creating*' learners will be expected to use what they have learned to provide suggestions, adapt or improve specific elements of the parables, invent or propose new theories about the meaning of the parables. Learners will also be able to use their creating skills within the art and drama activities.

IDL:

This project presents opportunities for interdisciplinary learning as learners might portray their representation of the parables through artwork. Learners can also demonstrate their understanding and interpretation of the parables through drama scenes. Learners can write a newspaper article, reporting on the story of the parables. Learners can write a poem which highlights the message of the parables. Learners can use ICT to create a power-point presentation which explains their understanding of the parables.

Possible relevant Experiences and Outcomes (IDL):-

I can convey information, describe events, explain processes or combine ideas in different ways. (LIT 2-28a)

I can persuade, argue, explore issues or express an opinion using relevant supporting detail or evidence. (LIT 2-29a)

Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. (EXA 2-04a)

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. (EXA 2-13a)

I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. (TCH 2-04b)

Prior learning:

Learners will have been learning about world religions and will be able to use their knowledge and understanding of differing cultures and beliefs to make connections and analyse the parables. Learners will be able to use their previous experience with different drama techniques and art skills. Learners will also be able to draw upon their existing knowledge of writing stories and poems.

Learning experience A: The Parables of the Lost Son, Sheep and Coin

Introduction

Learning Intention- To create questions, using Bloom's taxonomy, which increase my knowledge and understanding of the 'Lost Son, Sheep and Coin' parables. (Skills- Questioning, critical thinking and enquiry)

Resources- Copies of the parables, coloured paper (Bloom's colours), big book.

Possible learning opportunities / tasks

- Split the learners into groups, each of which focuses on one of the three parables and highlights any words or phrases they would like to clarify or discuss.
- Come together as a class and discuss the highlighted aspects.
- Learners return to their groups to write questions about one of the three parables using Bloom's taxonomy. Some exemplification/ question stems may be useful here.
- Come back together as a class and ask learners to read out some of their questions, other learners will provide feedback on whether or not they agree the question is at the level they think it is. (The questions will be recorded as evidence within the big book).

Next steps- learners will work in smaller groups to discuss and consider answers to the questions posed using a parable which they did not use in the first part of this learning experience.

Learning experience B: Focus on the Parable of the Lost Son

Introduction

Learning Intention- To express my ideas and opinions of the 'Lost Son' parable within drama freeze frames.
(Skills- Reflecting and communication)

Resources- iPad/camera, copies of the parables.

Possible learning opportunities / tasks

- Reread the parable of the 'Lost Son' to the class then split the learners into small groups and explain to them that they have to select three key scenes from the 'Lost Son' parable.
- Ask the learners the questions below and explain that they must use their remembering, understanding and applying skills to demonstrate the key messages.
- Learners must choose the scenes and character actions which express the main messages of the parable. Photograph each scene for all groups

Key Questions

- How would you show the elder brother's reaction to the younger brother's return?
- How would you describe the behaviour of the younger son?
(Remembering)
- Can you explain the father's response to his son returning and why?
- What do you predict would happen if the younger son disappeared again? (Understanding) What evidence is there to show the relationships between the father and his sons?
- What questions would you ask in an interview with the oldest brother? (Applying)

Possible Assessment / Evidence

Use the photographs as a basis for analysing and evaluating the parable. Learners should explain each photograph and how it expresses key aspects of the parable. This should be done 'on camera' and used for assessment evidence.

Learning experience C: Analysis of the Parable of the Lost Son

Introduction

Learning Intention- To analyse and evaluate the key scenes of the parable 'The Lost Son'. (Skills- Describing and critical thinking)

Resources- Big book, photographs, pencils/pens.

Possible learning opportunities / tasks

- Using the key questions below, learners will work in drama groups to look at their scene photographs.
- Learners should then thought-track the photographs where they think about the above questions and add thought bubbles to the characters in the pictures.
- Record the evidence in the big book.

Key Questions

- What relationship exists between the father and the eldest brother?
- What is the main theme in each of the scenes?
- What similarities or differences are there between the two brothers? (Analysing)
- How would you explain the reasons for the father forgiving his son? What is your opinion of the father instantly forgiving his son?
- How far do you agree with the eldest brother's reaction to his father's forgiveness? (Evaluating)

Possible Assessment / Evidence

Learners could express their thoughts, ideas or opinions of the parable using a power-point or other form of class presentation.