

Introduction:

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

- I can recall the main points of the story
- I can make more developed links between the story and celebrations during Passover
- I can offer an increasingly deep analysis of different aspects of the story and their meanings for Jewish people
- I can consider the role of concepts such as good and evil in the Exodus story
- I can consider how key features of the story are linked to contemporary events/situations
- I can imaginatively engage with one or more characters from the story concerning the Exodus
- I can offer my personal reflections on aspects of and themes from the story and consider the similarities and differences between these and those of others
- I can use appropriate literacy skills to engage with the story
- I can offer simple explanations about the cultural value of the Exodus story as well as its religious and spiritual significance
- I can explain the role of the Exodus story in the history of Judaism.

Prior learning:

Learners will already be familiar with a range of stories and are likely to be able to explain that stories can have various levels of meaning.

They are also likely to be able to explain that a variety of meanings can be taken from stories in different ways by different people.

Learners will be aware of different genres of stories at this stage of learning, and be able to show that they understand this.

Learners will also have reflected upon a range of stories in relation to their meaning for them – they will be able to explain how stories can help people make sense of things.

Learners will now begin to interrelate religious and spiritual content of stories with their cultural implications, and explain the links between the story and contemporary celebrations more fully.

Skills:

- Exploring
- Reflecting
- Critical thinking
- Discussing
- Listening
- Explaining
- Clarifying
- Questioning
- Collaborating
- Evaluating
- Describing
- Presenting

Possible relevant Experiences and Outcomes:

Religious and Moral Education:

- Through investigating and reflecting upon stories of world religions, I can show my understanding of these stories. **RME 2-04a**
- Through exploring the lives and teachings of significant figures from world religions, I am increasing my knowledge and understanding of their key beliefs. **RME 2-04b**
- I can show understanding of the beliefs of world religions and explore the similarities and differences between these and my developing beliefs. **RME 2-04c**
- Through investigating and reflecting upon the lives and teachings of significant figures from world religions, and drawing upon moral values as expressed in religious scriptures and other stories, I am beginning to understand how these have influenced the morality of world religions. **RME 2-05a**
- I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights. **RME 2-05b**
- Through investigating and reflecting upon the ways in which followers of world religions mark major life events and times of year, I can explain key features of such festivals and celebrations. **RME 2-06b**
- I can describe and reflect upon practices and traditions of world religions. **RME 2-06c**
- I am developing respect for others and my understanding of their beliefs and values. **RME 0-07a / 1-07a / RME 2-07a / RME 3-07a / RME 4-07a**
- I can explain why different people think that values such as honesty, respect and compassion are important, and I show respect for others. **RME 2-09c**
- I am developing my understanding of how my own and other people's beliefs and values affect their actions. **RME 2-09d**

Learning experience: The Ramayana

Introduction:

Whether or not the Exodus has been studied at the previous level, this learning experience will allow learners to develop their understanding of stories from World Religions further. If the Exodus has not been previously studied, then learning and teaching aspects common to the early/first level in this series will apply in part, with deepening and more developed analysis of the story its content, meaning and contemporary relevance and place in Jewish history. If the story has been examined previously, then learners can begin to engage in deeper ways with the content, context and meaning and relate the story more clearly to religion and culture.

Possible learning opportunities/tasks:

- Learners will be asked to reflect on a time they felt they would like to start something afresh. Give learners 5 minutes to discuss their thoughts in small groups and invite learners who feel comfortable sharing their thoughts with the wider class.
- The practitioner could try to include some discussion and questioning here. Questions such as in what ways does Passover represent a celebration of getting away from something and marking a new chapter in life? Why do you think the story of the Exodus is told at this time? Why do you think it's popular to retell the story of the Exodus as part of the Passover meal? Learners could watch a film clip of both the Exodus story and the Passover meal. Learners could make a mind map to evidence their understanding of links between Passover and the story of the Exodus.
- Practitioners can examine a range of 'retellings' of the about the Exodus, such as in art work and popular movies such as 'The Prince of Egypt'. Learners could then make consider how far these various ways of re-telling the story match/ divert from the Biblical Exodus story.
- Learners could be asked to consider the question: What is this story teaching us about faith, hope and deliverance? In groups, learners could identify characters/aspects of the story which they consider good and which they consider evil. Discussion could follow around this. For example, are all the actions of the 'good' characters 'good actions'?
- Learners could then be asked to find one newspaper/news report from today which can be linked to the messages in the Exodus. Learners would be required to explain how the Exodus and this news item are linked and how the teachings of the Exodus might apply in this context.

Possible Assessment / Evidence:

- How comprehensively can learners recall the key features of the story?
- How far can learners make links between the story and the celebration of Passover?
- Depth and breadth of learner discussion about the story, its characters and messages
- How effectively can learners assess the relationship between the Biblical account of the Exodus story and modern representations of the story?
- How well can learners identify and reflect upon the concepts of good and evil, faith, hope and deliverance in the story and how nuanced is their understanding of these concepts in relation to the story?
- How well can learners apply and express their understanding of the Exodus to contemporary events?