

Year 7

Spring term

Storytelling

Lesson one

What is the big story found in the Bible?

Objectives: To understand the story of creation through poetry.
To use symbolism and illustrations to interpret the 'Big Story'

Starter: Go round the class and each person has to say something connected to the word 'Paradise'.

1. Hand out the pictures of the garden of Eden and ask students how they know that life was good in the garden of Eden.
2. Either on their own or as a class, students are to read the poem 'in the beginning'. Without looking back at the poem students are to answer the following questions:
 - a. How did everything go wrong in the beginning?
 - b. How were people helped to live more peacefully in the wilderness?
 - c. How did God give people a final chance?

There is a 'complete the sentence sheets' for the less able

3. Students pick a task according to ability:
 1. Pick a line from one section of the poem. Copy it out and then do an illustration or create a symbol to represent their line. They must explain their choice.
 2. Pick a verse from one section of the poem and do an illustration or create a symbol to represent their line. They must explain their choice.
 3. Rewrite one of the sections of the poem using challenging and interesting vocabulary.

Plenary: Ask Students to summarise the section of the poem that they were working from.

Lesson two

The Big Story . . . continued

Objectives: To consider some of the key Christian beliefs found in the 'Big Story'
To write a glossary to accompany the Big Story

Starter: Anagram for Resurrection: inrrutoecse

1. Students are to complete the statement matching exercise in one of the following ways.
 - A. Students to cut out the pictures and stick them in the correct order into their books. They are then to cut out the statements A-J and stick them with the correct picture.
 - B. Give out both sheets. Students to create their own comic strip based on the pictures, copying out the correct statement from A-J underneath.
 - C. Only give students the statements and the blank comic strip.
They are to copy the statements into the correct order and illustrate them.

2. Students can work in pairs to create a glossary for the comic strip.
They will need dictionaries and example glossaries to help them.

3. Christians believe that where *there is CHAOS God will bring CREATION, where there is SIN God will bring HOPE.*
Students are to take between 1 and 3 of these words, write them on a clean page and around it write examples from the world today.

Plenary: Students to define chaos/creation/sin/hope and resurrection.

Homework: Either make a collage of cuttings/images to illustrate one of their words. Or write an answer to the following question:
'Do you feel like you live in a chaotic/creative/sinful/hopeful world? Give reasons to back up your answer.'

Lesson three

How did Jesus use stories to capture attention?

Objectives: To consider what we mean by the word parable.
To use a picture board to explore Jesus' teaching in parables

Starter: Can anyone retell a famous parable?

1. Ask: what was Jesus' favourite method for teaching people?
Discuss with students the meaning of Parables: and easily remembered story usually contains a moral message.
2. Read 'teaching in parables' and then read Luke 18:9-14 together.
3. Students are to complete tasks on 'Jesus' parables' sheet. Everyone should complete tasks 1 and 2, most will complete task 3 and some may complete task 4. G and T students should start at task 2 and if they have time read Matthew 25:31-46 and consider how it links with the parable of the prodigal son.
4. Explore the theme of forgiveness with students by discussing the questions on photocopy of p31.

Plenary: Ask students to explain how important they think forgiveness is and why

Lesson Four

The sheep and the Goats

Objectives: To understand the message of the parable of the sheep and the goats.

To explore the symbolism in the parable.

Starter:

1. Read the parable of the Sheep and the Goats together either from the Bible or from the 'Final Judgement' sheet.
2. Look together at the interpretations sheet and discuss the questions to reinforce students understanding.
3. Students have a choice of activity depending on ability
 - A. Complete the symbolism picture board.
 - B. Complete the 'research task' sheet. It would be useful to have newspapers available to help students with this. They should then write a paragraph to explain why some Christians feel uncomfortable with this parable.
 - C. Complete 'The Last Judgment' task sheet.

Plenary: What do you think this parable can teach Christians today?

Lesson Five/Six

Making my own parable

Objectives: To create my own parable for an assessment.
To use ICT or my own artwork to support my parable.

Starter: Think of a parable: students are to ask you yes/no questions about the parable you're thinking of until they can guess what it is.

1. Explain to students that they have two lessons to create a parable suitable for a child in year 4 at primary school. The students need to read the assessment guidelines, and be ready to present their parable to the class. They should use ICT or their own pictures to support their parable. They can produce it in the form of a storyboard, a mini book or a role-play. It needs to include some form of art. They can work in pairs or on their own. (There is a planning sheet available to support those who need it).
2. Students will need at least 2 lessons and homework to complete this.

Plenary: Feedback where students have got to so far.

Homework: Work on the parable.