# 10 MUST KNOW BIBLE STORIES

stories worth exploring

## Creation

Second Level – Session 4

tenbiblestories.org

SCOTTISH BIBLE SOCIETY

# Session 4 - What do you Think?

Before leading this session you will find it helpful to read our notes on 'Understanding Christian Belief in the Creation Account and FAQs'

| Experiences and Outcomes | Benchmarks |
|---|---|
| Through investigating and reflecting upon biblical and other Christian stories, I can show my understanding of these stories.<br>**RME 2-01a**<br><br>Through exploring the lives and teachings of Jesus and other figures in Christianity, I am increasing my knowledge and understanding of key Christian beliefs.<br>**RME 2-01b**<br><br>I can show understanding of Christian beliefs and explore the similarities and differences between these and my developing beliefs.<br>**RME 2-01c** | Investigates, describes, explains and expresses an opinion with at least one reason on at least one belief from Christianity.<br><br>Discusses ways in which own beliefs can affect actions. |
| Through investigating and reflecting upon the lives of Jesus and key Christian figures, and drawing upon moral values as expressed in Christianity, I am beginning to understand how these have influenced Christian morality.<br>**RME 2-02a**<br><br>I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights.<br>**RME 2-02b**<br><br>I am developing respect for others and my understanding of their beliefs and values.<br>**RME 2-07a** | Investigates, describes, explains and expresses an opinion on at least one value from Christianity.<br><br>Discusses ways in which own values can affect actions.<br><br>Discusses and expresses views about the importance of values such as honesty, respect and compassion |

| Experiences and Outcomes | Benchmarks |
|---|---|
| I can explain why different people think that values such as honesty, respect and compassion are important, and I show respect for others.<br>**RME 2-09c**<br><br>I am developing my understanding of how my own and other people's beliefs and values affect their actions.<br>**RME 2-09d** | |

## Suggested Learning Intentions

- Children will recognise there are different beliefs around the start of the world and begin to consider why people hold these differing beliefs.
- Children will discuss their belief and to consider others belief with respect.
- Children will begin to consider if science and faith are compatible.

## Suggested Success Criteria

- I can share two or more differing beliefs about the start of the world.
- I can share my developing beliefs about the start of the world and by actively listening and responding with interest, show respect when others share their views.
- I can ask relevant questions to help me understand others' beliefs more fully.

## Resources Required for this Session

Questions words to display.

Paper and pens.

Post-its.

# Notes

- Before leading this session you will find it helpful to read our notes on 'Understanding Christian Belief in the Creation Account and FAQs'
- Please remember that it is the intention that this learning is extended into other curricular areas as described in the introductory document.
- Suggested amounts of time per activity have been included. This is a guideline.

# Activity

The children could take part in these activities (or similar) after they have learnt about the beliefs of other faith groups/ethnic groups/belief groups independent of religion OR these activities could provide a 'way in' to that learning.

- Display questions around the room/on the board
  - When?
  - How?
  - Who?
  - Why?
  - Planned?
  - What's the evidence?
  - What do you believe?

- Introduce the activities by linking to the questions – 'lots of people ask questions like 'how was the world made?' 'why was it made?' 'who, if anyone, made it?' 'when was it made?' 'was it random?' 'was it planned?' 'what's the evidence?' I wonder what you think? This is what we're going to think about today.'
- Ask the children to tell you – what beliefs about the start of the world do they know about?
- For each belief ask them to consider – which of our questions does it try to answer? Does it say who or why? Does it say how or when? You'll probably be focussing on 'it was made by someone (God) with a plan and a purpose' vs 'it was a random event (e.g. big bang)'. Ask the question – can you believe both? Are they compatible? Try to draw out that the Bible says God planned and made the world (answers the who and why) but isn't a science text book. It doesn't try to answer the questions how or when. And the 'scientific' theories are vice versa. So actually you could believe both ...

If you have already learnt about other beliefs

- Split the children into groups and ask each group to prepare and give a 5 minute presentation on a different belief.
  - Who believes this?
  - What do they believe?
  - Which of our questions do they try to answer?
- Ask the other groups to write down 2 questions about that belief. Choose 1 or 2 groups to ask their questions.

If you haven't already learnt about other beliefs use the discussion as a springboard to do so. 'Do we have all the information yet?' 'How can we find out more?

- What do we think? The children may be having such a great discussion they're willing to chat and share what they think. To ensure everyone takes part either
- Give each child two post-its. On one post-it they must complete the sentence 'God did make the world because …' and on the other 'The world wasn't made by God because …'
  *OR*
- Ask each child to write/draw what they believe about how the world started. Then ask for some to share.

These resources may be of help.

Can we reconcile science and religion?
http://request.org.uk/issues/reading-genesis/
http://request.org.uk/issues/god-the-world-and-stuff-science-and-faith/