

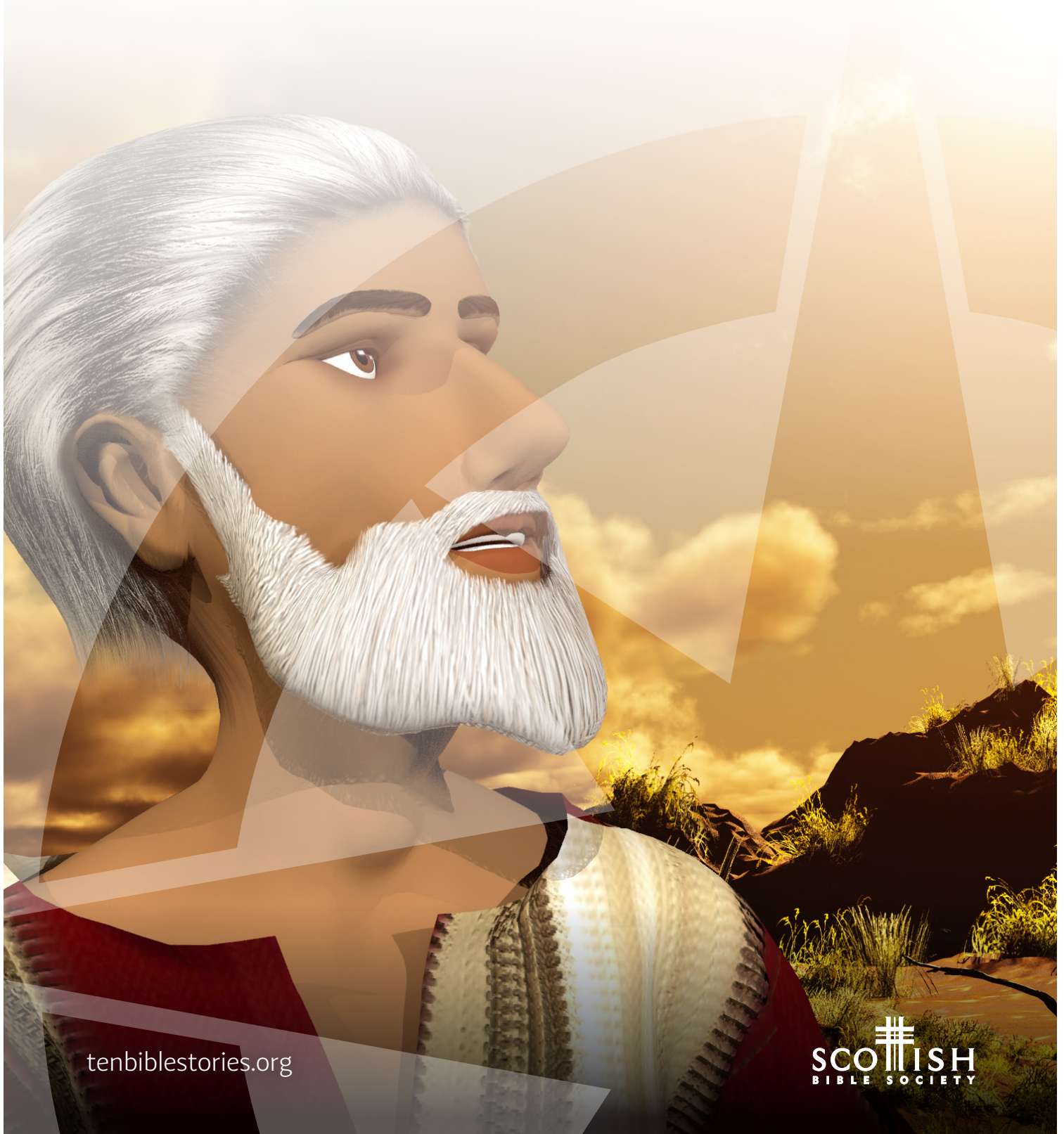


MUST KNOW BIBLE STORIES

stories worth exploring

Noah and the Ark

First Level - Session 3



Session 3 – Who Keeps us Safe?

Experiences and Outcomes	Benchmarks
<p>Through exploring Bible stories, I can describe some beliefs Christians have about God and Jesus.</p> <p>RME 1-01a</p> <p>By exploring some places and investigating artefacts, I am developing my knowledge of Christian beliefs and my awareness of the role of Christianity in Scottish society and the world.</p> <p>RME 1-01b</p> <p>I can talk about my own beliefs or express them in other ways.</p> <p>RME 1-01c</p> <p>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.</p> <p>RME 1-02a</p> <p>I can describe the key features of the values of Christianity which are expressed in the stories.</p> <p>RME 1-02b</p> <p>I am developing respect for others and my understanding of their beliefs and values.</p> <p>RME 1-07a</p>	<p>Describes, discusses and expresses an opinion with at least one reason on at least one belief from Christianity.</p> <p>Describes and discusses at least one personal belief and at least one example of how own beliefs might affect actions.</p> <p>Describes and discusses at least one value from Christianity, illustrating how this value could be put into practise.</p> <p>Describes and discusses at least one personal value and at least one example of how own values might affect actions.</p>



Suggested Learning Intentions

- Children will learn that God kept Noah safe in the story.
- Children will learn that Christians believe God keeps them safe.
- Children will consider when, where and how they feel safe and what to do if they don't feel safe.



Suggested Success Criteria

- I can explain how God kept Noah safe in the story.
- I can discuss the ways in which Christians believe God keeps them safe.
- I can express how I feel when I feel safe, where I feel safe and make suggestions for what I can do if I don't feel safe.



Resources Required for this Session

Children's Bible.

Space to play a game.

Pictures of people. (available in additional resources)

Paper and pencils/Whiteboards and markers.

Emoji pictures. (available in additional resources)

Scenarios where we feel unsafe. (available in additional resources)



Notes

- 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

1. Remind the children what we're learning about and recap the information in activity 1 in 'hear and explore the story'. **5 minutes**
2. Game: Ask the children to line up at one side of the room. Explain they're going to be the animals coming into the ark. They have to listen to what you say. Give them instructions e.g. can you take two tiny steps like a mouse, slither like a snake, three giant steps like an elephant. When they get to the other side say 'hooray, you made it into the ark, did God keep Noah safe in the ark?' Reinforce the answer 'Yes!'

Next travel as animals out of the ark back to where you started. When they get there ask 'What did Noah say to God when they got out of the ark?' Reinforce the answer 'Thank you!'

You can do this a few times! Perhaps ask the children to help you choose what animals they should pretend to be. **10 minutes**

3. Who keeps us safe? Explain to the children that Christians believe God kept Noah safe and God keeps them safe. Now we're going to think about people who keep us safe.

Give each group a set of pictures of people (available in additional resources), as they look at them together they must discuss and decide which of them keep us safe. (If you're outside you could enjoy a relay race to collect the pictures) Can they explain why they have chosen those pictures and how those people keep us safe?

If able children could be asked to choose one picture and write about it. Who is in the picture? Do they keep us safe? When and how do they keep us safe? **10-15 minutes**

4. How do you feel when you're safe? What can you do if you don't feel safe? Display a variety of emojis. (available in additional resources) Ask the children to point out how they would feel if they were in a safe place and then how they would feel if they were unsafe. (if you are outside peg the emojis up around the space – children must move to the emoji that represents how they would feel). Can they explain why.

Create a mind map together of things you can do if you don't feel safe. OR read out a scenario (available in additional resources) where you would feel unsafe. Ask them to turn to the person next to them and discuss together how they would know they are unsafe and what they would do. (Again if outdoors,

move to the emoji that represents how they would feel and then discuss) Feed back as a class. **10 minutes**

5. Where do you feel safe? Ask the children to draw a picture of a place they feel safe. Can they label what about it makes them feel safe. If you're outside could they create a den where they feel safe? **10 minutes**