

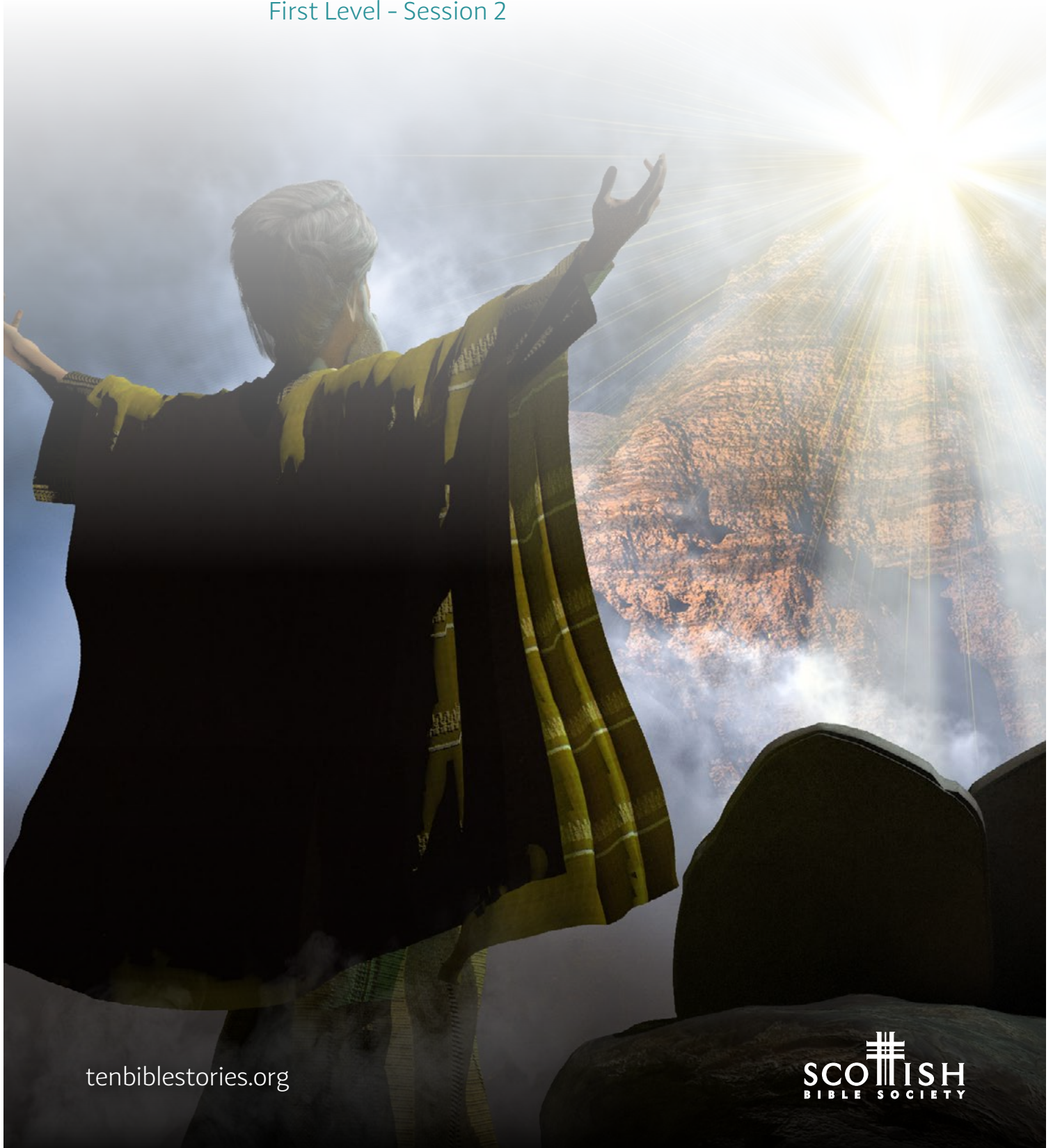


MUST KNOW BIBLE STORIES

stories worth exploring

The Ten Commandments

First Level - Session 2



Session 2 – Reviewing the Story: Outdoor Learning (with indoor Options)

Experiences and Outcomes	Benchmarks
<p>Through exploring Bible stories, I can describe some beliefs Christians have about God and Jesus. 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. RME 1-01b</p> <p>I can talk about my own beliefs or express them in other ways. 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. RME 1-02a</p> <p>I can describe the key features of the values of Christianity which are expressed in the stories. RME 1-02b</p> <p>I am developing respect for others and my understanding of their beliefs and values. 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 can identify what they consider to be the most important part of the story of the Ten Commandments.
- Having identified together that a Christian value is keeping God's rules children can express their thoughts on this value.
- Children will have the opportunity to consider and discuss what rules are important to them.



Suggested Success Criteria

- I can share what I think is important in the story and explain why I think this.
- I can share my opinion on the importance of rules, explaining why I feel this way.
- I listen actively and respond appropriately demonstrating respect for other's beliefs and values.



Resources Required for this Session

Parachute.

Parachute storytelling script. (see additional resources)

Parachute quiz. (see additional resources)

Rectangles of material children can use as backgrounds for their pictures or models.

Whiteboards and markers.

Tarpaulins for sitting on.

Inside options: video of the story, children's Bible, collage materials



Notes

- We know outdoor learning is not always practical, so indoor options are also provided in this session.
- 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've been learning about. Recap the information in Activity 2 in 'Hear and Explore the Story.' Retell the story using a parachute. Practise actions for words.
 - **Mountain** – all lift the parachute to make a mountain shape.
 - **Ten Commandments** – shake the parachute ten times counting outloud.
 - **Moses** – let go of the parachute, spin round quickly and grab the parachute again.
 - **Israelites** – peek underneath the parachute and wave to each other saying 'We're trying to follow God'

[Inside option: watch a video of the story or read from a children's bible]

10 minutes

2. Quiz to recap: Ask yes/no questions about the story. If they think the answer is yes, girls run underneath the parachute and swap places with someone. If they think the answer is no, boys run under the parachute and swap places with someone.

[Inside option: hands on head if they think the answer is yes, hands on toes if they think the answer is no]

5-10 minutes

3. Ask the children to use natural objects they can find to create what they think is the most important part of the story. In pairs, work to create a picture (or model) of the part of the story they think is the most important. Encourage them to add detail. Move round the pairs and ask what they're making and why.

[Inside option: give them collage materials to complete this activity]

10-15 minutes

4. In those pairs, write down on a whiteboard: Why you think that is the most important part? **5 minutes**

For early finishers: Can they make the numbers 1-10 out of natural objects.

5. Come back together and discuss: 'I wonder what you think about rules? Do you think it's right to have rules? What would happen if you had no rules in your class? In your house? Do you think it was right for God to give people rules? Why do you think he did it?' **5-10 minutes**

6. Follow on activity on whiteboard or in class: Write down one rule you think would be a good rule for our world. **5 minutes**