



MUST KNOW BIBLE STORIES

stories worth exploring

The Ten Commandments

Second Level - Session 4



Session 4 – Time to Reflect

This session provides a time for the children to consider the big questions that these sessions have raised. This is particularly valuable if you have linked the learning to a context of conflicts. The aim is not to provide answers but to allow the children to reflect and respond. The different activities should be set up as zones around the classroom and the children encouraged to move round the zones at their own pace. It should be a quiet but not silent activity. (If you haven't based these sessions around conflicts you could simply use 'Ask it!' and 'New World' at the end of your final session)

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

Experiences and Outcomes	Benchmarks
<p>I am developing respect for others and my understanding of their beliefs and values.</p> <p>RME 2-07a</p> <p>I can explain why different people think that values such as honesty, respect and compassion are important, and I show respect for others.</p> <p>RME 2-09c</p> <p>I am developing my understanding of how my own and other people's beliefs and values affect their actions.</p> <p>RME 2-09d</p>	



Suggested Learning Intentions

- Children will have the opportunity to reflect on their learning and consider the questions raised and values discussed.



Suggested Success Criteria

- By quietly engaging with the activities I am demonstrating a willingness to reflect and respond to my recent learning.



Resources Required for this Session

Ask it! – paper, pencils, pegs and plastic barbed wire, activity instructions printed out. (see additional resources)

I Will Remember – Paper poppies, soil/planting area, activity instructions printed out. (see additional resources)

My New World – Maps, globes, post-its, paper, pencils, pens, activity instructions printed out. (see additional resources)

Is war right or wrong? – Coloured wool (red, white, green), visual stimuli (posters, pictures, quotes, Bible verses) for the 3 areas of thought (why we should go to

war, why we shouldn't go to war, those in authority), activity instructions printed out. (See 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

The following activities should be set up as zones around the classroom and the children encouraged to move round the zones at their own pace. It should be a quiet but not silent activity. (If you haven't based these sessions around conflicts you could simply use 'Ask it!' and 'New World' at the end of your final session)

Ask it!

'If God does exist what would you want to ask him? About war? About WW1? About peace? Or about something completely different' Write your questions down and pin it onto some plastic barbed wire.

I Will Remember

'What will you remember about WW1/this conflict? What do you think is the most important thing we should remember?' Write your answer on a poppy and plant it in our poppy field.

My New World

'There is an incredible promise in the bible that God will create a new earth that will be free from death, sorrow, crying and pain, that all of these things will be gone forever. If you had the power to be able to make a 'New World', What would you keep the same? What would you change? What rules would you make?' Make the area visually attractive with some globes and posters for them to write their answers on.

Is war right or wrong?

There are lots of reasons why people think we should go to war, and lots of reasons why people think we shouldn't. Take a piece of each colour of wool. Tie them together with a knot at one end. Now slowly and thoughtfully plait the three colours together. As you plait the red think about the reasons for war. As you plait the white think about the reasons why we shouldn't go to war. As you plait the green pray for the people who have to make the decision.

When you have plaited the whole length, knot the ends together to secure it. You may like to use this as a wristband or bookmark to remind you of these prayers.

The coloured lengths of wool should be laid out in separate baskets with explanation of the colours and perhaps quotes/images/reasons for and against war on beside them.

20-25 minutes

Following the reflection time allow time for discussion and chat. You could try to answer some of their big questions or save them up and invite your school chaplain in to help discuss and answer them.