



MUST KNOW BIBLE STORIES

stories worth exploring

Daniel and the Lions' Den

Second Level - Session 3



Session 3 – Exploring Daniel’s Character

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>I am developing respect for others and my understanding of their beliefs and values.</p> <p>RME 2-07a</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 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 learn about and describe the characters in the story.
- Children will be able to identify when and justify why someone is being trustworthy.
- Children will discuss and explain the value of being trustworthy.



Suggested Success Criteria

- I can use my knowledge and understanding of the story to describe the characters.
- I can demonstrate my understanding of what it means to be trustworthy through drama.
- I can explain why or why not I think it is important to be trustworthy.



Resources to Support this Activity

Whiteboards and markers or paper, clipboards and pencils.

Printed list of character traits, cut out. Pegs or Sellotape for 'hiding' them.

Scenarios to help understand 'being trustworthy'.



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've been learning about. Recap the information in Activity 1 in 'Hear and Explore the Story'. Ask them to remind you of the characters in the story. **5 minutes**

2. Describing words hunt.

Print out the describing words in additional resources. Hide the words around your classroom or playground. Split the children into pairs and ask them to hunt for the words. When they find them they write them down – but only those words they think apply to Daniel.

For quick finishers, ask them to turn their paper/whiteboard over and go back and write down the other words.

10-15 minutes

3. Discussion

Come back together. Ask the children to look at the words they've written down and talk about them in pairs. Do they know what they all mean? Underline any they're not sure about. Talk together about what the words mean. (and encourage dictionary use). Ask the children to circle the characteristic they think is the most important. Can they explain why?

10 minutes

4. Trustworthy

Daniel was trustworthy. What does that mean? (That he could be trusted.) Let's explore that a bit more.

Split the children into small groups and provide them with a scenario. You can find examples in additional resources. Ask the children to come up with two endings for the scenario. One where the person proves themselves to be trustworthy and one where they prove themselves not to be trustworthy.

Next ask the children to choose one of the endings and act out the scenario. They should perform in turn for the class with the rest of the class being asked to decide if the ending the groups chose show someone being trustworthy or not.

Christians believe God wants them to be trustworthy like Daniel was. Do you think it's good or bad to be a person people can trust? Why? Discuss it together. **15-20 minutes**