

Year 1 Autumn 2 - How do Christians see God

Lesson Objective	Teaching and Learning	Learning outcome	Points to Note/Resources
<p>To show understanding of belief in things that cannot be seen. To consider for themselves what they understand about God.</p>	<p>Many Different Ideas and Beliefs Talk about everyday examples of belief in things which cannot be seen, and the grounds for such beliefs. Choose one or two of the following examples of things which cannot necessarily be seen although their effects can: Blow up a balloon – pupils will see it getting bigger – talk about the air being there but you cannot see it. If it's a windy day watch the trees bending or fly a kite. Blow bubbles – what are they? What is inside them? Use a hair dryer to make something warm or move something. Discuss how water travels inside plants even though normally we can't see it. Show this by putting a plant into water that has food colouring in it and watch as the plant changes colour. There are many real things which we cannot see Help the pupils understand that we believe in the existence of lots of things that we cannot see. Just because we cannot see them doesn't mean they aren't there-we know because their effect can be seen or felt Eg love, friendship, germs cannot be seen by our eyes. Play some peaceful music Ask the pupils about their ideas, descriptions and beliefs about God. Do they think that God can be seen? Do pupils think that he can be felt? Do they know that some people do not believe in God? Discuss with their partner or group. For further investigation show pupils the children's entries to NATRE Spirited art competition.</p>	<p>All pupils can talk about experiencing something they can't see.</p> <p>Many pupils can talk about their understanding of God.</p> <p>Some pupils can talk about their understanding of God, linking it to their understanding of believing without seeing</p>	<p>Cross- curricular links to science. Please be aware that some pupils may not believe in God or be unsure of God's existence. These are valid viewpoints and pupils should be both allowed and encouraged to discuss them</p>

	<p>www.natre.org.uk/about-natre/projects/spirited-arts/art-in-eaven/2014/?ThemeID=57 or www.natre.org.uk/about-natre/projects/spirited-arts/art-in-heaven/2013/?ThemeID=4</p> <p>Ask pupils to write or choose describing words to show their idea of who God is or what they think he might be like. Use the sentence starter "I think God...." Suggestions might be loving, puzzling, mysterious, great, kind, not real, everywhere, kind, scary, creator, interesting. Can the children give reasons for their answer?</p> <p>Remind the children that last half term we looked at how some people believe that God made the world and so he is a creator. Christians, Jewish people and Muslim people believe this. Next week we will look at some of the other ways people see God.</p>		
<p>To know what Christians think about God (2 sessions)</p>	<p>Can anyone think of 1 way that Christians see God? (creator)</p> <p>Show the pupils a bag with a collection of items a parent would use with a baby. Take them out of the bag and discuss each in turn. How do parents care for their babies? Make a list of things that a baby needs. As well as practical items move pupils on to talking about babies needing love and care. Talk about Christians believing that God looks after them like a loving father (or parent). Show the first part of the painting by Dinah Roe-Kendall of the prodigal son. Focus on the mountains, sky, son and pigs – what are they? What colours has the artist used? Is it a happy or a sad image? Ask pupils to draw what they think will be in the rest of the picture before revealing the other 2 parts. Explain that the picture shows a story from the Bible, the special book for Christians. Tell the story of the Lost Son in an interesting way. Hot seat the characters to explore their feelings and thoughts. Ask pupils their responses to the story - who is your favourite character? Why?</p>	<p>All pupils can identify one way in which Christians see God</p> <p>Many pupils can talk about 1 or more characteristics of God as Christians understand them.</p> <p>Some pupils can identify and talk about two ways in which Christians describe what God is like.</p>	<p>Bag of things a baby needs</p> <p>Painting of the Return of the Prodigal Son by Dinah Roe-Kendall</p> <p>Story of the Prodigal Son</p> <p>Outline of a parent</p> <p>Resource sheet 2</p>

- most important part of the story
- anything that surprised them
- did anything make them laugh, smile, cry, sad
Draw out the forgiveness and love shown by the father.
Wonder – what might this tell Christians about God? Is God like a father? How?
Explain that this type of story is called a parable, a special type of story that Jesus told to help people understand ideas. Parables might be difficult to understand because they had hidden meanings. Discuss with pupils what the hidden meaning is.
Draw out that for Christians God is like a loving and forgiving like a parent. The children have an outline of a parent (from a story book or a generic adult shape). On the inside the pupils draw or write the things a parent does or says that shows they love their children. On the outside of the shape the pupils draw or write things the child does or says to show they love their parent. Draw out the meaning that love goes both ways.
The parable teaches that God Christians like a good parent and so Christians want to show their love for God. How could they do this? See resource sheet 2. Ask the pupils to choose the best 6 suggestions from those given and to draw them in their book, what would be an example of each? Eg what might a Christian do in each scenario?
Discuss what happens in school/home if someone makes a mistake? Give some examples and emphasise the need to say sorry and then be forgiven eg break something, steal your sister's chocolate, don't tidy your room, spoil someone's work. How does it feel like when we are forgiven? How does it feel like if you aren't forgiven? Is it sometimes hard to forgive? Is it important to forgive? Refer back to the core question –What do Christians believe God is like? (the story shows God is loving and forgiving)

	<p>Children could draw or write about a time when they did something wrong and were forgiven and a time when they forgave someone else.</p>		
<p>To know what Christians think about God (may take 2 weeks)</p>	<p>Look at a stained glass window depiction of the story of Jonah (resource sheet 1). Ask them to discuss what they notice first second and third. Compare what they notice with what other pupils notice. Ask them to discuss what they like or dislike about this picture.</p> <p>Tell the story of Jonah – at appropriate points in the story ask pupils how Jonah must have been feeling. Ask them what the best bit of the story was or the most puzzling and why. How did they feel during the story. This text isn't a parable but if there is a hidden meaning in it what might it be?</p> <p>What happened when Jonah tried to run away from God? How did God find Jonah? Was it important that Jonah went to Ninevah? Why?</p> <p>Pupils work with a partner/group and have 1 key event from the story eg God commanding Jonah to go to Nineveh, the storm, Jonah praying inside the fish, Jonah leaving the fish, Jonah going to Nineveh, the people of Nineveh changing their ways, God saving Nineveh, Jonah getting cross, God explaining to Jonah the importance of being concerned for the people and animals in Nineveh.</p> <p>With a partner/group they decide</p> <ul style="list-style-type: none"> - what emotions Jonah is feeling at each stage - what that part of the story might teach a Christian about God. <p>Some pupils may work independently but others may need a selection of cards with a range of ideas about God on them and an emotions sheet.</p> <p>The groups feed back to the class</p>	<p>All pupils can identify one way in which Christians see God</p> <p>Many pupils can talk about 1 or more characteristics of God as Christians understand them.</p> <p>Some pupils can identify and talk about two ways in which Christians describe what God is like.</p>	<p>Story or video of Jonah</p> <p>Resource sheet 5 and 6</p>

	<p>What did we find out about how Christians might see God through the story of Jonah?</p> <ul style="list-style-type: none"> - God is fair and just as well as loving and forgiving - God is for everyone - he loved the people of Nineveh even though they had forgotten him and wanted to forgive them -God is everywhere and knows everything -God listens to and answers prayers <p>Because Christians believe these things about God they want to worship him and one way is through singing, praying and learning more about him in the Bible and trying to be more like God.</p> <p>Make a class collage or individual booklets about what they have learnt about what God is like</p> <p>Answer some questions about what they have learnt eg</p> <p>Is there only 1 idea about God or are there lots?</p> <p>Are there some ideas you like best? Are some hard to understand? Are some a bit scary? Are some comforting? Might some be good to think about when you need help? Might thinking about any of them make you act a bit differently? Are these ideas only important to Christians? What ideas do you have about God? DO you have someone or something that is comforting when you need help? How is this a bit like, or not like, God for Christians?</p>		
<p>To know how the symbol of light is used in advent.</p>	<p>Discuss how many faith groups have a festival of light. We have recently heard the story of Rama and Sita (Hindu/Sikh religious story). Ask the children what they remember about this story and the importance of the diva lights. Christmas is another special celebration when light is very important.</p> <p>What special lights do we see at Christmas? Explore how a candle in the dark makes us feel. If possible light a candle or watch a video of a lit candle. Read the story of 'Can't You Sleep Little Bear.</p>	<p>All pupils can think of a word to describe light</p> <p>Most pupils can describe how light makes them feel</p> <p>Some pupil can understand that light is a symbol of goodness</p>	<p>There are plenty of resources about advent on twinkl, TES, BBC bitesize etc</p> <p>There is a unit on Light and Dark on Twinkl – RE year 2</p>

	<p>Introduce the term advent as a time of preparation before Christmas. Link to advent calendars etc. Explore how the Christian church prepares for Christmas and the lighting of advent wreaths during the 4 Sundays before Christmas and then the middle candle on Christmas day. You may also show the children an advent candle that is lit each day in advent. Discuss how for Christians as well as buying presents and food etc advent is a time to prepare themselves for Jesus's birth. That the symbol of light is a symbol of goodness and happiness and living the right way.</p> <p><u>Suggested activities</u></p> <ul style="list-style-type: none"> • Child have a candle to cut out and colour in. Around it they can write labels about how light makes them feel • Children could cut out the pieces to make an advent wreath to stick in their books and write a sentence/label it • Work in groups to make advent wreaths out of cardboard, tinsel etc 		
<p>To know how Christingles symbolise the light of Christmas</p>	<p>Recap the learning objective that we are learning about the symbol of light at Christmas time.</p> <p>Show an image/real Christingle. Discuss how this is used as another Christian symbol of light.</p> <p>Explain the meaning of each part of the Christingle eg</p> <p>Orange=world</p> <p>Red ribbon = Jesus's blood</p> <p>Candle= Jesus the light of the world</p> <p>4 cocktail sticks with sweets and fruits=God's good gifts and the 4 seasons</p> <p><u>Suggested activities</u></p> <ul style="list-style-type: none"> • Children make their own Christingle • Children draw and label a Christingle. Some children could also explain the symbols. 	<p>All pupils will recognise and name a Christingle</p> <p>Most children can name the different parts of a Christingle</p> <p>Some pupils can explain what each part stands for</p>	<p>Twinkl power points and activities</p>

<p>To know why Christians see Jesus as the light of the world</p>	<p>Watch/read the nativity story. Look for the sources of light in the story eg star, angels appearing to the shepherds. Discuss how Christians believe Jesus is God's son and that he is the light of the world. What have we learnt about light and how it makes us feel? (eg can't see in the dark, we get lost, feel afraid – in the light we can see the way ahead and it gives us warmth and makes us feel happier, not afraid) Discuss how for Christians they see Jesus like that because when he grew up he became travelled around teaching and healing people. He showed the way people could get closer to God, just like a light shows us the way in the dark.</p> <p><u>Suggested activities</u></p> <ul style="list-style-type: none"> • Order a simple nativity story • Make/colour a picture of baby Jesus in the manger and label how he is seen as the light of the world • Sort images of light from the Christmas story from those that are not • Make a simple nativity scene and retell the story orally (photographic evidence) 	<p>All children can name something they do to celebrate Christmas</p> <p>Most pupils recognise some symbols of light in the nativity</p> <p>Some children recognise that Jesus is seen as the light of the world by Christians</p>	<p>Twinkl, BBC bitesize, TES, Cbeebies – Let's Celebrate Christmas</p>
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