

Christianity - Commitment - Leaders

How have Christians sought to follow the teaching of Jesus? Who do I admire as a role model or leader?

Year 5 or Year 5/6 on a two year rolling programme

Key Focus areas of enquiry

A Beliefs , teachings and Sources

F Values and Commitments

Background Story/ Information

In this unit children will learn about how Christians have sought to live out the teachings (told through the parables) of Jesus in their commitment to others, particularly the poor and marginalized. They will reflect upon their own values and commitments.

Cross Curricular Links

ICT - research modern Christian pop stars/ sports people etc inc. The Fray, Linvoy Primus, Jason Robinson, U2, Natasha and David Beddingfield, David and Carrie Grant.
Christian Aid - rivers and water link

Key Vocabulary

Faith
Commitment
Values
Meaning and purpose
Marginalised
Role model

Skills

Investigation
Interpretation
Synthesis

Attitudes

Self- Awareness - becoming increasingly sensitive to the impact of their ideas and behaviour on other people.
Appreciation and Wonder - recognising that knowledge is bounded by mystery

Key Questions

Who was Jesus and why do people follow him?
Who do I admire as a role model or a leader and why?
Was Jesus a leader who it was good to follow ?

What kind of leader would I be ? Would I be anything like Jesus - Why?

Learning Objectives

I can use religious words to explain what Jesus meant by some of his 'I am sayings'. I can make links between what my values are and those of others.

Possible teaching/learning Activities

Lesson 1

Recap on some of the things that Jesus taught and how this emphasises him as a human leader and inspirational figure.

In pairs/groups - each pair to look at one of the 'I am' sayings - give the bible reference and/or a copy of the passage to work from.

Children read their 'I am' saying and complete the following activities.

I am the light of the world - children to consider how they can be shining lights (how does their behaviour set a good example) or who the light of their life is and why. Pupils could write/draw their ideas in a light bulb or candle shape.

I am the bread of life/I am the real vine - what else do people need to live on apart from food, water, warmth and shelter. Encourage them to explore spiritual things such as love, friendship, protection and guidance - why are these important? Pupils could write/draw their ideas in a loaf of bread shape.

I am the resurrection and the life - children to explore their thoughts about life after death -

Learning Outcomes

AT1 I can say why Jesus is a good leader and people still choose to follow him.

AT 2 I can say who is an important role model for me.

Resources

	<p>what do they believe and why do they believe it? Pupils could write/draw their ideas in a stone shape. <i>I am the way the truth and the light</i> - children to think about which direction they want their lives to go in terms of personal attributes (honesty, generosity, kindness, helpfulness etc). Pupils could write/draw their ideas on a sign post saying why these are important both in and out of school. All these shaped pieces of work could then be displayed under the 'I am' headings. Discuss how these attributes help to make a good leader.</p> <p>And/or</p> <p>What makes a good leader?</p> <p># Ask the pupils to imagine that they are electing a leader of a new political party or a head teacher. Give the children some key words (see appendix 1 - What makes a good leader?) and ask them to sort them into pairs to show the qualities that they think are most important in a good leader. Sort the cards into a triangle shape to show a hierarchy of importance.</p> <p># Jesus as a good leader - ask the pupils to imagine that they are Peter - one of Jesus' disciples. In groups they should have a Bible story (for references see resources. Copies of the stories are attached) and from it work out one thing that the event told Peter about Jesus' good leadership skills giving reasons why they think this is the case.</p>		
--	--	--	--

AT2 I can share my own views about meaning and purpose in life

AT1 I know that Bible stories help Christians today to know how Jesus wants them to help others in need.

<p>I can describe the impact of religion on people's lives.</p>	<p>Lesson 2 and 3</p> <p>Tell children the story of e.g. David Wilkinson (or Mother Theresa, William Booth, John Bunyan, Nelson Mandela, or person of your choice) stressing that what the person was doing was above and beyond what we normally expect someone to do. Explain that their actions were driven and aided by their faith.</p> <p>Choose one or more of the following activities.</p> <p># Children to complete a story board to retell the story - children to add illustrations and/or text.</p>	<p>AT1 I know Christians try to live their lives using Jesus as a role model.</p>	<p>www.davidwilkerson.org</p>
<p>Level 3</p>	<p># How do you think different people in the story felt at different times (eg congregation, family, gangs, etc). This could a written activity, discussion or children could be hot seated as different characters from the story.</p>		
<p>Level 4/5</p>	<p># How did David's (or whoever you have chosen) belief in God enable him to persevere with his actions, even when he was rejected? Give a selection of Bible stories/ parables for the children to read - can children identify the stories which show Jesus working in the way in which God wanted David (or whoever) to work? How is Jesus leading David (or whoever)?</p> <p>Is there evidence in his life story which shows that</p>	<p>AT1 I know that Christians believe that Bible stories help them to know how Jesus wants them to help others in need.</p>	

	David (or whoever) was helped by God?		
<p>Level 3</p> <p>I can describe how Christian organisations have sought to practise their faith in adverse circumstances.</p>	<p>Lesson 4</p> <p>Introduce the children to a Christian organisation that helps the poor or marginalised e.g. Christian Aid, NCH, Oxfam, Salvation Army, etc.</p> <p>Look at the work of Christian Aid using internet - www.christianaid.org.uk Investigate how CA makes a difference to children. Website always has current information on current projects which can be used as a stimulus.</p> <p>Questions - if you were prime minister what would you change about our world/ and why?</p> <p>If you were one of the children that CA was helping what would want/ and why?</p> <p>CA try to get people to work together - why is this important if you want to change a situation?</p> <p>What sort of things can you change in your school or community?</p> <p>This is also a good opportunity to include a fund raising activity organised by the children to support one of these organisations.</p>	<p>AT1 I know that Christians try to live their lives using Jesus as a role model.</p>	<p>'We're changing our world' - pack from Christian Aid £20 - contains good resources for this lesson.</p> <p>www.christianaid.org.uk</p> <p>SPLASH Christian Aid at work in the World (children's resource good cross curricular links)</p> <p>Global Gang (children's Christian Aid magazine and on line)</p>

<p>I can ask important questions</p>	<p>Lesson 5 Who is an important Christian leader in their community? Community of enquiry activity to collate some questions for the local vicar/ Christian leader (e.g.Bridge Project) which relate to their faith and how their faith helps them in their work and their daily life.</p>	<p>AT2 I can ask important questions about how belief in God has had an impact on the life of someone in the local community.</p>	<p>Virtual Vicar can be found on www.educhurch.org.uk</p> <p>Interviews with Christian sportsmen can be found on http://rejesus.co.uk</p>
	<p>Lesson 6 Invite the local vicar/Christian leader to answer the children's questions. (It might be a good idea to have sent these in advance so that there is time to prepare the answers). How do the children's beliefs help them in their</p>	<p>AT1 I can describe and show understanding of how faith in God has had an impact on the life of someone in the local community.</p>	<p>Virtual Vicar can be found on www.educhurch.org.uk</p>

	daily life? Who is their role model whose behaviour and attitudes they try to emulate.		
😊 Assessment task (see attached sheet)			