



Title: Prophecy Lower KS2

Key Concept: Trust in God

Religion: Christianity

Key Question: Why is it important for Christians to trust God?

Duration: approx 6 hours

Back Story Different denominations define the role of a prophet differently. These might include:-

- To reveal the nature of God to Humankind
- To make known the laws of God
- To call the people back to obedience to God
- To call for sincerity in worship
- To warn of divine judgement
- To foretell the future events that God has planned including the coming of Jesus Christ

For KS1 we are going to focus on the last of these but be aware that children in your class may come from traditions that also include all or some of these roles. One of the main themes throughout the Bible is prophecy. Stories interlink between Old and New Testament and, most importantly, the prophecy of Jesus coming to Earth to save mankind from their sins is fulfilled from the Old Testament. KS1 children should have gained an understanding of the responsibility that prophets had; they were chosen by God to pass on a message. The message may have been to give people hope, or guidance and was then remembered once the prophecy had been fulfilled. In KS2 children should recognise that prophets needed to trust in God, especially in times of adversity. The prophets were often punished for sharing God's message but still followed God's call regardless

Bible Story: Daniel chapter 6 : Nehemiah chapters 1-7

Resources you will need

Texts

The Lion Storyteller Bible
The Lion Bible for Children - Murray Watts
Multi- Sensory Prophets - Mike Law

Children's Previous Experience: In KS1 the children may have been introduced to the term 'Prophet' and how God called people to do particular jobs.

Potential Cross Curricular links: PSHE; Literacy/Drama

Glossary of Terms: Prophecy- divine inspiration in predicting the future Prophet- somebody who interprets the divine will: somebody who claims to interpret or transmit the commands of God

Take care: *Ensure the focus in this unit is on Biblical prophets- Children from other faiths may discuss prophets who are important to them which can be acknowledged and explored later in additional units where appropriate.*

The story of Daniel raises the question of which is more important following your religious beliefs or the law of the land in which you live. This is a key religious question but you will need to judge if the class is ready to explore this idea.

	Learning intentions <ul style="list-style-type: none"> • Know and understand a story of 2 OT prophets • Describe and understand the links between the stories they are exploring and Christian beliefs • Express ideas and insights about the challenges of commitment to a faith 	Skills: gained and deployed
Engagement 	<p><i>Have a game of Chinese whispers. Begin with a very simple message and make them more complicated. Which messages were easier to relay around the group? Was there a difference depending on how positive the message was? Experiment with different messages.</i></p> <p><i>Role play a situation where someone in authority has to pass on unwelcome news. Eg. Not on school council, out of a sports team, can't go to a party, trip has been cancelled. Hot seat the characters in role.</i></p> <p><i>How do they feel towards the person giving the news? Repeat with a different example- get one of the children to pass the message on instead of teacher. Do the children react differently? How does the child giving the message feel? Did they find it difficult to do? Easy? Ask the children who they trust more or more inclined to believe?</i></p> <p><i>Do they know anyone who has responsibilities like this: In school- Head teacher? Home- parents/carers? Gather the children's responses- who do we prefer to hear news from? Does it depend what the news is?</i></p> <p><i>Recap the job of a prophet from KS1. What are their responsibilities? Scribe ideas from class.</i></p>	<p>Discuss and apply their own and others ideas about ethical questions such as what is just and fair.</p>
Enquiry 	<p><i>Briefly recap story of Noah – note that people didn't believe that he had been called by God. How did he trust God in the story? What difficulties did he face?</i></p> <p><i>What do we mean by the word persecution? Punishment? Can they think of anyone else in the Old Testament that was punished /persecuted for sharing God's message? Record their responses on post its.</i></p>	<p>Discuss and present their own views on challenging questions about belonging.</p>

	<p><i>Read the story of Daniel from The Lion Storyteller Bible. How were people acting around this time? Why was God sad? Why was Daniel put in with lions? Who did Daniel turn to during this difficult time? How did God respond to Daniel? How do you think Daniel felt at different points of the story?(feelings graph)</i></p> <p><i>This is the opportunity to discuss with the class if think it is wrong to disobey a law if it goes against your religious beliefs. You could use contemporary examples of wearing religious symbols at work.</i></p> <p><i>Discuss the ideas that most of these prophets followed God's call regardless of what other's said or did to them.</i></p> <p><i>Explore the story of Daniel through either drama (eg. conscience alley, freeze framing) or class debate.</i></p> <p><i>(The following activities can be split across two or three lessons.)</i></p> <p><i>Introduce Nehemiah from The Lion Storyteller Bible- 'A time to build'.</i></p> <p><i>How does the life of Nehemiah differ from Daniel? Rebuilding the walls of Jerusalem. How did he follow God's call? How did he speak to God? What difficulties did he face? How might you have felt in the same situation? Do you think you would have persevered?</i></p> <p><i>Share the poem about Nehemiah:</i> http://biblewise.com/archives/2006/september/kids_korner/bible_characters/nehemiah.htm (Nehemiah builds the wall poem by L. J. Sattgast)</p> <p><i>Highlight the poem/ story together, looking at how Nehemiah was ridiculed and teased. Annotate around poem/story the feelings of Nehemiah and the others who helped during the story. Picking out the key points ready for the following task.</i></p> <p><i>Diary entry 'A day in the life of Nehemiah'. Ask them to think about the following: Why was he there? What was he doing? How did he feel? What had he taken with him for his day's work? Who else was there? What, or who, helped him complete it?</i></p>	<p>Consider and apply ideas about ways in which diverse communities can live together.</p> <p>Discuss and present their own views on challenging questions about belonging applying their own ideas thoughtfully and in different forms including reasoning and poetry</p>
<p>Evaluate</p> 	<p><i>In what ways did they show that they trusted God? Can they recall times that required great trust? What stood in their way of carrying out God's message? What difficulties did they face?</i></p> <p><i>Children to design a wanted poster/ job description/ person specification for a prophet. Think carefully about all the</i></p>	<p>Discuss and present their own views on challenging questions about belonging</p>

	<p><i>prophets who have been discussed and remember to include: Essential skills, desirable skills and qualities, past experiences.</i></p> <p><i>To explore AT 1Stand B pupils could look at the life of the Prophet Muhammad PBUH and compare and contrast him with one of the Biblical prophets they have studied</i></p>	<p>applying their own ideas thoughtfully and in different forms including reasoning and art</p>
<p>Expression</p> 	<p><i>Out of the jobs given to the prophets which would you like to do most? Least like to do? Give reasons</i></p> <p><i>Who do you turn to in difficult situations? Who else could you turn to?</i></p> <p><i>Think about the difficulties we face in our own lives – how might a Christian use the stories of the prophets to help them or inspire them when they face challenge in life? Write a poem or prayer to encourage them.</i></p>	

Assessment activities : Prophets wanted

Children to design a wanted poster/ job description/ person specification for a prophet today. Think carefully about all the prophets who have been discussed and remember to include: Essential skills, desirable skills and qualities, past experiences.

For level 3 pupils need to describe what a believer might learn from a Prophet and /or what they have learnt! They could apply for a job as a prophet today. Either by taking the role of Christian believer or as an 'Advocate 'or prophet for some cause that they care about ie: protecting the Environment. I have been inspired by studying the prophet to apply for this job because.....

I can statements	Self assessment	Peer Assessment	Teacher assessment
<p>Level 2</p> <p>AT1 Strand A - I can recall and name different religious stories and suggest meanings behind them.</p> <p>AT2 Strand F - I can recognise my own values and those by which the prophets lived.</p>			
<p>Level 3</p> <p>AT1 : Strand A: I can describe what a Christian might learn from a story of a prophet</p> <p>At 1: Strand B: - I can Investigate, recognise and describe two similarities / differences between the lives of two prophets</p> <p>AT2 Strand D & F - I can describe how someone inspires me to behave in a particular way</p>			