

S2 Unit: Christianity (Moral Teachings)

Programme of Work Title	Christianity (Moral Teachings)
Brief Description	This unit is about exploring Christian moral teachings. It examines the ways people have used allegorical literature (fables and parables) to convey moral teachings.

Aims and Outcomes:

Subject Specific:

Having reflected upon Christian sources, I can explain some key Christian beliefs about God, Jesus, the human condition and the natural world, and how these beliefs lead to actions for Christians. **RME 3-01a**

Having considered the key beliefs of world religions, I can express reasoned views on these and discuss how putting them into practice might affect individuals and society. I can confidently support my own responses to these issues of belief. **RME 4-04a**

I am developing my understanding of Scotland's religious diversity as well as the place of religion in society. **RME 3-06b**

Literacy:

As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.

LIT 3-15a

I can convey information, describe events, explain processes or concepts, and combine ideas in different ways. **LIT 3-28a**

Health and Wellbeing:

I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. **HWB 4-11a**

I am developing the skills to lead and recognise strengths of group members, including myself. I contribute to groups and teams through my knowledge of individual strengths, group tactics, and strategies. **HWB 3-23a**

I can analyse and discuss elements of my own and others' work, recognising strengths and identifying areas where improvements can be made. **HWB 3-24a**

Lesson title	Learning outcomes	Learning experiences	Resources	Extension tasks	Possible homework	Success criteria
Introduction to the moral messages in selected Aesop's Fables	<ol style="list-style-type: none"> 1. Explaining what is meant by allegorical literature 2. Exploring the meaning of fables. 3. Giving examples of fables. 4. Comparing own fables 	<ul style="list-style-type: none"> • Watching YouTube clip: Aesop's Fables • Whole Class: Reading selected Fables. • Group Discussion: Moral message(s) contained in each Fable • Fable Peer Review sheet • PMI check-out 	<ol style="list-style-type: none"> a. Power Point b. Jotters c. Textbook d. YouTube clip e. Homework Info sheet 		My own fable with a moral message	<ul style="list-style-type: none"> • Pupils can explain what is meant by allegorical literature. • Pupils can identify 2-3 Aesop's fables and explain the moral messages in each. • Pupils can give feedback on fable homework.

2. Introduction to parables: 'The Good Samaritan'	<ol style="list-style-type: none"> 1. Developing knowledge and understanding of the parable. 2. Discussing the meaning of the parable. 3. Relating the moral message to Christians and society today 	<ul style="list-style-type: none"> • Reading the parable of the Good Samaritan • Individual Activities 1-3: KU questions, reflective questions, rap/storyboard 	<ul style="list-style-type: none"> • Power Point • Jotters • Printed parable and Questions • Storyboards 	<ul style="list-style-type: none"> • Whole Class: Discussion - Modern day 'Good Samaritans' 		<ul style="list-style-type: none"> • Pupils can identify key elements of the parable • Pupils can explain the moral messages within the parable • Pupils can relate the parable to modern Christians and society • Pupils can create a rap/storyboard
3. Introduction to 'The Lost Son'	<ol style="list-style-type: none"> 1. Developing knowledge and understanding of the parable. 2. Discussing the meaning of the parable. 3. Relating the moral message to Christians and society today 	<ul style="list-style-type: none"> • PPT • Reading the parable of the Lost Son. • Watching YouTube clip: forgiveness by Jim Witter • Paired discussion: What is possible to forgive? • Watching YouTube clip: The benefits of forgiveness • Creating a leaflet about forgiveness • Post-it check out 	<ul style="list-style-type: none"> • PowerPoint • Jotters • post-its • printed Parable • 2 x case studies • YouTube clips • A4 paper • Coloured pens 		The Lost Son homework Activity 1 or 2.	<ul style="list-style-type: none"> • Pupils can identify key elements of the parable • Pupils can explain the moral messages within the parable • Pupils can explain their views on the importance of forgiveness in people's relationships • Pupils can produce a leaflet demonstrating KU about the parable
4. Christian charity work	<ol style="list-style-type: none"> 1. Developing knowledge and understanding about two Christian charities. 2. Relating the work of charities to the parables of Jesus. 3. Relating Christian beliefs to S2 IDL. 	<ul style="list-style-type: none"> • Recap activity: "Give me 3" • Watching a video-clip: Toybox • Reading about the Salvation Army • Answering questions • Alphabet check out. 	<ul style="list-style-type: none"> ○ PowerPoint ○ Video-clip: Toybox ○ Buddhism & Christianity books ○ Jotters 	<p>Is there still a need for charity work?</p> <p>What kind of environment do I want to live in?</p> <p>Am I the kind of person Scotland needs/ wants?</p>		<ul style="list-style-type: none"> • Pupils can identify facts about Toybox and the Salvation Army • Pupils can explain the relationship of the charities to Christian teachings

6. Introduction to Personal Research	1. Learning how to prepare to research 2. Deciding which charity to research.	<ul style="list-style-type: none"> • PPT (Outline) • Brainstorm activity: related to questions on the PPT • Time to look through resources in class • Class discussion: who I will research 	<ul style="list-style-type: none"> • Power point • Resources box of books • Jotters • Investigation hand-out 		Personal research	<ul style="list-style-type: none"> • Pupils can identify how to plan to research • Pupils can identify which charity to research
7. Assessment: Personal Investigation	Displaying knowledge, understanding and analysis of the work of a charity and how this relates to a core Christian belief.	<ul style="list-style-type: none"> • Create an investigation to show what they have learnt about the charity and why they do this work. • Peer and self-assessing work 	<ul style="list-style-type: none"> • Research books • ICT • Jotters • Peer/self assessment handouts 			Pupils successfully complete the investigation about the charity

Contexts for learning	Curriculum areas and subject	IDL	The ethos of life and the school	Opportunities for personal achievement
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Key Progression framework Statements	<p>Level 3: Using a range of sources, critically reflect upon other people's values and the relationship between these values and action</p> <p>Consider and evaluate a range of values and offer views about the relationship between these values and action</p>	<p>Level 4: Through research of primary and secondary sources explain and analyse the significance of a range of key figures, stories and teachings of world religions and other perspectives</p> <p>Evaluate how the development of values links to specific responses to moral issues</p>
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Significant Aspects of Learning	<p>Learning about religion, beliefs and morality: Investigating beliefs, values, issues, traditions and practices through a range of primary and secondary sources</p> <p>Learning from religion, beliefs and morality: Appreciating the importance of respects for the beliefs, values and traditions of others and being able to demonstrate this.</p>
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Skills for learning, life and work	Organization, literacy, health and well being, analysing, evaluating, co-operation, time management.
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Assessment Date: November
