

## Unit: Special People in the Old Testament of the Bible

### ABOUT THE UNIT

In this unit children learn about important events and people in the Old Testament of the Bible (the Jewish Scriptures).

### VOCABULARY

In this unit children will have an opportunity to use words and phrases related to:

- Bible, eg *Old and New Testament, parable, history, law, poetry, letters*

### RESOURCES

- copies of the Bible (Good News translation)
- books retelling Old Testament bible stories
- videos retelling Old Testament bible stories

### EXPECTATIONS

#### At the end of this unit

<i>most children will:</i>	know that the Bible is a collection of varied writings compiled over millennia; that the two main sections of the Christian Bible are the Old Testament and the New Testament; that the Old Testament constitutes the Holy Book of the Jewish faith; know some of the key stories of the early books of the Old Testament; identify a range of people (for example: Adam and Eve, Noah, Joseph, Moses and Jonah) involved in these stories and be able to talk about their roles and some of their relationships; understand the basic chronology of the Bible
<i>some children will not have made so much progress and will:</i>	know that the two main sections of the Christian Bible are the Old Testament and the New Testament; know some of the key stories of the early books of the Old Testament; identify some people involved in these stories and be able to talk about some of their roles
<i>some children will have progressed further and will:</i>	know that the Bible is a collection of varied writings compiled over millennia; that the two main sections of the Christian Bible are the Old Testament and the New Testament; that the Old Testament constitutes the Holy Book of the Jewish faith; know some of the key stories of the early books of the Old Testament in some detail; identify a wider range of people involved in these stories and be able to talk about their roles and relationships; understand the basic chronology of the Bible

**WHAT IS IN THE BIBLE?**

<ul style="list-style-type: none"> <li>• about the composition of the Bible and its variety</li> <li>• that the Bible is a collection of writings from many different times and is divided into the Old Testament and the New Testament</li> <li>• to find Biblical references</li> <li>• about the differences between the Old and New Testaments</li> <li>• that there are different translations of the Bible</li> </ul>	<ul style="list-style-type: none"> <li>• Ask the children what they know about the Bible</li> <li>• Talk about the different types of books in the school library. <i>When would you use these books (eg for instruction, for pleasure, for reflection)? What types of books are there in the Bible (eg history, law, Gospels, Psalms)?</i> Explain that there are two languages used in writing the Bible, Hebrew for the Old Testament and Greek for the New Testament. Explore the different scripts with the children.</li> <li>• Look at the contents page of the Bible and remind children that it was compiled over a long period of time and is really a collection of books, written by different authors at different times. Identify some of the types of writing, <i>eg story, history, law, poetry, letters, proverbs.</i></li> <li>• Look at the contents pages of the Bible and discuss the Old Testament and the New Testament. Tell children about the relationship of the Christian scriptures with those of the Jewish and Muslim faiths.</li> <li>• Show children extracts from different translations of the Bible and let them hear them read (including a Latin translation, the Greek and Hebrew). Ask the children to think about which is the oldest/modern version. Talk about the translation of the Bible into English (link to History work on the Tudors).</li> </ul>	<ul style="list-style-type: none"> <li>• recognise that the Bible is one book, containing many separate books written for different purposes</li> <li>• explain how different genres of writing convey different aspects of God's relationship with humankind</li> <li>• identify the Old Testament and New Testament of the Bible and understand that the birth of Jesus marks the two sections</li> <li>• know that the New Testament concerns the life and activities of Jesus and his followers</li> <li>• can express and explain their preferences when considering different translations of the Bible</li> </ul>	<ul style="list-style-type: none"> <li>• Translations could include Authorised, Revised Standard, Good News, International and children's paraphrases of the Christian Bible.</li> </ul>
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**LEARNING OBJECTIVES**  
CHILDREN SHOULD LEARN

**POSSIBLE TEACHING ACTIVITIES**

**LEARNING OUTCOMES**  
CHILDREN

**POINTS TO NOTE**

THE CREATION THE STORY OF ADAM AND EVE			
<ul style="list-style-type: none"> <li>• about the creation story and the story of Adam and Eve</li> <li>• to reflect on their feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Ask the children what they know about the beginning of the Bible.</li> <li>• Tell the children the creation story. Ask them to complete a sequencing sheet noting what was created on each day.</li> <li>• Tell the children the story of Adam and Eve. Talk about the emotions and ask the children, in pairs, to talk about times when they have experienced such emotions, <i>eg excitement, temptation, fear, regret, shame, disappointment.</i></li> <li>• Discuss: Who was to blame? Why do people blame each other? Can more than one person be to blame?</li> </ul>	<ul style="list-style-type: none"> <li>• know that the first story in the Bible is the story of creation</li> <li>• can reflect and comment on the feelings and emotions underlying the story</li> <li>• can talk about their responses to the story</li> </ul>	<ul style="list-style-type: none"> <li>• Genesis Ch 1-2 (or Stories from the Bible)</li> <li>• Genesis Ch 3 (or Stories from the Bible)</li> </ul>
NOAH AND THE FLOOD			
<ul style="list-style-type: none"> <li>• about the story of the flood</li> <li>• about the use of symbols in Bible stories</li> </ul>	<ul style="list-style-type: none"> <li>• Children watch a video version of the story of the flood and hear the bible story</li> <li>• Discuss symbols in the story including the ark, the rainbow; What do the symbols represent?</li> <li>• Discuss symbols in the story including the ark, the rainbow; What do the symbols represent?</li> <li>• Children present the main episodes of the story in storyboard format and/or complete "Noah's ark story puzzle"</li> </ul>	<ul style="list-style-type: none"> <li>• can talk about Noah's role in the story of the flood</li> </ul>	<ul style="list-style-type: none"> <li>• click and type</li> </ul>

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THE STORY OF JOSEPH			
<ul style="list-style-type: none"> <li>• about the story of Joseph and the ways in which Joseph changes during the story</li> <li>• to explore the ideas of change; responsibility and food coming out of evil</li> <li>• that although the people in the story lived in a very different world, their emotions would have been similar to those of people today and that fear and jealousy continue to cause problems</li> </ul>	<ul style="list-style-type: none"> <li>• Children watch video story: "Testament – the Bible in animation" – Joseph and listen to/read the story in episodes</li> <li>• Children prepare sections of the story as drama</li> <li>• Hot-seating exercise: children express the feelings/emotions of Joseph at different points in the story including: when he receives his special coat/has his dreams; when he is sold; when he is working for Potiphar; when he is in jail; when he is appointed to a position of responsibility by the Pharaoh; when his brothers appear before him; when he is reunited with his father</li> <li>• Discuss feelings of jealousy in connection with the brothers feelings towards Joseph; Discuss why Joseph tricks his brothers when they meet up with him in Egypt</li> <li>• Ask children to write about the character of Joseph</li> </ul>	<ul style="list-style-type: none"> <li>• can re-tell the main points of the story of Joseph</li> <li>• talk about the changing circumstances of Joseph and the emotions that they would have elicited</li> <li>• recognize Joseph's faith in God is a constant factor in his life</li> </ul>	<ul style="list-style-type: none"> <li>• Joseph story in "Study File" together with questions for discussion</li> </ul>
THE STORY OF MOSES			
<ul style="list-style-type: none"> <li>• about the story of Moses</li> <li>• about the 10 commandments relate ideas of laws to the rules that affect them at school and home</li> <li>• about the important place of the exodus in Jewish history</li> </ul>	<ul style="list-style-type: none"> <li>• Children watch video story: "Testament – the Bible in animation" – Moses and listen to/read the story in episodes</li> <li>• Children discuss aspects of the story. <i>Would they have wanted to follow Moses?</i> The notion of weak defeating strong; God's choice of human agent.</li> <li>• Children list qualities of Moses which would qualify him as being a great leader and those qualities that would disqualify him.</li> <li>• Discuss the 10 commandments; relate these to rules in society, rules in school, clubs and home. Brainstorm rules we obey and reasons for them. Discuss which laws are most important.</li> </ul>	<ul style="list-style-type: none"> <li>• recall the main events in the story of Moses, the exodus and the 10 commandments</li> <li>• can recall some of the 10 commandments</li> <li>• can express their views on the importance of keeping rules</li> </ul>	<ul style="list-style-type: none"> <li>• click and type</li> </ul>

THE STORY OF JONAH			
<ul style="list-style-type: none"> <li>about the story of Jonah</li> <li>to explore the idea of forgiveness and God's providence</li> </ul>	<ul style="list-style-type: none"> <li>Children watch video story: "Testament – the Bible in animation" – Jonah and listen to/read the story</li> <li>Discuss the meaning of the story in terms of what Jonah learned about God through his experiences.</li> </ul>	<ul style="list-style-type: none"> <li>can re-tell the main points of the story of Jonah</li> <li>contribute to discussion about the meaning underlying the story</li> </ul>	<ul style="list-style-type: none"> <li>click and type</li> </ul>
CLICK AND TYPE SECTION TITLE #3			
<ul style="list-style-type: none"> <li>about the story of David</li> <li>to explore ideas of preparation, trust and divided loyalties in the story and relate these to their own experience</li> </ul>	<ul style="list-style-type: none"> <li>Children watch video story: "Testament – the Bible in animation" – David and listen to/read the story</li> <li>Investigate the role of David as a shepherd boy and discuss how his training stood him in good stead when he became king</li> <li>Hot-seating exercise: children express the feelings/emotions of David, Goliath, the Hebrews and the Philistines at different points in the story of David and Goliath.</li> <li>Create metaphors to communicate Goliath's size in relation to David (see Testament – The Bible in Animation p 43)</li> </ul>	<ul style="list-style-type: none"> <li>can re-tell the main points of the story of David</li> <li>talk about the changing emotions of David, Goliath, the Hebrews and the Philistines at different points of the story</li> <li>can explain some of the personal qualities of David</li> </ul>	<ul style="list-style-type: none"> <li>click and type</li> </ul>
CLICK AND TYPE SECTION TITLE #3			
<ul style="list-style-type: none"> <li>explore the ideas of standing up for your beliefs in difficult circumstances</li> <li>explore the ideas of God as a protector and judge</li> </ul>	<ul style="list-style-type: none"> <li>Children watch video story: "Testament – the Bible in animation" – Daniel and listen to/read the story</li> <li>Children re-tell the story in story-board format (see Testament – The Bible in Animation p 59)</li> <li>Discuss situations in which people feel under pressure to "fit in" with other's views or behaviour. Share examples of situation where they have felt under pressure to say things or do things that they did not want to do</li> </ul>	<ul style="list-style-type: none"> <li>can re-tell the main points of the story of David</li> <li>can talk about circumstances in which they have felt under pressure to behave in ways contrary to their wishes</li> </ul>	<ul style="list-style-type: none"> <li>click and type</li> </ul>