






Key Question:

**What makes a story interesting?**

Learning Intention	Development of Skills	Resources
<ul style="list-style-type: none"> <li>Pupils <b>encounter</b> the ICC attitudes of respect, openness and curiosity.</li> <li>Pupils can identify aspects of story structure.</li> <li>Pupils can identify what makes a story interesting and engaging.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate respect.</li> <li>Listen to others.</li> <li>Show curiosity.</li> <li>Collaboration in paired and group work.</li> <li>Identify main aspects of story plot.</li> </ul>	<ul style="list-style-type: none"> <li>Pictures of three ICC attitudes to be developed: respect, openness and curiosity.</li> <li>Pictures of story characters</li> <li>Story plot cards: beginning, middle, end, setting, character, and problem to be solved, in envelope.</li> </ul>

### Outline of Learning Episode

	Setting up ICC attitudes for the day – Respect, Openness and Curiosity (ROC) <ul style="list-style-type: none"> <li>Think of an action to demonstrate respect, openness and curiosity?</li> <li>In pairs – say the word and do the action, repeat several times.</li> <li>Drop the word and do the action, can you remember the three attitudes?</li> </ul>
	Can you tell me a story? Working in pairs... <ul style="list-style-type: none"> <li>Look at a character picture, can you create a story about the character?</li> <li>What did you do to make the story?</li> <li>Repeat activity</li> </ul>
	What makes a great story? Working in threes... <ul style="list-style-type: none"> <li>Aristotle, a famous Greek philosopher claimed a story needs a plot with a setting, some characters, a beginning, a problem and resolution and an ending. Using the story plot cards can you create an interesting story?</li> </ul>

### Assessment for Learning

Reflect on a scale of 1 – 10: how well have you demonstrated respect, openness and curiosity?

Can children identify elements that make a good story?

- All can identify main elements of a story.
- Most can describe how a story is put together.
- Some can explain what makes a really good story.






Key Question:

**What makes some stories sacred?**

Learning Intention	Development of Skills	Resources
<ul style="list-style-type: none"> <li>Pupils <b>engage</b> with one of the three sacred texts.</li> <li>Pupils show curiosity about what makes the story special.</li> <li>Pupils ask questions to find out why the story is important to the faith representative.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to others with respect.</li> <li>Show curiosity about the meaning of the story.</li> <li>Demonstrate respectful dialogue.</li> <li>Work collaboratively to create a dramatic reading.</li> </ul>	<ul style="list-style-type: none"> <li>Gazebo</li> <li>Guidelines for dialogue</li> <li>Three sets of story texts to be used in group work.</li> <li>(Props to help support the dramatic reading)</li> </ul>

**Outline of Learning Episode**

	<b>Introduction</b> Set up the – Gazebo as the <i>Tent of Meeting</i> , an open place where people talk. Read through guidelines for dialogue – allow quiet for children to read alone. Brief introduction to each text given by a faith representative: why is it special?
	Class split into three groups to work on one of the texts. <ul style="list-style-type: none"> <li>Faith representative to read through the story with a group.</li> <li>Group to work ask questions and begin to plan drama.</li> <li>Group put together a short drama to communicate the story visually.</li> </ul>
	<b>Recitation – Reading of the story with dramatic interpretation.</b> <ul style="list-style-type: none"> <li>Each group take turns to perform the story under the tent whilst other groups sit around the outside looking in.</li> <li>Pupils reminded of the importance of respect, openness and curiosity.</li> </ul>

**Assessment for Learning**

Reflect on a scale of 1 – 10: how well have you demonstrated respect, openness and curiosity?

Can pupils engage with a text and discover what makes it special to people of faith?

- All pupils will be able to retell a sacred story through drama with respect.
- Most pupils will be able to describe what the story is trying to communicate.
- Some pupils will be able to explain why the story is sacred or special to people of faith.






Key Question:

**What makes the difference?**

Learning Intention	Development of Skills	Resources
<ul style="list-style-type: none"> <li>Pupils <b>explore</b> the responses of others through honest dialogue</li> <li>Pupils experience dialogue where difference is central.</li> <li>Pupils identify key phrases and vocabulary and link them to faith traditions.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss respectfully children's experiences of the stories together.</li> <li>Discuss any differences found.</li> <li>Discuss any similarities found.</li> <li>Discuss why these might be significant to believers.</li> </ul>	<ul style="list-style-type: none"> <li>Two chairs for discussion conversation.</li> <li>Guidelines for dialogue.</li> <li>Sentence starters to use when discussing opinions.</li> <li>Sorting chart and cards.</li> </ul>

### Outline of Learning Episode

	<p>Recap guidelines for dialogue to help pupils to explore their findings.</p> <ul style="list-style-type: none"> <li>Two adults' model how to disagree well, using sentence starters.</li> <li>In pairs use sentence starters to express opinions about the stories.</li> <li>Repeat so that both partners have a turn.</li> </ul>
	<ul style="list-style-type: none"> <li>Working in groups of 6- 8, pupils discuss similarities and differences in the stories they have encountered.</li> <li>How do these stories relate to each other?</li> <li>What can we learn about faith from these stories?</li> </ul>
	<ul style="list-style-type: none"> <li>Using a set of words, phrases and statement can you explore which story each belongs to? Can you sort them into different groups?</li> <li>Could it belong to just one story or more than one of the stories?</li> <li>Whole class share phrases together as a group competition at the end.</li> </ul>

### Assessment for Learning

Reflect on a scale of 1 – 10: how well have you demonstrated respect, openness and curiosity?

Can pupils recognise similarities and differences in the stories encountered?

- All pupils will be able to notice and talk about differences in the stories.
- Most pupils will be able to discuss both similarities and differences in the stories encountered.
- Some pupils will be able to explain why these similarities and differences are significant for believers.



Key Question:

**What do these stories tell me?**

Learning Intention	Development of Skills	Resources
<ul style="list-style-type: none"> <li>Pupils <b>embed</b> their learning through personal reflections.</li> <li>Pupils assess how the learning has changed them.</li> <li>Pupils decide if there are any actions they want to take as a result of their</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on learning through paired dialogue.</li> <li>Reflect on learning through written response.</li> <li>Identify areas of possible future action.</li> <li>Identify further questions to clarify learning.</li> </ul>	<ul style="list-style-type: none"> <li>Questions written out for paired discussion.</li> <li>Paper and pens for written responses.</li> <li>Chairs for question time.</li> </ul>

### Outline of Learning Episode



Recap the day's activities and then working in pairs discuss:

- Have you discovered anything new?
- Do you feel better able to explore different perspectives?
- How has this learning changed you?



Personal reflection – Individual written response.

- What do you want to remember from your encounters today?
- Is there any action you want to take as a result of your experiences?
- Do you still have any unanswered questions? (Make a note of them).



Question time.

- Panel of faith representatives to answer any remaining questions?
- Summary of key discoveries of the day from class teacher.
- Time of thanks for all participants.

### Assessment for Learning

Assessment takes the form of an open-ended personal written reflection.

Differentiation by outcome.