

MIRACLES OF JESUS

TEACHERS' GUIDE—
CURRICULUM FOR
EXCELLENCE

THE KING OF KINGS

A Story Told by Charles Dickens



mofac

ANGEL

KOVA

Watch it on all Digital Platforms NOW.



Based on the film *The King of Kings*, this free RME resource is created by Scripture Union Scotland for Second Level learners in Scottish schools. In line with the Scottish curriculum, this resource will support RME Experiences and Outcomes about Christianity. In particular, to help learners explore the life and teachings of Jesus Christ and reflect on their own beliefs. The videos and supporting resource pack are easy to access and will provide engaging learning opportunities for pupils to develop their knowledge of Christian beliefs. In addition to a series of six lessons about the miracles of Jesus, there are a number of suggested cross-curricular activities.

EXPERIENCES & OUTCOMES:

- *Through investigating and reflecting upon biblical and other Christian stories, I can show my understanding of these stories. RME 2-01a*
- *Through exploring the lives and teachings of Jesus and other figures in Christianity, I am increasing my knowledge and understanding of key Christian beliefs. RME 2-01b*
- *I can show understanding of Christian beliefs and explore the similarities and differences between these and my developing beliefs. RME 2-01c*

BENCHMARKS:

- Investigates, describes, explains and expresses an opinion on at least one belief from Christianity, at least one World Religion, and at least one belief group independent of religion.
- Discusses ways in which own beliefs can affect actions.

LEARNING INTENTIONS:

- To investigate biblical stories and demonstrate my understanding of these stories.
- To explore the life and teachings of Jesus.
- To increase my knowledge and understanding of key Christian beliefs.
- To demonstrate my understanding of Christian beliefs and explore the similarities and differences between them and my developing beliefs.

EXPERIENCES & OUTCOMES:

- *Through investigating and reflecting upon the lives and teachings of Jesus and key Christian figures, and drawing upon moral values as expressed in Christianity, I am beginning to understand how these have influenced Christian morality. RME 2-02a*
- *I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights. RME 2-02b*

BENCHMARKS:

- Investigates, describes, explains and expresses an opinion on at least one value from Christianity, at least one World Religion, and at least one belief group independent of religion.
- Discusses ways in which own values can affect actions.
- Discusses and expresses views about the importance of values such as honesty, respect and compassion.

LEARNING INTENTIONS:

- To investigate and reflect upon the life and teachings of Jesus.
- To explore the moral values in Christianity and state how they have influenced Christian morality.
- To share my developing views about a range of values.



INTRODUCTION

The King of Kings is a full-length animated film from Angel Studios that brings the life of Jesus to the screen. Inspired by Charles Dickens' short book, 'The Life of Our Lord', the film features Dickens sharing the story of Jesus with his young son, Walter. As the story unfolds, father and son imagine themselves present during Jesus' life. The words spoken by Jesus throughout the film remain true to the Christian Bible, and through the lens of a child's imagination, the miracles of Jesus are brought to life.

The miracles of Jesus are recorded in the four Gospels of the New Testament of the Bible – Matthew, Mark, Luke and John. *The King of Kings* is faithful to the Christian Bible, sometimes incorporating details from multiple gospels in its retelling of different events and miracles. Some details in the clip might be slightly different than the passage but it doesn't necessarily mean the filmmakers 'did it wrong'. Rather, each gospel records different details about the same events—just like fans seeing different angles of the same goal in a football match—and *The King of Kings* wanted to incorporate many of these details.

SESSION OVERVIEW

Each session includes a teacher guide, a reflection sheet for learners and a quiz. The sessions could be delivered as whole-class lessons, with a group of pupils, or as an independent task.

Session 1 — Jesus Heals a Blind Man

Session 2 — Jesus Heals a Paralysed Man

Session 3 — Jesus Feeds the 5,000

Session 4 — Jesus Walks on Water

Session 5 — Jesus Raises Lazarus

CROSS-CURRICULAR ACTIVITIES

LITERACY

- *I can convey information, describe events, explain processes or combine ideas in different ways.* [LIT 2-28a](#)
- *Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life.* [ENG 2-31a](#)
- Learners could imagine they are a character in one of stories. Write an imaginative diary entry from the point of view of that character.
- Learners could write a play script for one of the video clips.
- Learners could write a newspaper report about one of the miracles.

EXPRESSIVE ARTS

- *I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks.* [EXA 2-02a](#)
- *I can create and present work that shows developing skill in using the visual elements and concepts.* [EXA 2-03a](#)
- *Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.* [EXA 2-13a](#)
- *I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere.* [EXA 2-14a](#)
- Learners could create a piece of artwork inspired by the stormy scene when Jesus walks on water.



- Learners could write their own script for a favourite scene and cast their classmates to act it out.
- Learners could explore different drama conventions (such as freeze frame, thought tracking, mime, hot seating, soundscaping, monologuing and tableau) to enhance their understanding of the story.

SOCIAL STUDIES

- *I can use primary and secondary sources selectively to research events in the past.* [SOC 2-01a](#)
- *I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.* [SOC 2-04a](#)
- *I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.* [SOC 2-06a](#)
- *To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world.* [SOC 2-14a](#)
- Learners could access primary and secondary sources to research what society was like during Jesus' life and compare it to their society.
- Learners could research more about the life of Jesus and other key historical figures who were alive at the time.
- Learners could make a timeline of the key events in Jesus' life.
- Learners could identify key locations of Jesus' life and work on a map.

These activities could be completed using digital technologies:

- *I can use digital technologies to search, access and retrieve information and am aware that not all of this information will be credible.* [TCH 02-02a](#)

TECHNOLOGIES:

- *I can extend and enhance my design skills to solve problems and can construct models.* [TCH 2-09a](#)
- *Learners could make models of scenes from the clips. For example, the paralysed man being lowered through the roof on a stretcher.*

SCIENCE

- *By investigating floating and sinking of objects in water, I can apply my understanding of buoyancy to solve a practical challenge.* [SCN 2-08b](#)
- Learners could investigate the best materials to make a boat that floats on water. To extend the challenge, the boat has to be able to stay afloat with 'cargo', for example, pencils or rubbers.