SU Scotland

Who is like me in the Old Testament?

Teachers' Guide

Who is like me in the Old Testament is a free RME resource created by Scripture Union Scotland for early and first level learners in the context of Secondary ASN schools. In line with the curriculum, this resource will explore key people in the Old Testament with whom learners with additional support needs may identify and learn from.

The lessons and supporting resource pack are easy to access and will provide engaging learning opportunities for learners to develop their knowledge of Christian beliefs and practices.

Since every lesson meets outcomes from across the curriculum, there are a number of suggested cross curricular activities, including outdoor learning, to allow teachers to plan more in-depth IDL learning if desired.

The content of the lessons are summarised below.

The supporting differentiated resources can be accessed by registering online at suscotland.org.uk/whoislikeme.

Overview

Lesson 1: The Bible
Before we can trust the truth and accuracy of any religious learning, we need to know the source of our information. The main source for Christians regarding people in the Old Testament, is the Bible. What is a Bible? What's in it? Are there people like me in the Bible? What else can we learn from the Bible? This lesson answers these questions.

Lesson 2: Moses
Having discovered that the people in the Old Testament were real people, what were they like? This lesson introduces learners to Moses, a person who had difficulty with speech and whom God told to be a leader. Learners are encouraged to consider how Moses' story made them feel to help them conclude whether they are similar or different to Moses.

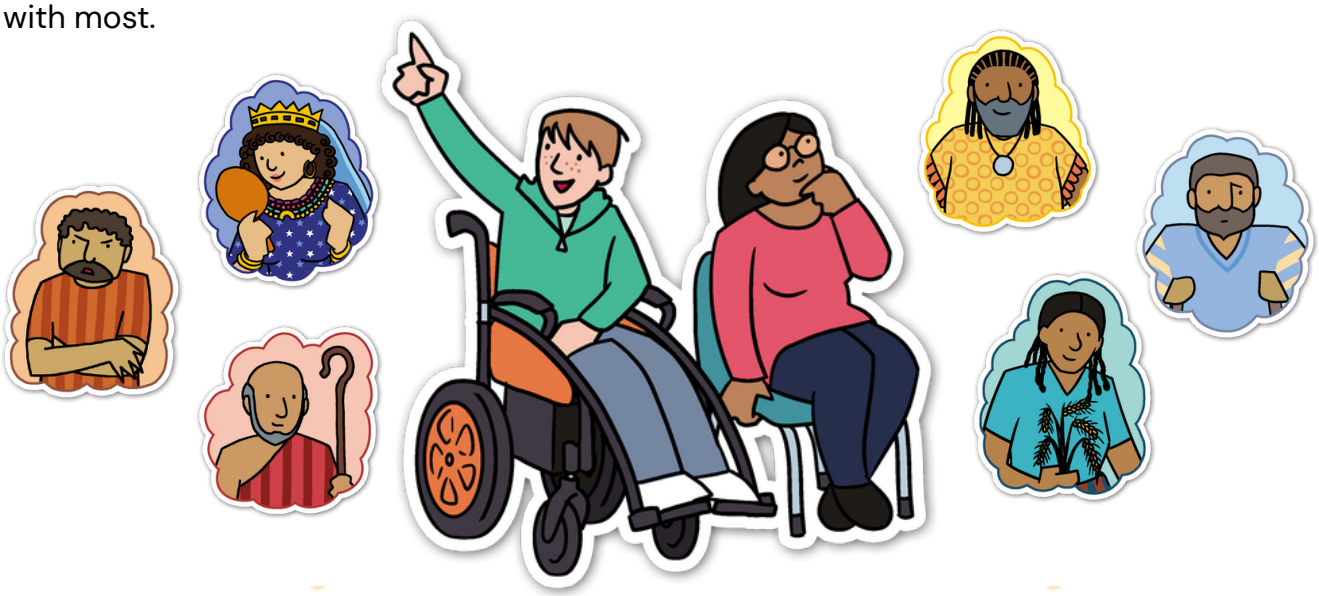
Lesson 3: Ruth
In this lesson, learners meet Ruth, a young woman who went to an unfamiliar country with her mother-in-law. Through considering the emotional impact of changing places, learners have the opportunity to explore their feelings about places they may feel anxious about visiting such as a school residential at an outdoor centre or other places like dentist or hairdresser.

Lesson 4: Mephibosheth
Due to an accident when he was young, Mephibosheth had a physical disability. Learners consider the importance of kindness and how everyone can give and receive kindness despite what is expected. They are encouraged that there is still much that a person with a physical disability can do.

Lesson 5: Esther
Esther was beautiful and alone in a situation that required her to be brave. By considering her story, learners are encouraged to express something beautiful about themselves and are introduced to the practice of prayer and that this is something Christians may do when they need to be brave.

Lesson 6: Job
Suffering is a common experience of all but we experience it in different ways. Learners explore Job's story and discover that Christians believe God also experienced suffering. This lesson explores this topic in a sensitive yet hopeful way acknowledging that in life, suffering does end. It gives learners the opportunity to explore big questions about suffering.

Lesson 7: Jonah
A common reaction to emotional overwhelm is to run. In this lesson learners explore Jonah's experience when God gave him an instruction and Jonah ran away. Learners are invited to reflect on the Christian belief that God cares for all people and gives us a second chance when we need it. This lesson concludes the unit and learners have the opportunity to decide which of the six lives they have learned about, they identify with most.



Christian beliefs about people in the Old Testament

Milestone opportunities in this learning

Attention Skills

- Gives shared attention to a range of sensory stimuli, objects, people and/or activities
- Demonstrates extended attention within familiar settings

Preference and Choice

- Shows pleasure/displeasure through:
  - Non-verbal or physical response
  - Verbal response
- Indicates preferences in response to sensory stimuli, objects, people and/or activities

Interaction

- Shows awareness of people and activities
- Demonstrates a clear reaction to people and activities

Making connections (cognitive)

- Notices stimuli
- Follows steps within a familiar routine (for example, transitions between activities)

Self and Emotions

Awareness

- Shows basic emotions through behavioural, physical, facial and vocal expression
- Demonstrates pleasure in response to feedback from others

Regulation

- Accepts redirection when distressed
- Responds to adult support when distressed

Functional Movement

Gross Motor Skills

- Demonstrates control of a body part
- Moves in a range of directions e.g. reaches or moves forwards, backwards or sideways

Fine Motor Skills

- Grasps and releases a range of objects
- Uses hands to manipulate an object for a range of functions (for example, push, pull, open, close)

Coordination

- Starts to coordinate actions (for example, walking and holding an object, reaching for an object, etc.)

Experiences and Outcomes	Milestones
I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-01c	Demonstrates likes or dislikes for characters, songs, rhymes and/or stories
As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to speak and when to listen. LIT 0-02a/ENG 0-03a	Identifies named objects, pictures or symbols consistently Responds to simple questions by non-verbal or verbal means
To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. LIT 0-07a/LIT 0-16a/ ENG 0-17a	Recalls some aspects of a song, rhyme, story and/or text
As I learn and take part in conversations and discussion, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. LIT 0-10a	Begins to identify new vocabulary and can use this to convey their ideas, thoughts and feelings
I enjoy events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-19a	Recognises a character/object in a picture Recalls a character, object or event in a story that is read to them Makes simple comments/responses or asks questions about a story
Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my messages. LIT 0-26a	Uses objects, photos, pictures or other media to share feelings, ideas and information about a recent experience

Early Level

Experiences and Outcomes	RME Benchmarks
As I explore Christian stories, images, music and poems, I am becoming familiar with some beliefs Christian people have about God and Jesus. RME 0-01a I am developing respect for others and my understanding of their beliefs and values. RME 0-07a	Identifies and discusses at least two aspects of a religion. Relates information and ideas about at least two beliefs to personal experiences.
As I play and learn, I am developing my understanding of what is fair and unfair and the importance of caring for, sharing and cooperating with others. RME 0-02a	Shares thoughts about what is fair, unfair, caring and sharing.

First Level

Experiences and Outcomes	RME Benchmarks
Through exploring Bible stories, I can describe some beliefs Christians have about God and Jesus. RME 1-01a By exploring some places and investigating artefacts, I am developing my knowledge of Christian beliefs and my awareness of the role of Christianity in Scottish society and the world. RME 1-01b I can talk about my own beliefs, or express them in other ways. RME 1-01c I am developing respect for others and my understanding of their beliefs and values. RME 1-07a	Describes, discusses and expresses an opinion with at least one reason on at least one belief from Christianity Describes and discusses at least one personal belief and at least one example of how own beliefs might affect actions
Having explored biblical and other Christian stories, I can show my developing understanding of key values of Christianity and how they might be put into action in people's lives and communities. RME 1-02a I can describe the key features of the values of Christianity which are expressed in stories. RME 1-02b	Describes and discusses at least one value from Christianity Describes and discusses at least one personal value and at least one example of how own values might affect actions
I am developing an awareness of the ways in which Christians celebrate different times of year and can relate these to my own life and community. RME 1-03b I am developing respect for others and my understanding of their beliefs and values. RME 1-07a I can show my understanding of values such as caring, sharing, fairness, equality and love. RME 1-09b	Describes and discusses the significance of at least one special celebration in Christianity