

## CfE (RME): First Level

Lesson Sequence Planner for:

## The Labourers in the Vineyard (Matthew 20:1-16) A parable from Christianity

Text and Notes for Teachers offering useful context and suggested questions is available to download at:

[www.storyandreligion.div.ed.ac.uk/schools/resources](http://www.storyandreligion.div.ed.ac.uk/schools/resources)

Keywords	Main Activity Summary	
<p><b>Christianity</b> <b>morality</b> <b>generosity</b> <b>reward</b></p>	<p><b>This sequence of learning can be structured to take place over two or three 45 minute lessons.</b></p> <p>Before exploring the story, an activity is suggested to trigger personal response about perceptions of fairness (i.e. if you're first in line, you'll be served first).</p> <p>The story narrative is then explored through dramatisation and discussion using an adapted version of the text. (Original source: <i>Good News Bible, 1994</i>)</p> <p>Personal response to the actions (generosity) of the vineyard owner and the fairness of payment given to the workers is encouraged through further discussion and reflection.</p>	
Resources Required	Learning Intention(s):	
<ul style="list-style-type: none"> <li><b>BEFORE:</b> one reward per learner (<i>e.g. points, fruit etc.</i>), instructions for activity/ies as found in the Before column</li> <li><b>DURING:</b> story script (<i>part of this pack</i>), space for dramatisation, a display clock (<i>analogue or digital</i>), one 'silver' coin per learner, any other props as appropriate, a childrens' Bible to show and acknowledge source of story</li> <li><b>AFTER:</b> space for circle time discussion and talking object (if normally used), question prompts as found in the After column, LEARNER TASK photocopiable (<i>part of this pack</i>)</li> </ul>	<ul style="list-style-type: none"> <li>to share personal responses during activities and to the story narrative</li> <li>to participate in the re-telling of the story</li> <li>to understand that the story can be found in the Bible and was told by Jesus, whom Christians believe to be God's son</li> <li>to make, and where possible describe, links with the message in the story about the generosity of the central character and the Christian value of generosity towards others (<i>not only monetary</i>)</li> <li>to make, and where possible describe, links with the central message of the story and personal experiences, and how it might influence personal action choices of self, Christians and non-Christians</li> </ul>	
RME Experiences & Outcomes	Linked Experiences & Outcomes	
<p>First Level</p> <p><b>RME 1-02a</b> 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.</p> <p><b>RME 1-01c</b> I can talk about my own beliefs, or express them in other ways.</p> <p><b>RME 1-02b</b> I can describe the key features of the values of Christianity which are expressed in stories.</p> <p><b>RME 1-01a</b> Through exploring Bible stories, I can describe some beliefs Christians have about God and Jesus.</p>	<p>First Level</p> <p><b>EXA 1-12a</b> <i>I enjoy creating, choosing and accepting roles, using movement, expression and voice.</i></p> <p><b>LIT 0-01c</b> <i>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.</i></p> <p><b>LIT 1-02a</b> <i>When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect.</i></p> <p><b>LIT 1-07a</b> <i>I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.</i></p> <p><b>LIT 1-09a</b> <i>When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.</i></p>	
Suggested organisation of learning:		
BEFORE the story		
<p>Choose one or more from the suggested activities to provoke emotive response about perceptions of fairness:</p> <ul style="list-style-type: none"> <li>Identify the start and end points of a line and invite learners to line up in front of you to receive a reward (<i>e.g. points from your behaviour management programme or a piece of fruit etc.</i>)</li> <li>Expect (and encourage!) urgency and a clamor to the front to be first in line.</li> <li>When each learner is in line, make your way to the end and make a show of giving the last in line their reward first.</li> <li>Carry on distributing rewards as you make your way to the front of the line.</li> <li>Group your learners for a discussion, but first ask each of them to take a coloured counter/card that reflects how they feel about what happened. E.g. red for 'unfair' and green for 'fair'.</li> <li>Ask learners to sit in a circle with their counter in front of them.</li> </ul>		

- Facilitate a discussion about their reasons for thinking your actions were fair or unfair. Does their response depend on where they were in the line?
- Discuss the meaning and learners' understanding of 'generosity'.
- Ask the learners to use the coloured counters/cards to show whether or not they think your actions showed generosity towards them.
- Invite some learners to explain their thinking.

2. Adapt this scenario for use in other daily routine examples such as lining up to come in from playtimes or begin Golden Time etc.

3. Discuss with your learners whether or not they would be bothered or annoyed if those at the end of the lunch line were served first today. Learners could be asked to move to one side of the room if they would be and the opposite side if they wouldn't. Alternatively, voting counters/cards could be used as before.

**EVIDENCE of LEARNING** could be collected during this activity by marking the colour chosen by some pupils, when responding to questions about your actions, on a pupil list. (*A teaching or classroom assistant could help to keep this record as you facilitate the discussion.*)

### DURING the story

On the pages that follow this planner, you will find a script for narrating and dramatizing an adapted version of the New Testament Bible story told by Jesus.

Further instructions for action and discussion can be found in text boxes on the right-hand side of the page.

Avoid the temptation to tell the whole story from beginning to end without the pauses where recommended.

Allowing the learners to 'rehearse' the story more than once will enhance their familiarity, understanding and subsequent discussion.

### AFTER the story

Select from the range of suggested questions for Circle Time discussion. Choose those which best suit your learners and will help to extend the thinking they have shown so far. The list is not exhaustive and you may wish to alter the language for your own use.

- What did the man who owned the vineyard do in the story?
- Why were the workers, who were hired first, annoyed with the owner?
- How do you think the workers who were hired last felt when they received their pay?
- If the vineyard owner returns to the market tomorrow to look for more workers, what might happen because of what the owner did today?
- How did the owner explain his actions to the workers?
- What did the owner do to show that he was fair?
- What did the owner do to show that he was generous?
- Is there a difference between being generous and being fair?
- Can you tell me about a time when someone was fair to you or someone you know?
- Can you tell me about a time when someone was generous to you or someone you know?
- Can you tell me about a time when you were fair to others?
- Can you tell me about a time when you were generous?
- Do you think people should be fair and generous?
- Do you think it's important for people to be fair? Why?
- Do you think it's important for people to be generous? Why?
- Is it easy to always be fair and generous?

Explain that this was a story told by Jesus to try to explain to people what the kingdom of Heaven is like for those who believe in God. The story suggests that **'those who are last will be first, and those who are first will be last'**.

Make connections between the activities, the story and this message that learners are now familiar with. Discuss what the story tells us about how Christians are encouraged to live their lives and uphold the values of fairness (justice) and generosity.

A **LEARNER TASK** template is available on which to record individual evidence of learning and encourage personal response. Learners can choose scenarios from their own experiences or to record learning about and from the story. The Learning Intention 'to draw or write' should allow for some differentiation within First Level.

## The Parable of the Labourers in the Vineyard

(Matthew 20:1-16)

Text adapted for use with **FIRST LEVEL** learners by L. Hepburn and to be used in conjunction with Notes for Teachers from:  
[www.storyandreligion.div.ed.ac.uk/schools/resources](http://www.storyandreligion.div.ed.ac.uk/schools/resources)

One day, a man who owned a vineyard got up early in the morning to go to the market. He wanted to hire some people to pick the grapes for him.

The man found some people who wanted to work and agreed to pay each of them one silver coin.

**And so, off they went into the vineyard to pick grapes for the rest of the day.**

At 9 o'clock, the man went back to the market and he saw some people standing around doing nothing. He said to them, 'If you go and pick grapes in my vineyard, I will pay you a fair wage'. **And so, off they went to the vineyard to pick grapes for the rest of the day.**

At 12 o'clock, the man went to the market again. He saw another group of people standing around doing nothing. He said the same thing to them. "If you go and pick grapes in my vineyard, I will pay you a fair wage." And they agreed. **So off they went to the vineyard to pick grapes for the rest of the day.**

At 3 o'clock, the same thing happened again. The man offered them work and they agreed. **So off they went to the vineyard to pick grapes for the rest of the day.**

At nearly 5 o'clock, when there was only one more hour of work left to be done for the day, the man spoke to another group of people in the market.

### Suggested scripting, questioning and activities for DURING the story

This story can be easily dramatized to involve all learners in your class.

**Before** telling the story, identify one learner to be the 'vineyard owner', and create 5 groups of 'workers' to wait in the 'market' area. Designate two areas in your classroom; one to be the vineyard and the other as the market. All groups of workers begin in the market.

Begin narrating the story. You might wish to use a display clock to show each of the times mentioned and link with learning in maths. Begin at 6am.

Guide learners as necessary and encourage them to join in with the refrain in bold. Secure the idea of the hours left to work shortening each time by asking 'how long is the **rest of the day** now?'

Continue to display the time, narrate the story and guide group movement from the market to the vineyard. The pupil nominated to be the vineyard owner could have a say in which group he chooses each time.

**“Why are you wasting the whole day here doing nothing?”** he asked.

**“No one hired us to work today,”** they answered.

**“Well, go and work in my vineyard,”** he told them.

***And so off they went to the vineyard to pick grapes for the rest of the day.***

When 6 o'clock came and the workers were finished for the day, the man gathered the workers together to pay them for their work.

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The people who began work at 5 o'clock were paid first and they were given a silver coin each.

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*Encourage vineyard owner to repeat phrase to group.*

*Encourage group to respond.*

*Encourage vineyard owner to repeat phrase.*

*All learners could gather around the vineyard owner. At this point, pause the narration and ask the learners to share their thoughts about the story so far.*

*You might even ask them to 'perform' this section of the story again with greater independence and prompts from peers rather than teacher.*

*Ask them to 'think, pair and share' what the vineyard owner will do and how the story might end.*

*Try to encourage respondents to explain 'why' they think what they do.*

*Share this next piece of narrative and prompt the vineyard owner to give out coins to the correct group.*

*Pause again and invite learners to respond about whether they are happy or unhappy about this and/or if they think this fair or unfair.*

*Encourage all learners to explain their thinking and opinion to their partner or the whole class.*

*You might like to keep a tally of how many learners agree or disagree with the actions of the vineyard owner or those who think the other workers will now be paid more because they did more work.*

When the workers saw those who had started working at 5 o'clock being paid a silver coin each, they thought they would be paid more. After all, they had worked for longer.

But when the men who were hired first thing in the morning were paid, they too were given one silver coin each.

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The workers took their money and began to complain about the man. They said, "These people who were hired last only worked for one hour, while we put up with a whole day's working in the hot sun. Yet you paid them the same as you paid us!"

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The owner replied, "I have not cheated or been unfair to you. After all, you agreed to do a day's work for one silver coin. Take your pay and go home. I want to give those who were hired last as much as I gave you. Don't I have the right to do as I want with my own money? Or are you jealous because I am generous?"

*Continue the narration when you feel the discussion is concluded.*

*Ask learners if they think that the workers should complain. Invite them to make suggestions about what they might say to the vineyard owner to explain their feelings.*

*Pause after this section to give learners time to discuss what the owner might say and then share their suggestions.*

*Remind them about the activity they took part in before exploring the story and ask if they can make a connection with what the ending of this story (the response of the owner) might be.*

*Some of the following questions might also be useful for prompting deeper thinking here:*

- *What has the vineyard owner done about paying his workers?*
- *Why were the workers, who were hired first, annoyed with him?*
- *How might the workers who worked the least hours feel when they were paid the same?*
- *Do you think the vineyard owner is being fair?*
- *Do you think the vineyard owner is being generous?*

*Complete the narration and discuss individual responses to the questions asked by the vineyard owner and his choice of action.*

***Further discussion about why Jesus told this story and reflection upon the actions of the characters and ideas for personal reflection can be found in the 'AFTER the story' activities section.***



Jesus said,  
*"So those who are last will be first,  
 and those who are first will be last."*



L.I.: to draw or write about myself (or others) being fair and generous, unfair and selfish

<b>being fair</b>	<b>being <u>un</u>fair</b>
<b>When this happened, I felt...</b>	<b>When this happened, I felt...</b>
<b>being generous</b>	<b>not being generous (selfish)</b>
<b>When this happened, I felt...</b>	<b>When this happened, I felt...</b>

