

Christian Beliefs about Forgiveness using the parable of the Lost Son

This lesson is aimed at CFE level 3 but can be adapted.

<p><u>Main Activity Summary</u></p> <ul style="list-style-type: none"> • Pupils will stop at key points in the story to reflect on key questions. • Pupils will be asked to write a journal entry from the perspective of one character. 	<p><u>Learning Intention(s):</u></p> <ul style="list-style-type: none"> • I can describe Christian beliefs about forgiveness • I can reflect on my own views about forgiving people
<p>Resources Required for lesson</p>	<ul style="list-style-type: none"> • PowerPoint • Optional print outs of story
<p>RME Experiences & Outcomes</p>	
<p>RME 3-01a Having reflected upon Christian sources, I can explain some key Christian beliefs about God, Jesus, the human condition and the natural world, and how these beliefs lead to actions for Christians.</p>	
<p>RME 3-01b Through investigating and reflecting upon how Christians put their beliefs into action, I can reflect upon the consequences of putting my own beliefs into action.</p>	
<p><u>Suggested organisation of learning</u></p>	
<ul style="list-style-type: none"> • Review learning intentions and agree success criteria • Starter discussion questions • Read the story stopping at key junctions to have paired discussion (see notes below for other ideas). • Write ‘journal entries’ from the perspective of different characters and share with the class. Pupils may be asked to do this for more than one character. Alternative task in notes below. • Self-reflection questions 	
<p><u>Evaluation of teaching and learning</u></p>	
<ul style="list-style-type: none"> • Written responses in jotters • Pupil responses in class discussions • Opportunity for peer assessment in paired discussion • Self-assessment against learning intentions and agreed success criteria 	
<p><u>Other Notes</u></p>	
<ul style="list-style-type: none"> • Language in the story has been adapted slightly to help maintain focus and remove complication (e.g. replacement of ‘prostitutes’ with ‘wild living’) • Tasks in this lesson can be easily adapted between written and discussion based enquiry. • An extension task is included on the last slide asking pupils to create a drama script. This could also replace the journal entry task. • Additional tools may be used when exploring the story, such as the table mat tool to reflect on the key story junctions. • Further exploration of why Jesus told this particular story and ‘what is important to Jesus’ is possible. 	