

## **Introduction to The Life of Christ, Wintershall - cross-curricular virtues learning, including drama workshop and assembly preparation on the theme of unconditional love**

This Character Education programme offers a series of creative Virtues and virtues-themed enquiry activities and assembly outlines inspired by biblical scenes and characters from The Life of Christ production at Wintershall. Clips of dramatised scenes from the life of Jesus and actor viewpoints, plus a gallery of stills from each scene provide a rich creative stimulus to engage pupils across key stages in deeper exploration of virtues. Learning activities can be delivered as a series of discreet virtues enquiry lessons, integrated into PSHCE, RE or SMSC or as a Virtues Enquiry Day.

### **How Wintershall's The Life of Christ resources can enrich Character Education**

#### **The Life of Christ production**

'The Life of Christ' brings the Gospels alive. Set in the grounds of Wintershall Estate in Surrey, it's an annual open-air community drama presenting the birth, ministry, death and resurrection of Jesus Christ of Nazareth. [www.wintershall-estate.com](http://www.wintershall-estate.com) Pilgrimage through the day long performance in the grounds of Wintershall estate, bombarding your senses with the richness of the costumes and beautifully made props, as well as the stunning natural landscape as the stage set. It's almost as though you are back in time over two thousand years ago witnessing in real time Jesus and the people that encountered him in their daily lives during his life and ministry on earth, are there in front of you inviting you to share their story. This is theatre at its best as well as communicating a story about a person that changed history and lives.

#### **Cast and crew – shared virtues**

The people, from all walks of life, who participate in Wintershall's dramas such as The Life of Christ give their time for nothing, drawn for a whole variety of reasons, some out of curiosity about Jesus and his story, others for their Christian beliefs or because someone suggested it was a fun thing to be part of! Participating in the cast or crew, people become part of a community where they discover shared virtues centred on and arising from the story and the process of dramatising it through rehearsals and performances. Read more...

For many cast and crew members inspired by the love and example of Jesus that they have been exploring and experiencing, they want above all to make this God given love known to everyone and so take part in these outdoor plays retelling as accurately as possible The Life of Christ on earth with his teaching, healing and miracles. Showing incredible patience and perseverance through hours of rehearsals, they want to help the audience to imagine what it was like to have known and followed Jesus when he was living as a man on earth.

**The Passion Trust** supports creative communication of the Gospel through the tradition of Passion Plays and provides information on the history of Passion Plays. **Click here to read more about the history:** <http://passion-plays.co.uk/passion-plays-history/>

The Passion Trust is a registered charity that exists to support and promote performances of passion plays and biblical drama around the United Kingdom. These plays are new and exciting aspects of Easter celebrations and a growing number of Passion Plays are being performed across the United Kingdom, including Trafalgar Square, Glasgow, Dundee, Guildford, Northampton, Bolton, Leominster and Brighton

## **Virtues theme: Love**

To think about when unconditional love and self-sacrifice is needed in life, when it's hard to think of others before yourself, what is involved in truly loving people, identifying strategies to grow unconditional love, recognising unconditional love as different from other forms of love– how Jesus's examples of unconditional love and inclusion brings healing, acceptance, transformation, showing unconditional love to others, or self-sacrifice on others' behalf, helping others show unconditional loves

**Linked virtues and virtues:** compassion, empathy, self-sacrifice, inclusion, respect, acceptance, kindness, caring

**Biblical reference** Jesus heals the leper [Luke 5: 12-16](#) Children's International Version

### **Aims and Objectives**

- To explore and explain the concept of unconditional love including from a Christian perspective using the biblical example of Jesus healing the leper Mark 1:40-42
- To identify strategies for showing unconditional love and encouraging others to do the same
- To understand what difference belief in God makes to virtues learning

### **Source material**

- 'Virtues clip of 'The Healing of the Leper - from The Life of Christ', Wintershall
- Actor viewpoint clips reflecting on 'unconditional love and being inclusive'
- Key questions to draw out themes see Love reflective questions on the virtues' scroll down menu
- Wintershall's The Life of Christ Script excerpt Jesus Heals the Leper Act 11 scene 14
- Dramatising Bible stories workshop ideas for teacher and pupil use in exploring and explaining the biblical examples of the virtues in action and their impact on people's lives
- Story and drama toolkit - Margaret Cooling (creative ideas for using the Bible in the classroom)
- Scripture scrutiny -[Luke 5: 12-16](#) Children's International Version  
Mark 1:40-42 <https://www.biblegateway.com/passage/?search=Luke%205&version=NIV>

**Curriculum links:** PSHCE, RE, SMSC, P4C, History, Literacy,

### **Differentiated learning outcomes for KS2**

I will learn about the importance of:

- being inclusive
- not judging others
- accepting people's differences
- developing strategies for showing unconditional love
- handling exclusion

## INSPIRE Session 1

**Concept cracking:** What are values and virtues and where do they come from?

### Teaching points

**Ask the question:** *What kind of person do you want to become?* For example – Do you want to live by a set of values that: help others?, help us make lots of money? Help ourselves?...

Where do we get our values from? How do we develop virtues? Who teaches us about values and virtues? How do we develop a moral compass and why is it important? Who are our role models? (family, friends, celebrities, sports coaches, religious leaders, characters). Select introductory questions to suit class pre-knowledge and understanding. Explain that these are the kinds of questions that we can explore together in this enquiry.

Introduce pupils to the fact that different cultures and communities adhere to an agreed set of core values, some of which are universal values or come from a philosophy, scripture and religious teaching or are part of a political framework – for example British Values. Many values are common across different sources but the interpretation and significance of these will be distinct. For example in Christianity the ‘fruits of the spirit’ are virtues that Jesus taught about and modelled to his followers, that believers seek to acquire as part of their character development. They believe that this process is an outworking of their relationship with God, believing in God as their saviour and the Holy Spirit as the teacher and enabler. This unit will help pupils explore some of these distinctions about virtues and values.

**Learning activity 1** - Invite pupils to suggest further related questions – record on post it and decide together how to display these questions for reflection, perhaps as a giant class thought shower that can be added to throughout the enquiry to promote questioning.

### Learning Activity 2 Recognising virtues and their importance

**Objective:** I can explain what a virtue is, how people show virtues and why they are important

#### Activity

In groups of four sort the set of concept cards into virtues and emotions. Consider what the difference is between a virtue and an emotion e.g. Love and anger

Thought shower in pairs then share:

1. How do people show virtues?
2. why are virtues important?
3. Are their positive and negative virtues?
4. what or who can help you develop virtues?

### Learning Activity 2 - Virtues detectives (identifying when unconditional love is being shown by others)

**Objective:** I can recognise aspects of the virtue of unconditional love when it is being used by others

### **Activity**

Look at the video clip of 'Jesus healing the leper' and discuss in pairs what virtues you notice that Jesus is showing towards others.

Consider what other virtues or emotions are being shown by other people in the scene. What impacts you? What do you notice about the way people act and react towards each other?

### **Learning Activity 3 Concept cracking: What does unconditional love or being inclusive mean?**

**Objective:** I can explain unconditional love as a concept

### **Activity**

Work in pairs and write down a sentence or two about unconditional love or being inclusive beginning with 'inclusive is...'

Decide as a whole class whether to create an online 'Wordle' reflection using all the outcomes starting with 'Unconditional love is... or work in pairs to create giant hand drawn Wordles

Create a 'Wordle' reflection using all the outcomes starting with 'Inclusive is...

Examples of Wordles <http://www.wordle.net/create>

### **Learning activity 4 - Identify and use enquiry questions to support an enquiry**

**Objective:** I can identify and use enquiry questions to help me investigate virtues

### **Activity**

Identify what enquiry questions we need to ask to help us investigate unconditional love or being inclusive.

In groups of three thought shower key questions to help you investigate unconditional love.

Types of questions to ask could be to do with:

- what the concept is
- how we show the virtue
- what other people can teach us
- what religions or philosophies for example the Christian Bible can teach us

Create a list of key questions to add to a class list (learning wall) and through discussion agree a shortlist for the virtues learning enquiry that support an enquiry – see sample questions which are used as a framework for the remaining virtues learning activities and also for the virtues assembly.

Group questions under a main question to create a shortlist for the virtues learning enquiry

### Sample key questions

- *What is unconditional love or inclusion?*
- *When do you show unconditional love in different situations?*
- *What qualities do you need to unconditionally love or include others, yourself and situations?*
- *What is difficult about being inclusive?*
- *Why is it better to be unconditionally loving rather than excluding?*
- *What difference could faith in God make to showing unconditional love?*
- *How can the example of Jesus help you learn to be more inclusive and unconditionally loving?*
- *What else might help you learn to be more unconditionally loving or inclusive?*

## EXPLORE Session 2

### Learning activity 1 - When do you show unconditional love or inclusion in different situations?

**Objective:** I can role-play examples of showing unconditional love or being inclusive in different situations

#### Activity

Discuss different situations in life when love is needed. Introduce idea that role-play can help us identify real -life situations, think through and communicate about these. Set up a safe space for pupils to share ideas and improvise. Seat in a horseshoe with open end as a stage. Ask pupils to work in fours to improvise real life situations through role – play in different areas of the room.

You can give a different context to each group or ask them to choose as a way of discerning their experience and viewpoints.

- about oneself
- to your family -
- to your friends - e.g. not excluding others from games, conversations, spending time, including others in activities, going without, caring and helping others not wanting something in return, think of others before yourself.
- to others
- love role models

Return to the horseshoe to share outcomes. Consider what new knowledge and understanding has been gained from each example.

**Assembly preparation suggestions:** Children can choose which role-plays could be shown in the assembly

### Learning activity 2 - What qualities do we need to show unconditional love in different situations?

**Objective:** I can identify different qualities that are needed to show unconditional love in different situations

#### Activity

**Consider the question:** *What qualities do you need to show unconditional love or to be inclusive?*

Think through the fact that we need to develop other qualities or aspects of our characters to help develop virtues for example: respect, humility, self-sacrifice, trust, faith, perseverance, courage

#### Creative Reflection – The ideal unconditionally loving person

Draw round a child on a large piece of paper and fill the middle with pupils’ ideas about qualities needed to show unconditional love. Reflect as a group on the fact that the process of developing qualities linked to virtues is a life-long journey involving for example making choices in different situations, growing in self awareness and often learning from mistakes.

### **Learning activity 3 - What can be difficult about showing unconditional love?**

**Objective:** I can identify and explain what is difficult about showing unconditional love

#### **Activity**

Consider in threes what is difficult about showing unconditional love or being inclusive?

**Identify opposite virtues:** What does it mean to love conditionally or to be excluded? Identifying the challenges involved in showing unconditional love or being inclusive. For example: accepting other people's differences, accepting one's own weaknesses, loving yourself, thinking about others before yourself, showing empathy.

**Role Play responses: in groups of four** create improvised drama scenarios of everyday situations to illustrate ideas – for example to contrast examples of qualities in showing unconditional love and the challenges.

#### **Creative reflection**

**Make a 'Virtueometer' for helping identify how patient we are**

#### **Instructions:**

1. Cut out a circle of card.
2. Draw two large circles inside one another on an A4 piece of card, leaving a gap of 3cm in between each one.
3. Draw a line across the middle of the two circles out the edges of the card.
4. Write the virtue around the centre of the inner circle large circle in the semicircle.
5. On the outer drawn circle write qualities and challenges related to the virtue in two separate colours on one half of the semi-circle and the other.
6. Create a pointer or arrow and attach with a split pin.
7. The finished 'Virtueometer' could be used in circle time or intervention groups to reflect on engagement with virtues.

**ENQUIRE Session 3 *What difference can faith in God make to showing unconditional love and being inclusive?***

**Learning activity 1**

**Objective:** I can investigate and explain what difference can faith in God make to showing unconditional love?

**Activity**

Read the biblical accounts of Jesus healing the leper [Luke 5: 12-16](#) Children's International Version and Mark 1:40-42. <https://www.biblegateway.com/passage/?search=Mark+1:40-42>

Verbally recount the as recount consequences, each adding to the story in sequence until it is complete.

**Dramatised biblical accounts of Jesus's life**

Wintershall's productions, for example The Life of Christ are an example of creative communication of the Gospel and drama bringing Christian virtues to life. This is drama, so not exactly the same as the Bible story (artistic licence)

Look at the video clip of Jesus healing the leper from the Life of Christ. (click on Video section to find the clip Jesus heals the leper Act 11 scene 14 from The Life of Christ, Wintershall. Open up the clip to the full screen)

**NB Please check school ICT permissions for access to videos hosted on Vimeo.com or Youtube**

Think about what you have learnt or shared about unconditional love from previous activities and compare with this example. Consider: what was forgotten? what was remembered? This is not just one big story; it has lots of different viewpoints. Refer to the background history and theology on the scroll down menu.

*What comments or insights do you have on Jesus's example in his attitude and actions towards the leper?*

Consider:

- *what qualities Jesus showed in responding to the leper's request 'You can make me clean'*
- *what challenges might Jesus have faced in showing unconditional love in this situation?*
- *how was the leper rewarded for seeking and accepting Jesus unconditional love?*
- *imagine how the leper felt before he knew about Jesus.*
- *how do you think the leper felt when Jesus didn't walk away from him but stopped and touched him?*

**Creative Reflection**

Pupils write an acrostic poem or reflection from the viewpoint of the leper or Jesus about unconditional love.

## **Learning activity 2 - what do other people say about how the Bible can teach about Love?**

**Objective:** I can investigate and consider how people's virtues and actions are influenced by Jesus's example

Look at the actor viewpoint clips (accessible on the website) for actors' reflections on unconditional love and inclusion and how being part of The Life of Christ has impacted them.

### **Consider the questions:**

- *what new ideas have you learnt about unconditional love?*
- *How can hands be used to express compassion?*
- *Are there people today who may feel excluded? Why is this so?*
- *How can this sense of exclusion be overcome?*
- *In which ways can our school be inclusive?*

**Virtues reflection** - Identify qualities linked to showing unconditional love and what evidence they found while watching the clip that could be useful to creating a drama to explain a Christian perspective on unconditional love

## **Learning Activity 3 - Dramatising Bible stories and writing scripts**

**Objective:** I can contribute to script writing and dramatising a biblical account to communicate about unconditional love

### **Activity**

**NB Scenes from the Life of Christ were part of a community drama, written by Peter Hutley, who had never written a script before.**

Look at the extract from The Life of Christ – Jesus heals the leper Act 11 scene 14. Read out part of the script to inspire discussion about how to communicate character development through dialogue. Stage directions set the scene.

Recap existing knowledge and skills in script-writing

**NB** The script for the main drama (for the assembly) is best written after the drama workshop in Lesson 4

**RESPOND Session 4 - Virtues learning through drama** (alongside carousel of creative activities -see below)

**Objectives:** I can explore and explain the healing of the leper account from Jesus's life and insights about the virtue unconditional love through drama

**NB For Learning Activities for this section 'Bible Drama workshop -Love'** on the website and Margaret Cooling's Story and drama Toolkit for use at this point and to help prepare a script and drama for a virtues assembly

### **Additional creative activities to extend and consolidate virtues learning (alongside drama workshop)**

These activities to enable creative reflection, to consolidate virtues learning and to prepare additional materials for the class virtues assembly.

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### **Song writing and music**

Choosing or writing collective worship songs about unconditional love

Choose or write songs that illustrate the love theme or qualities needed to learn to be unconditionally loving towards others for example humility, acceptance, respect, faith

Pupils learn songs to share in Assembly

### **Literacy**

In pairs create a giant wordle on the theme of 'unconditional love is....' integrating ideas and insights from the biblical account and personal experiences

write an acrostic poem on the theme of unconditional love referencing the biblical account

write a new version of a favourite song on the theme of unconditional love inspired by the story using a familiar melody or music score, background or live accompaniment

### **Prayers**

look at the prayers below that have been suggested as guidelines only on the theme of unconditional love. Write prayers and choose one to use in the assembly. The following structure might be useful: thankyou, sorry, please

*Lord Jesus,*

*you opened wide your arms on the cross*

*to embrace the whole world with your love.*

*Open our eyes to see other people*

*with that same unconditional love*

*and our hands to respond with your compassion. Amen*

*Lord Jesus,*

*you reached out to bring healing to a leper.*

*Help us to accept those we find it difficult to like,*

*Showing that your love has no boundaries. **Amen***