

Wintershall The Life of Christ - cross-curricular values learning through drama and assembly preparation

This Values Learning programme offers a series of creative values-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 values. Learning activities can be delivered as a series of discreet values enquiry lessons, integrated into PSHCE, RE or SMSC or as a Values Enquiry Day.

‘The Life of Christ’ brings the Gospels alive. Set in the grounds of Wintershall Estate, it’s a dramatic open-air community drama presenting the birth, ministry, death and resurrection of Jesus Christ of Nazareth. See the About pages on this website for more information about Wintershall’s performances and how to book tickets or go to www.wintershall-estate.com

Values 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 values (qualities): compassion, empathy, self-sacrifice, inclusion, respect, acceptance, kindness, caring

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

Historical Background

Please note: Building pupil’s understanding of the historical background to the story is an important part of developing religious and spiritual literacy. Please see Historical background to the Bible Story available as a download

People feared leprosy. It was a debilitating, progressive disease, there was no known cure and people thought it was contagious. Lepers were regarded as unclean and had to live in rural isolation, separated from family and friends and denied contact with those who didn’t share their miserable condition.

Jesus defied convention, allowing the leper to approach him and touching him. And the man was healed. It’s a demonstration of the all-embracing love of God which excludes no-one.

Theology

Introducing pupils to the theological basis to the story as well as comparing different versions of the story using different translations of the Christian Bible grows confidence in exploring Christian teaching, beliefs and practices deepens understanding. Please click on the scripture reference under Love on the menu bar.

Introduction to the Values Enquiry

The following material has been presented in a framework for class-based values teaching and learning, which also follows the structure for class assembly preparation (Greeting, Inspire, Reflect, Respond, Send) making it easy to translate the creative learning journey into a quality values assembly. The different aspects can be explored over a series of values

learning lessons or as a Values or RE Pause Day with each learning focus and activity having a reflective outcome that can contribute to the final assembly presentation.

Aims and Values Learning Objectives

- To explore and explain the concept of unconditional love including from a Christian perspective using the biblical example of Jesus healing the leper Luke 5:12-16
- To identify strategies for showing unconditional love and encouraging others to do the same
- To understand what difference belief in God makes to values learning

Wintershall values

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 values centred on and arising from the story and the process of dramatising it through rehearsals and performances.

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.

Source material

- 'Values 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
- 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 values 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 -Luke 5: 12-16 <https://www.biblegateway.com/passage/?search=Luke%205&version=NIV>
- Values assembly Powerpoint template with links to scripture, script excerpts, images and key questions

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

Differentiated learning

Primary KS1 and KS2: learning to be inclusive, not judging others, accepting people's differences, strategies for showing unconditional love, handling exclusion

Secondary KS3: loving the stranger, loving and not counting the cost, total acceptance of oneself and others, strategies for including others

INSPIRE Session 1 Concept cracking: What does unconditional love or being inclusive mean?

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?...

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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

Teaching point: Exploring the concept of values and pupils’ experiences of values in everyday life

Objective: I can explain what a value is, how people show values and why they are important

Activity

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

Thought shower in pairs then share:

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

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

Teaching point: Identifying values in action in real life situations

Invite pupils to watch the video of Jesus healing the leper and identify values being shown. Support pupils in recognising the difference between values and emotions

Objective: I can recognise aspects of the value 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 values you notice that Jesus is showing towards others.

Consider what other values or emotions are being shown by other people in the scene

Learning Activity 3 What does unconditional love mean?

Teaching points Ask the question: *What does inclusive or unconditional love mean?*

Ask pupils to work in pairs, (with no teacher input) and write down a sentence or two about unconditional love or being inclusive beginning with 'inclusive is...'

Explain how Wordle's work (e.g repeated words are largest etc. Create a 'Wordle' reflection using all the outcomes starting with 'Inclusive is...'

Objective: I can explain what inclusive or unconditional love means?

Activity

Pupils work in pairs to and write down a sentence or two about unconditional love/inclusion beginning with 'unconditional love or inclusion is...'. Either: whole class together with teacher support create a 'Wordle' reflection using all the outcomes starting with 'Unconditional love is... Or work in pairs to create hand drawn world

Values Learning/Assembly preparation: This wordle can be put into a Powerpoint and used as part of the introduction when pupils explain what the assembly is about and how they have explore unconditional love or photos taken of hand drawn 'Wordle' reflection and input into Powerpoint

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

Learning activity 4 Identifying and using enquiry questions to support an enquiry

Teaching point: supporting pupils in identifying and using enquiry questions to support an enquiry

What enquiry questions do we need to ask to help us investigate unconditional love or being inclusive? then group questions into a main question to create a shortlist for the values learning enquiry

Objective: I can identify and use enquiry questions to support an enquiry

Activity

Pupils in groups of three thought shower key questions to help them investigate unconditional love for example to do with what the concept is, how we show it, and what the Bible can teach us.

Pupils contribute a list of their key questions to a class list and through discussion agree a shortlist for the values learning enquiry that support an enquiry – see sample questions which are used as a framework for the remaining values learning activities and also for the values assembly

For example:

- 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 helps you learn to be inclusive?

EXPLORE Session 2 *When do you show unconditional love in different situations?*

Learning activity 1 *What qualities do you need to be inclusive? What is difficult about learning to show unconditional love or be inclusive? What does it mean to love with conditions or be excluding?*

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 **How can we show unconditional love to ourselves, others and in different situations?**

Teaching Point 2 Supporting pupils in understanding that values have linked qualities that have to be developed over time

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

Introduce the idea of needing to develop other qualities or aspects of our characters to help develop values for example: acceptance, respect, humility, self-sacrifice, trust faith.

Give pupils in groups of three or four a list of qualities which include those needed for being inclusive to choose from. Encourage discussion about which qualities are needed and why. Draw round a child on a large piece of paper and fill the middle with pupils ideas about qualities needed.

Objective: I can identify what qualities do you need to show unconditional love or to be inclusive?

Activity

Pupils think through real life situations requiring patience: patience with others, oneself and circumstances. They identify qualities that are needed to help you be good at showing unconditional love/being inclusive Write these inside the outline of a child.

Reflection: Write an acrostic using the word 'inclusive'. The starting letter for each line to link with a quality image of acrostic poem outcomes can be included in unconditional love/inclusive Powerpoint or read acrostic in assembly

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

Teaching Point: What can be difficult about showing unconditional love?

Ask the question: *What is difficult about showing unconditional love or being inclusive?*

Consider opposites: What does it mean to love conditionally or to be excluded? Support pupils in 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.

Objective: I can identify and explain What is difficult about showing unconditional love or being inclusive?

Learning activity's 1 and 2 and pupil responses can be used as a starting point to creating improvised drama scenarios of everyday situations to illustrate their ideas – for example to contrast examples of qualities in showing unconditional love and the challenges.

Pupils in pairs identify the challenges involved in showing unconditional love to others, ourselves and in situations.

Suggestion for reflection: Make a 'Valueometer' for helping identify how well we wait. See webpage

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

Learning activity 1

Teaching points: *What difference can faith in God make to showing unconditional love?*

Introduce the story of Jesus healing the leper – explain the background. Read scripture example Jesus heals the leper – Luke 5: 12-16. Pupils verbally recount the story – all remember certain elements – affirm individual contributions. Ask the question: How Jesus show unconditional love to 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?*

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

Activity

Pupils read the account of the healing of the leper and verbally recount the story as consequences – taking it in turns to contribute.

Consider: what was forgotten? what was remembered? This is not just one big story; it has lots of different viewpoints

Resources: Wintershall promotional video

- Sound bites: James B D on effects of biblical drama, The Life of Christ
- 'Jesus heals the leper – clip
- Refer to the useful background information section of this resource – Luke 5: 12-16

Learning activity 2 Exploring Biblical examples of unconditional love

Teaching point: *How can biblical examples of unconditional love help us explore values and the difference that faith makes?*

Reflecting on Jesus heals the leper scene in The Life of Christ

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

Access the Wintershall education website and click on Video section to find the clip Jesus heals the leper Act 11 scene 14 from Wintershall's The Life of Christ. Open up the clip to the full screen.

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

Ask the question: *In what ways does the dramatized version help explain the story, message and how Jesus shows unconditional love?*

Pupils write a reflection from the viewpoint of the leper or Jesus about unconditional love.

Plenary

Teaching point

Show 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.

Ask 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?*

Learning Activity 3

Pupils find out about Wintershall's 'The Life of Christ' as an example of creative communication of the Gospel using drama to bring the story and Christian values to life.

Pupils watch the clip of 'Jesus healing the leper' and consider how far the drama helps them make sense of the story.

Values reflection - Pupils identify qualities linked to showing unconditional love and what evidence they found while watching the clip that could be useful in their drama

Learning Activity 4

Dramatising Bible stories and writing scripts Explain to pupils that the scenes from the Life of Christ were part of a community drama, written by Peter Hutley, who had never written a script before.

Show pupils the extract from The Life of Christ – Jesus heals the leper Act 11 scene 14

Choose some pupils to act out a few lines to help them understand. The script for the assembly drama is best written after the drama workshop in Lesson 4

RESPOND Session 4

Values learning through drama Exploring the healing of the leper story and unconditional love through drama

NB See separate 'Drama workshop material' and Margaret Cooling's Story and drama Toolkit for use at this point and to help prepare a script and drama for a values assembly

Additional creative activities to extend and consolidate values learning (alongside drama workshop)

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

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: thank you, sorry, please

Lord Jesus,

you opened wide your arms on the cross

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*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***