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| **Strands** | Philosophy of Religion; The Bible and Christian Beliefs |
| **Stage of Development** | Primary (Years 3-6) | **Created** May 2021 | **Review** 2025 |
| **Aim** | This unit explores the I Am statements made by Jesus in the Gospel of John. It encourages students to ask philosophical questions about Jesus and his claims in the 7 I Am statements recorded in John.  |
| **Content Descriptions** | **Knowledge and Understanding*** The 7 ‘I am’ statements made by Jesus in the Gospel of John
* The implications of the 7 ‘I am’ statements for a Christians understanding of who Jesus is and what his purpose is
 | **Religious Studies Skills & virtues*** Critical thinking
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| **Resources** | [www.bible.com/videos](http://www.bible.com/videos) | This webpage has most of the New Testament Bible stories in video form and would be appropriate to use with older primary students. |
| RE:Quest[www. request.org.uk/teachers?s=parables](https://request.org.uk/teachers?s=parables) | The RE:Quest website has a section on Parables. This has information on what a parable is as well as well as videos appropriate for children of some of the parables studied in this unit.  |
| Bible Gateway [www.biblegateway.com](http://www.biblegateway.com) | This website allows you to look up Bible passages. It has different translations. The New International Version is a standard translation. You can change the translation to find translations that are more appropriate for Children and easier to understand e.g. New Living Translation. |

| **Lesson** | **Key Questions** | **Lesson Activity Ideas** | **Resources** |
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| **1** | I Am | What does God mean by ‘I am who I Am”? | 10min10min10min15min | Game: Charades. Prepare a pile of cards with different characters known to the students. Ask for a volunteer to pick a card and act out the character (without words). The rest of the class must put up their hand and guess the character they think the student is being. The student who guesses correctly takes the next card and the processes is repeated.Brainstorm: Ask the students the question who are they? Ask the students to pick three words that describe them and ask them to share their words with the class. Explain that in this unit we will be looking at Who Jesus and is and the words or images he uses to describe himself in the Gospel of John. The seven statements we will be looking at all start with ‘I Am’. ‘I Am’ has a special meaning in the Bible. Read: Ask for two volunteers. Ask one volunteer to be Moses and the other volunteer to be the angel in the story. The volunteers should silently act out the story as you read it to the class. Read Exodus 3:1-17 from a CEV Bible or another plain English translation. God first calls himself I AM in the Old Testament of the Bible. He uses it to tell Moses how he, God, is the only one who can help the Israelites get out of Egypt. God promises to redeem them from their captivity and provide them a home, filled with everything they can ever need. Explain When God says he is “I AM,” or “I AM WHO I AM,” He means that nothing and no one can ever change his character. He has always been the perfect and loving God, he is the perfect loving God right now, and he will always be the perfect and loving God forever, no matter what. God is and will always be the source of all things. Worksheet: ‘I Am’.  | Cards with famous characters for charades. You could use the memory cards in the bible overview unit if you wanted to play with Bible characters. Bible or Children’s BibleWorksheet: “I Am” |
| 2 | I am the Bread of Life | What does Jesus mean when he says, ‘I Am the Bread of Life?’ | 10min15min20min | Game: Play a game hangman with words that are associated with bread e.g. vegemite, butter, sandwich, damper, hamburger. Watch John 6:1-58 with the students (<https://www.bible.com/videos/3330/series>). Read John 6:33-35 to the students in order to emphasise these verses. Ask the students to guess what they think these verses might mean. Write their ideas on the board. Explain Christians believe that in Jesus our spiritual hunger is satisfied, and our spiritual thirst is quenched. Worksheet: I am the Bread of Life. There are three thought bubbles (the student, the crowd listening to Jesus and Jesus).  | Bible, Video of [John 6:1-58](https://www.bible.com/videos/3330/series)Worksheet: I am the Bread of Life |
| 3 | I am the light of the world | What does Jesus mean when he says I am the light of the world? | 10min5min10min20min | Watch: A clip from Monsters Inc where one of the monsters scares a child in the night e.g. <https://www.youtube.com/watch?v=07l6HgPDJn0>. Discuss with the class why darkness can sometimes make us feel scared or frightened. Read: John 8:12 to the class. We learn in this verse that Jesus shows us the way out of darkness. Ask the students what they think this might mean. Watch: Jesus is the Light of the World from the Jesus Storybook Bible by Sally Lloyd-Jones (<https://www.youtube.com/watch?v=4fqMhLApCmA>) (5:25min). Discuss with students what it means in the story when it says “This baby would be a bright star shinning in the sky at night. A Light to light up the whole world. Chasing away darkness. Helping people to see”. Christians believe that Jesus shows people the way to God. Game: I am the Light of the World  | Clip from [Monsters Inc](https://www.youtube.com/watch?v=07l6HgPDJn0)Bible[Jesus is the Light of the World](https://www.youtube.com/watch?v=4fqMhLApCmA)Game: I am the Light of the World. You need to print the gameboard on A3 and also the instruction and dice page.  |
| **4**  | I am the gate/door and I am the good shepherd | What does Jesus mean when he says I am the gate? | 10min10min25min | Game: Play a game of Cat and Mouse. Everyone but two students form a circle standing far enough away from each other so that a student can safely run past them on either side. They must also be close enough to reach the hand of the student on either side of them.One of the students outside of the circle is the cat and the other is the mouse. They will begin on opposite sides of the circle.When the game starts, the cat tries to catch the mouse. If either the cat or the mouse runs through one of the spaces in the circle, the space gets closed. This is done by holding hands.The game goes on until all the spaces are closed or one or the other gets trapped inside the circle. Explain that when the students held hands it formed a gate/door. Discuss the purpose of a gate/door – to block an entrance way. If you have time you could take students to a gate/door on the school grounds and discuss its purpose. Read John 10:7-18. Ask the students some questions to try and understand the meaning of the text. Depending on the ability of your class this could include questions that encourage students to locate meaning within the text, with the reader and with the author. The first question is ‘what do we know about the author?’ This means asking questions about the story like:1. Who is the author of the story?
2. What do we know about the author of the story?
3. When was the story written?
4. Who was the story first told to? /who was the story written for?

The second question is ‘what happens in the story?’ This means asking questions about the story like:1. What characters are involved in the story?
2. What happens in the story?
3. Is there anything in the story I don’t understand?

The third question is ‘what does the story mean?’ This means asking questions about the story like:1. What do I think someone who believed in God would think about this story?
2. What do I think my friends and family would think of this story?
3. What do I think of this story?
4. How could this story change the way someone thought about this topic?

Worksheet: I am the gate/I am the Good Shepherd | BibleWorksheet: I am the Gate/I am the Good Shepherd |
| **5** | I am the resurrection and the life | What does Jesus mean when he says I am the resurrection and the life? | 10min15min20min | Watch: God’s wonderful surprise from the Jesus Storybook Bible (<https://www.youtube.com/watch?v=Nfnhv5h0k4M>) (5:33min) and discuss the meaning of resurrection (coming back to life after being dead).Read or Watch: John 11:1-27. Ask the students some questions to try and understand the meaning of the text. Depending on the ability of your class this could include questions that encourage students to locate meaning within the text, with the reader and with the author. The first question is ‘what do we know about the author?’ This means asking questions about the story like:1. Who is the author of the story?
2. What do we know about the author of the story?
3. When was the story written?
4. Who was the story first told to? /who was the story written for?

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Worksheet: I am the resurrection | Video [God’s Wonderful Surprise](https://www.youtube.com/watch?v=Nfnhv5h0k4M) from the Jesus Storybook BibleBible or clip of [John 11](https://www.bible.com/videos/3351-john-11-1-37-from-lumoproject-dot-com)Worksheet: I am the resurrection |
| **6** | I am the way, the truth and the life | What does Jesus mean when he says I am the way, the truth and the life? | 15min10min10min10min | Activity: Set up an obstacle course for the students. Break the students into pairs and blindfold one of the students. Get the other student in the pair to guide the student through the obstacle course with only their words (no touching). At the end of the activity discuss with the students how they knew where to go. Activity: Ask students to draw a map that would show you how to get from school to their house. Explain that Jesus claims to know the way to God’s house.Read: John 14:1-14 to the students. Ask the students some questions to try and understand the meaning of the text. Depending on the ability of your class this could include questions that encourage students to locate meaning within the text, with the reader and with the author. The first question is ‘what do we know about the author?’ This means asking questions about the story like:1. Who is the author of the story?
2. What do we know about the author of the story?
3. When was the story written?
4. Who was the story first told to? /who was the story written for?

The second question is ‘what happens in the story?’ This means asking questions about the story like:1. What characters are involved in the story?
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3. Is there anything in the story I don’t understand?

The third question is ‘what does the story mean?’ This means asking questions about the story like:1. What do I think someone who believed in God would think about this story?
2. What do I think my friends and family would think of this story?
3. What do I think of this story?
4. How could this story change the way someone thought about this topic?

 (Jesus is the door/gate to enter the kingdom of God)Reflection: Ask the students to write a reflection on what they think John 14:1 means.  | Obstacle course, blindfoldsPaperBible |
| **7** | I am the true vine | What does Jesus mean when he says I am the true vine? | 20min10min15min | Activity: Show students some pictures of different fruits. Ask students to paint a picture of their favourite fruit. Discuss why and how vines/trees produce fruit. Discuss if it’s possible to get fruit without a vine/tree for it to grow on. Create a classroom display of the fruit. Read or watch John 15:1-17. Ask the students some questions to try and understand the meaning of the text. Depending on the ability of your class this could include questions that encourage students to locate meaning within the text, with the reader and with the author. The first question is ‘what do we know about the author?’ This means asking questions about the story like:1. Who is the author of the story?
2. What do we know about the author of the story?
3. When was the story written?
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Activity: ‘I am the Vine’ wall art. Design a vine for your classroom wall. Ask each student to decorate one leaf and write their name in it.  | Paint, paper, pictures of fruit.BibleActivity: ‘I am the Vine’ wall art (you may want to print on green and brown paper/A3 paper/print out extra sections of the middle of the vine depending on your class size) |