

# The Nativity Story – Perspectives

This nativity story will focus on morality, ethics, reflection and empathy.

This pack will help to guide your session(s). There is an emphasis on student led learning with both group and individual activities.

Aimed at: P5-7



**Middleton Park School**

### Learning Intentions:

We are learning to understand feelings and qualities of individuals and how these represent the values we have through the nativity story.

### Success Criteria:

- I can identify the characters in the story
- I have developed empathy as I consider how they are feeling and what choices they make.
- I am learning how our values are reflected in our choices and actions.
- I know that Christians believe that God chooses people to work through.
- I have considered why God chose these particular people to be in the Nativity Story.

There may a lot to unpack with your class here in the LI and SC - perhaps this will offer opportunities for lessons to build up to or follow on from this nativity story session.

### Ideas for possible pre or post lessons:

Characterisation in literature

Empathy, feelings, perspectives

Values and what is important

Choices we make and actions we take

Christian beliefs

## Links to CfE

Through investigating and reflecting upon biblical and other Christian stories, I can show my understanding of these stories.

### **RME 2-01a**

Through investigating and reflecting upon the lives and teachings of Jesus and key Christian figures, and drawing upon moral values as expressed in Christianity, I am beginning to understand how these have influenced Christian morality.

### **RME 2-02a**

I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights.

### **RME 2-02b**

I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.

### **HWB 2-04a**

I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.

### **HWB 2-11a**

When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. (Listening and Talking)

### **LIT 2-02a**

I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. (Listening and Talking)

### **LIT 2-06a**

I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. (Listening and Talking)

### **LIT 2-10a**

I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. (Reading)

### **LIT 2-15a**

I can convey information, describe events, explain processes or combine ideas in different ways. (Writing)

### **LIT 2-28a**

## Introduction

Look at a picture of an outline of the characters in the Nativity Story. What do learners notice about these images? Are they familiar? Are they modern pictures?

Quiz:

1. What story are these characters from?
2. Who is this? (Mary)
3. Who is this? (Joseph)
4. Who is this? (Jesus)
5. Who is this? (Shepherds)
6. Who is this? (Wise men/magi/kings)
7. Which book is this story from? (The Bible)
8. Which group of people believe this story to be true? (Christians)
9. Roughly how many years ago do they believe it happened?
10. When do they remember/celebrate this story?

All we've got here is an outline. Today we want to find out more about the characters: What did they do? What were they like? Why did God choose them? Christians believe that God chooses people for different jobs. He creates people and gives them a purpose for their lives. He chose these people for a reason. We're going to try to discover what that reason might be.

\* Each group, then takes

- one task pack (without being told which character it is).
- They also need access to a Bible with their passage bookmarked. Or copies of their Bible passages printed out.

- A copy of worksheet one. Ideally printed on A3 paper.

They then complete the tasks and report back on what they have learnt.

Group One is the Innkeeper.

Group Two is Joseph.

Group Three is the Shepherds.

Group Four is the Wise Men.

Group Five is Mary.

Group Six is the Angel Gabriel.

### Plenary Activities:

Ask for feedback from different groups/characters

There is one character we've not thought about. Who is it? Jesus

Christians believe Jesus is the central character of these events. The focus of the story. The reason for everything else happening. Can anyone explain why Christians believe Jesus is so important? Why his birth is something they celebrate?

Christians believe this is one of the most important events in history, and God chose a team of people to make it happen. A team of people he had created with different qualities and skills but all with an important job to do.

Without Mary's obedience, there would have been no miraculous birth.

Without Joseph's trust, there would have been no one to take Mary to Bethlehem.

Without the Innkeepers hospitality, we wouldn't have known God loved people so much he was willing to send his Son from heaven to a smelly basic stable.

Without the Shepherd's joy and excitement, we wouldn't have know that Jesus was so important angels were singing about him.

Without the Wise Men's sensible decision, Jesus may have been killed before he grew up.

All were important to the story.

Christians believe God creates people, gives them different characteristics and abilities, knows them, has a plan for them and gives them a purpose for their lives. He knows they will be able to do it, and he knows it is the best plan for them.

### Follow up

Worksheet two is ideal for follow up, allowing children to consider their own characters, gifts and abilities.