

Year 1&2 Key Stage 1



RELIGIOUS EDUCATION

Resource File

Year 2 units of work - Stories - The Wise Rabbit





Lesson 4 The Wise Rabbit

Learning objectives

- To understand that stories often contain inner meanings or messages
- To respond sensitively to the feelings and experiences of others

Success criterias

- To retell the story of the Wise Rabbit
- To be able to suggest the true meaning of the story

3Religious Education Council Requirements

A1, A2, B3, C1, C3

Resources

- The Wise Rabbit by Bahiya Gent (Ta-Ha Publishers)
- Paper speech bubbles
- Paper and pencils/crayons/paints

Vocabulary

Allah, ashamed, caring, feelings, forgiveness, loving, prayer, respect, share, welcome

Key questions ?

What does the story teach me?

How would I welcome someone new to the class?

Group formation

- Whole class for story sharing
- Working individually
- Whole class

Introduction

Tell the story of the Wise Rabbit. When two black rabbits come to live on the farm, the wise rabbit helps the other white rabbits to understand that we should enjoy our differences and be friends with everyone and treat everyone kindly.

Activities

Ask people what they think the message from this story is. (We should not judge by appearances alone and should get to know people for who they are. All people, and animals, are special to God.)

Explain that this is an Islamic story. Do people think that other religions would encourage their followers to treat people in the same way? (It is important that people know that all the major religions promote peace and encourage their followers to lead decent lives.)

Ask: How do you think the black rabbits felt when the two white rabbits reacted in the way they did? Were the white rabbits sorry? How did they make amends? Did it teach them a lesson? What have you learned from this story?

Ask people to think about how they would greet a new person to the class. *How would you make them feel welcome? What information would be the most important to tell them?* Encourage people to think of the practical things such as where they have dinner, go to the toilet, who to ask for help. Talk about the power of a simple smile to make people feel welcome.

Ask people to write a welcome note to the new person in a speech bubble. The speech bubble should be attached to a self-portrait face, painted or drawn.

Completed examples could be displayed in the cloakroom or hallway as a welcome to visitors or newcomers.

Plenary

Ask people if they have ever been wary of a new person or stranger. Remind them that they should be careful with strangers and not be too friendly unless they have a responsible adult with them.

Then encourage people to talk about situations in which they were the new person, for example, when they started school, a club or sports lessons.

How were they helped to fit in?

Reinforce that all religions teach their followers to treat people with respect.

Differentiation

The speech bubbles could have a simple writing frame for less confident writers.

Extension

Ask people to look for other stories about caring and make a simple display of them.

Notes
