<table>
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<th>ASU Title:</th>
<th>What are <em>your</em> big questions?</th>
<th>Key Stage: 1 Year Groups: 1 and 2</th>
<th>Length of unit: 6 lessons</th>
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<td><strong>Lesson</strong></td>
<td><strong>Title of lesson</strong></td>
<td><strong>Main points of content</strong></td>
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| 1 | **What are ‘big questions’?**  
*What are *your* big questions?* | Use picture book ‘Why is the sky blue?’ by Susan Varley to explore the concept of ‘big questions’. What questions do the characters in the story ask? What might you have asked if you were Rabbit? Children identify ideas that they have questions about. Write as speech bubbles & make these into a class book for the book corner, alongside a photo of each child. |
| 2 | **Why is our world a place of wonder?** | Take children on a walk around the school. Find a quiet place to sit and allow children space to reflect on their natural environment. If weather permits, you could even lie down and watch the clouds!! |
| 3 | **How does the story of creation answer big questions about our world?** | Use the story of Creation to explore what the Bible has to say about why things are as they are. Does this help to answer any questions? Explore a passage from Psalm 139 showing David reflecting on his own creation. |
| 4 | **What might God look like?** | Read ‘Old Turtle’ by Douglas Wood. Talk about why children think the animals argue about what God is like. Look at how famous artists have tried to represent God. Is there a right answer? Why not? Look at the passage in the Bible where John the disciple tries to describe what God is like. How might you describe / depict God? Allow time for creative expression in different media e.g. collage, writing etc. |
| 5 | **Is heaven a real place?** | Read together the picture book ‘Heaven’ by Nicholas Allan. Talk about the different ideas about heaven that Lily & her dog have. Why are they different? Talk with a partner about their ideas on heaven. |
| 6 | **EVALUATION LESSON**  
*Are there answers to big questions about our world?* | Use the Teddy Horsley story ‘Explorer’ as a stimulus for discussion. Look back at the photos taken during lesson 2. Ask children to write ‘I can see God’s hand at work through…..’ to accompany their photos. Look at the passage from Job 38 where God questions Job about the created world. |
Notes / Background to the unit:

- All skills identified in these units are highlighted within the activities section in bold
- There are several SMSC links in this unit
- This is a deliberately AT2 orientated unit & may raise more questions than it answers! If it does, don’t panic – you’ve probably done a good job! You may also want to change the order of the lessons as they appear here – anything goes!!!
- You may find lesson 2 takes this unit in a different direction from this outline. It is important to explore the children’s ideas. Choose whichever lessons are most relevant to the questions your children are asking. Don’t feel you have to cover all the lessons in this unit – go with the questions your children ask!
- Since representations of God are forbidden in Islam, some of this unit may not be appropriate for Muslim children
Unit title: What are your big questions?  
Age range: KS1

Lesson: 1 of 6

Skills being developed: Reflection; Empathy; Expression

Lesson title: What do we mean by ‘big questions’? What are your big questions?

Learning Objectives

Through the learning experiences, pupils should learn:

- there are questions that cause people to wonder (SMSC)
- these questions are often difficult to answer (SMSC)
- the ability to ask questions is part of what makes us human (ECM 1)

Resources / Background

- You will need to have a photo of each child, each on a separate page – each child could then have their own page to add their speech bubbles to as they finish

Introduction:

- **Reflection**: Listen to some reflective music to ‘still’ children & give them thinking time to reflect on questions that they have – about anything! As part of Circle Time, ask them what they thought about – are any of their ideas ‘big questions’?
- **Use the picture book ‘Why is the sky blue?’ by Susan Varley to explore the concept of ‘big questions’.

Main activities (including skills-based learning):

- **Empathy**: What questions do the characters in the story ask? If children were Rabbit, what might they ask? Allow pupils time to think, then talk with a partner about their ideas.
- **Expression**: Children write their ideas as speech bubbles – they could do lots if they have lots of big questions!
- Using photos of each child, make a class book ‘Big Questions’, using photos of each child
- As children finish their speech bubbles, they can stick them around their own photo

Plenary/Extending the thinking:

- **Reflection**: Consider whether there are answers to any of the questions they’ve asked – or whether it really matters! Why are some of these questions so difficult to answer?

Learning outcomes

e.g. what am I looking for / what can pupils do better now?

**ALL:**
- identify the big questions within the picture book (AT2 L1)
- talk about their ideas in response to the story (AT2 L1)

**MOST:**
- talk about things that they find puzzling (AT2 L1)
- identify questions that cause them to wonder (AT2 L2)

**SOME:**
- realise that these questions are sometimes difficult to answer and say why this might be (AT2 L2)

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### Learning Objectives

Through the learning experiences, pupils should learn:

- the world is a place of wonder (SMSC)
- the beauty of the natural world often makes people ask big questions (ECM 3)

### Resources / Background

- This lesson is deliberately shorter to allow for a little more time to develop other lessons

### Introduction:

- Explain that the focus of the outdoor activities is to think deeply about the natural world around us
- Talk about the things that we consider to be the ‘natural’ world, just to make sure that children look for the right type of thing!

### Main activities (including skills-based learning):

- **Reflection:** Find a quiet place to sit outside and allow children space to reflect on their natural environment. Beforehand, negotiate with children what you will do (list below or use children’s ideas) and set the ground-rules.

<table>
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<tr>
<th>Activity</th>
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<tbody>
<tr>
<td>Lie down and watch the clouds!! Can you see any pictures?</td>
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<tr>
<td>Find a spider’s web and watch a spider spin</td>
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<tr>
<td>Watch an ant at work</td>
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<tr>
<td>Look really carefully at a daisy – count the petals</td>
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<tr>
<td>Try to catch a raindrop</td>
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<td>Catch snowflakes on your tongue</td>
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<tr>
<td>Look at autumn leaves – try and find 2 the same colour</td>
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As children find beauty in their environment, take a digital photo for use back in the classroom

### Investigation:

Use some of the following ideas (subject to seasonal variation!)

- Lie down and watch the clouds!! Can you see any pictures?
- Find a spider’s web and watch a spider spin
- Watch an ant at work
- Look really carefully at a daisy – count the petals
- Try to catch a raindrop
- Catch snowflakes on your tongue
- Look at autumn leaves – try and find 2 the same colour

### Plenary / Extending the thinking:

- **Reflection:** Look at the photos you’ve captured – did any of the children find themselves thinking ‘big questions’ about what they spotted? Add these to the class book / display
- You could make these photos into a screensaver for your class computer

### Learning outcomes

**e.g. what am I looking for / what can pupils do better now?**

**ALL:**
- find something beautiful to reflect on (AT2 L1)

**MOST:**
- respond to the world with a sense of wonder and appreciation (AT2 L1)

**SOME:**
- generate a question from their observations that causes them to wonder (AT2 L2)
## Lesson: How does the story of the creation answer big questions about our world?

### Learning Objectives

*Through the learning experiences, pupils should learn:

- that Christians believe the Bible contains answers to life’s big questions (SMSC)*

### Resources / Background

- Children will need their ‘big questions’ from the previous 2 lessons
- The Bible story of Creation is found in Genesis 1&2
- Other good retellings are: “In the beginning” (Steve Turner – also available as a big book) or “Wonderful Earth” (Butterworth and Inkpen), or The Storyteller Bible (Bob Hartmann). Other resources – “This is the Earth that God made” (Lynn Downey)
- Use a good modern version of the Bible for the passage from Psalm 139: 13-18 such as NIV/Good News. Pick out verses you like, or use the whole passage

### Introduction:

- Look at photos taken outside during the last lesson & revisit any big questions that were raised after the last lesson
- Explain that one of the ways in which Christians will answer big questions that they have is to read the Bible.

### Main activities (including skills-based learning):

- **Investigation:** Read the story of the creation from Genesis 1 (either from a children’s Bible, or a book based on the account) Pause at the end of each ‘day’ of creation to think about the amazing variety that God created within that day.
- Match the big questions that children have generated in previous lessons to the different parts of the story. Children create a piece of art showing the creation of the thing they are asking their big question about.

For more able children, in addition to above:

- **Reflection:** Does the story answer their question? What might a Christian say in answer to their question? Compare this with their own ideas about creation.

### Plenary / Extending the thinking:

- **Investigation:** Read the children a passage from Psalm 139 showing David reflecting on the wonder of his own creation. Identify together the things that amaze him.
- Explain that for Christians, ‘big’ questions often turn into praise!

### Learning outcomes

*e.g. what am I looking for / what can pupils do better now?*

**ALL:**
- identify which part of the creation story their question is linked with and create art inspired by the story (AT1 L1)

**MOST:**
- identify that Christians believe God created the world and everything in it (AT1 L2)

**SOME:**
- compare their own and other people’s ideas about questions that are difficult to answer (AT2 L3)
### Learning Objectives

*Through the learning experiences, pupils should learn:*

- there are questions that cause people to wonder (SMSC)
- these questions are often difficult to answer (SMSC)
- the ability to ask questions is part of what makes us human (ECM 1)
- that Christians believe the Bible contains answers to life’s big questions (SMSC)

### Resources / Background

- Children often have quite firm ideas about this question! You might like to allow a little more time for this lesson, especially if extending this into an art activity
- Use the National Gallery website [www.nationalgallery.co.uk](http://www.nationalgallery.co.uk) to search for suitable pictures – go to ‘Picture library’ to search, or use Google images
- You can find the description by John in Revelation 4: 1-3
- Images of God: as Father – Luke 15; as mother hen - ; as a shepherd – Luke 15 or Psalm 23
- Be aware that any Muslim children may not be able to participate in this lesson

### Introduction:

- Ask children to close their eyes and try to imagine a picture of God
- Can they describe him to a friend?

### Main activities (including skills-based learning):

- **Reflection:** Read *Old Turtle* by Douglas Wood. Talk about why children think the animals argue about what God is like.
- **Investigation / Interpretation:** Look at how famous artists have tried to represent what God looks like – there are plenty of resources online. Each group could be given a different picture to look at with each child trying to find a word to describe how God looks. Also reflect on what the artist might be trying to say about God in each case.
- **Interpretation:** Explore children’s ideas about God’s appearance – you could extend this into an art activity if you wanted to. More able children to also think about how their ideas compare with others in their group & reflect on the reasons why sensitively
- Is there a right answer to the question ‘What does God look like’? Why not?
- In a modern translation of the Bible such as NIV/Good News, or a children’s version look at different descriptions of God's character e.g. as Father (see Background info. box)

### Plenary / Extending the thinking:

- **Reflection:** How does their idea compare with the Bible’s?
- Explain that the Bible has far more to say about God’s character than his appearance. Ask children to think about why this might be

### Learning outcomes

**ALL:**
- talk about their ideas and things that they find puzzling about God (AT2 L1)

**MOST:**
- be able to use ideas from different sources (e.g. Bible / story / art) to develop their own thinking about God (AT2 L2)

**SOME:**
- compare their own and other people’s ideas about God (AT2 L3)
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<th>Resources / Background</th>
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<tbody>
<tr>
<td>- ‘Heaven’ by Nicholas Allan pub. Red Fox ISBN0099488140</td>
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<tr>
<td>- Have plenty of art resources ready for this lesson!</td>
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<tr>
<td>- ‘The Beginner’s Bible’ pub. Candle Books ISBN1859855547 is a good resource for</td>
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<tr>
<td>this lesson – it contains a simple version of Revelation 4</td>
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<tr>
<td>- Empathy: Talk about the different ideas about heaven that Lily &amp; her dog have.</td>
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<tr>
<td>Why are they different?</td>
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<tr>
<td>- Reflection: Talk with a partner about their ideas on heaven.</td>
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<tr>
<td>- Explore through creative means (paint, collage etc.) children’s interpretations</td>
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<tr>
<td>of heaven for display</td>
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<tr>
<td>- Each child to write a statement ‘Heaven is….’ To display with their picture.</td>
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<tr>
<td>More able children to compare their ideas with those of another child and think</td>
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<tr>
<td>about why they might be different.</td>
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<tr>
<td>- Investigation: Look at the passage from Revelation 4 (1-4) that describes how</td>
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<td>John saw Heaven / find out what different faith communities believe about heaven</td>
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<th>Plenary / Extending the thinking:</th>
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<td>- Reflection / Interpretation: Look at children’s statements about what heaven is</td>
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<td>like for them</td>
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<tr>
<td>- More able children to feedback what they talked about at the end of the main activity</td>
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<tr>
<td>ALL:</td>
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<tr>
<td>- talk about their ideas in response to the story (AT1 L1)</td>
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<td>- talk about things that they find puzzling (AT2 L1)</td>
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<tr>
<td>MOST:</td>
</tr>
<tr>
<td>- express their ideas about heaven in creative form (AT2 L2)</td>
</tr>
<tr>
<td>- identify what Christians believe about heaven (AT1 L2)</td>
</tr>
<tr>
<td>- realise that some questions that cause people to wonder are difficult to answer (AT2 L2)</td>
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<tr>
<td>SOME:</td>
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<td>- compare their own and other people’s ideas about questions that are difficult to answer (AT2 L3)</td>
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**Unit title:** What are your big questions?  
**Age range:** KS1

**Lesson:** 6 of 6  
**Skills being developed:** Reflection; Empathy; Interpretation

**Evaluation lesson:** Are there answers to big questions about our world?

### Learning Objectives

*Through the learning experiences, pupils should learn:*

- that Christians believe the Bible contains answers to life’s big questions (SMSC)

### Resources / Background

- The Teddy Horsely book (ISBN 0564053554) is based on a passage from Job 38. As an alternative to this resource, you could use the familiar song ‘Who put the colours in the rainbow?’ with each child writing a new line (don’t worry about rhyming!)
- The book of Job in the Bible follows the story of one man’s search for God in the chaos of pain and suffering. Job 38 contains some wonderful big questions
- Use a modern translation of Job 40:4 such as NIV/Good News

### Introduction:

- **Reflection:** Collect together as a class the different big questions that have been used during the unit. Talk with a partner about any answers they’ve discovered

### Main activities (including skills-based learning):

- **Use the Teddy Horsely book ‘Explorer’ or the assembly song ‘Who put the colours in the rainbow?’ (see Resources section) as a stimulus for discussion:**
  - **Interpretation:** First half of book: Ask children to identify how Teddy Horsley sees the practical care of his family through the different things that they do for him;
  - **Interpretation:** Second half of book: Ask children to identify how Teddy Horsley sees God’s hand at work in the world around him
  - Explain that Christians believe that God is at the centre of everything we see in our world and that answers to many big questions can be found in the Bible
  - **Reflection:** Look back at the photos taken during lesson 2. Ask children to phrase a question following the model in the book ‘Who….?’ to accompany their photos. Make into a new big book.

- In addition, give more able children the passage from the end of the Teddy Horsley book & ask them to compare their big question with the ones Job was asked

### Plenary / Extending the thinking:

- **Read the passage from Job at the end of the Teddy Horsley book to everyone and ask more able group to help you identify the big questions.**
- **Reflection:** What might Job have concluded to each one? Read what Job did after God had finished talking (Job 40:4)
- **Empathy:** Talk with a partner about why they think Job put his hand over his mouth

### Learning outcomes

**E.g. what am I looking for / what can pupils do better now?**

**ALL**
- talk about their ideas and things that they find puzzling (AT2 L1)

**MOST**
- respond to the world with a sense of wonder and appreciation (AT2 L2)
- consider where they / Christians can see God’s hand in creation (AT2 L2)

**SOME:**
- compare their own and other people’s ideas about questions that are difficult to answer (AT2 L3)