

## Teachers' Notes – Sgeulachd LEGO Daibhidh agus Goliath/The LEGO David and Goliath Story



**Daibhidh agus Goliath (David and Goliath)** is a popular story from the Old Testament in the Bible. In the story, David had to trust God and be brave to go and defeat Goliath. You can use this LEGO animation to share this well-known story in Gaelic and English, which is the latest in a series of LEGO videos. With help from this new resource (Gàidhlig & English versions) you can create lots of fun and engaging activities (Gàidhlig & English) after watching the video.

This inspiring story will teach children about a variety of human values, such as bravery, courage, and faith. In Christianity, the message behind the story is that **David** achieved the impossible because it was part of God's plan for him. **David's** great faith in God triumphed over **Goliath's** physical size.

While reading this inspiring **David** and **Goliath** Bible story, children will learn:

- The result of the fight between **David** - a shepherd boy and a **Goliath**, who was 9 feet tall!
- The role the five smooth stones played in the battle.
- How having God on one's side helped the winner.

The **David** and **Goliath** Bible story for children can be a thought-provoking topic. Children will be encouraged to think about underdogs and having faith in themselves, even when the odds are stacked against them.

This lovely resource is perfect to use both in school and at home, and with help from this resource the children can develop their Gaelic vocabulary, listening and talking, reading, and writing skills.

Follow up activities, which can be adapted to suit age and stage, could include:

### RME:

- Explore and discuss what happens in the story and the key messages.
- Explore the themes of bravery, trust, equality and how they can affect actions.
- Get the children to think of a time when they had to be brave and how it made them feel. They could also think of a time when they had to trust someone.
- The children could work in pairs to discuss the similarities and differences between David and Goliath.

### Literacy:

- Draw out key points of the story and key words/phrases.
- Sequence David & Goliath story – e.g., mind map, children could construct their own Lego version of parts of the story in pairs or in small groups according to age and stage, children could label their construction/write a summary in their own words/take photos etc for evidence of their work, which they could upload on online platforms.
- Retell the story using drawings, puppets/role play or summarise in their own words.
- Point of view writing – get the children to think about how David must have felt having to face a nine-foot giant. How would they feel just before going into battle and how would they feel after defeating Goliath?

### Health & Wellbeing

- Explore and discuss the similarities/differences between people, using David and Goliath as an example.
- Explore and talk about the feelings, emotions, thoughts this story portrays and from children's own personal experiences.

### Expressive Arts – Drama/Art & Design

- Recreate the story of the David and Goliath through role play/drama – make face masks for the main characters.
- David manages to defeat Goliath with a sling and stone- children decorate large stones to remember the story of David & Goliath.
- Make a 9ft Goliath paper figure/outline for comparison.

### Technology:

- Construct sections of the story using age/stage appropriate Lego
- Build your own **tent** using the attached **LEGO schema PDF**.



**Gaelic vocabulary/phrases which may be of help to the children and their families understand unfamiliar/key words used within the video:**

- fiamh – tepidation
- gun rian – out of control
- gan dion – protect them
- curaidh – champion
- coimeas – compare
- fuamhaire – giant
- borb agus brùideal- fierce and brutal
- blàr – battle
- armachd le umha – bronze armour
- sabaist – fight
- neart – strength
- meud a chloidheimh – the size of his sword
- aghaidh dha a shamhail – against his like
- buachaille – shepherd
- loidhn’- aghaidh – front line
- achadh – field
- annlann – meal
- a’ beucaich – roaring
- dùbhlán – challenge
- nan èiginn – in distress
- na dhàil – against
- le uabhas – horror
- a’ diùltadh – refusing
- a’ toirt amas – taking aim
- ri mionnan – curse/oath
- sleaghan- armachd – spears
- uile- chumhachdach- all powerful
- gu clis – swiftly
- leogan – stone/pebble
- sprèidh – cattle
- chlaigeann – skull
- sgàin – burst/split
- le iolaich - cheer
- neach-saoraidh –saviour
- neo-airidh – unworthy
- buaidh – victory
- chog – fought
- gaisgeach – hero
- mi-coltach – unlikely
- a’ luaidh – praise
- dh’fhoillsich – reveal
- critheanach – shaky/ trembling
- ruaig - defeated

## Possible links to Curriculum for Excellence Experiences, Outcomes and Benchmarks

	Experiences and outcomes	Benchmarks
Early level	<p>As I explore Christian stories, images, music and poems, I am becoming familiar with some beliefs Christian people have about God and Jesus.  <b>RME 0-01a</b></p> <p>As I play and learn, I am developing my understanding of what is fair and unfair and the importance of caring for, sharing and cooperating with others.  <b>RME 0-02a</b></p> <p>I am developing respect for others and my understanding of their beliefs and values. <b>RME 0-07a</b></p> <p>As I listen and take part in conversations, I discover new words and phrases. I use these to help talk to, play and work with others.  <b>GAI 0-02a</b></p> <p>I listen or watch for useful or interesting information, and I use this to make choices or learn new things.  <b>LIT 0-04a</b></p> <p>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. <b>LIT 0-07a / LIT 0-16a / GAI 0-17a</b></p> <p>I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.  <b>LIT 0-09b / LIT 0-31a</b></p> <p>I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my</p>	<ul style="list-style-type: none"> <li>• Shares thoughts and asks and answers questions to show and support understanding about stories, images, music, and poems<sup>1</sup> from Christianity.</li> <li>• Shares thoughts about what is fair, unfair, caring and sharing.</li> <li>• Relates information and ideas about at least two beliefs to personal experiences.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Listens to, demonstrates an understanding of and repeats new words and phrases from the use of Gaelic in a total immersion setting across a variety of contexts.</b></li> <li>• <b>Uses songs, poems, rhymes and role-plays to show how they are developing a new language.</b></li> <li>• <b>Conveys an understanding of something watched or listened to and uses this information to make choices or learn new things within the context of a total immersion setting</b></li> </ul> <ul style="list-style-type: none"> <li>• Understands and responds to spoken texts.</li> <li>• Identifies new or interesting information from spoken texts.</li> <li>• Asks and answers questions about texts to show and support understanding.</li> <li>• Makes simple predictions about texts.</li> </ul> <ul style="list-style-type: none"> <li>• Talks clearly to others in different contexts, sharing feelings, ideas and thoughts.</li> <li>• Recounts experiences, stories and events in a logical sequence for different purposes.</li> <li>• Communicates and shares stories in different ways, for example, in imaginative play.</li> <li>• Uses new vocabulary and phrases in different contexts, for example, when expressing ideas and feelings or discussing a text.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Invents and shares own stories in different ways for example, using puppets, as part of role-play,</b></li> </ul>

<sup>1</sup> The expectation is that not all these categories would necessarily be included. This would be a matter for professional judgement.

	<p>own, sharing these with others in imaginative ways. <b>LIT 0-09b / LIT 0-31a</b></p> <p>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. <b>LIT 0-19a</b></p> <p>I explore ways to design and construct models. <b>TCH 0-09a</b></p>	<p><b>using Gaelic words and phrases.</b></p> <ul style="list-style-type: none"> <li>• <b>Retells a story in a logical sequence using Gaelic words and phrases as well as mime and role-play to aid learners' developing language.</b></li> <li>• Invents own stories and characters to share with others in play, imaginative and real contexts.</li> <li>• Shares feelings, experiences, information, messages or ideas in pictures, print or digital texts.</li> <li>• Engages with texts read to them.</li> <li>• Asks and answers questions about events and ideas in a text.</li> <li>• Answers questions to help predict what will happen next.</li> <li>• Contributes to discussions about events, characters and ideas relevant to the text.</li> <li>• Shares thoughts and feelings about stories and other texts in different ways.</li> <li>• Retells familiar stories in different ways, for example, role play, puppets and/or drawings.</li> <li>• Relates information and ideas from a text to personal experiences.</li> <li>• <b>Uses common Gaelic words to create simple sentences.</b></li> <li>• Builds models using different materials eg. junk modelling, wooden blocks</li> <li>• Uses tools and materials (paper, card, wood, plastic) to create models.</li> </ul>
First level	<p>Through exploring Bible stories, I can describe some beliefs Christians have about God and Jesus. <b>RME 1-01a</b></p> <p>Having explored biblical and other Christian stories, I can show my developing understanding of key values of Christianity and how they might be put into action in people's lives and communities. <b>RME 1-02a</b></p> <p>I can describe the key features of the values of Christianity which are expressed in stories. <b>RME 1-02b</b></p> <p>I can show my understanding of values such as caring, sharing, fairness, equality and love. <b>RME 1-09b</b></p> <p>I am becoming aware that people's</p>	<ul style="list-style-type: none"> <li>• Describes and discusses at least one value<sup>2</sup> from Christianity, at least one World Religion, and at least one belief group independent of religion, illustrating how this value could be put into practice.</li> <li>• Relates information and ideas about at least two beliefs to personal experiences.</li> <li>• Describes and discusses at least one personal belief and at least one example of how own beliefs might affect actions.</li> </ul>

<sup>2</sup> A 'value' might include, for example principles such as selflessness, respect, equality. As learners progress across levels, progression may be facilitated through exploring values in practice rather than in principle – for example, rather than exploring the value of concern for others broadly, this might be considered by exploring specific moral issues such as human rights, gender issues etc.

	<p>beliefs and values affect their actions. <b>RME 1-09c</b></p> <p>As I listen and take part in conversations, I can use new words and phrases to help me to communicate. <b>GAI 1-02a</b></p> <p>As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. <b>LIT 1-04a</b></p> <p>I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. <b>LIT 1-07a</b></p> <p>I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. <b>LIT 1-28a</b></p> <p>I can describe and share my experiences and how they made me feel. <b>ENG 1-30a GAI 1-30a</b></p> <p>I can design and construct models and explain my solutions. <b>TCH 1-09a</b></p>	<ul style="list-style-type: none"> <li>• <b>Incorporates new Gaelic words and phrases into language appropriate for the audience with accuracy of pronunciation.</b></li> <li>• Identifies the purpose and main ideas of spoken texts and uses the information gathered for a specific purpose.</li> <li>• Asks and responds to different types of questions to show understanding of the main ideas of spoken texts</li> </ul> <p>When writing to convey information, describe events or processes, share opinions or persuade readers in different ways:</p> <ul style="list-style-type: none"> <li>• Selects, organises and conveys information in different ways.</li> <li>• Uses vocabulary and language for specific purposes.</li> <li>• Shares own viewpoint and makes one or two attempts to persuade the reader as appropriate to the purpose.</li> </ul> <p>When writing to describe and share experiences:</p> <ul style="list-style-type: none"> <li>• Writes about personal experiences in a correct sequence, using appropriate (<b>Gaelic</b>) vocabulary to describe feelings, thoughts and events.</li> </ul> <ul style="list-style-type: none"> <li>• Creates and justifies a solution to a given design challenge considering who is it for, where and how will it be used.</li> <li>• Uses appropriate tools and joining methods to construct a model.</li> </ul>
Second level	<p>Through investigating and reflecting upon biblical and other Christian stories, I can show my understanding of these stories. <b>RME 2-01a</b></p> <p>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</p>	<ul style="list-style-type: none"> <li>• Investigates, describes, explains and expresses an opinion on at least one belief<sup>3</sup> from Christianity, at least one World Religion, and at least one belief group independent of religion.</li> <li>• Discusses ways in which own beliefs can affect actions.</li> <li>• Investigates, describes, explains and expresses an opinion on at least one value from Christianity, at least one World Religion, and at least one belief group independent of religion.</li> <li>• Discusses ways in which own values can affect actions,</li> <li>• Discusses and expresses views about the importance</li> </ul>

<sup>3</sup> A 'belief' might include, for example principles such as belief in a divine being/beings, belief in life after death, the usefulness of prayer etc. As learners progress across levels, progression may be facilitated through exploring beliefs in practice rather than in principle – for example, rather than exploring an individual's belief in life after death, this might be considered by exploring specific 'issues of belief' such as the origins of the universe, evidence for / against life after death etc.

	<p>have influenced Christian morality. <b>RME 2-02a</b></p> <p>I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights.<b>RME 2-02b</b></p> <p>I am developing my understanding of how my own and other people's beliefs and values affect their actions. <b>RME 2-09d</b></p> <p>As I listen and take part in conversations, I can use new words, phrases and Gàidhlig idiom to help me to engage in a coherent manner using extended vocabulary and more complex language structures. <b>GAI 2-02a</b></p> <p>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. <b>LIT 2-02a</b></p> <p>As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. <b>LIT 2-04a</b></p> <p>I can convey information, describe events, explain processes or combine ideas in different ways. <b>LIT 2-28a</b></p> <p>As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel. <b>ENG 2-30a GAI 2-30a</b></p> <p>I can extend and enhance my design skills to solve problems and</p>	<p>of values such as honesty, respect and compassion.</p> <ul style="list-style-type: none"> <li>• <b>Incorporates a range of vocabulary, phrases and idiom into language appropriate for the audience and across curricular areas.</b></li> <li>• <b>Contributes a number of relevant ideas, information and opinions when engaging with others.</b></li> <li>• <b>Shows respect for the views of others and offers own viewpoint.</b></li> <li>• <b>Builds on the contributions of others for example, by asking or answering questions, clarifying points or supporting others' opinions or ideas.</b></li> <li>• <b>Uses features of Gaelic language correctly and with increasing accuracy for example, grammatical structures and irregular verbs.</b></li> </ul> <ul style="list-style-type: none"> <li>• Identifies the purpose of spoken texts with suitable explanation.</li> <li>• Identifies the main ideas of spoken texts, with supporting detail, and uses the information gathered for a specific purpose.</li> <li>• Makes relevant notes using own words, for the most part, <i>and uses these to create new texts for a range of purposes.</i></li> </ul> <p>When writing to convey information, describe events, explain processes or combine ideas in different ways:</p> <ul style="list-style-type: none"> <li>• Uses appropriate style and format to convey information applying key features of the chosen genre.</li> <li>• Includes relevant ideas, knowledge and information.</li> <li>• Organises and presents information in an appropriate way.</li> <li>• Uses tone and vocabulary appropriate to purpose.</li> </ul> <p>When writing to describe and share experiences:</p> <ul style="list-style-type: none"> <li>• Describes personal experiences, making context and events clear. <ul style="list-style-type: none"> <li>• Uses suitable vocabulary to describe convey thoughts and feelings.</li> </ul> </li> <li>• Attempts to engage and/or influence the reader through vocabulary and/or use of language.</li> </ul> <ul style="list-style-type: none"> <li>• Uses tools and equipment in order to carry out a task safely.</li> </ul>
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	<p>can construct models. TCH 2-09a</p>	<ul style="list-style-type: none"> <li>Creates a range of ideas and chooses a suitable solution.</li> </ul>
Early – second levels	<p>I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 0-01a / HWB 1-01a / HWB 2-01a</p> <p>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave, and I am learning ways of managing them. HWB 0-02a / HWB 1-02a / HWB 2-02a</p> <p>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 0-04a / HWB 1-04a / HWB 2-04a</p>	
Early – second levels	<p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. EXA 0-13a / EXA 1-13a / EXA 2-13a</p> <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 0-05a / EXA 1-05a / EXA 2-05a</p>	<p><b>(Early level)</b></p> <ul style="list-style-type: none"> <li>Takes on a role within a play or dramatised situation, for example, a puppet show, a real or imagined situation, re-enactment of a story or traditional tale.</li> </ul> <p><b>(First level)</b></p> <ul style="list-style-type: none"> <li>Creates, chooses and takes on a role within a drama, for example, a real or imagined situation, re-enactment of a story, a traditional tale.</li> <li>Creates a short drama using improvisation, from a given stimulus, and working collaboratively.</li> <li>Shows understanding of how to work from a script, for example, a nativity play, a sound story or a poem, by acting or speaking at the appropriate time.</li> <li>Contributes towards the development of a drama, for example, by discussing aspects such as character, performance, or script, for example, what a character in a well-known story might say to another.</li> </ul> <p><b>(Second level)</b></p> <ul style="list-style-type: none"> <li>Creates a short drama, as part of a group or individually, using improvisation or a published script.</li> <li>Builds on the contributions of others in developing ideas for a shared drama, with regard to plot, characters and theatre arts.</li> <li>Presents a short drama, as part of a group, using improvisation or a script.</li> </ul>