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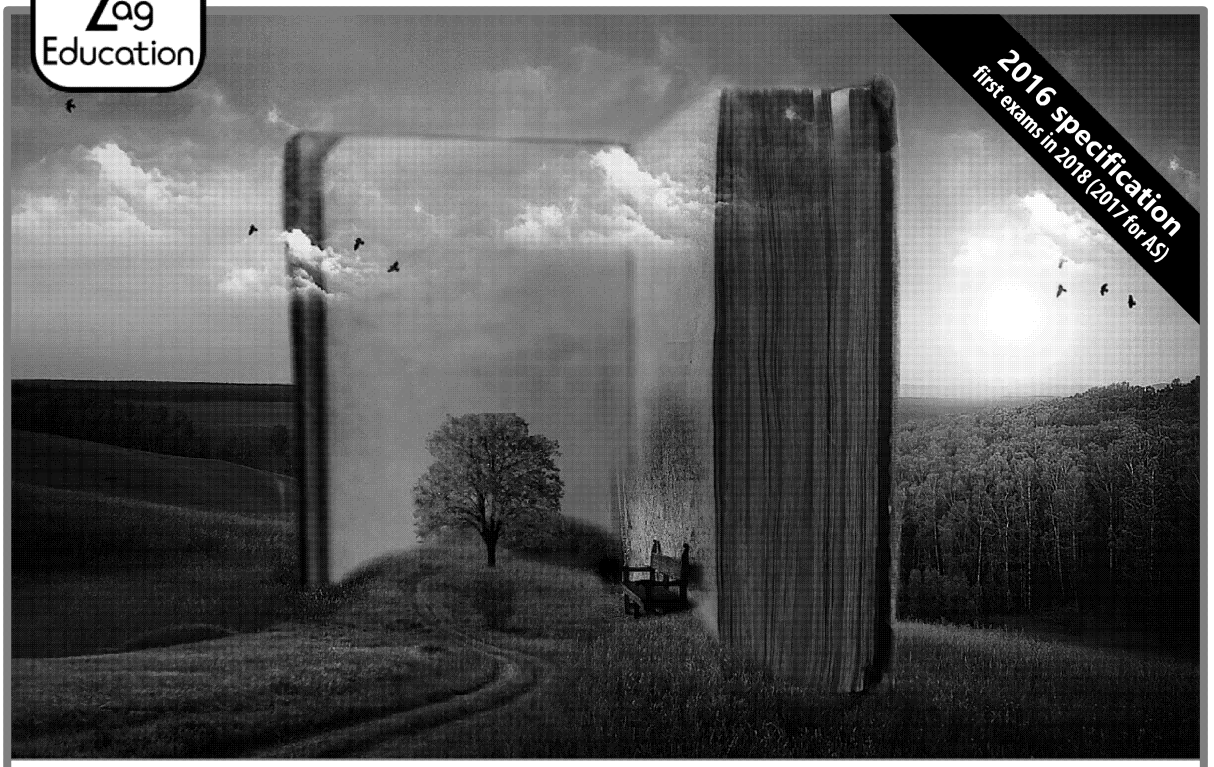
Religious Studies AS/A Level | OCR | H173/H573



Starters and Plenaries for Component 3: Development in Christian Thought

For AS / A Level Year 1 OCR Religious Studies

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POD 7766

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Teacher's Introduction

This resource contains 21 starters and plenaries which cover all topics of the AS D
Thought paper for OCR, first examination 2017.

The activities are intended to help students develop the abilities to excel in the fu

AO1	
Demonstrate knowledge and understanding of religion and belief, including: • religious, philosophical and/or ethical thought and teaching • influence of beliefs, teachings and practices on individuals, communities and societies • cause and significance of similarities and differences in belief, teaching and practice • approaches to the study of religion and belief	Analyse and evaluate aspe religion and belief, includi and study

The activities follow the specification order and give the teacher a clearly defined activities are intended to take no longer than 10–15 minutes.

The starter activities offer a way to grab the students' attention prior to learning t specification. The plenaries help to challenge the students, testing their understa specified as either a starter or a plenary in the resource, these are adaptable to th

The wide range of activities helps to stimulate each student's interest, by offering learning. The activities help to promote discussion, explanation, application and c that each student can learn to deeply analyse the information that they have bee solid foundation from which to work for the following lessons. The activities targe every student to benefit from this resource.

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** resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers*

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Specification Cross-reference

This table will enable you to pick and choose starters or plenaries relevant t
are teaching. While each activity has been selected as either a starter or a p
that many starter and plenary tasks may be interchangeable depending on
the specification. Some may not work so well as a starter or plenary. It is a
when to use each task.

Area	Topic	Activi
Insight	Augustine's teaching on human nature	Relation Genesis 3 – histo What is 'huma Your na Original sin – soci
	Death and the afterlife	Aspects of heav The Dutch Refo Sheep/g Transform
Foundations	Knowledge of God's existence	Not through Images of Revealed kn
	The person of Jesus Christ	Heres Jesus' moral The revolu
Living	Christian moral principles	Biblical ethical Why isn't the Bi Is love en
	Christian moral action	Civil disob The Barmen D Suffering fo

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Overview of Activities

Activity	Activity number	Type	Ai
Relationships	1	Questions about pictures	Give con Augustin
Genesis 3 – history or parable?	2	Biblical analysis	To question A bas
What is 'human nature'?	3	Matching exercise	Knowing sch
Your nature	4	Group activity	Expressio perspe
Original sin – society's downfall	5	Applying theory to reality	Checking us theo
Aspects of heaven and hell	6	Picture analysis	Understandi perspe
The Dutch Reformed Church	7	Case study	To bring esc theory into pr
Sheep/goats	8	Biblical analysis	Understandi chose
Transformation	9	Picture linking	To give analo understa
Not through the senses	10	Summarising and evaluating	To know schol of id
Images of creation	11	Applying concept to pictures	To use visu understa
Revealed knowledge	12	Keyword revision	Check kn
Heresies	13	Investigation of claims about Jesus	Better under ortho
Jesus' moral teaching	14	Choosing correct sentences	To think abou
The revolutionary	15	Expressing current knowledge	To understand issues Jesus a still is
Biblical ethical principles	16	Biblical analysis	To quest fundamental
Why isn't the Bible enough?	17	Applying teaching to real world	To understand church te
Is love enough?	18	Application of principle to murder	Understandi
Civil disobedience	19	Case study	Separation God's wil
The Barmen Declaration	20	Text comprehension	Understa Bonhoeffer
Suffering for others	21	Case study	Practise a Bonhoeffe

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Insight

Activity 1 – Relationships

Notes

This activity is designed to highlight the different types of relationship we l
learning about Augustine's ideas.

Answers

Hopefully students will be honest about their relationships, but any of thes
given pupil.

The question of whether you can be 'just friends' with a member of your pr
many films and TV shows; hopefully students will have a variety of respon
experience.

Augustine himself struggled with lust. His history with his concubine, wh
had to give up, feeds into his views. He thought the Fall was the source of
Adam and Eve (who he viewed as actual people) did have sex, though it w
arousal controlled through reason not emotion.

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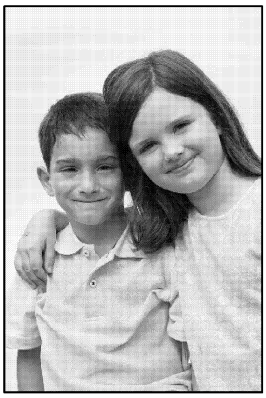
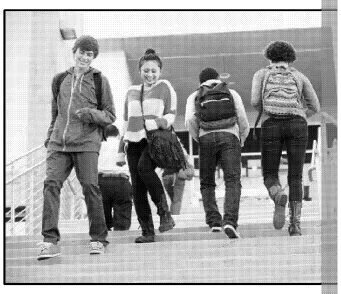
Activity 1 – Relationships

Explain your relationships with these people in three words:





father	brother/sister	school friends
.....	.....	.....
.....	.....	.....
.....	.....	.....

Can heterosexual people be 'just friends' with a non-family member of the
answer.

Can homosexual people be 'just friends' with a non-family member of the s
answer.

Augustine didn't believe that you could have these relationships without lu
might think that.

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Activity 2 – Genesis 3: history or para

Answers

Three parts might include talking serpents, an anthropomorphic God, God and woman were.

Beliefs that blame women for sin in the world might be affected by a meta well as beliefs about creationism or relationships (e.g. whether the pattern woman is the only acceptable one).

Augustine takes it literally as he does not have modern scientific knowled reading the story in order to try to understand the world as he saw it in the Augustine reads it this way because he is looking for original humans from is descended and a specific source for evil and suffering in the world.

If the story is not literal, it may be about free will and explaining why there

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Activity 2 – Genesis 3: history or para

From Genesis Chapter 3 (NRSV):

3 Now the serpent was more crafty than any othe
God had made. He said to the woman, 'Did Go
from any tree in the garden"?' 2The woman said
of the fruit of the trees in the garden; 3but God sa
fruit of the tree that is in the middle of the garden
you shall die." ' 4But the serpent said to the wom
God knows that when you eat of it your eyes will
like God, knowing good and evil.' 6So when the
good for food, and that it was a delight to the eye
be desired to make one wise, she took of its fruit
and ate; and she also gave some to her husband, who was with her, and
he ate. 7Then the eyes of both were opened, and they knew that they
were naked; and they sewed fig leaves together and made loincloths for
themselves.

8They heard the sound of the Lord God walking in the garden at the time
of the evening breeze, and the man and his wife hid themselves from the
presence of the Lord God among the trees of the garden. 9But the Lord
God called to the man, and said to him, 'Where are you?' 10He said, 'I
heard the sound of you in the garden, and I was afraid, because I was
naked; and I hid myself.'

Pick out three parts of this text that suggest the story is not a literal one.

How might understanding the account as metaphorical impact beliefs abou

Why do you think Augustine took the story literally?

Suggest one thing the story might be about if it is not literal.

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Activity 3 – What is 'human nature'

Notes

Students may require scissors, glue and paper for this activity.

Answers

Philosopher	View of Human
Thomas Hobbes	Desiring the power to live well and ne they have without acq
Augustine	Corrupted by original sin an
Aristotle	A political, conjugal and in
Richard Dawkins	Ruthlessly sel
Plato	An immortal soul in a
John Locke	A blank slate (tabu

Students may never have considered this before so the answer to this is sub revealing!

We may lack the genetic make-up, the monetary resources, physical locatio these limit who we can be.

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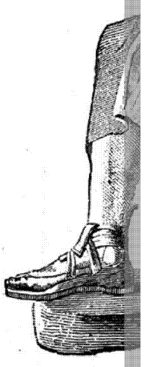
Activity 3 – What is 'human nature'

Each of the following thinkers needs to be correctly paired with their view

Philosopher	Vie
Thomas Hobbes	
Augustine	A bl
Aristotle	Corrupted
Richard Dawkins	An imm
Plato	A politica
John Locke	Desiring never sat have

Which one is closest to your view?

We can't be 'anything we want to be'. Why?



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Activity 4 – Your nature

Notes

This task is designed simply to highlight the differences even a small grou
fundamental thing as human nature.

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Activity 4 – Your nature

Your task

Spend three minutes considering what human nature (what humans are lik
no outside interference) is and writing it down. Don't forget to include wh
people are fundamentally good or selfish.

In a group of at least four people, share your opinions. Write down the
of the group.

Do you think any of the other opinions could be correct? Do all people
nature?

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Activity 5 – Original sin: society's dow

Answers

Hopefully the students will see either the lack of stability or the corruption institutions.

1. Student answers should focus on human greed and pride corrupting th profits, and the consumers, who desire to own a house at any cost.

2. Human anger will be the focus in most student answers; terrorists who but it could also include the greed of capitalist institutions.

3. Human selfishness and desire for material possessions and wealth sho Progress without thought of cost. The desire for attention through inn

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Activity 5 – Original sin: society's dow

Original sin is Adam's sin of eating from the tree of the knowledge of goo disobeying God.

The effects of it include that humanity no longer has mastery of its passion desire for wrong things, selfishness and a lack of free will.

Original sin is passed on through sex, so every human has it (because an

Assuming Augustine is correct, how did original sin cause:

1. the financial crash of 2008?

2. the World Trade Centre attack on the 11th September 2001?

3. global warming and human-accelerated climate change?

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Activity 6 – Aspects of heaven and h

Answers

The image of hell is a medieval painting intended to show a vision of hell t
non-biblical literature.

We see fire and physical torment based on types of sin – gluttons being for

Hell is seen as a place of literal physical torture. It is always full of fire, hea

The image of heaven is an attempt to portray the heavenly city described ir
Revelation.

It is ordered, not chaotic at all.

Jesus (the lamb) shines his light upon the city and everyone can see his glo

Angels protect the city.

The image of hell as we see it in paintings is often a medieval fantasy. Twe
far more likely to believe it is not a literal place of eternal fiery torment. So
to think of hell as a metaphor of a place without God.

Heaven is more commonly just thought of in terms of being with God, but

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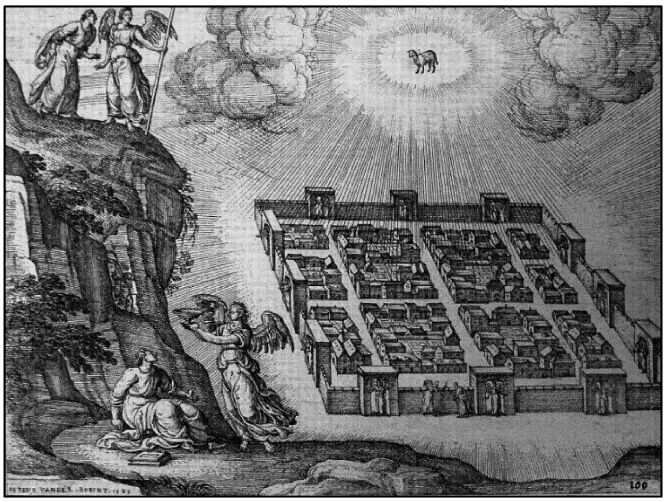
Activity 6 – Aspects of heaven and h

What is each of these images trying to tell you about heaven and/or hell? V
each.



How might people in the twenty-first century think differently about heave

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Activity 7 – The Dutch Reformed Church an

Notes

This practical example of the issues with election shows how political and r
of faith and make it hard to change opinions.

Answers

Students should hopefully come up with a teaching of Jesus or Paul that co
this church. The World Council is a multiracial, ecumenical body that felt t
was not able to justify its views in a Christian manner.

Limited election here suggests that black people are not likely to be chosen
destined for hell. It is not Christian to believe that God would not save bla

Some people felt that the apology didn't mean very much without actions t
This is subjective. How far should people go in apologising? Is there a cas

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Activity 7 – The Dutch Reformed Church an

The Dutch Reformed Church was the most powerful and influential church
apartheid period ('apartheid' means 'separateness') and it effectively beca
National Party. A majority of the presidents and prime ministers from 194
the Church. The Church came to believe that the apartheid laws were Go
should be kept apart, whites should have better opportunities as they were
mixed ethnic marriages and relationships threatened the purity of the race
Divider) had separated people into at the Tower of Babel (Genesis 11).

The Dutch Reformed Church was effectively a white church.

Dutch Reformed doctrine also asserts that God is eternal, infinite, wise and
the universe. God has already planned the entire life and destiny of each i
elect (chosen) are saved so long as they stick to the Church's teaching. This
election. In the church, the Bible is seen as authoritative in all matters.

Why do you think the World Council of Churches expelled the Dutch Refo

Why is limited election a problematic doctrine in this case?

In 1992, the Church acknowledged apartheid as a sin. During the Truth an
Reconciliation Commission at the end of apartheid, Reverend Freek Swane
spoke on behalf of the Church as a whole, accepting that the Church was g
many injustices both in a spiritual sense, through its teaching, and in havin
structure which was discriminatory. The Church authorities made no men
amends for past wrongdoing.

Should the apology have gone further?

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Activity 8 – Sheep/goats

Answers

Jesus is the Son of Man.

Sheep and goats require different treatment at night: goats must stay outsi
penned to feel safe.

The actions Jesus sees as important are what we might label as social justic

It appears that actions are more important than faith in the parable. Doing
are in need.

Students may want to discuss whether an unlimited amount of punishmen
there comes a point where the punishment is far worse than the crime and
torturer.

However, able students may want to investigate the Greek used in the pas
means 'forever' or this is just a deliberate translation choice.

For the last task

Students should think about those in the world who help the groups menti
those who don't (the greedy/wealthy) or, even worse, actively pick on the

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Activity 8 – Sheep/goats

Jesus teaches this parable in **Matthew 25:31–46**

> 31 'When the Son of Man comes in his glory, and all the angels with him, th
> of his glory.'

Who does this refer to?

> 32 All the nations will be gathered before him, and he will separate people
> shepherd separates the sheep from the goats, 33 and he will put the sheep
> and the goats at the left.

Why might the shepherd separate the flock?

> 34 Then the king will say to those at his right hand, 'Come, you that are bles
> kingdom prepared for you from the foundation of the world; 35 for I was hu
> I was thirsty and you gave me something to drink, I was a stranger and yo
> naked and you gave me clothing, I was sick and you took care of me, I wa
> me.' 37 Then the righteous will answer him, 'Lord, when was it that we saw
> food, or thirsty and gave you something to drink? 38 And when was it that
> welcomed you, or naked and gave you clothing? 39 And when was it that w
> and visited you?' 40 And the king will answer them, 'Truly I tell you, just as
> of these who are members of my family, you did it to me.'

What types of action does Jesus see as important in gaining entry to God's

Does faith or following Jesus seem necessary to inherit the kingdom of God

> 41 'Then he will say to those at his left hand, "You that are accursed, depart
> prepared for the devil and his angels; 42 for I was hungry and you gave me
> you gave me nothing to drink, 43 I was a stranger and you did not welcome
> give me clothing, sick and in prison and you did not visit me." 44 Then they
> answer, "Lord, when was it that we saw you hungry or thirsty or a stranger
> naked or sick or in prison, and did not take care of you?" 45 Then he will a
> them, "Truly I tell you, just as you did not do it to one of the least of these,
> not do it to me." 46 And these will go away into eternal punishment, but the
> righteous into eternal life.'

Does the punishment for not helping seem harsh?

Based on taking this story at face value, make a list of people or groups tha
eternal punishment or eternal life.

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Activity 9 – Transformation

Notes

This task is an introduction to purgatory and should help students focus or

Answers

The first involves a chrysalis, the second may involve an axe and a match, a
and may involve military victory or successful peace talks.

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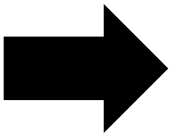
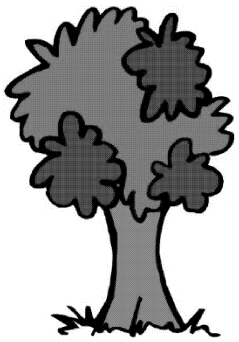
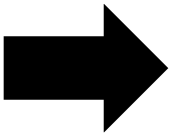
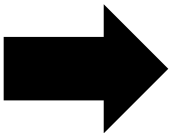
Activity 9 – Transformation

How do we get from the things on the left of the page to the things on the r









Purgatory involves the transformation of the sinner into the pure being

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Foundations

Activity 10 – Not through the sense

Notes

Blake genuinely disliked the scientific revolution's impact on people of fait
viewpoints together – people such as William Paley.

He inscribed 'There is No Natural Religion' in 1788, which attacks the idea
encompassing the idea of the divine.

Blake argues that 'none could have other than natural or organic thoughts'
perception alone. This takes away the revelation of a transcendent God fro
Blake could not accept.

Blake, a visionary, opposed the idea of religion being discovered materially
science. The possibility of different types of perception of the divine is imp
'perceives more than sense can discover'.

Answers

You cannot assume the existence of something without a sense to experien
not guess that sounds existed from any of your other senses, such as sight.

Therefore, the desires that people have must be limited to objects found by

Nothing about sight, taste, touch or smell gives any indication of what hea
completely separate.

In the second question, they should understand that Blake is suggesting tha
desire more than the senses can explain. He is thinking of friendship, love
not experienced through the five senses.

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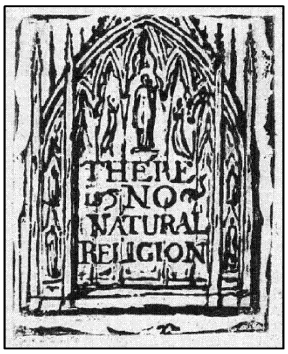
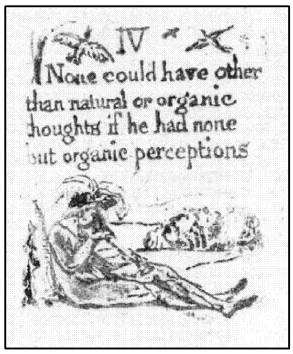
Activity 10 – Not through the sense

William Blake (1757–1827) was an English Romantic mystic, poet, artist and
of him as the writer of 'Jerusalem'. He was theologically opposed to Natur
natural world could not reveal God. He published a set of plates, includin
sections:





The argument on the plates reads thus:

(a) I. Man cannot naturally perceive but through his natural or bodily o
II. Man by his reasoning power can only compare & judge of what he
III. From a perception of only 3 senses or 3 elements none could dedu
IV. None could have other than natural or organic thoughts if he had
V. Man's desires are limited by his perceptions; none can desire what
VI. The desires & perceptions of man, untaught by anything but orga
objects of sense.

Summarise this argument in two sentences or less.

(b) I. Man's perceptions are not bound by organs of perception; he perc
ever so acute) can discover.
II. Reason, or the ratio of all we have already known, is not the same
know more.
III. [This proposition is missing.]
IV. The bounded is loathed by its possessor. the same dull round, eve
become a mill with complicated wheels.
V. If the many become the same as the few when possess'd, More! M
soul; less than All cannot satisfy Man.
VI. If any could desire what he is incapable of possessing, despair mu
VII. The desire of Man being infinite, the possession is Infinite & himse

Do you agree? Try to explain your perspective.

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Activity 11 – Images of creation

Answers

Transferring nutrients and providing a habitat are two possible purposes fo
cycle and ensuring that life continues for the clouds.

Wings enable flight, and hands with opposable thumbs allow humans to us

The last two questions should facilitate discussion on issues related to the t
we see a link from nature to God?

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Activity 11 – Images of creation

What is the apparent purpose of each of these things?

What do these things seem to be designed for?

Do you think the images above are enough upon which to base a belief in
your answer.

Is nature part of God revealing God's self to humanity?

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Activity 12 – Revealed knowledge

Answers

Key term	Definition
Grace	The unmerited good favour of God.
Holy Spirit	The third person of the Trinity, the sustaine holy gifts.
Charismata	The gifts of the spirit such as prophecy, ton healing, etc. experienced by the early Churc
Sinful	Separated from God due to wrong actions.
Finite	With an end.
Natural knowledge	Either knowledge of God through design ar into humans as they are made in the image
Revealed knowledge	Knowledge given by God to people throug as through the life and teaching of Jesus.
The Fall	The temptation and subsequent expelling fr
Faith	In religious terms, complete trust in God, a

Nature cannot reveal abstract concepts such as love. Jesus was revealed in teachings from the Bible cannot be found in nature.

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Activity 12 – Revealed knowledge

Using some or all of the following words, give definitions to these key term

Useful words:

end	separated	innate	creation	knowledge	gift	Bible	God

Key term	Definition
Grace	
Holy Spirit	
Charismata	
Sinful	
Finite	
Natural knowledge	
Revealed knowledge	
The Fall	
Faith	

Why isn't natural knowledge enough to know all about God?

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Activity 13 – Heresies

Answers

Heresy	Reason	Implic
Docetism	• Jesus' historical/physical body was entirely illusory. • Jesus never had a human form and was always God. • Jesus only seemed to be human.	Jesus has not and, therefor like to be a h difficult to re
Nestorianism	• Jesus is not identical to the Son, who lives in him. • He has two natures, Jesus and Christ. • He is two beings in union as one.	Said to unde both human the idea that God 'adopte to start with.
Apollinarism	• Jesus could not have had a human mind. He had a divine mind with a human body and lower soul (emotions). • Christ had one nature and was never fully human.	Jesus does n live a human God's presen us.
Arianism	• Jesus was created by God and was subordinate to God. He was the Son of God. • There is no Trinity and Jesus was not God.	The implicat that Jesus wa lie. Christian

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Activity 13 – Heresies

Over the almost 2,000-year history of Christianity, there have been many di
or what Jesus was.

These teachings have often been labelled as **heresy** (belief or opinion contra
doctrine).

The table below contains four such heresies from the first few hundred yea
reason they were rejected. In the final column, write down what implicatio
for Christianity if these had become the teachings of the Church as a whole

Heresy	Reason	Implic
Docetism	• Jesus' historical/physical body was entirely illusory. • Jesus never had a human form and was always God. • Jesus only seemed to be human.	
Nestorianism	• Jesus is not identical to the Son, who lives in him. • He has two natures, Jesus and Christ. • He is two beings in union as one.	
Apollinarism	• Jesus could not have had a human mind. He had a divine mind with a human body and lower soul (emotions). • Christ had one nature and was never fully human.	
Arianism	• Jesus was created by God and was subordinate to God. He was the Son of God. • There is no Trinity and Jesus was not God.	

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Activity 14 – Jesus' moral teaching

Answers

1) Luke 10:27
3) Matthew 7:12
4) Matthew 5:29
6) Matthew 5:40
7) Matthew 7:1–2
9) Luke 6:35
10) Matthew 22:39
11) Luke 17:4

All NRSV

2 is verse 223 of the Dhammapada
5 is from the Sutta Nipata
8 is verse 19 of the Dhammapada

They are in fact teachings of Buddha; however, it could be argued that Jesu

This should make the students wonder if Jesus was unique as a teacher.

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Activity 14 – Jesus' moral teaching

Which are real teachings of Jesus (as recorded in the Gospels)?

1. You shall love the Lord your God with all your heart, and with all y your mind.

2. Overcome anger by peacefulness: overcome evil by good. Overcom generosity; and the man who lies by truth.

3. In everything do to others as you would have them do to you.

4. If your right eye causes you to sin, tear it out and throw it away; it is one of your members than for your whole body to be thrown into he

5. Faith is the best wealth for a man in this world. Righteousness whe brings happiness.

6. If anyone wants to sue you and take your coat, give your cloak as w

7. Do not judge, so that you may not be judged. For with the judgeme be judged, and the measure you give will be the measure you get.

8. If a man speaks many holy words but he speaks and does not, this t cannot enjoy the life of holiness: he is like the cowherd who counts t

9. But love your enemies, do good, and lend, expecting nothing in retu

10. Love your neighbour as yourself.

11. And if the same person sins against you seven times a day, and turn times and says, 'I repent', you must forgive.

Could Jesus have said all of them?

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Activity 15 – The revolutionary

Answers/guidance

Students should be able to easily identify times and places where these peo
understand why it is important for them to keep abreast of current affairs i
use.

The students may consider the different protest movements or alternative i
might express his solidarity

Which groups find this teaching challenging? – Try to focus this on governi
show Jesus in a countercultural sense.

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Activity 15 – The revolutionary

Jesus never expressed solidarity with the rich. He was noted for speaking t
treating like they were real people) women, the poor and minorities.

Explain how these groups are still marginalised today.

Women

The poor

Ethnic minorities

How would Jesus express his solidarity today?

Which organisations or groups find this teaching challenging?

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Living

Activity 16 – Biblical ethical principl

Notes

Ask the students whether if they saw the Commandments as a list of guide
they could manage to follow them, their lives would be better.

Answers

Students should think about which commandments are still crimes in the n
also which ones they might think you should still follow even if they are nc

The question here is 'do literal readings of the Bible bring out huge conflict
about to stone a woman to death that only those who were without sin sho

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Activity 16 – Biblical ethical principl

These are the Ten Commandments (in Exodus 20. Also found in Deuteron

[2] I am the Lord your God, who brought you out of the land of Egypt, out of t
shall have no other gods before me.

[4] You shall not make for yourself an idol, whether in the form of anything th
is on the earth beneath, or that is in the water under the earth. [5] You shall n
worship them; for I the Lord your God am a jealous God, punishing childre
the third and the fourth generation of those who reject me, [6] but showing ste
generation of those who love me and keep my commandments.

[7] You shall not make wrongful use of the name of the Lord your God, for the
who misuses his name.

[8] Remember the sabbath day, and keep it holy. [9] Six days you shall labour a
the seventh day is a sabbath to the Lord your God; you shall not do any wor
daughter, your male or female slave, your livestock, or the alien resident in y
the Lord made heaven and earth, the sea, and all that is in them, but rested
Lord blessed the sabbath day and consecrated it.

[12] Honour your father and your mother, so that your days may be long in the
is giving you.

[13] You shall not murder.

[14] You shall not commit adultery.

[15] You shall not steal.

[16] You shall not bear false witness against your neighbour.

[17] You shall not covet your neighbour's house; you shall not covet your neigh
female slave, or ox, or donkey, or anything that belongs to your neighbour.

Is this list still applicable in the modern day? Explain your answer

Leviticus 20:10 states 'If a man commits adultery with the wife of his neighbour, both the adulterer and the adulteress shall be put to death.' (NRSV) Should Christians that claim the Bible is inerrant put people to death for cheating on their spouse?

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Activity 17 – Why isn't the Bible enou

Answers

These were scripture, tradition, reason and experience.

Scripture:	The Bible.
Tradition:	The Christian experience and decision-making of those th
Reason:	The in-built capacity to make rational decisions.
Experience:	The things that people gain through their own lives throu encounters with God.

Some ethical situations that might be suggested:

Whether fossil fuels or nuclear power are bad. (Knowledge of CO_2 and nu by the authors of the Bible.)

Whether cloning human beings is acceptable. (This technology is not drea world, but the Bible does talk of God creating new life.)

Whether or not tax avoidance is acceptable. (Bible forbids stealing and ex avoidance is not strictly illegal/stealing.)

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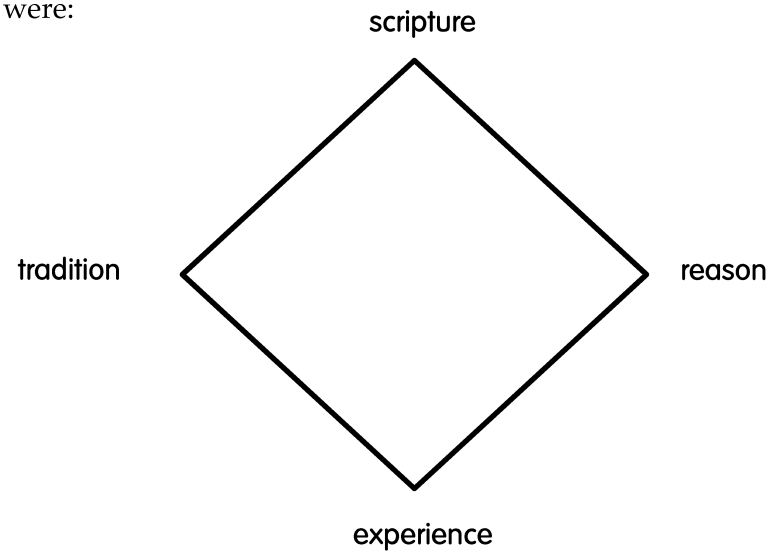
Activity 17 – Why isn't the Bible enou

The founder of Methodism, John Wesley, developed something that came to be known as the 'Wesleyan Quadrilateral'.

He reflected upon four things that needed to work together in order for people to come to theological conclusions.

These were:



Explain what each one might be.

Scripture .....

Reason .....

Experience .....

Tradition .....

Write down three ethical situations in the modern world that could not be texts. Explain your answers.

1) .....

.....

2) .....

.....

3) .....

.....

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Activity 18 – Is love enough?

Answers

Students may come up with an example where love as a principle on its ow
choose between two courses of action – especially in the cases of deciding f
euthanasia. This may mean that additional ethical principles are needed.

Dietrich Bonhoeffer came to the conclusion that being killed would be the b
He believed it would stop Hitler endangering his soul even more and it wo
who would not be persecuted as a result.

Love is not a solely Christian concept but using the principle of agape love
be able to suggest this is how Jesus behaved and that it is distinctively Chri
not act on the basis of agape all the time.

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Activity 18 – Is love enough?

John 13:34 says:

> 'I give you a new commandment, that you love one another. Just as I have
> love one another.' (NRSV)

Jesus' teaching on *agape* love is often seen as the most important Christian e

Should it be the only ethical principal? Explain your answer.

Can you imagine a situation where the most loving thing to do is murde
it down.

If you evaluate your actions by considering what is loving, is this distinc

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Activity 19 – Civil disobedience

Answers

Both of these questions are subjective, but the likelihood is that students wi
question to have acceptable lawbreaking because of the subsequent conseq
believe that things such as equality always should have been the case.

It is more difficult to look within your own time as you are a product of it a
to break out of standard thinking.

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Activity 19 – Civil disobedience

In the USA from 1955 onwards, Martin Luther King Jr helped organise bus b
segregated public spaces with protest marches and mass sit-ins. He and tho
and were arrested many times.

Throughout his time in both South Africa and India, Mohandas Gandhi orgo
cooperation with British colonial rulers that broke many laws in both countrie
burn their legal documentation and Indians to march and protest against Bri
legal at the time). He was convicted and sent to prison on more than one oc

The suffragettes were a movement primarily composed of women who were
get the vote for women and more equal rights in society. In 1912, they mov
mostly peacefully to using tactics ranging from chaining themselves to railing
postboxes and churches, smashing windows of public buildings and setting

Dietrich Bonhoeffer was a German pastor and theologian in the first half of
being a pacifist, he joined an underground opposition to the German gover
in couriering information which helped damage that government, including
was arrested in 1943 and executed by the Nazi Party in 1945.

Were each of the people right to have broken the law? Explain your ans

Are there any laws that you believe should be protested against today?

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Activity 20 – The Barmen Declarati

Answers

A state religion is where one religion is legally named and privileged in a c
form part of the government.

Only the UK and Greece from the list has a state religion. (Christianity in b
UK and Orthodox for Greece.)

Countries have state religions for a variety of reasons. Sometimes a faith g
supported the new hierarchy with funding. Other times it is because the le
converted to a new faith and decree everyone should be a part of it. A stat
something in common and helps them form communities.

Some reasons against having a state religion include the potential negative
forcing people into a group may create resentment or division instead of u

The Barmen Declaration most importantly says that the state should not ha
and governance of the Church. Many German churches were heavily delib
Nazi Party.

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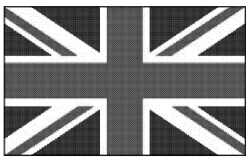
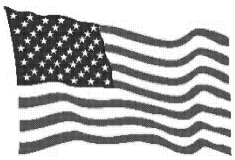
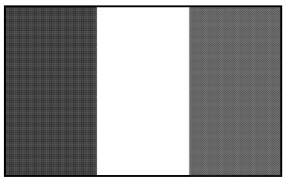
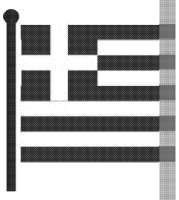
Activity 20 – The Barmen Declaratio

What is a state religion?

Which of these countries has a state religion?

(United Kingdom) ❒ (USA) ❒ (France) ❒ (Greece)

Should countries have a state religion? Explain your reasons and give at le

This text is from the Barmen Declaration. It was written at the time when t and sought to have all the German churches agree with its doctrines.

> 8.17 The Christian Church is the congregation of the brethren in which Jes the Lord in Word and sacrament through the Holy Spirit. As the Church of testify in the midst of a sinful world, with its faith as with its obedience, with order, that it is solely his property, and that it lives and wants to live solely f his direction in the expectation of his appearance.
>
> 8.18 We reject the false doctrine, as though the Church were permitted to message and order to its own pleasure or to changes in prevailing ideolog
>
> 8.22 – 5. "Fear God. Honour the emperor." (1 Peter 2:17.)
> Scripture tells us that, in the as yet unredeemed world in which the Church divine appointment the task of providing for justice and peace. [It fulfils thi threat and exercise of force, according to the measure of human judgment Church acknowledges the benefit of this divine appointment in gratitude a calls to mind the Kingdom of God, God's commandment and righteousnes responsibility both of rulers and of the ruled. It trusts and obeys the power upholds all things.
>
> 8.23 We reject the false doctrine, as though the State, over and beyond its and could become the single and totalitarian order of human life, thus fulfi as well.
>
> 8.24 We reject the false doctrine, as though the Church, over and beyond should and could appropriate the characteristics, the tasks, and the dignity becoming an organ of the State.
>
> 8.27 We reject the false doctrine, as though the Church in human arrogan work of the Lord in the service of any arbitrarily chosen desires, purposes,

What does it say about the relationship between Church and State?

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Activity 21 – Suffering for others

Answers

Cheap grace – 'the preaching of forgiveness without requiring repentan

Costly grace – 'confronts us as a gracious call to follow Jesus, it comes as broken spirit and the contrite heart. Grace is costly becau to the yoke of Christ and follow him'

Both definitions, Dietrich Bonhoeffer in *The Cost of Discipleship*.

Costly grace means that the person who receives it feels that they have to c the teachings of Jesus. In practice, even though someone might believe tha sins cannot be earned through doing good things, they nevertheless start d grace depended on it.

Kolbe gives his own life for someone else and has great evil done to him (h

It would theoretically be possible for all Christians to act this way even tho advantage. They would also have to weigh up whether acting in this manr to do in the circumstance, as they may be able to do more good work in the

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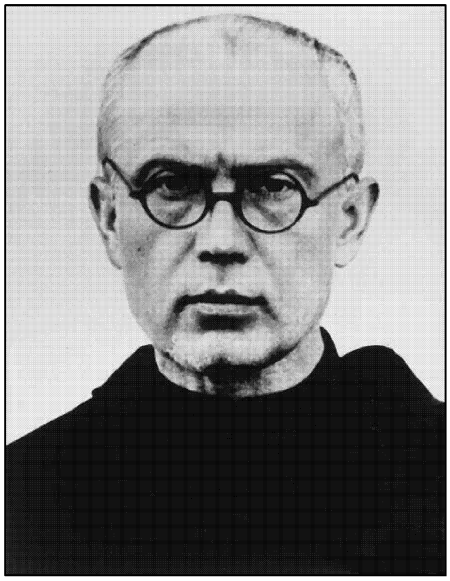
Activity 21 – Suffering for others



St Maximilian was born Raymond Kol
1894. He was ordained as a priest in
in Rome.

Kolbe was incarcerated in the death c
due to his anti-Nazi activities. He spe
comfort other prisoners, even giving h
for them to have a better chance of su

While he was there, an escape attemp
The standard practice in the camp wa
10 others would be executed in the st

One man selected, Franciszek Gajown
had a young family.

Kolbe offered his life in exchange and was condemned to a slow death.

When he didn't starve to death quickly enough, he was executed with an in
the heart on 14 August 1941.

Franciszek Gajowniczek survived Auschwitz and returned to his family, nev
done for him.

Pope John Paul II canonised Maximilian as a 'martyr of charity' in 1982.

From Bonhoeffer's teaching, define:

Costly grace:

Cheap grace:

How does Kolbe show both sacrifice and suffering?

Is it possible or desirable for all Christians to act like Kolbe? Would this w

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