

Starters and Plenaries

For AS and A Level Edexcel Religious Studies

Paper 4B: Christianity

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Teacher's Introduction

This resource contains 36 starters and plenaries which cover all topics of the AS and A Level Edexcel Christianity paper, 4B, first examination 2017/2018.

The activities are intended to help a student develop abilities across the full range of assessment criteria. The activities follow the specification order and give the teacher a clearly defined structure to work from. The 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 the core information of the specification. The plenaries help to challenge the students, testing their understanding. While each activity is specified as either a starter or a plenary in the resource, these are adaptable to the teacher's needs.

The wide range of activities helps to stimulate each student's interest, by offering fresh and enjoyable methods of learning. The activities help to promote discussion, explanation, application and critical thinking skills, meaning that each student can learn to analyse in depth the information that they have been taught, which gives them a solid foundation from which to work during subsequent lessons. The activities target each type of learner, enabling every student to benefit from this resource.

December 2018

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Specification cross reference

This table will enable you to pick and choose starters or plenaries relevant to what you are teaching. While each activity has been selected as either a starter or a plenary, it is important 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 matter of judgement when to use each task.

Area	Topic	Activity
Religious beliefs, values and teachings	The nature of God as personal and as creator	Power Human relationship with God Is Genesis 1 literal?
	The Trinity	Weaknesses of an Arian Trinity – three in one
	The nature of the Church	The Nicene Creed
	Key moral principles	The most loving thing I can do Is love enough?
Sources of wisdom and authority	The Bible	Revealed knowledge Biblical ethical principles Why isn't the Bible clearer?
	The nature and role of Jesus	Jesus' moral teaching Heresies Suffering for others
Practices that shape and express religious identity	Diversity of practices in the Church	Keywords Eucharistic experience
	Creative expressions of religious identity	Nativity Crucifixion Styles of worship Rosary
Social and historical developments	Science	Cosmological (or Copernican) revolution The challenge of evolution
	Secularisation	Feuerbach Christianity's bad content
	New movements in theology	The revolutionary Feminist ideas
Works of scholars	Atonement theory	Matching atonement theories with the Bible Ultimate judgement and forgiveness
	A comparison of key texts in the work of Paul and Hick	Metaphor
Religion and society	Pluralism and diversity	Exclusive Inclusive? Multifaith societies Christian responses
	Equality and discrimination - gender	Traditional roles Apostle or prostitute Women in ministry

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Activity 1 – Power

In the following list of actions, carefully assess whether you have the power to do it, whether humanity as a whole has the power or ability to perform the action, and whether you do it (or not).

Action	Can you?	Does humanity?	Why?	Can you do it?
Eat healthily				
Exercise regularly				
Kill other humans				
Help the poor				
Protect the environment				
Bully minorities				

What are the main reasons for limiting human power?

Would the reasons also apply to God?

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Activity 2 – Human relationship with God

From Genesis Chapter 3 (NRSV):



¹Now the serpent was more crafty than any other
God had made. He said to the woman, 'Did God
from any tree in the garden?' ²The woman said
of the fruit of the trees in the garden; ³but God said
of the tree that is in the middle of the garden,
you shall die.'" ⁴But the serpent said to the woman
knows that when you eat of it your eyes will be open
God, knowing good and evil.' ⁵So when the woman
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 the parts of this text that suggest the story is not a literal one.

What does the passage say about God's relationship with humanity? List
at least three separate points.

Christians believe in the consequences of the disobedience in this parable.
Jesus has come to Earth. Explain why.

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Activity 3 – Is Genesis 1 literal?

The beginning of the book of Genesis reads as follows (in the NRSV):

In the beginning when God created the heavens and the earth, the earth was dark and darkness covered the face of the deep, while a wind from God swept over the water. Then God said, 'Let there be light'; and there was light. And God saw that the light was good. And God separated the light from the darkness. God called the light Day, and the darkness Night. And there was evening and there was morning, the first day.

And God said, 'Let there be a dome in the midst of the waters, and let it separate the waters.' So God made the dome and separated the waters that were under the dome from the waters that were above the dome. And it was so. God called the dome Sky. And there was evening and there was morning, the second day.

And God said, 'Let the waters under the sky be gathered together into one place, and let the dry land appear.' And it was so. God called the dry land Earth, and the waters that were gathered together Seas. And God saw that it was good. Then God said, 'Let the earth yield seed, and fruit trees of every kind on earth that bear fruit with the seed in it. The earth brought forth vegetation: plants yielding seed of every kind, and trees bearing fruit with the seed in it. And God saw that it was good. And there was evening and there was morning, the third day.

And God said, 'Let there be lights in the dome of the sky to separate the day from the night, and let them be for signs and for seasons and for days and years, and let them be in the sky to give light upon the earth.' And it was so. God made the two great lights, the greater light to rule the day and the lesser light to rule the night, and the stars. God set them in the sky to give light upon the earth, to rule over the day and over the night, and to separate the light from the darkness. And God saw that it was good. And there was evening and there was morning, the fourth day.

Finish reading up to Genesis 2, Verse 4 in a Bible.

If this is literal (things happened exactly as written), how does it differ from the commonly accepted scientific world view?

If this passage is not literal but contains other types of truth, identify what it tells you about:

- a) God
- b) the world
- c) humans

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Activity 4 – Weaknesses of an

An analogy is a comparison between things for the purpose of explanation

Analogies can be a useful way of thinking about a subject; however, they can also have an alternative interpretation. Explain how each of the following analogies could be used in the column, and how it doesn't work or could be misleading or wrong in the other column.

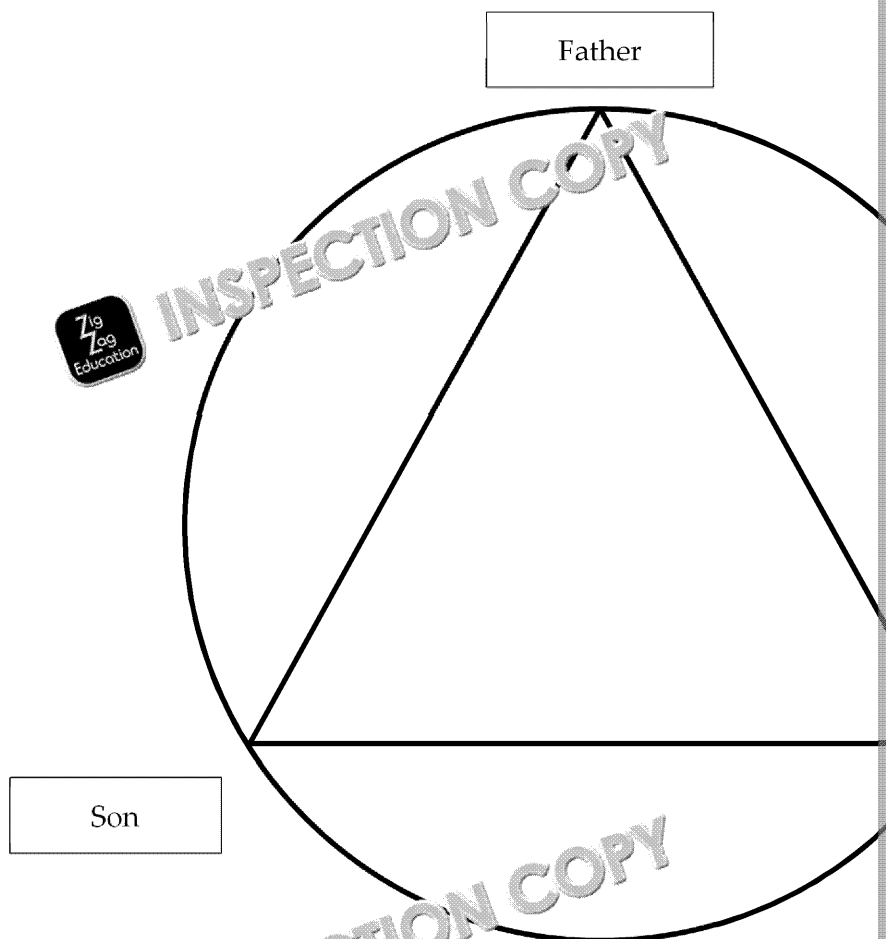
 it works	Analogy	
	A woman needs a man like a fish needs a bicycle.	
	He has a voice like velvet.	
	He is my rock.	
	Life is like a box of chocolates.	

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Activity 5 – Trinity – three in



In mainstream Christianity, God is believed to be one being, but expressed in three persons.

Write down three things you are that do not overlap. (An example might be parent and cyclist)

Can you be more than one thing at once or are you just one more complex thing?

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Activity 6 – The Nicene Creed

The NICENE CREED is the standard statement of Christian belief, dating from 325 CE.

WE BELIEVE in one God,
the Father, the Almighty,
maker of heaven and earth,
of all that is, seen and unseen.

We believe in one Lord, Jesus Christ,
the only Son of God,
eternally begotten of the Father,
God from God, Light from Light,
true God from true God,
begotten, not made,
of one Being with the Father.
Through him all things were made.

For us and for our salvation
he came down from heaven:
by the power of the Holy Spirit
he became incarnate from the Virgin Mary,
and was made man.

For our sake he was crucified under Pontius Pilate,
he suffered death and was buried.
On the third day he rose again

in accordance with the Scriptures,
he ascended into heaven
and is seated at the right hand of the Father.

He will come again in glory
to judge the dead,
and his kingdom will last forever.

We believe in the Holy Spirit,
who proceeds from the Father and the Son,
who with the Father and the Son
is glorified.

He has spoken through the prophets.

We believe in one holy catholic and apostolic Church.

We acknowledge one baptism for the forgiveness of sins.

We look for the resurrection of the dead
and the life of the world to come.

Amen.

The sentence 'We believe in one holy catholic and apostolic Church' has caused much conflict over time.

Unity – Does every Christian have to be a member of the same church?
Should this just refer to a few common beliefs?

Holiness – If you are holy, you are dedicated to God. What societal institutions/churches are dedicated to God above all else?

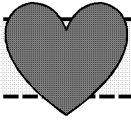
Catholic – meaning universal, all-embracing or all-inclusive – also has a negative meaning. What is it and how might this cause friction between Christians?

Apostolic – apostles are people sent on a mission. What is the mission of the church?

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Activity 7 – The most loving t

In each of these situations, write down a way of justifying the action as the situation

- Condemning an innocent man to death if you knew his execution would bring law and order.



- Planting a bomb to further the interests of your political group.

- Cheating on your husband in order to see a friend as he seems in



- Saving a drowning scientist who has almost developed a cure for cancer than your father.

Extension – Is it good to be able to justify actions like these?



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Activity 8 – Is love enough

John 13:34 says:

'I give you a new commandment, that you love one another. Just as I have loved you, so you also should love one another.'

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

Should it be the only moral principle? Explain your answer.



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

How certain will you be that you have done the right thing?



Will other people always agree with you?

Is this a problem?



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Activity 9 – Revealed knowledge

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

Useful words:

end separated innate creation knowledge gift Bible God

Key term	Definition
 Natural knowledge	
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 10 – Biblical ethical principles

These are the Ten Commandments (in Exodus 20. Also found in Deuteronomy 5).

² I am the Lord your God, who brought you out of the land of Egypt, out of the land of slavery.
³ you shall have no other gods before me.

⁴ You shall not make for yourself an idol, whether in the form of anything that is on the earth beneath or that is in the water under the earth. ⁵ You shall not bow down or worship them; for I the Lord your God am a jealous God, punishing children for the sin of their parents, to the third and the fourth generation of those who reject me, ⁶ but showing love to the thousandth 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 Lord will not forgive anyone who misuses his name.

⁸ Remember the sabbath day, and keep it holy. ⁹ Six days you shall labour and do all your work, ¹⁰ but the seventh day is a sabbath to the Lord your God; you shall not do any work, you, your son or daughter, your male or female slave, your livestock, or the alien resident in your town. For in six days the Lord made heaven and earth, the sea, and all that is in them, but he rested on the seventh day. Therefore the Lord blessed the sabbath day and consecrated it.

¹² Honour your father and your mother, so that your days may be long in the land the Lord your God 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 neighbour's wife, or his male or female slave, or his ox, or his donkey, or anything that belongs to your neighbour.

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

This list does not specify any punishments for breaking the rules. Is this a problem? What is your interpretation?

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.' Should Christians be inerrant? Should someone be put to death for cheating on their spouse?

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Activity 11 – Jesus’ moral teaching

Which are real teachings of Jesus?

1. You shall love the Lord your God with all your heart, and with all your soul, and with all your mind.
2. Physical charms attract the eyes, goodness attracts the mind.
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 better for you to lose one of your members than for your whole body to be thrown into hell.
5. It is a man’s own mind, not his enemy or foe that lures him to evil ways.
6. If anyone wants to sue you and take your coat, give your cloak as well.
7. Do not judge, so that you may not be judged. For with the judgement you give will be judged you, and the measure you give will be the measure you get.
8. However many holy words you read, however many you speak, what does it profit you if you do not act upon them?
9. But love your enemies, do good, and lend, expecting nothing in return.
10. You shall love your neighbour as yourself.

Could Jesus have said all of them?

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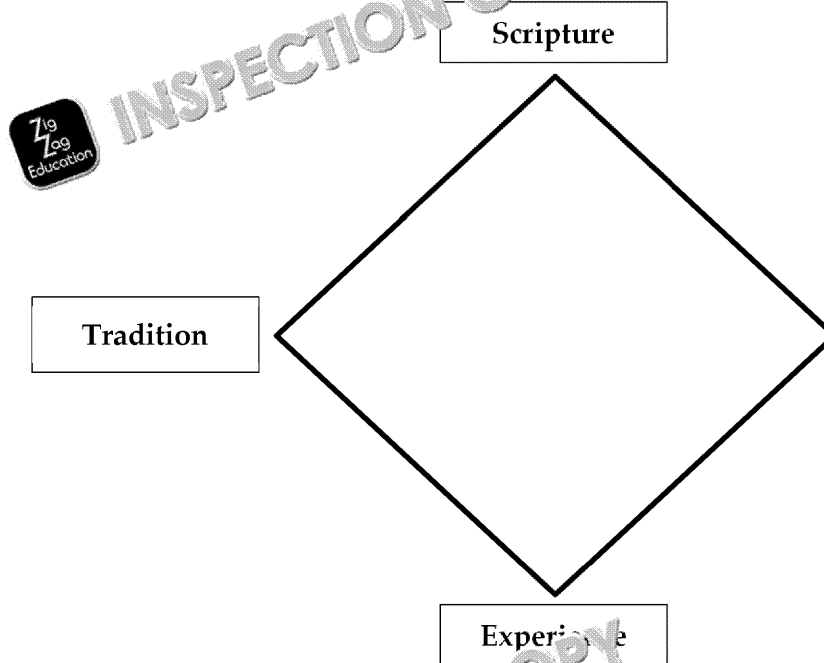
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Activity 12 – Why isn't the Bible

The majority of Christian traditions hold that in order to understand God's will, we must look at more than simply read the Bible. There is a variety of other sources of inspiration that Christians could pay attention to.

These are:



Explain what each one might be

Scripture



Reason

Experience

Tradition

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

1)

2)

3)



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Activity 13 – Heresies

Over the almost 2000 year history of Christianity, there have been many different views on what Jesus was. Anything deviating from standard teachings has often been rejected (or opinion contrary to orthodox religious doctrine).

The Chalcedonian definition from 451 CE has been accepted as the orthodox teaching of the Church. It states Jesus is 'at once complete in Godhead and complete in man, consisting also of a reasonable soul and body; of one substance with the Father in Godhead, and of the same time of one substance with us as regards his manhood begotten, for us men and for our salvation, of Mary the Virgin, the same Christ, Son, Lord, Only-begotten, recognized in two natures, without confusion, without division, without separation; the distinction of natures being in no way affected by the union, but rather the characteristics of each nature being preserved and coming to the same person and subsistence, not as parted or separated into two persons, but one and the same Lord begotten God the Word, Lord Jesus Christ;'

The table below contains four heresies from the first few hundred years of Christianity. They were rejected. In the final column, write down what implications you think this would have for Christianity if these had become the teachings of the Church as a whole.

Heresy	Reason	Implications
Docetism	Jesus' historical/human 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 not fully human.	
Arianism	Jesus was created by God and was subordinate to him. He was the son of God. There is no Trinity and Jesus was not God.	

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Activity 14 – Suffering for others



St Maximilian was born Raymond Kolbe in 1894. In 1910, he entered a Franciscan monastery and studied in Rome, where he was ordained a priest.

In 1941, the Nazis imprisoned Father Kolbe at Auschwitz death camp. He spent his time comforting other prisoners, even giving his own food order for them to have a better chance of survival.

While he was there, an escape attempt failed, and Father Kolbe was chosen as a prisoner. The standard practice in the camp was that if one prisoner escaped, ten others would be executed in the starvation bunker.

One man selected, Franciszek Gajowniczek, was chosen because he had a young family.

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

On 14 August 1941, his impatient captors ended his life with a fatal injection.

Franciszek Gajowniczek survived Auschwitz and returned to his family, never to be seen again. He was never heard from again.

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

Write down three ways that Kolbe follows the example set by Jesus.

Is suffering an inescapable part of human existence? Justify your answer.

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Activity 15 – Keywords

Match the following key terms to their meanings and then add which Christian use each term.

Sacrament

Grace




Transubstantiation

Trans

Real Presence

Memorial

Eucharist

Concept	Definition	
	The change in nature of the bread and wine during liturgical worship so that it is literally the body and blood of Jesus.	
	A word meaning 'thanksgiving' or 'praise for the works of God'.	
	The free and unmerited favour of God given to humans.	
	A remembrance of Jesus and his disciples' meal in the upper room on Maundy Thursday.	
	A focus to remember an important event or person.	
	A rite of significance and importance, given by God to humanity.	
	A phrase denoting the location of Jesus, often physically, during Holy Communion.	
	A change in the nature of the reality of the bread and wine but not a physical change.	

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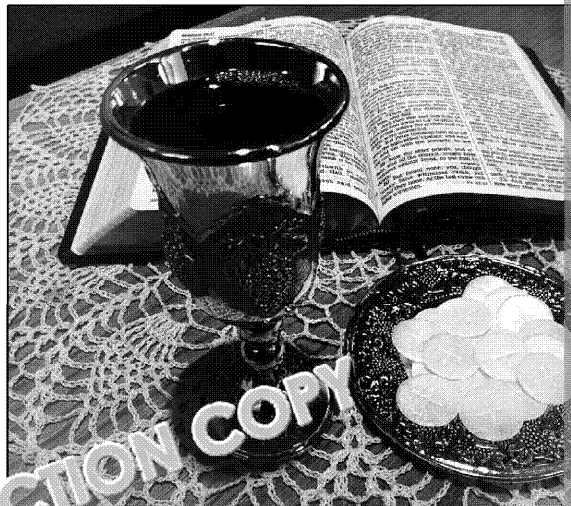
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Activity 16 – Eucharistic exper

What happens when Christians participate in a Eucharist?

They reflect on Jesus' sacrifice for them. How might this make them feel?



They accept the body of Christ/Spirit of God into themselves. If you have God inside you, how might that change your behaviour?

They join with other Christians around the world in a communal act of worship, belonging and group of people.



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Activity 17 – Nativity

Find three major differences between the two images.



Should the Holy Family be shown as a particular ethnicity or should it reflect the culture of the artist?

How important do you think the nativity should be to Christians?

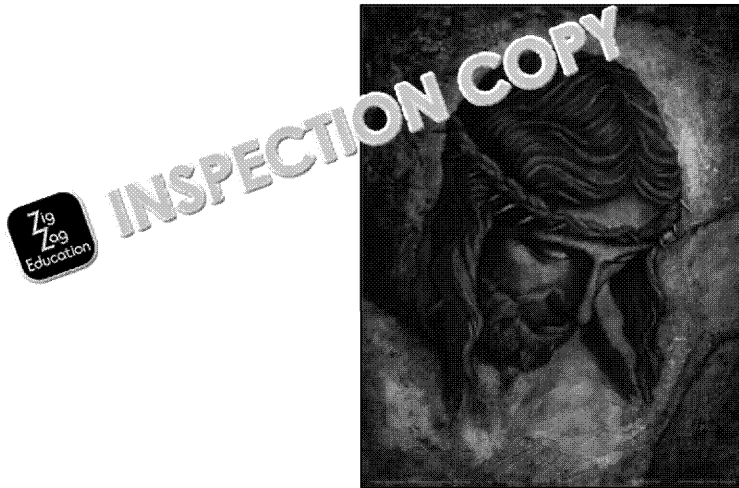
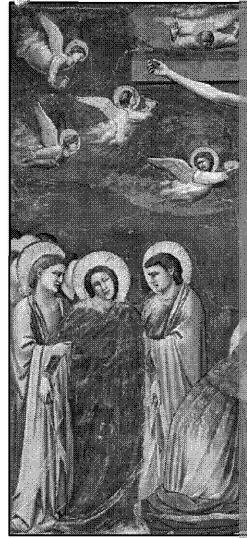
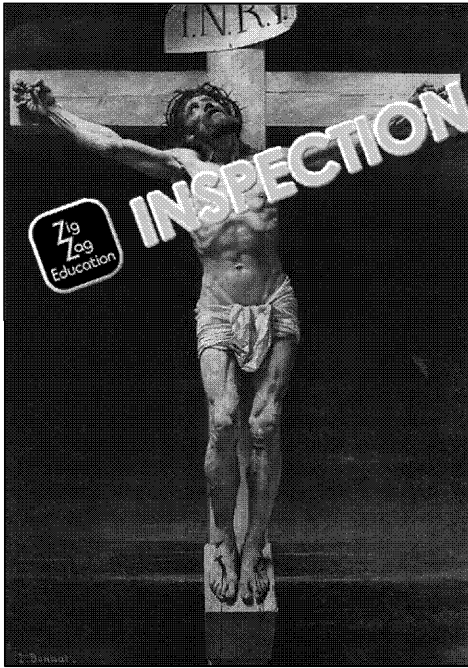
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Activity 18 – Crucifixion

What feelings/emotions/teachings are being conveyed by the paintings shown?



When might a Christian find each one useful?



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Activity 19 – Styles of worship

Music plays a major role in Christian worship.

Match the following words to the denomination they come from originally.

Original traditions they come out of:

- Methodist
- Evangelical
- Catholic

And Can It Be? (just the first verse, refrain and last verse!)

And can it be that I should gain
An int'rest in the Savior's blood?
Died He for me, who caused His pain?
For me, who Him to death pursued?
Amazing love! how can it be
That Thou, my God, shouldst die for me?

Amazing love! how can it be
That Thou, my God, shouldst die for me?

No condemnation now I dread;
Jesus, and all in Him, is mine!
Alive in Him, my living Head,
And clothed in righteousness divine,
Bold I approach the eternal throne,
And claim the crown through Christ my own.
Bold I approach the eternal throne,
And claim the crown through Christ my own.

History Maker

Is it true today that
Cloudless skies will
shake?
Yes, it's true and I believe
I'm living for you

Is it true today that
We'll see dead men
Yes, it's true and I believe
I'm living for you

Ubi Caritas

Ubi caritas et amor
(repeated)
(Where there is charity,
is charity, God is there)

Next match the intended purpose of each piece.

- a) Explaining the beliefs of the Church. b) Meditative prayer.

Finally, what sort of people do you think would be attracted to each of these?

If your teacher has access to YouTube, you can see them being sung.
[zzed.uk/9076-Ubi-Caritas](https://www.youtube.com/watch?v=zzed.uk/9076-Ubi-Caritas) – 'Ubi Caritas' sung at the Taize community
[zzed.uk/9076-And-Can-It-Be](https://www.youtube.com/watch?v=zzed.uk/9076-And-Can-It-Be) – 'And Can It Be?' sung on *Songs of Praise*
[zzed.uk/9076-Delirious](https://www.youtube.com/watch?v=zzed.uk/9076-Delirious) – Delirious? (original band) leading worship at Hillsong

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Activity 20 – Rosary

The rosary is an aid to prayer.



Why use an aid?

What benefits does using the rosary give?

Should prayer be prewritten or extempor (made up as you go along)?

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Activity 21 – Cosmological (or Copernic

Imagine the world view of the medieval Church:

Schema huius praeiudicæ diuisionis Sphaerarum.



The heavenly realm sat on top of the Earth. They are on fixed spheres.

All the planets and the Sun and Moon orbit the Earth. They are on fixed spheres.

It had been borrowed from the Greeks (and before him).

The diagram is in Latin and shows the Sun in rings. Outside the rings are the stars.

The following five men suggested these things:

Nicolaus Copernicus – Performed lunar observations and developed his own heliocentric model and introduced the Earth spinning on its axis.

Tycho Brahe – Observed a new star, showing change in the heavens, and a solar system, showing that the spheres were not there. He and his team performed observations.

Johannes Kepler – Using Brahe's observations, he developed the three laws of planetary motion, proving planets travelled in ellipses, not perfect circles.

Galileo Galilei – Designed and built his own telescope, far superior to those of his time, noting the rough surface, found Jupiter's moons, contradicting any belief in a perfect Earth and observed Venus with a full set of phases like the Moon, confirming the heliocentric model.

Isaac Newton – Built on the foundations of the other four (he said he stood on the shoulders of giants) using their observations and Kepler's laws to derive his laws of motion and universal gravitation.

How do they challenge the Church worldview?

Does it challenge faith or just religion?

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Activity 22 – The challenge of evolution

Darwin's theory of evolution is a vitally important scientific development, based on years of research, and has become the dominant worldview in the modern world. It has also been used by atheists as a means of challenging arguments for the existence of God, especially the teleological argument and creationism.

1. The theory is often referred to as 'evolution by means of natural selection'. What does this mean?



2. Give an example of this.

3. Does this mean that we are all descended from monkeys?

4. Which concepts within the teleological argument does the theory of evolution challenge?



5. Explain why some people believe that evolution creates an illusion of design.

Extension: What is the anthropic principle? How might the anthropic principle pose problems for the teleological argument? (This links back to the philosophy of science.)



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Activity 23 – Feuerbach

The work of Ludwig Feuerbach (1804–1872) had a significant impact upon the work of Marx and Freud.

What man is in need of, he makes his God.

What man wishes to be, he makes his God.



What do these two statements imply about religion?

Does this impact on the reality of God?



Apply these statements to the following groups in the world today and explain which has an interesting point of view:

1. Al Qaeda and other violent Jihadi terrorist groups.

2. Conservative Republican Christians in the United States of America



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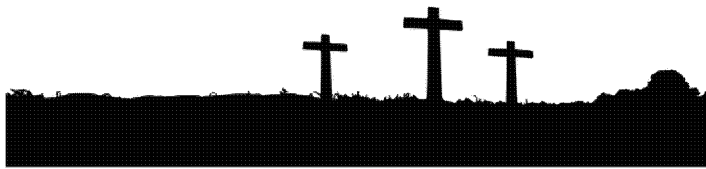


Activity 24 – Christianity's bad con

What does the Christian Church do in the world?



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What things about the Church do people find unacceptable?



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What things about the Christian faith do some people find hard to agree with?

What good things does the Church or Christian faith do?



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Three examples – Opposition to same sex marriage, food banks and campaigns for social justice

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Activity 25 – The revolution

Jesus never expressed solidarity with the rich. He was noted for speaking to women, the poor and minorities, and treating them as real people.

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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As they are tweets, you are limited to 140 characters including spaces.

[illegible]


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#essentialise	#life	#nurture	#metaphor
#gender	#transcendent	#brotherhood	#book



Activity 27 – Matching atonement

Match the different theories of atonement to their descriptions.

Sacrifice	Victory	Substitution
Theory of Atonement	Description	
	Jesus dies to defeat the power of death, sin. He frees humanity by allowing a proper relationship with God with no payment.	
	Jesus lives a perfect life in our humanity, sending the Holy Spirit to help humanity follow his teachings.	
	Jesus dies as a payment for the sins humans have done. It restores a proper relationship with God.	
	Jesus gave himself as a ransom for all of Adam and Eve so that God intended once more to free humanity from the clutches of the devil.	

Which of these is favoured by the Roman Catholic Church?

Which is favoured by evangelical Protestant churches?

Which do you prefer? Why?

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Activity 28 – Guilt, judgement and forgiveness

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Write down one time you felt guilty about something. Explain why.

What took you away from feeling away?



What are you most judgemental about? Is there something that really annoys you that you just look down on people that do it?

When is it acceptable to judge others? Conversely, when is it not acceptable?



What do you find difficult to forgive people for?

Stephen Lawrence was a 18-year-old teenager, killed in a racist attack in London. Doreen has put his killers to death and sees this as an important lesson with which to live properly. Could you have done this? Are there things that



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Activity 29 – Metaphor

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The snow is a white blanket.
The hospital was a refrigerator.

Britain is a melting pot.
Their home was a prison.

He is a shining star.
My teacher is a dragon.

A detective's face was wooden as he listened to her.
His words were candyfloss.

He is a night owl.

Maria is a chicken.

Terry was blue when his goldfish died.
Her angry words were bullets to him.

Jamal was a pig at dinner.

The car was a furnace in the sun.

That coach is an ogre.

Ben's temper was a volcano, ready to explode.

The kids were monkeys on the jungle gym.

The sun is a golden ball.

The park was a lake after the rain.

That lawn is a green carpet.

My car is a road hog.

The stars are sparkling diamonds.

Those two best friends are two peas in a pod.

He is a walking dictionary.

The road was a ribbon stretching across the desert.

The teenager's stomach was a bottomless pit.

Her tears were a river flowing down her cheeks.

Pick ten of these metaphors and explain what they are saying.

When you have finished, explain how they might be interpreted incorrectly literally.

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Activity 30 – Exclusive

Some Christians claim that the only way to heaven or to be with God is to follow only their variety of Christianity).

These Christians are **exclusive** and particularist.

The view has been a tempting one for many centuries.

What pros and cons does this have for the believer?

Pro	Exclusive teaching	
	Christ is the only way to God.	
	Christianity holds the only 'truth'.	
	God will only save those who are Christian from eternal damnation.	



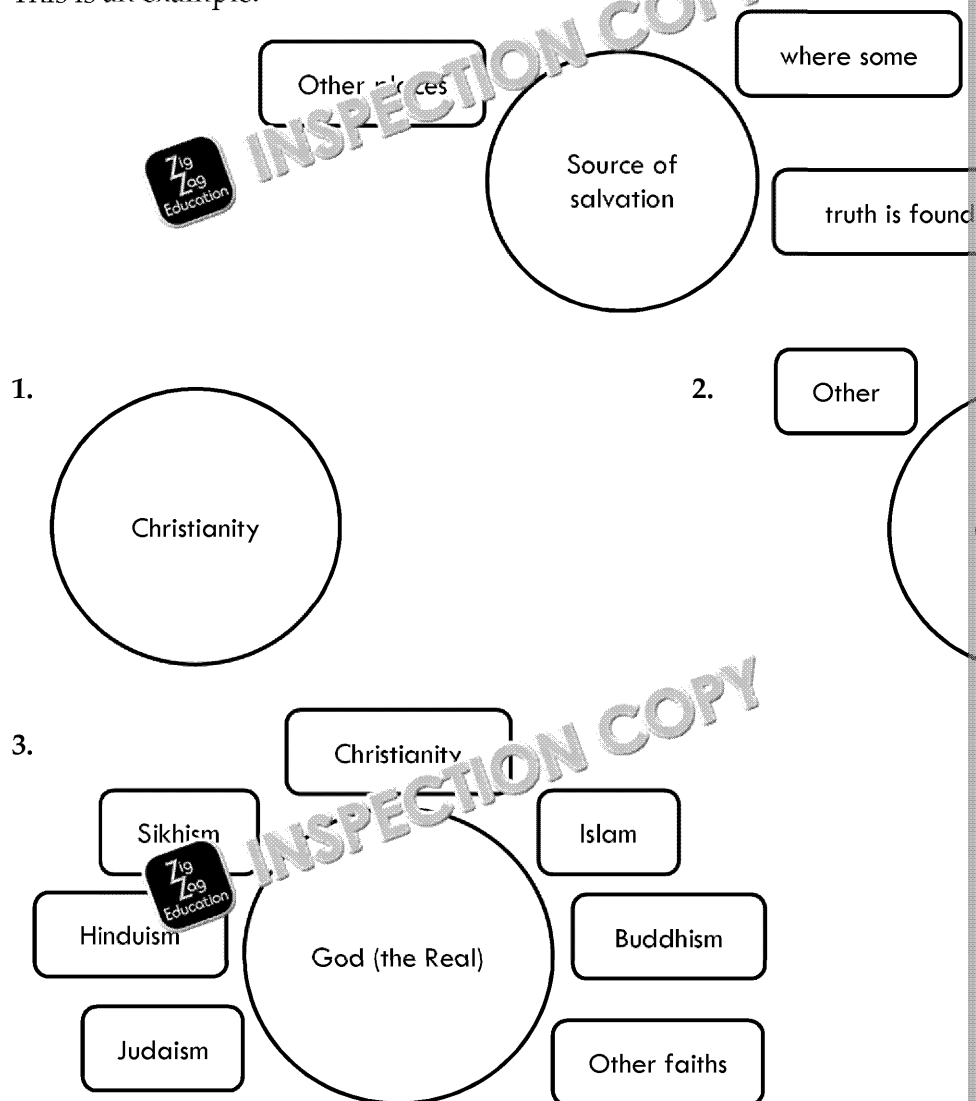
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Activity 31 – Inclusive?

The following diagrams represent three models of Christian theology about the Church. In the table at the bottom, write the advantages and disadvantages each one has. Below each number write whether the model is particularist, inclusive or universalist. This is an example:



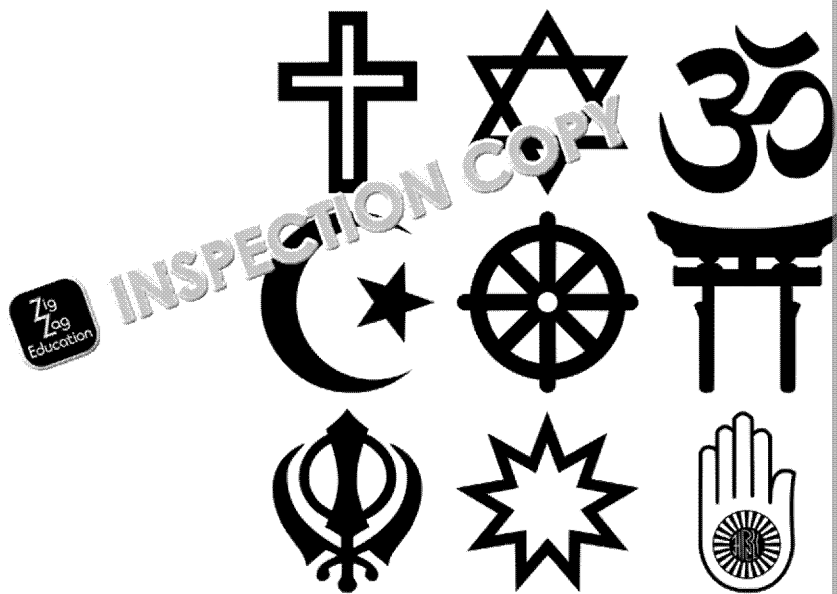
Model	Advantages	
1		
2		
3		

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Activity 32 – Multifaith societies



Fill in each table with the information provided below it:

Place of worship	
First gurdwara in Britain	
First Hindu temple in Britain	
First Buddhist temple in Britain	
First synagogue in Britain	
First mosque in Britain	

1150 (not in use) / 1701 1889 1908 1967

Religion	Number
Muslims	
Jews	
Hindus	
Sikhs	
Buddhists	

248,000 263,000 423,000 817,000

Point to remember – there has never been a time with only one religion

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Activity 33 – Christian response



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Why are there so many different churches (over 30,000)? (Give reasons and how they have lots of similar beliefs but not want to be part of the same group.)

Is this a good or bad thing?

Should Christians work together?

Should all the churches try to become one organisation?

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Activity 34 – Traditional roles

The jobs listed below have traditionally been categorised as jobs for men or women. Discuss each job and decide if you think it was and why.

Job	Male or female?	Reasons for categorisation
Lawyer		
Teacher		
Miner		
Priest		
Doctor		
Mechanic		
Nurse		
Engineer		
Cleaner		
Soldier		

Extension – Are any of these reasons valid? Explain why.

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Activity 35 – Apostle or prostitute?

Mary Magdalene was an important follower of Jesus. She appears many times in the gospels despite being a woman.

In groups, find the following references:

Matthew 27:56, 61; 28:1

Mark 15:40, 47; 16:1–19

Luke 8:2; 24:10

John 19:25–27; 21:18



What would you suggest Mary is like?

Since the 16th century, she has been portrayed as a former prostitute with 12 demons. Why portray her as something else?

How is she threatening to the Church?



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Activity 36 – Women in minis

Plan an essay to address the topic: 'Women should not be ministers as the over men. Discuss with reference to Christian teaching and the Bible.'

Use the fish to help plan – lots of arguments on e... with a link to a be whole essay.

Use the following information to help:

Women ha... ability.

Jesus' maleness not essential to his mission.

Quotes opposed are a cultural product of their time.

Jesus had close female followers.

Mary Magdalene was the first apostle.

Galatians 3.28

Romans 16

Philippians 2:2–3

Jesus only ha...

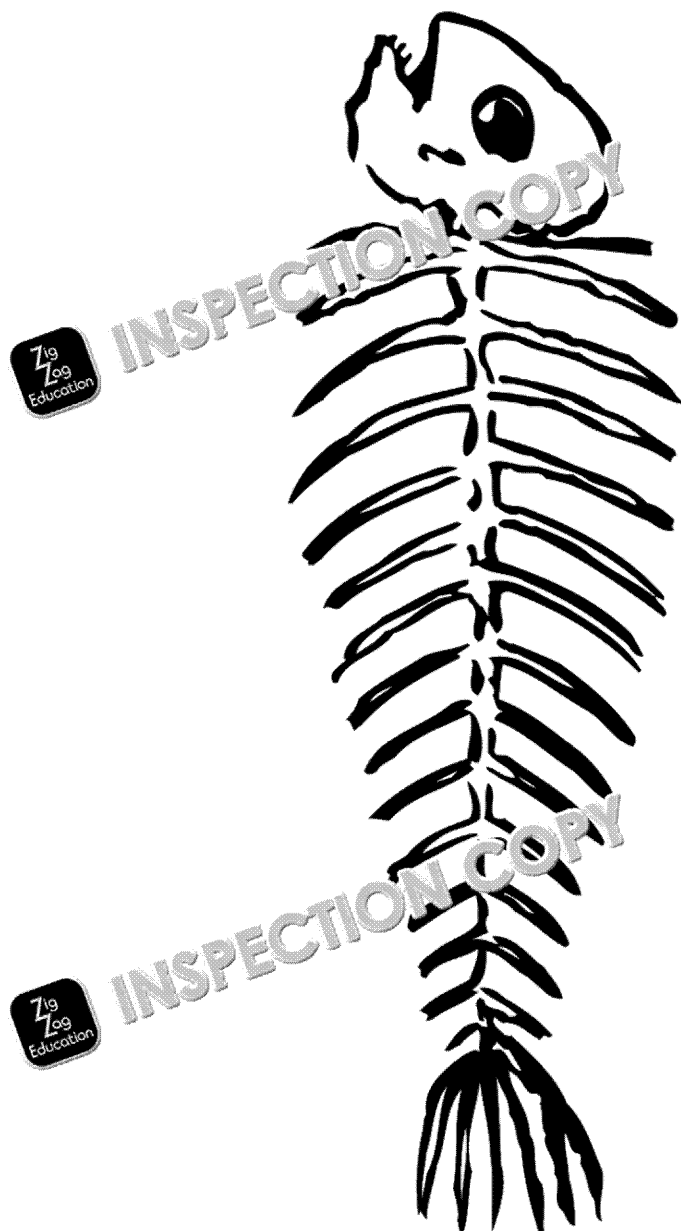
1 Corinthians

1 Timothy 12

Priests repres...

Men and won...

Leadership ar...



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Answers / Teacher's Notes

Activity 1

Notes:

The task is designed to show how we individually are able to limit our own power to do, but how as a species it is much harder to achieve. It then leads on to how

Answers:

Humans can do these things (individually and collectively), but whether or not the

What are the main reasons for limiting our own power?

The reasons might include fear of punishment, because you would(n't) want the benefit of full humans, or for personal or corporate gain. Every individual and the ability to work towards these things.

Would these reasons also apply to God?

When discussing God, the concepts of free will and goodness will almost certainly mean humans not being able to make a choice. Good/bad becomes irrelevant as agency vanishes.

Activity 2

Answers:

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

God walks through the Garden like a person.

God is unaware of where the people are or what they've done.

The serpent talks.

What does the passage say about God's relationship with humanity? Try to find evidence that God has a personal relationship with humanity, appearing in the garden and speaking to them. God trusts humanity with the tree in the garden and expecting them to respect the command. God does not trust humanity, as Adam and Eve had the choice to eat from the tree.

Christians believe that the consequences of the disobedience in this passage mean that the world is not as it should be. Explain why.

Someone must break down the barrier that has sprung up with the sin.

Activity 3

Answers:

If this is literal (things happened exactly as written), how does it differ from the scientific world view?

Although some of the points are in the same order as the Big Bang theory and the evolution of life, the same.

Everything comes into being fully formed.

If this passage is not literal but contains other types of truth, identify three things that are true.

- God cares about humanity and made everything.
- The world is created good, and for mankind to rule over.
- Humans are the pinnacle of creation. They are made in the image of God. God

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Activity 4

Notes:

The task is a reminder that an analogy can never be a watertight argument. The task is to identify the strengths and limitations of analogies before looking at analogies for the Trinity or Creator/Redeemer/Sustainer.

Answers:

How it works	Analogy	
Women can live just fine without men; they are not essential for life.	A woman needs a man like a fish needs a bicycle.	Fish can't live without water; they need it to survive.
He sounds smooth and luxurious.	He had a voice like velvet.	Velvet is soft and smooth.
He is tough, stable and provides good foundations.	He is my rock.	Rock is solid and stable.
Life has many different aspects that you can enjoy.	Life is like a box of chocolates.	Life is unpredictable and full of surprises.

Activity 5

Notes:

This should be self-explanatory but it could lead to a discussion about whether the Trinity is entirely distinct.

Activity 6

Answers:

Unity – Does every Christian have to be a member of the same church for it to be a true church?

Both sides of the argument will probably appear – yes, or they may become even fiercer. Jesus allowed other groups to do good works in his name (Mark 9:38).

Holiness – If you are holy, you are dedicated to God. What societal implications does this have?

Churches will be less likely to change with new cultural movements and they may become more isolated from the rest of society.

Catholic – meaning universal, all-embracing or all-inclusive – also has a specific meaning. What might this cause friction between Christians?

Roman Catholics may feel that this only applies to them.

Apostolic – Apostles were sent on a mission. What is the mission of the Church today?
Generally, the Church is seen as spreading the message of Jesus, confronting injustice and helping people individually and humanity in general to know God better.

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Activity 7

Notes:

Students may initially find considering unpleasant acts as loving jars with the way this is the intention. They should finish thinking about relativistic morality.

Answers:

- ✱ **Condemning an innocent man to death if you think his execution would reduce suffering.**
If the disorder is causing massive social problems and people are suffering, doing the loving thing for the sake of the victim could be seen as helping people.
- ✱ **Planting a bomb to further the interests of your political group.**
You would consider the aims of your group to be good and help love grow as part of a minority being persecuted and you hoped to attract attention to your cause.
- ✱ **Cheating on your husband in order to get pregnant as he seems infertile.**
He presumably will be pleased as he gets to be a father. He will never know about the child on their genetic code.
- ✱ **Saving a drowning scientist who has almost developed a cure for Alzheimer's.**
More people's lives will eventually be saved by this decision, and it could be seen as loving. He does not want the loss of the cure on his conscience.

Extension – The class is likely to have disagreements over this, with many students arguing that laws and punishing people for breaking them helps to keep society together.

Activity 8

Answers:

Should it be the only ethical principle?

Students may argue that there is an example where love would find it difficult to choose.

Can you imagine a situation where the most loving thing to do is murder someone?
Dietrich Bonhoeffer came to this conclusion with Adolf Hitler. He believed it would be loving to those who would be persecuted and it would also be loving to those who would not be persecuted.

How certain will you be that you have done the right thing?

You can never know in advance if it will be better. It is guesswork.

Will other people always agree with you?

No.

Is this a problem?

Does this depend on the strength of your convictions and the power you hold?

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Activity 9

Answers:

Key term	Definition
Grace	The unmerited good favour of God
Holy Spirit	The 3 rd person of the Trinity, the sustainer of the church and bestower of holy gifts.
Charismata	The gifts of the Holy Spirit, such as prophecy, tongues, knowledge, etc., experienced by the early Church.
Sinful	Separated from God due to wrongdoing
With an end	With an end.
Natural knowledge	Either knowledge of God through design and purpose, or knowledge of God as they are made in the image of God.
Revealed knowledge	Knowledge given by God to people through faith and the life and teaching of Jesus.
The Fall	The temptation and subsequent expelling from Eden.
Faith	In religious terms, complete trust in God or a religious authority.

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

Nature cannot reveal concepts such as love. If God is outside nature as well, then you cannot know God through nature.

Activity 10

Answers:

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

Students should think about which Commandments still apply, and why, but also which ones are no longer relevant, and why. They should also think about which ones are still crimes and why, but also which ones are not crimes anymore.

Ask the students to discuss: Which of the Commandments are still relevant to modern life, and if they were not, where would they fit in a better place.

This list does not specify any punishments for breaking the rules. Is there a role for punishment?

It might allow for variance in punishment because of mitigation or mercy.

Leviticus 20:10 states 'If a man commits adultery with the wife of his neighbour, both the adulterer and adulteress shall be put to death.' Should Christians who claim that the Bible is the word of God, be required to follow this commandment for cheating on their spouse?

Do literal readings of the Bible bring out huge conflicts? Jesus also told a crowd about the Sabbath, that only those who were without sin should throw a stone.

Activity 11

Answers:

2, 5 and 8 are in fact teachings of Buddhism. However, it could be argued that Jesus came to fulfill the Law, and that the Law is still valid.

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

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Activity 12

Answers:

These are **Scripture, tradition, reason and experience.**

Explain what each one might be –

Scripture – the Bible.

Tradition – The Christian experience and decision-making of those that have gone before.

Reason – Our in-built capacity to make rational decisions.

Experience – The things that we gain through our lives through our senses and feelings.

Write down three ethical issues in the modern world that could not be dealt with by the Bible.

Explain your answers.

- Whether or not fossil fuels or nuclear power are bad.
- Whether or not cloning human beings is acceptable.
- Whether or not tax avoidance (NOT evasion) is acceptable.

Activity 13

Answers:

Heresy	Reason	Implication
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 experienced human life and therefore, does not understand human. Makes Christianity more alien.
Nestorianism	Jesus is not identical to the Son, who lives in him. He has two natures, Jesus and Christ. He is two beings in one person.	Said to undermine the unity of human and divine. Jesus was just a man rather than special to God.
Apollinarianism	Jesus could not have had a human mind. He had a divine mind with a human body and a human lower soul (emotions). Christ had one nature and was never fully human.	Jesus does not have a fully human life and experience. God's presence. God's presence.
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 claims in the Nicene Creed that Jesus was God become meaningless. Christianity loses coherence.

Activity 14

Answers:

Kolbe gave comfort to the prisoners, he gave his life for another, he was executed and changed the life of another through his actions.

Both sides of the argument will be present, with examples of the usefulness of suffering. We can do things like put our hand in a fire and feel pain. We can do things like child poverty and we can do things to eradicate it.

The task should involve context and a link to the work of Moltmann and modern views on suffering.

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Activity 15

Answers:

Concept	Definition	
Transubstantiation	The change in nature of the bread and wine during liturgical worship so that it is literally the body and blood of Christ.	F
Eucharist	A word meaning 'thanksgiving' or 'praise for the works of God'.	I
Grace	The free and unmerited favour of God given to humans.	
The Lord's Supper	A recreation of Jesus and his disciples' meal in the upper room on Maundy Thursday.	
Memorial	A focus to remember an important event or person.	
Sacrament	A rite of significance and importance, given by God to humanity.	R
Real Presence	A phrase denoting the location of Jesus, often physically, during Holy Communion.	
Transignification	A change in the nature of the quality of the bread and wine but not a physical change.	

Activity 16

Answers:

They reflect on Jesus' sacrifice for them. How might this make them feel?

This is a reflective task, focused on a student's feelings.

They accept the body of Christ/Spirit of God into themselves. If you have God in you, how might this change your behaviour?

They will hopefully consider that if God is inside them, they may be more respectful to others around them.

They join with billions of other Christians around the world in a communal act. How might this sense of community and unity with the largest group of people on the planet affect you?

This question should get them thinking about groups they belong to and how doing so might affect them. They should feel wanted, part of something more than themselves and be able to do more.

Activity 17

Answers:

Discussion with pupils based on what students are used to and why some things are different.

A few students may need to discuss the actual (non-white) ethnicity of Jesus and how this affects their understanding of Christianity.

The picture of the Madonna is from Poland in 1382; the other is by **Gerard van Honthorst** in 1624.

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Activity 18

Answers:

What feelings/emotions/teachings are being conveyed by the paintings shown?

Jesus might be pleading for God or looking for help in the first, still radiant and hopeful in the third.

When might a Christian find each one useful?

A Christian may find different images of Jesus useful at different times when they are struggling with something that connects with them. Empathically relating to Jesus can be very powerful as Jesus understands what they are going through.

Activity 19

Answers:

a) Explaining the beliefs of the Church.

'And Can It Be?' is one of Charles Wesley's hymns. Like many Methodist hymns, it is intended to help people understand and share their beliefs. It is often sung in fairly traditional Protestant churches.

b) Meditative prayer.

'Ubi Caritas' is a meditative chant from the Taizé community, a Roman Catholic community of monks. It is intended to focus the mind for prayer on a simple theme.

c) Ecstatic worship.

'History Maker' is a worship song by the band Delirious?, written by their singer, Lee Garmston. It contains no real substance of belief, it contains an intention and is written to get people to make a difference. Worship songs are often intended to change the mood of those who sing them, to have a closer relationship with God.

Activity 20

Answers:

Why use an aid?

This could be more general and about why we use aid for anything.

What benefits does using the rosary give?

Aids stop us from being distracted; they give us something to concentrate on. If we use an aid, we can remember the mood/feeling that we should have, making it easier to do.

Rosaries let you count how many times you have repeated a prayer. They do not let you forget to pray or sacrifice.

Should prayer be prewritten or extempore (made up as you go along)?

This question is personal. Some people can't pray spontaneously as they don't feel comfortable or worry they are saying inappropriate things.

Activity 21

Answers:

How do they challenge the Church's view of the world?

They stop the idea that the Earth and humanity, by extension, are at the centre of the universe and that God is focused on them.

They end the idea of a 'perfect' creation.

They suggest that heaven is not 'up there' looking down.

Does it actually challenge faith or just religion?

They don't really challenge faith, just the standard interpretations of things such as the Bible.

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Activity 22

Notes:

The task is to ensure that all students have a decent knowledge of the scientific and teleological argument. They should have studied it at Key Stages 3 and 4.

Answers:

1. Natural selection is the process whereby organisms better adapted to their environment produce more offspring.
2. Examples might include the neck of the giraffe getting longer to reach leaves of other creatures and the tails of the peacock becoming more and more elaborate.
3. We are descended from monkeys. This is a common accusation from the creationists. Evolutionary biologists reject this. According to the theory of evolution, humans and monkeys are different species which is different from both.
4. Order (that everything in the world doesn't work perfectly and have a place) is a thing and ending up as a different thing implying the original had no purpose.
5. The species that survive are fit for purpose – any evolutionary dead ends die out.

Extension:

The anthropic principle has two forms:

Weak anthropic principle

The circumstances in our universe are such that the emergence of life is possible. This could fit in with theism (God has enabled life), but does not so clearly suggest it.

And

Strong anthropic principle

The circumstances in our universe are such that the emergence of life is inevitable. Theists could use this to argue that God has intended a human-life-path.

They can place human existence as a part of a plan.

Activity 23

Answers:

What do these two statements imply about religion?

That God is a projection of the perfection of the attributes of humanity, such as a desire for goodness.

God has those things we desperately crave like companionship, understanding, love and a way to face our deaths.

Does this impact on the reality of God?

No. Our beliefs do not cause there to be a god or not. God, if God exists, is entirely independent of our beliefs.

Apply these statements to the following groups in the world today and explain an interesting point of view:

1. *Al Qaeda and other violent Islamic extremist groups.*
I am an angry about the influence of the West on my culture. I believe it is dark capitalism. The banking system is against my scripture. I believe that God agrees with me. God is angry at the West, the banking system is against scripture, etc....
2. *Conservative Republican Christians in the United States of America.*
This is in a similar vein to the previous question. Substitute in opinions on about global warming / environmentalism.

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Activity 24

Notes:

This task is intended to show how easy it is to see the bad things that the Church is doing. It should hopefully provide discussion matter when dealing with the secular humanism.

Activity 25

This task is meant to focus on ideas from liberation theology, but also to expand on other theologies. It should hopefully provide an opportunity for the teacher to show that the Church is not always the 'establishment' that Western Europeans might expect.

Answers/guidance:

Are these people still marginalised? – Students should be able to easily identify times when this happens and understand why it is important for them to keep abreast of current affairs.

How would Jesus express his solidarity today? – The students may consider the Church's current alternative ideas of their own.

Which groups find this teaching challenging? – Try to focus this on governments and churches. Jesus in a countercultural sense.

Activity 26

Notes:

Most useful to revise previous teaching. Example tweets could include:

@MotherGod models of God appropriate for families. Can be seen as mother, should be helpful, shows life-giving and nurturing. Birth of God

@Care4Creation We are embodied in the world. God gives birth to us. Salvation is embodied. God is transcendent, pantheist view

Activity 27

Answers:

Theory of Atonement	Description
Victory (Christus Victor)	Jesus dies to defeat the powers of evil – Satan – from them, allowing a proper relationship with God.
Moral Exemplar	Jesus lives a perfect life and dies to save humanity to help humanity follow his teaching and act accordingly.
Substitution (Penal substitution)	Jesus dies as a payment for the sins of humanity, satisfying the wrath of God for what humans have done. For proper relationship with God.
Sacrifice (Ransom)	Jesus saves humanity as an act of paying off the devil so that they could live as God intended once they are free from the clutches of the devil.

The evangelists and protestants favour substitution, but the Catholic Church favours all three.

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Activity 28

Notes:

These will be very personal responses, at least for the first question.

The questions could lead to a discussion about who has authority and where all the

Activity 29

Examples:

He is a night owl.

It is implied that he is more better suited to a nocturnal life, and is most awake

His words were candyfloss.

He says sweet and sugary things that are not good for us in the end. Candyfloss do

Britain is a melting pot.

Britain is ethnically and culturally diverse. It is not a pot where things are melted to

Their home was a prison.

They felt trapped inside. It probably doesn't have locks, bars and guards to keep th

Students are often guilty of pigeon-holing or boxing things they have learned in or extensively and this should prepare them for it.

Activity 30

Answers:

Pro	Exclusive teaching	
Confidence that you are following the correct path.	Christ is the only way to God.	God Jesu You
You have something to compare other perspectives to in order to assess them.	Christianity holds the only 'truth'.	Al Y
Your future is bright and certain. You and your fellow Christians will go to paradise.	God will only save those who are Christian from eternal damnation.	Unle etc Ch from dam

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Activity 31

Answers:

Model	Advantages	
1	Certainty and security that you are on the right path, confidence when condemning others.	Many conflicts with Christianity as ground of being wrong of
Particular		
2	Feeling of 'superiority' over conflicts with other faiths.	Others see you
Inclusive		
3	Willing to interact with those of other faiths/traditions to help explore your understanding.	Seems to water down your
Pluralist		

Activity 32

Answers:

Fill in table with

- First mosque in Britain, 1889 (Liverpool)
- First gurdwara in Britain, 1908 (London)
- First Hindu temple in Britain, 1981
- First Buddhist temple in Britain, 1967 (Scotland)
- First synagogue in Britain 1150 (no longer in use) 1701 (after Jews readmitted)

Before these years, there were members of these groups in the UK, they just worshipped

Number of:

- Muslims 2.7 million
- Jews 263,000
- Hindus 817,000
- Sikhs 400,000
- Buddhists 100,000

33.2 million Christians, 14.1 million 'no religion' (2011 census)

The purpose of this starter is to show the reality of multicultural Britain. Students can see that organised communities of different faiths have been present in the country and seen to be growing. There have been members of these communities in Britain much further into the past than the 1550s for example.

Activity 33

Answers:

Why are there so many different churches (over 30,000)? (Give reasons why people have different beliefs but not want to be part of the same group.)

Churches, like people, interpret things differently. People often don't want to spend time and money on things they don't believe in. People often don't want to spend time and money on things they don't believe in.

Is this a good or bad thing?

It makes people question the truth of Christianity but it also makes it more appealing to some people.

Should Christians work together?

Generally, yes will be the most likely response as they are all trying to do God's will.

Should the Christian churches try to become one organisation?

Students may talk about the impracticalities even if they think it is a good idea.

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Activity 34

Answers:

Job	Male or female?	Reasons for categorisation
Lawyer	M	Authority role, educated, requires intelligence
Teacher	F	Caring role, bringing up children
Miner	M	Physically demanding, dangerous job, hard work
Priest	M	Men should not have authority over men
Doctor	M	Authority role, requires intelligence and knowledge
Mechanic	M	Physically demanding, practical
Nurse	F	Caring role, subordinate to doctor
Engineer	M	Intellectual role requiring authority over workers
Cleaner	F	Submissive, supportive role
Soldier	M	Dangerous, difficult to raise children, focused on war, require authority

Students should realise that artificially constructed social roles and desire for power distinctions. They may see some as a legacy from prehistorical times or times when science was less than scientific.

Activity 35

Notes:

Students will need a bible for this task.

Answers:

What would you suggest Mary might like?

Self-sufficiency, independence, dedicated, faithful, brave, caring.

Since the sixth century, she has been portrayed as a former prostitute who has repented. How would you portray her as something else?

A desire to have an all-male power structure just like other things in the Empire.

A wish to maintain the power of those in charge.

Not understanding the egalitarian message of Jesus.

Reading your own desires into texts.

There are many other reasons too.

How is she threatening to the Church?

She is a strong female character, an apostle (the first) and a faithful companion of Jesus. She demonstrates that women can participate as fully in a spiritual life as men, and perform the same roles in Christian life.

She might make women want to be priests or have more control.

The Church does not understand women and wants them to be different in the Empire.

Activity 36

Notes:

This should be done after the students have studied the topic.

Students should make sure they decide on their overall conclusion and then use a conclusion statement.

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