



Starters and Plenaries

For AS and A Level Edexcel Religious Studies

Paper 3: New Testament

zigzageducation.co.uk

**POD
9094**

Publish your own work... Write to a brief...
Register at publishmenow.co.uk

Follow us on Twitter [@ZigZagRS](https://twitter.com/ZigZagRS)

Contents

Thank You for Choosing ZigZag Education.....	ii
Teacher Feedback Opportunity.....	iii
Terms and Conditions of Use	iv
Teacher’s Introduction.....	1
Specification Cross-reference	2
Activities	3
Activity 1 – Secrets	3
Activity 2 – Lineage.....	4
Activity 3 – Religious groups in Palestine	5
Activity 4 – Roman maps.....	6
Activity 5 – Who was Jesus?	7
Activity 6 – Hellenism in John	8
Activity 7 – Weaknesses of analogy.....	9
Activity 8 – What did Jesus compare himself to?	10
Activity 9 – Eucharist	11
Activity 10 – Walking on water.....	12
Activity 11 – Death is not the end	13
Activity 12 – What genre is this?	14
Activity 13 – Synoptic summary.....	15
Activity 14 – Source diagram	16
Activity 15 – How is John different?	17
Activity 16 – What is John for?	18
Activity 17 – Metaphor.....	19
Activity 18 – Should we take it literally?	20
Activity 19 – Demythologising	21
Activity 20 – The kingdom of God?.....	22
Activity 21 – Where is the kingdom of God?.....	23
Activity 22 – Political crimes	24
Activity 23 – Breaking the Sabbath.....	25
Activity 24 – Corruption	26
Activity 25 – Guilt, judgement and forgiveness	27
Activity 26 – Decoding symbols	29
Activity 27 – Crucifixion narrative.....	30
Activity 28 – Surviving death.....	31
Activity 29 – Why was the tomb empty?	32
Activity 30 – Jesus’ priorities.....	33
Activity 31 – Good Samaritan	34
Activity 32 – The Revolutionary	35
Activity 33 – Inclusive?	36
Activity 34 – Apostle or prostitute?.....	37
Activity 35 – Gender/equality	38
Answers / Teacher’s Notes	39

Teacher's Introduction

This resource contains 35 starters and plenaries which cover all topics of the AS and A Level Edexcel Paper 3, New Testament Studies, first examination 2017/8.

The activities are intended to help students 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 deeply analyse the information that they have been taught, which gives them a solid foundation from which to work for the following lessons. The activities target each type of learner, enabling every student to benefit from this resource.

December 2018

Free Updates!

Register your email address to receive any future free updates* made to this resource or other RS resources your school has purchased, and details of any promotions for your subject.

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

Go to **[zzed.uk/freeupdates](https://www.zzed.uk/freeupdates)**

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 possible 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 as to when to use each task.

Area	Topic	Activity
Social, historical and religious context of the New Testament	Prophecy regarding the Messiah	Secrets Lineage
	The world of the first century	Religious Groups in Palestine Roman maps
Texts and interpretation of the Person of Jesus	The prologue in John	Who was Jesus? Hellenism in John
	Titles of Jesus in the synoptic gospels and 'I am' saying in John	Weaknesses of analogy What did Jesus compare himself to? Eucharist
	Miracles and signs	Walking on water Death is not the end
Interpreting the text and issues of relationship, purpose and authorship	Interpreting the text	What genre is this? Synoptic summary Source diagram
	The purpose and authorship of the Fourth Gospel	How is John different? What is John for?
Ways of interpreting the scripture	Ways of interpreting Scripture	Metaphor Should we take it literally? Demythologising
Texts and interpretation: the Kingdom of God, conflict, the death and resurrection of Jesus	The Kingdom of God in Luke: parables of the kingdom and eschatology	The Kingdom of God Where is the Kingdom?
	Why did Jesus have to die?	Political crimes Breaking the Sabbath Corruption
	The crucifixion and resurrection narratives in Luke's Gospel	Guilt, judgement and forgiveness Decoding symbols Crucifixion narratives
Scientific and historical challenges to faith and ethical living and the works of scholars	Scientific and historical challenges to faith and history	Surviving death Why was the tomb empty?
	How should we live?	Jesus' priorities Good Samaritans The Revolutionary Inclusive? Apostle or prostitute Gender/equality

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Activity 1 – Secrets

Have you ever been told a secret and failed to keep it? Or told one and had it spread?

Here are three occasions where Jesus said 'don't tell' to the people he healed.

Luke 5:12–15 (NRSVA)

¹² Once, when he was in one of the cities, there was a man covered with leprosy. When he saw Jesus, he fell on his face to the ground and begged him, 'Lord, if you choose, you can make me clean.' Jesus reached out his hand, touched him, and said, 'I do choose. Be made clean.' Immediately the leprosy was cleansed. ¹³ Jesus said to him, 'See that you don't tell this to anyone. But go, show yourself to the priest, and as Moses commanded, offer a testimony to them.' ¹⁵ But now more than ever the word about Jesus was spreading, and many were gathering to hear him and to be cured of their diseases. ¹⁶ But he would withdraw from there and go to other cities.

Matthew 16:15–20 (NRSVA)

¹⁵ He said to them, 'But who do you say that I am?' ¹⁶ Simon Peter answered, 'You are the Christ, the living God.' ¹⁷ And Jesus answered him, 'Blessed are you, Simon son of Jonah! For flesh and blood has not revealed this to you, but my Father in heaven. ¹⁸ And I tell you, you are Peter, and on this rock I will build my church, and the gates of Hades will not prevail against it. ¹⁹ I will give you the keys of the kingdom of heaven, and whatever you bind on earth will be bound in heaven, and whatever you loose on earth will be loosed in heaven. ²⁰ I will command the disciples not to tell anyone that he was the Messiah.

Mark 1:40–45 (NRSVA)

⁴⁰ A leper came to him begging him, and kneeling he said to him, 'If you choose, you can make me clean.' With pity, Jesus stretched out his hand and touched him, and said to him, 'I do choose. Be made clean.' Immediately the leprosy left him, and he was made clean. ⁴³ After sternly warning him he sent him away, saying, 'See that you don't tell this to anyone; but go, show yourself to the priest, and offer the sacrifices as commanded in the Law of Moses as a testimony to them.' ⁴⁵ But he went out and began to proclaim it far and wide.

Why does he do this?

Suggest reasons why telling people to keep secrets doesn't work.

Was the reason for the lepers and Peter the intended goal?

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Activity 2 – Lineage

Two birth narratives start with this (this one is from Matthew 1:1–17 (NRSV))

¹An account of the genealogy of Jesus the Messiah, the son of David, the son of Abraham:

²Abraham was the father of Isaac, and Isaac the father of Jacob, and Jacob the father of the twelve brothers, ³and Judah the father of Perez and Saram by Tamar, and Perez the father of Ram, ⁴and Ram the father of Amminadab, and Amminadab the father of Nahshon, ⁵and Nahshon the father of Salomon, ⁶and Salomon the father of Boaz by Rahab, and Boaz the father of Obed, and Obed the father of Jesse, ⁷and Jesse the father of King David.

And David was the father of Solomon by the wife of Uriah, ⁸and Solomon the father of Rehoboam, and Rehoboam the father of Abijah, and Abijah the father of Asaph, ⁹and Asaph the father of Jehoram, and Jehoram the father of Uzziah, ¹⁰and Uzziah the father of Jotham, and Jotham the father of Ahaz, ¹¹and Ahaz the father of Hezekiah, ¹²and Hezekiah the father of Manasseh, and Manasseh the father of Josiah, ¹³and Josiah the father of Jechoniah and his brothers, at the time of the deportation to Babylon.

¹⁴And after the deportation to Babylon: Jechoniah was the father of Salathiel, and Salathiel the father of Zerubbabel, ¹⁵and Zerubbabel the father of Abiud, and Abiud the father of Eliakim, and Eliakim the father of Azor, ¹⁶and Azor the father of Zadok, and Zadok the father of Achim, and Achim the father of Eleazar, and Eleazar the father of Matthan, and Matthan the father of Joseph the husband of Mary, of whom Jesus was born, who is called the Messiah.

¹⁷So all the generations from Abraham to David are fourteen generations; and from David to the deportation to Babylon, fourteen generations; and from the deportation to Babylon to the Messiah, fourteen generations.

Should this be taken literally?

.....

Who do you consider the most important people on this list to be? Explain.

.....

.....

Why would it be important for a Gospel writer to include this list?

.....

.....

Try to think of two occasions where people are interested in your ancestors

.....

.....

Should it be taken literally?

.....

.....

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Activity 3 – Religious groups in P

Fill in the table from the answers below.

Jewish Group	Beliefs in life after death	
Pharisees		
Sadducees		
Zealots		
Essenes		

Life after death:

1. Did not believe in life after death.
2. Believed in the resurrection of the soul only.
3. Believed in the resurrection of the dead, although unclear whether this was bodily or spiritual.
4. Believed in life after death strictly as written in the Torah.

Political views:

1. Politically powerful. Administered the state, ran the Sanhedrin, collected taxes, etc.
2. Believed that the Roman occupying forces should be driven out violently through rebellion.
3. Lived communally, sharing wealth, avoiding violence and generally staying isolated.
4. Not politically powerful. Believed and encouraged others to accept that the Jewish priests should follow religious rules in daily life, not just their ritual life. Did not want to keep the Jewish people different from the Roman occupiers.

Were any notable New Testament figures members of any of these groups?

.....

.....

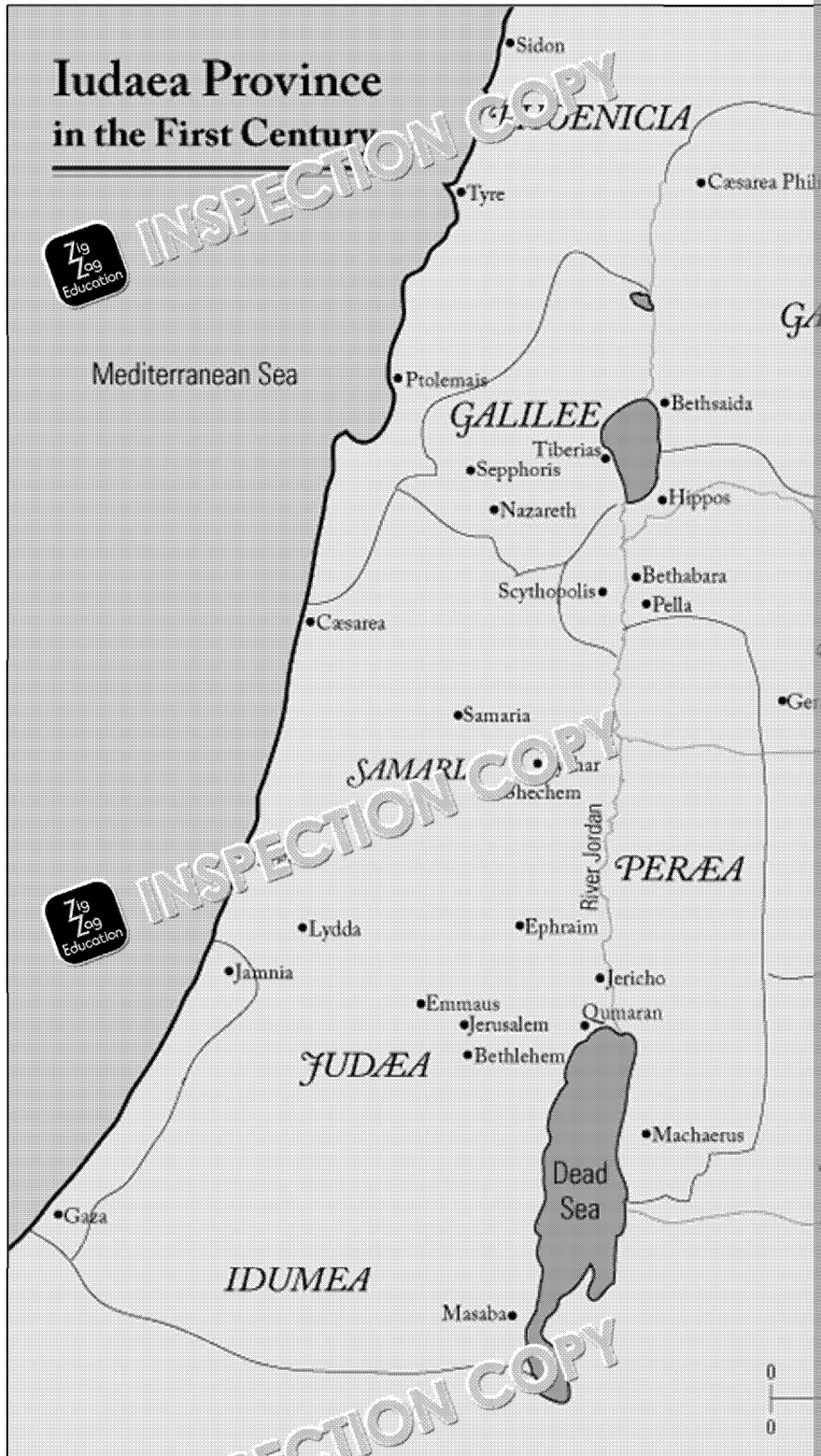
INSPECTION COPY

**COPYRIGHT
PROTECTED**



Activity 4 – Roman maps

Can you identify the Roman towns?



Why do you think these towns were built away from major Jewish settlements?

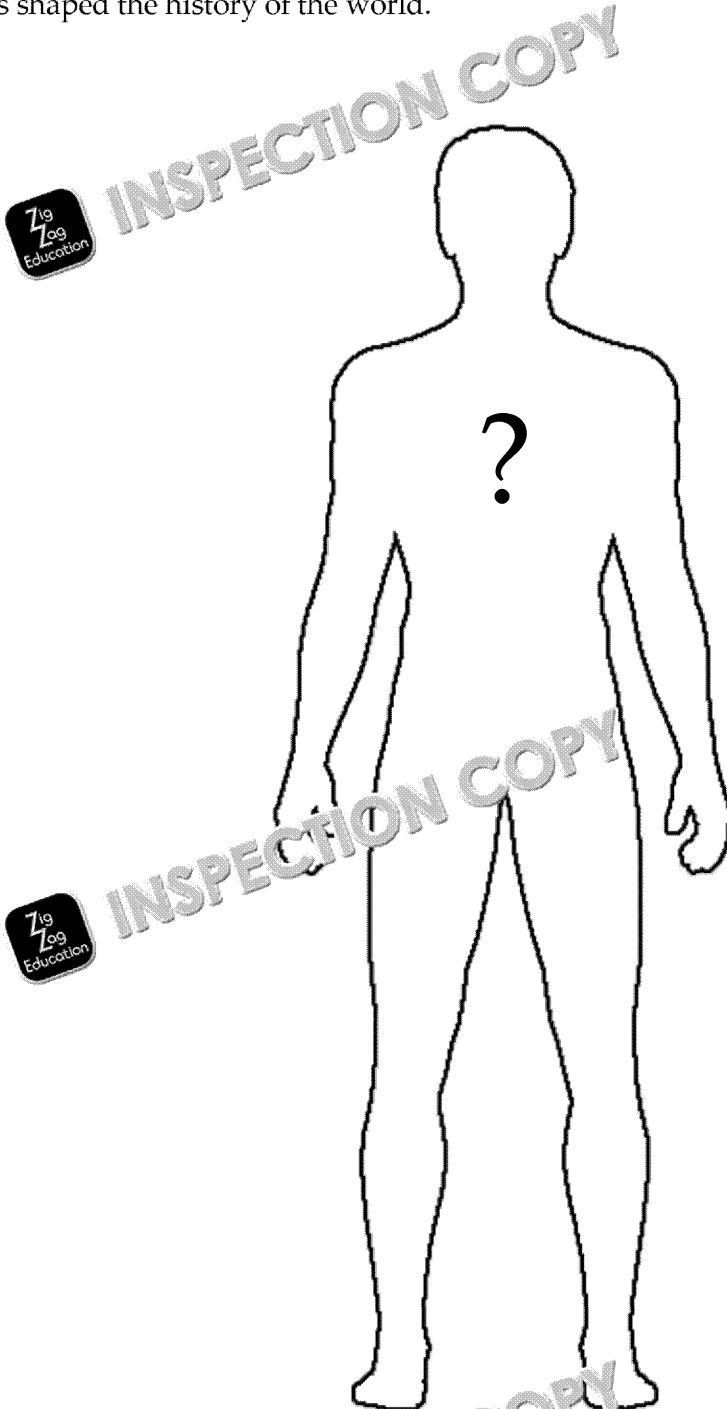
INSPECTION COPY

**COPYRIGHT
PROTECTED**



Activity 5 – Who was Jesus

The nature and person of Jesus has been a major point for discussion and debate among people throughout the last 2,000 years. Whatever your opinion of Jesus, the debate has shaped the history of the world.



Around the figure write down all the things you think you know about Jesus that are believed by different people, titles Jesus has and things that happened to him.

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Activity 6 – Hellenism in John

The prologue of John's Gospel (NRSVA):

¹In the beginning was the Word, and the Word was with God, and the Word was God. ²All things came into being through him, and without him not one thing came into being. ³In him was life, and the life was the light of all people. ⁴The light shines in the darkness, but the darkness did not overcome it.

⁵There was a man sent from God, whose name was John. ⁶He came as a witness to testify to the people, that they might believe through him. ⁷He himself was not the light, but he came to testify to the light, so that all who believe through him, may not be in darkness. ⁸He came to the world, but the world did not accept him. ⁹Those who do not accept him, were not receiving his testimony, because they did not want to believe that the Messiah was coming into the world.

¹⁰He was in the world, and the world came into being through him; yet the world did not accept him. ¹¹Whoever accepted him, to whom he gave power to become children of God, to those who believe in his name, who did not accept him. ¹²But to all who received him, he gave power to become children of God, ¹³who were born, not of blood or of the will of the flesh, but of God.

¹⁴And the Word became flesh and lived among us, and we have seen his glory, the glory as of a father full of grace and truth. ¹⁵(John testified to him and cried out, 'This was he of whom I said, "One who comes after me, ranks ahead of me because he was before me."') ¹⁶From his fullness we have all received grace upon grace. ¹⁷The law indeed was given through Moses; grace and truth came through Jesus Christ. ¹⁸No one has ever seen God. It is God the only Son, who is close to the Father's heart, who has made him known.

1. Gnostics saw the spiritual as perfect and the physical as sinful. Jesus is made flesh and thus perfect.
2. In Plato's cave, the light is what humans should aspire to see, it is the truth.
3. The Word of God has parallels with Aristotle's instrumental cause.

Find examples of each of these in the passage and explain them.

.....

.....

.....

.....

.....

.....

.....

.....

Why would the writer of the Gospel write in this cultural way?

.....

.....

.....

.....

INSPECTION COPY



**COPYRIGHT
PROTECTED**



Activity 7 – 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 have an alternative interpretation. Explain how each of the following analogies could work, and not work or be misleading, by writing in the other.

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

INSPECTION COPY

**COPYRIGHT
PROTECTED**



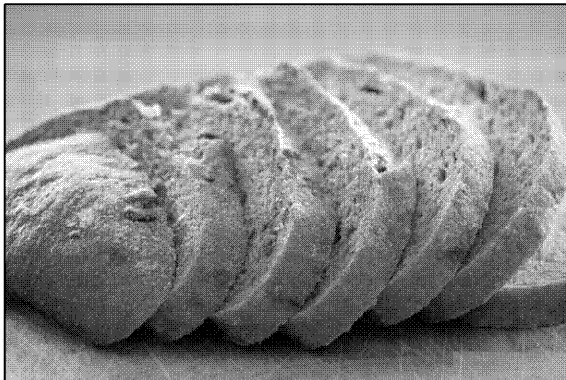
Activity 8 – What did Jesus compare

Jesus compares himself to many things during his ministry. Below is a selection of these comparisons.

What does light do?



INSPECTION COPY

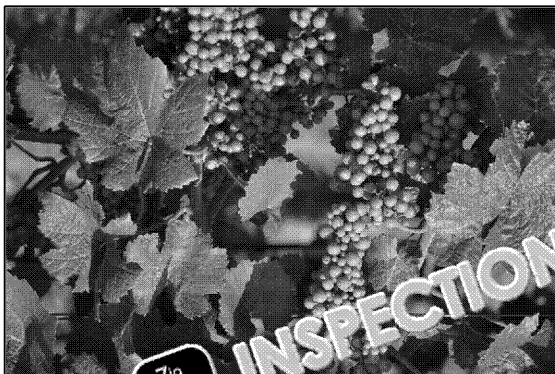
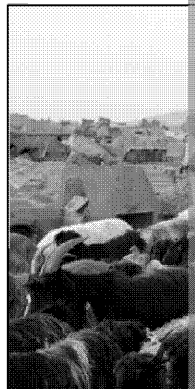


What uses does bread have?

What is the job of a shepherd?



INSPECTION COPY



INSPECTION COPY

How does a vine work?

Pick one of the four images. Explain why you think Jesus used this analogy.

INSPECTION COPY

**COPYRIGHT
PROTECTED**



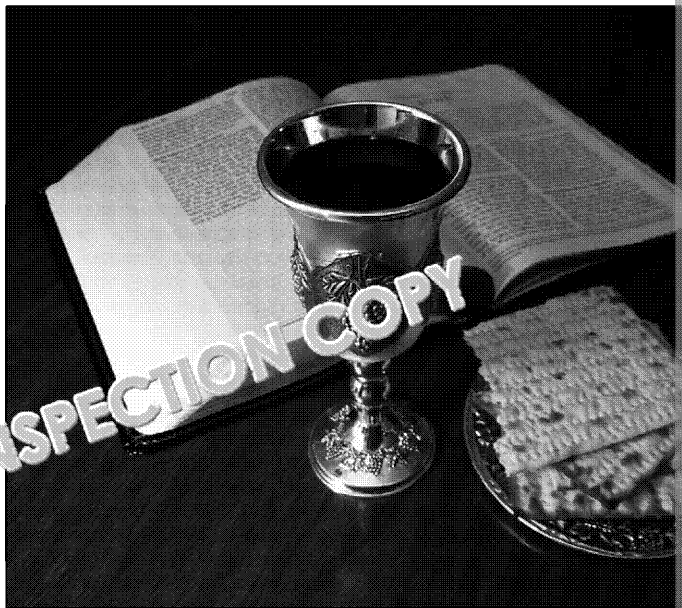
Activity 9 – Eucharist

What happens when a Christian participates in the Eucharist?

I am the bread of life and the true vine. How are these words of Jesus in the Eucharist?



INSPECTION COPY



INSPECTION COPY

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... around the world... might a feeling... the largest group... affect you?



INSPECTION COPY

INSPECTION COPY


**COPYRIGHT
PROTECTED**



Activity 10 – Walking on water

Jesus Walks on the Water, Matthew 14:22–33 (NRSVA)

²² Immediately Jesus made the disciples get into the boat and go on ahead of him to the other side, while he dismissed the crowd. ²³ After he had dismissed them, he went up on a mountainside to pray. Later that night, he was there alone, ²⁴ and the boat was already a considerable distance from land, tossed by the waves because the wind was against it.

²⁵ Shortly  down Jesus went out to them, walking on the lake. ²⁶ When the disciples saw him walking on the lake, they were terrified. 'It's a ghost,' they said, and cried out in fear.

²⁷ But Jesus immediately said to them: 'Take courage! It is I. Don't be afraid.'

²⁸ 'Lord, if it's you,' Peter replied, 'tell me to come to you on the water.'

²⁹ 'Come,' he said.

Then Peter got down out of the boat, walked on the water and came toward Jesus. He was afraid and, beginning to sink, cried out, 'Lord, save me!'

³¹ Immediately Jesus reached out his hand and caught him. 'You of little faith,' he said, 'come up.'

³² And when they climbed into the boat, the wind died down. ³³ Then those who were in the boat worshiped him, saying, 'Truly you are the Son of God.'

What does this show Jesus has power over?



Why is this more impressive than a healing miracle?

Do you think Peter has little faith?

Why didn't the other disciples walk out to Jesus?



INSPECTION COPY

**COPYRIGHT
PROTECTED**



Activity 11 – Death is not the

What is foreshadowing?

Explain an example of foreshadowing from a book or film you know.

Read the following passage from John's Gospel (NRSVA):

John 11:38–44

Then Jesus, again greatly disturbed, came to the tomb. It was a cave, and a stone lying against it. ³⁹ Jesus said, 'Take away the stone.' Martha, the sister of the dead man, said to him, 'Lord, already there is a stench because he has been dead for days.' ⁴⁰ Jesus said to her, 'Did I not tell you that if you believed, you would see the glory of God?' ⁴¹ So they took away the stone. And Jesus looked upwards and said, 'Father, I thank you for hearing me. ⁴² I knew that you always hear me, but I have said this for the sake of the crowd standing here, so that they may believe that you sent me.' When he had said this, he cried with a loud voice, 'Lazarus, come out.' ⁴⁴ The dead man came out, his hands and feet bound with strips of cloth, and his face wrapped in a cloth. Jesus said to them, 'Unbind him, and let him go.'

What is Jesus foreshadowing?

Why would Jesus or the Gospel writer do this?

INSPECTION COPY

COPYRIGHT
PROTECTED



Activity 12 – What genre is it?

Form criticism relies on understanding the original genre of literary passages. You will be given references and link them to a genre. In the final column add a non-Biblical example of the genre.

Biblical text	Genre	Non-Biblical example
Proverbs chapter 4		
Deuteronomy chapter 5		
Jonah		
Habakkuk		
1 Samuel chapter 17		
Joshua chapter 6		
Song of Songs chapter 2		
Numbers chapter 26		
Psalms 149 and 150		
Judges chapter 16		

War story	Love Poetry	Songs	Drama / Allegory
Prophecy	Apocalyptic	War story	Law book

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Activity 13 – Synoptic summary

From memory, write out the story of the 'Three little pigs'.



INSPECTION COPY

Swap your version with someone else.

Write down the differences between the two stories.



INSPECTION COPY

Swap again and write down the differences again.

Is it possible for people to hear an identical version if they heard the story at different times?



INSPECTION COPY

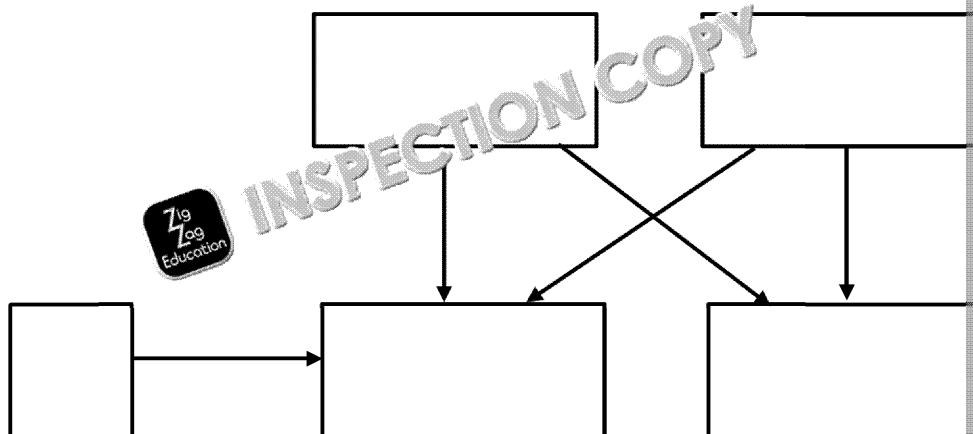
INSPECTION COPY

**COPYRIGHT
PROTECTED**



Activity 14 – Source diagram

Fill in the blanks and explain the diagrams



The Four-source hypothesis

What changes for the two-source hypothesis?

.....

.....

.....

.....

**COPYRIGHT
PROTECTED**



Activity 15 – How is John different?

Construct an essay plan to answer the question 'How and why are the Synoptic Gospels different?'

Consider these four areas:

Purpose	When the Gospel was written
Difference in material	Little known facts

For each you will need at least **two** points.

Remember you will need a:

- a **point**
- **evidence**
- an **explanation**
- a **link** – This is vital and shows that you understand how what you are writing links to the question, the answer and the other points you have.

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Activity 16 – What is John for

Using the following three passages, you will try to explain the purpose of John's Gospel.

- John 1
- John 19
- John 20

They cover the prologue, the crucifixion and resurrection.

How do these passages show that the purpose of the Gospel of John is to explain:

a) Jesus as Christ?

.....

.....

.....

.....

.....

.....

b) Jesus as the Son of God?

.....

.....

.....

.....

c) Jesus as the fulfilment of scripture?

.....

.....

.....

.....

Which is the strongest purpose in your opinion?

.....

.....

.....

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Activity 17 – Metaphor

The snow is a white blanket.
The hospital was a refrigerator.
Britain is a melting pot.
Life is a rollercoaster.
Their home was a prison.
His heart is as cold as iron.
He is a shining star.
Time is money.
My teacher is a dragon.
The detective's face was as wooden as he listened to her story.
The world is a stage.
His words were candyfloss.
He is a night owl.
Maria is a chicken.
Books are keys to your imagination.
Terry was blue when his goldfish died.
Her angry words were bullets to him.
Jamal was a pig at dinner.
You are my sunshine.
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 clouds are like cotton wool.
The park was a lake after the rain.
That lawn is a green carpet.
My dad 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 snake slithering across the desert.
The teenage girl's mood 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

**COPYRIGHT
PROTECTED**



Activity 18 – Should we take it li

Acts 10:9–16 (NRSVA)

⁹About noon the next day, as they were on their journey and approaching the city, pray. ¹⁰He became hungry and wanted something to eat; and while it was being prepared, he fell into a trance. ¹¹He saw the heaven opened and something like a sheet coming down by its four corners. ¹²In it were all kinds of four-footed creatures and reptiles and birds. ¹³A voice said to him, 'Get up, Peter; kill and eat.' But he said, 'By no means, Lord; for I have never eaten anything that is profane or unclean.' ¹⁴The voice said to him again, a second time, 'What God has made clean, do not call profane.' ¹⁵The voice said to him again, a second time, 'What God has made clean, do not call profane.' ¹⁶This happened three times, and the thing was suddenly taken up to

In this passage, Peter refuses to eat unclean food even though it appears to

What is the obvious literal meaning of the passage?

.....

.....

.....

Christians were having a debate about whether non-Jewish (Gentile) Christians should follow Jewish law at this time. How might this vision relate to that?

.....

.....

.....

Christians do not have prohibitions on wearing clothes of mixed material, eating meat and milk and letting women stay in the home when they are menstruating. The voice saying, 'What God has made clean, you must not call profane.' How might this relate to a debate on homosexuality?

.....

.....

.....

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Activity 19 – Demythologising

This is the miracle of the 'Feeding of the five thousand,' taken from Matthew

¹³ Now when Jesus heard this, he withdrew from there in a boat to a deserted place. ¹⁴ When the people heard it, they followed him on foot from the towns. ¹⁵ When it was evening, the disciples came to the deserted place, and the hour is now late; and the crowds are leaving so that they may go home for themselves. ¹⁶ Jesus said to them, 'They need not go away; you give them something to eat.' ¹⁷ They said to him, 'We have nothing here but five loaves and two fish.' ¹⁸ And he said, 'Bring them here to me.' Taking the five loaves and the two fish, he looked up, blessed them, broke the loaves, and gave them to the disciples, and the disciples gave them to the crowds. And they all ate and were filled; and they took up what was left over of the broken pieces, twelve baskets full. About five thousand men, besides women and children.

Your task is to rewrite the story without any supernatural occurrences taking place. The story's needs to be the same. Try to still have the same underlying message.

Why would demythologising be a useful or important thing to do?

INSPECTION COPY

COPYRIGHT
PROTECTED



Activity 20 – The kingdom of God

Jesus gave many hints as to what the kingdom of God would be like.

Your task is to read these passages:

- Luke 14:7–24 – Humility and hospitality / an example of the great dinner
- Luke 18:1–30 – Jesus teaches the Pharisees, and the rich young ruler
- Luke 23:39–43 – Jesus talks to those crucified with him

Next, from the passages, explain where the kingdom of God is and what it is like.



Finally, draw the kingdom you have described.



INSPECTION COPY

COPYRIGHT
PROTECTED

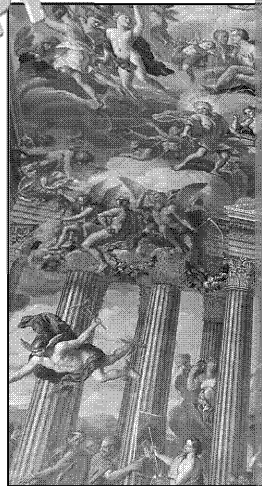


Activity 21 – Where is the kingdom

From your previous work, which of these images most strongly shows the kingdom of God in your opinion? Explain your reasoning, giving your thoughts on all three pictures.



In Church



At a foodbank

INSPECTION COPY

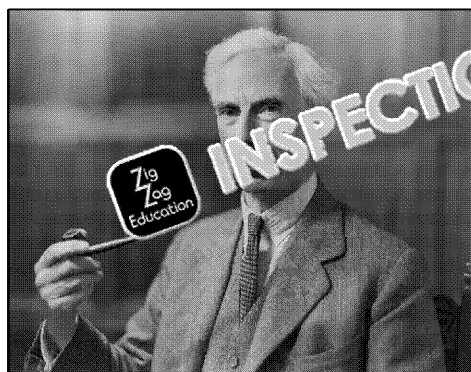
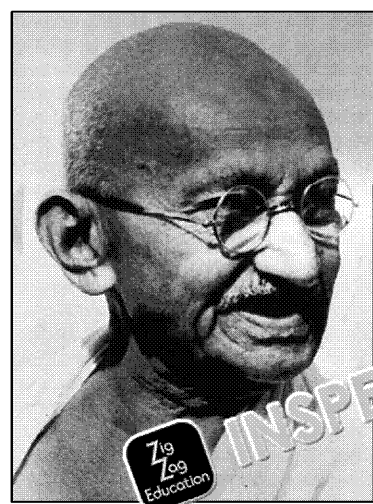
**COPYRIGHT
PROTECTED**



Activity 22 – Political crime

These four people were all political prisoners during their lifetimes.

- Who are they?
- What did they do?
- Why do governments imprison their political opponents? Does it have any benefits?



INSPECTION COPY

COPYRIGHT
PROTECTED



Activity 23 – Breaking the Sabbath

John 5 (NRSVA)

Jesus heals on the Sabbath

⁵ After this there was a festival of the Jews, and Jesus went up to Jerusalem.

² Now in Jerusalem by the Sheep Gate there is a pool, called in Hebrew Beth-zatha; these lay many invalids—blind, lame, and paralysed.³ ⁵ One man was there who had been lame for thirty-eight years.⁶ When Jesus saw him lying there and knew he had been there a long time, he said to him, 'Do you want to be made well?' ⁷ The sick man answered him, 'Sir, I have no one to put me into the pool; and while I am making my way, someone else steps down ahead of me.'⁸ Jesus said to him, 'Stand up, take up your mat and walk.'⁹ At once the man was made well, and he took up his mat and began to walk.

Now that day was a Sabbath.¹⁰ So the Jews said to the man who had been cured, 'Your mat is yours; take it up and walk.'¹¹ But he answered them, 'The man who made me well said to me, "Take it up and walk."¹² They asked him, 'Who is the man who said to you, "Take it up and walk?"' The man who was healed did not know who it was, for Jesus had disappeared in the crowd that was at the temple and said to him, 'See, you have been made well! Do not sin any more, so that nothing worse happens to you.'¹⁵ The man went away and told the Jews that it was Jesus who had made him well.¹⁶ The Jews then started persecuting Jesus, because he was doing such things on the Sabbath.¹⁷ But Jesus answered them, 'My Father is still working, and I also am working.'¹⁸ For this reason the Jews were seeking all the time to kill him; because he was not only breaking the Sabbath, but was also calling God his own Father, thereby making himself equal to God.

Why was it wrong to work on the Sabbath?

.....

.....

.....

.....

Why did Jesus break the Sabbath?

.....

.....

.....

.....

Think of two situations where it is more important to do what is right instead of following the law. Write them down.

.....

.....

.....

.....

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Activity 24 – Corruption

Imagine you work in a hospital. You have seen cost-cutting measures take away some of the safety protocols and some areas of the hospital don't quite have enough staff. You have seen figures that confirm that the death rate has increased due to these cuts. You are aware that the people in charge know this and are deliberately covering it up. You also know that in the process, people have been hounded out of their jobs, bullied, or been suspended or sacked. Even though many of them have later won cases of unfair dismissal it could impact on your family. You also know that more patients will die unnecessarily if you do not speak out.



Would you speak out? Explain why.

.....

.....

.....

Why do people often stay quiet about the corruption they have seen?

.....

.....

.....

Why did Jesus scare the religious authorities in his time?

.....

.....

.....



Extension – Find a passage in the gospels where Jesus exposes the authorities. What happens as a result?



**COPYRIGHT
PROTECTED**



INSPECTION COPY

Activity 25 – Guilt, judgement and forgiveness

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



INSPECTION COPY

What took the feeling away?



INSPECTION COPY

Have you ever sacrificed yourself in any way for anyone else?



INSPECTION COPY

Why did you do it? How did it make you feel? Is it encouraged in society?

INSPECTION COPY

**COPYRIGHT
PROTECTED**



What do you find difficult to forgive people for?

.....

.....

.....

.....

.....

Stephen Lawrence was a black teenager, killed in a racist attack in London. He has publicly forgiven his killers and sees this as an important thing to do for properly. Could you have done this? Are there things that are unforgivable?

.....

.....

.....

.....

.....

 INSPECTION COPY

 INSPECTION COPY

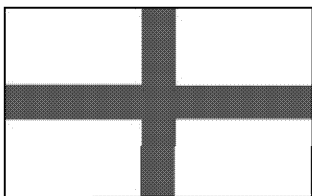
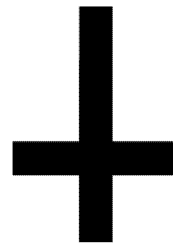
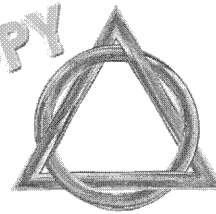
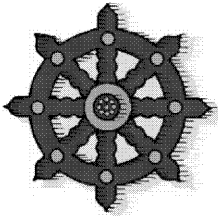
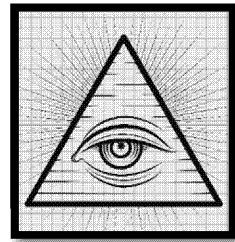
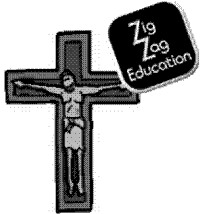
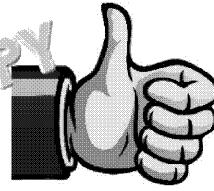
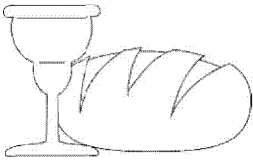
INSPECTION COPY

**COPYRIGHT
PROTECTED**



Activity 26 – Decoding symbols

What do each of these symbols represent?



Do any of them have more than one meaning or a contentious meaning? Write your answer in the space below.



**COPYRIGHT
PROTECTED**



INSPECTION COPY

Activity 27 – Crucifixion narrative

Read Luke 23.



Why did the Romans crucify Jesus? The Jewish authorities would have stor

.....

.....

.....

.....

If Jesus has "no" to God, why would he let himself be arrested, tried a

.....

.....

.....

.....

Would Jesus' message have spread as far as it has and lasted as long as it has
resurrection?

.....

.....

.....

.....

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Activity 28 – Surviving death

Make a list of ways of surviving death in fiction.

.....

.....

.....

.....

.....

.....

Are any of them believable?

.....

.....

.....

Why not?

.....

.....

Jesus' followers maintained that he had been raised from the dead and this was the basis of Christianity. His followers were also persecuted and killed.

Why make

.....

.....

Would it be worth it?

.....

.....

.....

Why not go back to your classmate?

.....

.....

.....

INSPECTION COPY

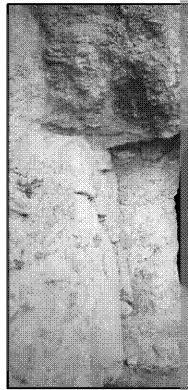
**COPYRIGHT
PROTECTED**



Activity 29 – Why was the tomb

The Resurrection of Jesus, Luke 24:1–12 (NRSVA)

²⁴ But on the first day of the week, at early dawn, they came to the tomb, taking the spices that they had prepared. ² They found the stone rolled away from the tomb, ³ but when they went in, they did not find the body. ⁴ While they were perplexed about this, suddenly two men in dazzling clothes stood beside them. ⁵ The women were terrified and bowed their faces to the ground, but the men said to them, 'Why do you look for the living among the dead? He is not here, but has risen. ⁶ Remember how he told you, while he was still in Galilee, ⁷ that the Son of Man must be handed over to sinners, and be crucified, and on the third day rise again.' ⁸ Then they remembered his words, ⁹ and returning from the tomb, they told all this to the eleven and to all the rest. ¹⁰ Now it was Mary Magdalene, Joanna, Mary the mother with them who told this to the apostles. ¹¹ But these words seemed to them an idle tale. ¹² But Peter got up and ran to the tomb; stooping and looking in, he saw the linen cloths lying there, and then he went home, amazed at what had happened.



Write a story covering the main points of the resurrection but with no supernatural elements. Your story will have to deal with the Romans, Temple authorities, the Sabbath and the Pharisees. What happened to the body and whether he was dead or alive.

INSPECTION COPY

COPYRIGHT
PROTECTED



Continue on

Activity 30 – Jesus’ priorities

In these passages, who is being prioritised and why?

Matthew 25:33–36 (NRSVA)

‘Come, you that are blessed by my Father, inherit the kingdom prepared for you from now on. For I was hungry and you gave me food, I was thirsty and you gave me something to drink, you welcomed me, I was naked and you gave me clothing, I was sick and you took care of me, you visited me.’

Luke 6:20–21 (NRSVA)

Then he looked at his disciples and said:
 ‘Blessed are you who are poor, for yours is the kingdom of God.
 ‘Blessed are you who are hungry now, for you will be filled.
 ‘Blessed are you who weep now, for you will laugh.

Proverbs 31:9 (NRSVA)

Speak out, judge righteously, defend the rights of the poor and needy.

Deuteronomy 15:7–8 (NRSVA)

If there is among you anyone in need, a member of your community in any of your towns, and the Lord your God is giving you, do not be hard-hearted or tight-fisted towards your needy brother. Rather open your hand, willingly lending enough to meet the need, whatever it may be.

Isaiah 58:6–7 (NRSVA)

Is not this the fast that I choose:
 to loose the bonds of injustice, to undo the thongs of cruelty,
 to let the oppressed go free, and to break every yoke?
 Is it not to share your bread with the hungry, and bring the homeless poor into your house
 when you see the naked, to cover them, and not to hide yourself from your own kin?

Will anyone be prioritised as a result?

Should Christians follow this example today? Why?

Give two examples of Christians doing this and two examples of them not doing this.

INSPECTION COPY

COPYRIGHT
PROTECTED



Activity 31 – Good Samaritan

Luke 10:25–37 (NRSVA)

The Parable of the Good Samaritan

²⁵ Just then a lawyer stood up to test Jesus. 'Teacher,' he said, 'what must I do to inherit life?' He answered, 'You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbour as yourself.' ²⁸ And he said to him, 'You have given me the right answer; do this, and you will live.'

²⁹ But wanting to justify himself, he asked Jesus, 'And who is my neighbour?' ³⁰ Jesus answered, 'A man was going down from Jerusalem to Jericho, and fell into the hands of robbers, who stripped him, beat him, and left him half dead. ³¹ Now by chance a priest was going down that road; and when he saw him, he passed by on the other side. ³² So likewise a Levite, when he came to the place and saw him, passed by on the other side. ³³ But a Samaritan while travelling came near him; and when he saw him, he was moved with compassion, ³⁴ and bandaged his wounds, having poured oil and wine on them. Then he put him on his own animal, and took care of him. ³⁵ The next day he took out two denarii, gave them to the innkeeper, and said to him, 'Take care of him; and when I come back, I will repay you whatever more you spend.' ³⁶ Which of these was a neighbour to the man who fell into the hands of the robbers?' ³⁷ He said, 'The Samaritan.' Jesus said to him, 'Go and do likewise.'

What is the ethical message?

.....

.....

.....

.....

Which two verses challenge the Jewish audience?

.....

.....

.....

.....

How does this parable challenge the Jewish authorities specifically?

.....

.....

.....

.....

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Activity 32 – The Revolution

Jesus never expressed solidarity with the rich. He was noted for speaking to (and treating as 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?

One example of Jesus' teaching on this topic is Luke 16:19–31.
Which organisations or groups find this teaching challenging?



INSPECTION COPY

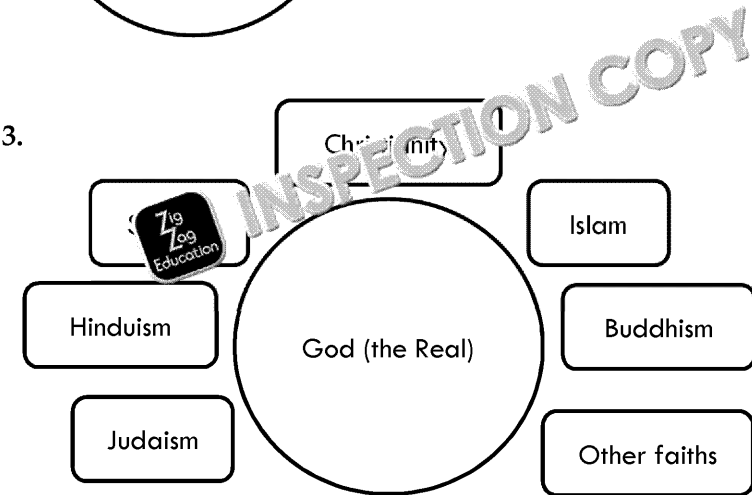
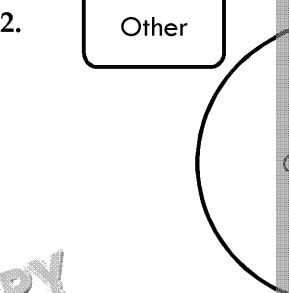
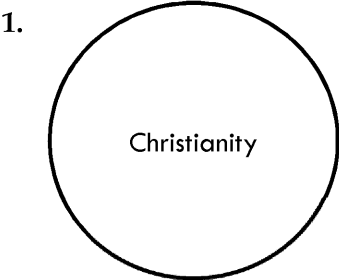
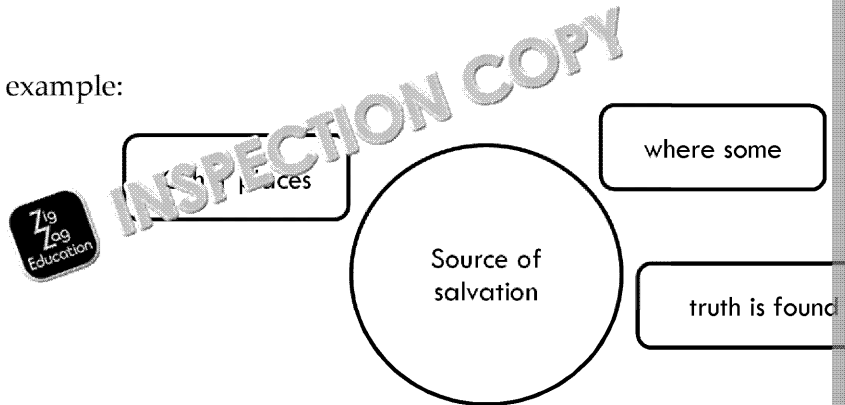
**COPYRIGHT
PROTECTED**



Activity 33 – 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 for the Church.

This is an example:



Model	Name of Model	Advantages	
1			
2			
3			

INSPECTION COPY

COPYRIGHT
PROTECTED



Activity 34 – Apostle or prostitute?

Jesus' views on women seem different from most at the time. He teaches women as if they were men and treats them like equal human beings.

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; 20:1–18

What would you suggest Mary is like?

.....

.....

.....

.....

Since the sixth century, she has been portrayed as a repentant sinner, a prostitute, back on her knees. Why portray her as something else?

.....

.....

.....

.....

How is she threatening to the Church?

.....

.....

.....

Is she still a threat to some parts of the worldwide Church?

.....

.....

.....

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Activity 35 – Gender/equality

What is gender? Answer the same question for each of these categories:

Biologically

.....

.....

Psychologically

.....

.....

Socially

.....

Culturally

.....

Why aren't they all the same?

.....

.....

Should all genders be equal? Is equality the same as fairness?

.....

.....

.....

Why is this a controversial topic?

.....

.....

.....

Is it achievable?

.....

.....

.....

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Answers / Teacher's Notes

Activity 1

Why does he do this?

There is the possibility Jesus is aware that this will spread the message.
Jesus may be unsure of himself and not want the attention at the start of his ministry.

Suggest reasons why telling people to keep secrets doesn't work.

It often makes the information too exciting to share. Also, if you try and force people to keep a secret.

Was the revelation of the writers and Peter the intended goal?

A question for debate.

Activity 2

Should this be taken literally?

Some people do, but it may just be an attempt to legitimise through linking him to a writer probably could not prove this.

Who do you consider the most important people on this list to be? Explain why.

David and Abraham. David especially, because the Messiah would come from his line.

Why would it be important for a gospel writer to include this list?

As mentioned before, legitimisation to a Jewish audience would be important.

Try to think of two occasions where people are interested in your ancestors in the Bible.
Inheritance and immigration.

Should it be important?

A question for debate.

Activity 3

Jewish Group	Beliefs in life after death	Political stance
Pharisees	Believed in the resurrection of the dead, although unclear whether this was body and soul or just the soul.	Not politically powerful. Others to accept that kingdom of priests rules in daily life, not Roman rule and tried to be different from the others.
Sadducees	Did not believe in life after death.	Politically powerful. Sanhedrin, collected taxes for the Romans.
Zealots	Believed in life after death strictly as written in the Torah.	Believed that the Romans should be driven out violently by Jewish people.
Essenes	Believed in the resurrection of the soul only.	Lived communally, avoided violence and general political concerns.

Judas was a zealot, Paul a Pharisee.

INSPECTION COPY

COPYRIGHT
PROTECTED





INSPECTION COPY

COPYRIGHT
PROTECTED



The Greco-roman culture and the new world that did not want to assimilate the local culture. Imperial power having a strong influence.

Activity 5



This activity is intended as a starter to find out what students already know. Any ideas can be highlighted for further development.

Activity 6

- Gnostics saw the spiritual as perfect and the physical as sinful. Jesus is literally flesh and thus perfect.**
Verse 14 has the Word becoming flesh. Jesus can be the perfect human because humans usually are, he is wholly spiritual and not sinful.
- In Plato's cave, the light is what humans should see, it is the true reality.**
Verses 5 to 9 deal with the Word as the light of truth, shining in the darkness and eventually.
- The Word of God parallels with Aristotle's instrumental cause.**
Specifically in verse 3; everything comes into being through the Word. Jesus might

Why would the writer of the Gospel write in this cultural way?

This is the last of the Gospels to be written and was heavily influenced by Greco-Roman culture, and, importantly, by Philo and the Neo-Platonist ideas within the contemporary Jewish culture of those who were interested in this 'reasoned' faith.

Activity 7

The task is a reminder that an analogy can never be a watertight argument.

How it works	Analogy	
Women can survive just fine without a man, they are not essential for life.	A woman can survive like a fish without a bicycle.	Fish can survive without a bicycle, but a woman could not have a child if they were a woman without sex.
He sounds rich and luxurious.	He had a voice like velvet	Velvet is soft, but if you have a voice like velvet, it doesn't mean you are rich.
He is tough, stable and provides good foundations.	He is my rock	He is not a rock, but he is a firm foundation.
Life has many different aspects that you can enjoy.	Life is like a box of chocolates	Life is not a box of chocolates, but it has many different aspects that you can enjoy.

Activity 8

Light – gets rid of darkness, shows us where to go, exposes hidden things.
Bread – It sustains people, it is shared as a sign of fellowship, made by mixing, kneading, and baking.
Not quick and easy.
Shepherd – Protect and nurture sheep. Chase away predators, find strays, ensure the flock is safe.
Vine – Planted, watered, pruned, tended, and then fruit harvested.

Pick one of the four images and explain why you think Jesus used this analogy.

A question for you to think about:

**COPYRIGHT
PROTECTED**



Activity 9

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

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

The third question should get them thinking about how they belong to and how they feel wanted, part of something more than themselves or able to do more.

Activity 10

What does Jesus have power over?

Nature. God is the only one who has power over nature.

Why is this more impressive than a healing miracle?

Many people are/were capable of healing, even miraculous-seeming healing. Nothing is impossible for God.

Do you think Peter has little faith?

He is the only one who gets out of the boat, but he sinks. Open question.

Why didn't the other disciples walk out to Jesus?

Peter is impulsive and wants to impress. He is also strong of faith until adversity.

Activity 11

What is foreshadowing?

Giving an early example of something that will later prove to be very important in the story.

What is Jesus foreshadowing?

His own death and resurrection. Death has been defeated.

Why would the Gospel writer do this?

It is a massive statement. Precedent shows that it was always a possibility and there is nothing more believable.

Activity 12

Biblical text	Genre	
Proverbs chapter 4	Advice Book	Student's own work
Deuteronomy chapter 5	Law book	
Jonah	Adventure story	
Habakkuk	Prophecy	
1 Samuel chapter 17	War story	
Joshua chapter 6	War story	
Song of Songs chapter 2	Love Poem	
Numbers chapter 26	Family history	
Psalms 149 and 150	Songs	
Judges chapter 5	Drama/Action	

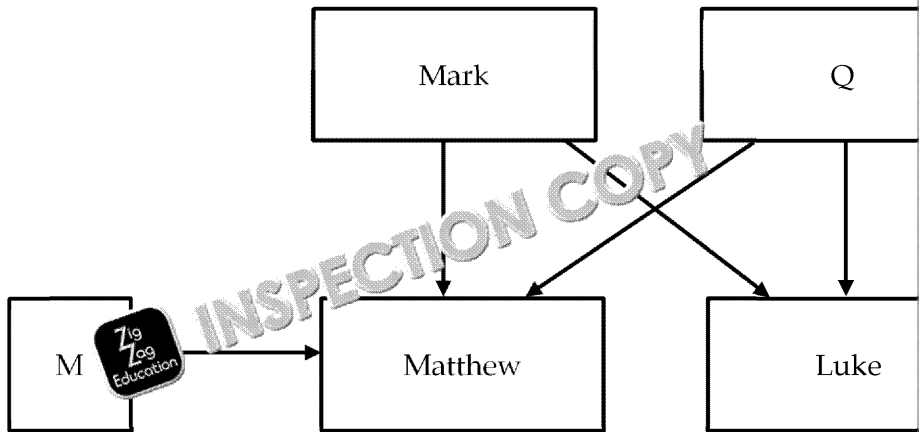
Activity 13

It is unlikely that the students will write identically. It should lead on to a discussion about how two different gospels should be the same.

**COPYRIGHT
PROTECTED**



Activity 14



The Four-source hypothesis

Q is the postulated document recording the sayings of Jesus.

M and L are sources exclusive to Matthew and Luke.

M and L disappear for the two-source theory.

Activity 15

Purpose

John uses extended theological dialogue and symbolism instead of sayings. It also contains unique material and philosophy.

When they were written

John was written a generation after the others. There were decades for people to read the other gospels.

Difference in material

John both omits a significant amount of the stories of the other gospels and adds a significant amount of new material. This includes narrative parables in the former and the resurrection of Lazarus in the latter.

Literary style

John is a more reflective gospel, not a descriptive narrative like the synoptics. This is due to the significance of events witnessed first-hand but not realised at the time.

These are just some suggestions, not prescriptive answers.

Activity 16

(a few examples)

- a) Jesus as Christ
John 1:25, 20:31

- b) Jesus as the Son of God
John 1:1, 20:28, 31

- c) Jesus as the fulfilment of scripture
John 1:23, 19:24, 28, 36

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Activity 17

Examples

The world is a stage.

We all play parts in the story that unfolds around us. But we don't go offstage and not be an audience.

His words were candyfloss.

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

Britain is a melting pot.

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

Life is a rollercoaster.

Life has its ups and downs. On a rollercoaster you can see where you're going and

Their home was a prison.

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

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

Activity 18

What is the obvious literal meaning of the passage?

That Christians can eat non-kosher food.

Christians were having a debate about whether non-Jewish (Gentile) Christians should follow Jewish law at this time. How might this vision relate to the passage?

It suggests that they shouldn't have to follow Jewish law.

Christians debate how to interpret prohibitions on wearing clothes of mixed material, eating shellfish and milk and meat together, and women stay in the home when they are menstruating. This passage says 'What God has made clean, you must not call profane.' How might this passage relate to homosexuality?

Some Christians take this to mean that Christians do not have to follow any of the laws of the Old Testament. If God made homosexual people as they are, God does not consider them unclean.

Activity 19

1. Students might write a story that eliminates the supernatural elements, but leaves those who follow God will not have to worry about their physical needs being met, but have their spiritual needs being met.
2. Demythologising may be important as it allows a more scientific perspective of the real historical Jesus to be discovered, and the key moral teachings of the Gospel and moral values of their writers.

Activity 20

The students will need to read the Gospels in order to complete this task.

Luke 14:7-20 – Jesus teaches about humility and hospitality / the parable of the great dinner – a great lesson

Luke 18:1-30 – Jesus teaches the Pharisees, and the rich young ruler – not necessarily attached to their possessions

Luke 23:39-43 – Jesus talks to those crucified with him – paradise

**COPYRIGHT
PROTECTED**



Activity 21

Hopefully, the students should think about some of the kingdom being in all three with congregation and 'heaven'.

Activity 22

Nelson Mandela – Freedom fighter held for a long time in prison after rebelling against
 Gandhi – Indian leader who was imprisoned for opposing British rule in India and
 Aung San Suu Kyi – Democratic politician, whose father was too (and murdered)
 Bertrand Russell – philosopher who was anti-war and tried to convince people, in the
 First World War

Government as a means of control over the rest of the population. It often works

Activity 23

Why was it wrong to work on the Sabbath?

It goes against the Commandments.

Why did Jesus do it?

He considered healing someone and giving them a better life more important at the

Think of two situations where it is more important to do what is right instead of what is easy.
 Hopefully, students will think of both unjust laws and freak circumstances.

Activity 24

Why do people often stay quiet about the corruption they have seen?

Fear of reprisal, fear of being noticed, thinking they will benefit from keeping quiet, etc.

Why did Jesus scare the religious authorities in his time?

He was unafraid to speak out no matter what the cost.

Extension – Find a passage in the Gospels where Jesus exposes corruption in the temple and what happens as a result?

The cleansing of the Temple should be the obvious story here.

Activity 25

This task is intended for serious reflection and to enable students to link to their own

Activity 26

Most of these symbols should be familiar to the students but those with a dual meaning are more than one thing. It should provide a discussion about things that are used to represent

1. Bread and wine / the Eucharist – symbol of Christ's sacrifice / Christ's body and blood
2. The crucifix – symbol of Jesus' death for the mankind.
3. The Aum – symbol for the beginning of creation and also used by Hindus as a symbol of other Eastern faiths.
4. The Wheel of Dharma – symbol of the Noble Eightfold Path.
5. The cross – symbol of Jesus defeating death and rising again.
6. The cross of St George – Flag of England and other places with St George as patron saint. English nationalists and racists.
7. Thumbs up – symbol expressing things are good.
8. Danger of death – symbol advising caution in a place.

**COPYRIGHT
PROTECTED**



9. The All-seeing Eye – symbol of the mythical Illuminati conspiracy and used by the Eye of Providence (God's eye) on money in the US.
10. The trinity – symbol expressing the mystery of the Christian concept of the tri-
11. The cross of St Peter – Christian image of an inverted cross symbolising the w-
- crucified. Sometimes used by those wishing to have an 'anti-Christian' symbo
12. Copyright – symbol showing that a piece of work is protected by law from be
- monetary gain.

Activity 27

Why did the Romans crucify Jesus? The Jewish authorities would have stoned him.
Political criminals were crucified. The Jewish authorities were not allowed to perform the

If Jesus has the power of God, why would he let himself be arrested, tried and executed?
His passion served a purpose, becoming more powerful as he allowed it to happen.

Would Jesus' message have spread as far as it has and lasted as long as it has without the resurrection?

Unlikely. There was no chance for Jesus' message to get diluted by later teaching.

Activity 28

Make a list of ways of surviving death in fiction.

Becoming a vampire, mummy, super-high technology, magic, not really being dead.

Are any of them believable?

Not really.

Why not?

They rely on things that don't really exist in our world.

Why make a list?

They could have been in denial. They could have realised they were on to a good thing.

Would it be worth it?

Debatable. There may be good arguments on both sides.

Why not go back to your old life?

This would probably have made them feel like massive failures. They may have been

Activity 29

Hopefully, the students will be creative and include people substitutions, drugs, but also imposters.

Activity 30

Who is being prioritised and why?

The poor, needy, homeless and prisoners. They are the downtrodden and have no voice.

Will anyone suffer as a result?

Yes, it is both costly and potentially dangerous to follow this teaching.

Should Christians follow this example today? Why?

Yes, because it is what Jesus both taught and did and Christians look to follow Jesus.

**COPYRIGHT
PROTECTED**



Give two examples of Christians doing this and two examples of them not doing this.
Food banks and social justice movements.
Accumulating wealth in the churches and preaching against people in some groups.

Activity 31

What is the ethical message?

We should help all in need as they are our neighbours and fellow humans. We should do what is best for them.

Which two ways does it challenge the Jewish audience?

Samaritans were hated by Jews.
Being pure and holy was important in Jewish life.

How does this parable challenge the Jewish authorities specifically?

It suggests they are focused on the wrong things and not fit for purpose.

Activity 32

Students should be able to easily identify times and places where these people are and understand why it is important for them to keep abreast of current affairs in order to do this.

The students may consider the different protest movements or alternative ideas of how to express his solidarity.

Which groups find this teaching challenging? – Try to focus this on governments or institutions. Jesus in a counter-cultural sense.

Activity 33

Model	Name of Model	Advantages	Disadvantages
1	Exclusive	Certainty and security that you are on the right path, confidence when condemning others.	Many conflicts within Christianity. Price of being right. Insights that others have.
2	Inclusive	Feeling of 'superiority', fewer conflicts with those of other faiths.	Others see you as arrogant.
3	Plural	Easier to interact with others of faith, you can use other traditions to explore and to help your understanding.	Seems to water down the faith. The truth is one. Makes your religion less certain. Others' perspectives are equally valid.

Activity 34

Students will need a bible for this task.

What would you suggest Mary is like?

Self-sufficient, thankful, dedicated, faithful, brave, caring.

Since the sinners she has been portrayed as a repentant sinner, a prostitute, why do you think she was portrayed this way?

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.

**COPYRIGHT
PROTECTED**



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 take on the same roles in Christian life.

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

Activity 35

Biologically – Focus on genetics and physiology.

Psychologically – Focus on identity, self-perception and personhood.

Socially – Focus on behaviour.

Culturally – Focus on upbringing and job/work/family expectations.

Equality for different genders and whether gender should always be that defined by biology. Hopefully, students will have an awareness of this and understand that the definition of gender is changing over time in many regards and will continue to do so.

Students should have covered some of the passages on gender at this point, such as the story of the woman at the well and Mary and Martha.

INSPECTION COPY

COPYRIGHT
PROTECTED

