

## Chapter 4 Easter

### The key events of Easter week

As an introduction to this unit pupils should be reminded of the story of Easter (textbook pages 48–49). There are a number of good media/TV presentations that could reinforce the learning here.

Following this, pupils could complete Worksheet 4.1, page 117. Explain to pupils that they are going to be looking at the Easter story through the eyes of different people. Each person had an important part to play in the last week of Jesus' life.

### When people let you down (Judas' story)

#### Learning intentions

*By the end of this lesson pupils will:*

- ▶ have discussed the emotions that people feel when they are let down or when they have let someone down through various stories
- ▶ have knowledge of the relationship between Judas and Jesus
- ▶ have evaluated the emotions felt by Judas before and after the betrayal

#### Key elements

Mutual understanding  
Moral character

#### Cross-curricular skills

Communication

#### Thinking skills and personal capabilities

- ▶ Sequence event
- ▶ Justify opinion and conclusion



## Lesson plan

### Starter

- ▶ Ask pupils to think about a time when they have felt let down by someone else. Give each pupil a sticky-note and ask them to write down one word explaining how they felt at the time.
- ▶ Pupils place the notes on a large sheet and as a class discuss the words that they have written.

### Development

- ▶ Read textbook page 50 and complete Get Active 1 (role-play situations where someone has let them down). Discuss role plays when completed.
- ▶ Pupils could use Worksheet 4.2, page 118, to introduce the betrayal of Judas. Ask pupils to look at the picture and to think about what is happening. Get them to make up a story about the characters in the picture. They could share this with the class. The pupils could then be told the story of Judas' betrayal of Jesus.
- ▶ Explain to pupils that Judas let Jesus down by agreeing to hand him over to the Jewish leaders. Explain that Judas was one of Jesus' twelve disciples – he was one of his closest friends.
- ▶ Read Judas' story from the textbook, page 51, and complete Get Active 2.

### Plenary

Ask pupils to discuss Judas' reaction to what he had done. As a short activity at the end of the lesson read out all or some of the following statements. Ask pupils to move to one of two corners of the room depending on whether they agree or disagree with the statement. If they are unsure they could stand in between (Walking Debate). Statements could include:

- ▶ Jesus would have forgiven Judas for betraying him.
- ▶ Judas had no choice in betraying Jesus.
- ▶ Judas was greedy and didn't think of anyone but himself until it was too late.
- ▶ By hanging himself Judas showed how sorry he was for betraying Jesus.

### Homework suggestion

Use Worksheet 4.3, page 119. Pupils write a letter to Jesus as Judas, explaining his actions and how he feels about it now.

## Extension activity

Get Active 2 (textbook page 51) could be developed by a discussion of 'Until the end of the world' by U2 (from the album *Achtung Baby*). The song could be played in class and the lyrics put up on screen or read out (the lyrics are available on the internet). The song is Judas talking to Jesus in the afterlife. The theme of the song is love that changes to betrayal, and the paradox that this is necessary for a greater change. Bono has said he has always been fascinated by this story in the Bible and has spoken in interviews about how Judas is used as a tool of God yet still feels responsibility and remorse. Pupils could discuss what they think Bono is trying to say about how Judas felt following his betrayal of Jesus.

## Learning outcomes

- ▶ Show a deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating using mathematics and using ICT where appropriate.

## Worksheet 4.1

### What happened to Jesus during Holy Week?

In the table below outline the main events during the last week of Jesus' life. Use the pictures from your textbook (pages 48–49) to help you explain what happened.

Palm Sunday	
In the Temple	
The Last Supper	
The Garden of Gethsemane	
Jesus questioned by the High Priest	
Jesus questioned by Pilate	
Jesus is crucified	
Easter Sunday	

## Worksheet 4.2

### Letting people down

Look at the picture below with your partner. Think carefully about the characters in the painting.

Discuss the picture using the following questions:

- 1 Who do you think are the two main characters at the centre of the picture?
- 2 Why do you think the artist has used light and dark to show different people in the picture?
- 3 Look at the other men in the picture – who do you think they are? Label the picture explaining who you think these people are?

Decide what you think is happening in the picture and share this with your class.



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## Chapter 4 Easter

### Making mistakes (Peter's story)

#### Learning intentions

*By the end of this lesson pupils will:*

- ▶ have an understanding that mistakes are not always bad and that good can come from making mistakes
- ▶ have knowledge of the mistakes that Peter made during the last week of Jesus' life and how he felt about these mistakes
- ▶ evaluate the importance of learning from our mistakes

#### Key elements

Moral character  
Personal understanding

#### Cross-curricular skills

Communication

#### Thinking skills and personal capabilities



- ▶ See opportunities in mistakes and failures
- ▶ Value the unexpected and surprising

#### Lesson plan

##### Starter

As they enter the room, each pupil could be given a card with a mistake on it (a spelling error or a mathematical error or a moral error such as telling lies, etc.). Ask pupils to keep the card on their desk.

- ▶ Discuss with pupils what the word 'mistake' means. Decide as a class on the definition of the word and have pupils write it in their notebooks. Each pupil looks at his/her card and works out what the mistake is. What is the correct answer/the right thing to do?

- ▶ Discuss with pupils the question 'Is making a mistake always a bad thing?' Ask pupils to think about times when something good may have come from their mistakes – they could share these with the class.

## Development

- ▶ Read the introductory information in the textbook, page 52, and complete Get Active 1.
- ▶ Following the creation of their poems pupils could complete Worksheet 4.4, page 122, in pairs – looking at the good things and bad things that come from humans making mistakes.
- ▶ Discuss with pupils how Jesus' closest friend, Peter, made a number of mistakes during the last week of Jesus' life. Finish reading page 52 of the textbook and ask pupils to complete Get Active 2. Worksheet 4.5, page 123, could be used to help here. Remind pupils about what they learned about Peter in Year 8 (from 'Who is this Jesus?') if appropriate.
- ▶ Read textbook page 53 and complete Get Active 3 to find out more about what mistakes Peter made during Holy Week.
- ▶ Pupils could be told again the story of Peter's denial of Jesus. The story could be stopped at certain points and pupils could 'freeze frame' – what expression would be on Peter's face at this point in time?

## Plenary

- ▶ Ask pupils to look at the cards they were given at the beginning of the lesson. On the reverse side of the cards ask pupils to write down three things they have learned about mistakes from today's lesson. Get pupils to stick the cards into their books.

## Homework suggestion

Pupils could rewrite and decorate their acrostic poem from Get Active 1 on a new sheet of A4 paper.

## Extension activity

Following Get Active 3, pupils could use Worksheet 4.6, page 124, and work in groups to think about what Christians can learn from Peter's story. They could discuss how Jesus forgave Peter and how Peter forgave himself for what he had done.

## Learning outcomes

- ▶ Demonstrate creativity and initiative when developing ideas and following them through.

# Worksheet 4.4

## Making mistakes

Read the following quotations that people have said about making mistakes. Think about what they mean. Discuss what you think with your partner.

*'Experience is the name everyone gives to their mistakes.'*

**Oscar Wilde**

*'Anyone who has never made a mistake has never tried anything new.'*

**Albert Einstein**

*'Don't brood over your past mistakes and failures. This will only fill your mind with grief, regret and depression. Do not repeat them in future.'*

**Swami Sivananda**

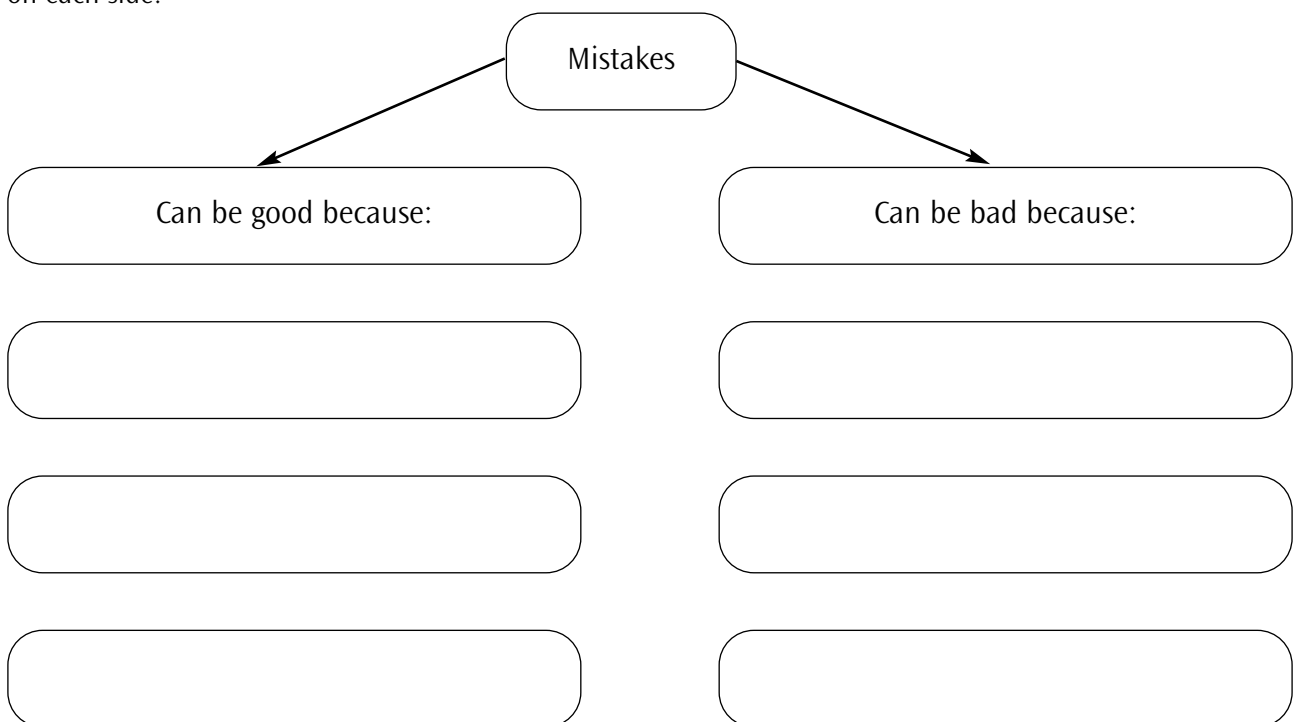
*'All men make mistakes, but only wise men learn from their mistakes.'*

**Winston Churchill**

*'The greatest mistake you can make in life is continually fearing you will make one.'*

**Elbert Hubbard**

Following your discussion complete the following diagram by giving **three** reasons on each side:



## Worksheet 4.5

### What do we know about Peter?

Look at the following pieces of information about Peter.

- ▶ If you think the information in the box is true, colour the box in yellow.
- ▶ If you think the information in the box is false, colour the box in red.

Peter was a fisherman.

On the day of Pentecost Peter was able to speak to people in different languages.

Peter was one of Jesus' closest friends – he was a disciple of Jesus.

Peter betrayed Jesus in the Garden.

Jesus had a special name for Peter – it was 'Rock'.

Peter was a tax collector.

Peter walked on water.

# Worksheet 4.6

## Learning from Peter

Following the mistakes that Peter made during Holy Week, especially after he said that he didn't know Jesus, he went out and wept. He cried because he knew that he had let Jesus down. He had said that he was willing to die for Jesus and yet when he was in danger he denied that he knew him.

However, following his resurrection, Jesus forgave Peter for what he had done and this helped Peter to forgive himself. Peter became the early leader of the Christian Church. **He learned from his mistakes.**

- 1 Read the following passages from the Bible. Write a short summary about what happened to Peter in each passage in the space provided:

### John 21: 15–17

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### Acts 2: 14

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### Acts 3: 1–9

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- 2 What can you learn from these stories about the life of Peter following the death and resurrection of Jesus?

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Although Peter had made a number of mistakes he learned from them. Tradition tells us that Peter was arrested for preaching about Jesus and he was crucified as Jesus had been. He requested to be crucified upside down as he didn't feel good enough to be crucified the same way as Jesus.

## Chapter 4 Easter

### Rivalry (the High Priest's story)

#### Learning intentions

*By the end of this lesson pupils will:*

- ▶ have discussed the issue of rivalry and the positive and negative impact that this can have on a person's life
- ▶ have knowledge of the rivalry between Jesus and the High Priest and how this led to the arrest and trial of Jesus
- ▶ have evaluated the impact of Jesus' arrest on his followers and the Jewish leadership

#### Key elements

Personal understanding  
Media awareness

#### Cross-curricular skills

Communication

#### Thinking skills and personal capabilities

- ▶ Sequence, order, classify and make comparisons
- ▶ Make predictions, examine evidence



#### Lesson plan

##### Starter

- ▶ As an introduction to this lesson, prepare a PowerPoint® presentation of famous rivals. As you introduce the first slide of a pair, ask pupils to predict what the next slide is going to show. Suitable images for this should be readily available on the internet, although be aware of copyright issues. Possible rivals could include: McDonald's and Burger King, PlayStation and Xbox, Tesco and Asda, Dr Who and the Daleks, Manchester United and Chelsea, Tom and Jerry, etc.
- ▶ Following this activity the class could discuss what rivalry is and whether it can be positive or negative. Plus and minus points made about rivalry could be collated on a sheet/in notebooks.

## Development

- ▶ Read and complete Get Active 1 on textbook page 54.
- ▶ Having discussed and completed the questions, pupils could work in a group to think of an ending to the story given on Worksheet 4.7, page 127. Pupils could discuss what they think will happen next as the most likely outcome of the story and complete the ending.
- ▶ Read and complete Get Active 2 on textbook page 55.
- ▶ Following this, pupils could discuss as a class how the High Priest must have felt about Jesus.
- ▶ Read and complete Get Active 3 on textbook page 55.

## Plenary

- ▶ As a class, pupils could discuss Caiaphas' attitude towards Jesus using the following question as a prompt: 'Was Caiaphas right in thinking it was better for one man to die?'
- ▶ Pupils could then report back to the class **three** of the most important points made.
- ▶ Using self-assessment sheets pupils could assess their own performance in the group work during the lesson. You may have ready-made self-assessment sheets, or these could be devised specifically for this task.

## Homework suggestion

Pupils could complete Worksheet 4.8, page 128.

## Extension activity

Following Get Active 3, pupils could work in groups to write and perform role plays of a press conference following the trial. Pupils could use Worksheet 4.9, page 129, as a template.

## Learning outcomes

- ▶ Show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions.



## Worksheet 4.8

### Drastic action

Caiaphas, the High Priest, chose the **drastic action** of arresting Jesus because he believed that it was the right thing to do for everyone. He was worried that Jesus and/or his followers would lead the people to fight against the Roman rulers and their own leaders. He believed that by getting rid of Jesus he was getting rid of this threat to his own authority.

- 1 Think about the rivalry between Caiaphas and Jesus. In the space below write down three reasons why Caiaphas was jealous of Jesus' popularity and considered him a rival.

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Caiaphas had the power to have Jesus arrested and tried for blasphemy (he said that Jesus claimed to be the Son of God). He got people to lie about what Jesus had said in the Temple. During the trial Jesus didn't deny the charges.

- 2 In the space below write down some reasons why you think Jesus didn't defend himself at the trial.

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Jesus was found guilty. His punishment was death. However, the Jewish leaders didn't have the power to put Jesus to death so they had to send him to the Roman Governor, Pilate, for a second trial.

## Worksheet 4.9

### Press conference

Work in groups and prepare a role play to perform to the rest of the class.

- ▶ One half of the group will represent Caiaphas and the Jewish leaders.
- ▶ One half of the group will represent the press and ask questions about the trial of Jesus and his sentence.

#### The religious leaders

Imagine you were present at the trial of Jesus. Caiaphas and his court have found Jesus guilty of blasphemy and they have sent him to Pilate, the Roman governor, for sentencing. As the religious leaders you have decided to hold a press conference to explain your decision. You have to make the announcement about the arrest and trial of Jesus and what is going to happen now. You will have to face questions from the press about what you have done to this very popular teacher.

#### The press

Imagine you have been called to the press conference and been told about the arrest and trial of Jesus. Think of questions that you want to ask the religious leaders about why they have arrested this popular teacher and what is going to happen to him now. Following their announcement ask the questions that you have about Jesus' arrest and trial.

## Chapter 4 Easter

### Difficult decisions (Pilate's story)

#### Learning intentions

*By the end of this lesson pupils will:*

- ▶ understand the importance of decision-making
- ▶ have knowledge of the decision Pilate made about Jesus and the consequences of that decision
- ▶ evaluate their own decision-making on a particular occasion

#### Key elements

Personal understanding  
Moral character

#### Cross-curricular skills

Communication  
Using ICT (research – homework)

#### Thinking skills and personal capabilities

- ▶ Examine options and weigh up pros and cons
- ▶ Justify methods, opinions and conclusions



#### Lesson plan

##### Starter

- ▶ As an introduction to this lesson each pupil could use Worksheet 4.10, page 132, to think of a time when he/she had to make a difficult decision. Pupils complete the first part of the worksheet at this point.
- ▶ Pupils could discuss this – if appropriate – with their group or class.

## Development

- ▶ Pupils read textbook page 56 and complete Get Active 1.
- ▶ Pupils could discuss their answers as a class and decide if they think that individuals made the right decisions. (See homework suggestion for a follow-up.)
- ▶ Pupils read textbook page 57 and complete Get Active 2. Pupils could use Worksheet 4.11 'Sarah's options', page 133, to frame their answers.
- ▶ Following this, pupils discuss why it is sometimes easy or easier to make wrong decisions. Is there a consequence to what we do? Do we always think of the consequences of our actions?
- ▶ Pupils read and complete Get Active 3 on page 57 of the textbook.

## Plenary

- ▶ Following the completion of Get Active 3, pupils could look back at their starter on 'Difficult decisions' (Worksheet 4.10, page 132) and complete the last section of the resource.

## Homework suggestion

Pupils could use Worksheet 4.12, page 134, to conduct research on the life of one of the individuals they found out about during Get Active 1. This is structured around the individuals' beliefs and how their beliefs had an effect on the actions that they took. Websites and useful resources are provided.

## Extension activity

Following Get Active 3 pupils could retell the story of Pilate's dilemma and final decision using Worksheet 4.13, page 135.

## Learning outcomes

- ▶ Show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating using mathematics and using ICT as appropriate.

# Worksheet 4.10

## Difficult decisions

We make decisions about our lives every day. Some of these decisions are easy: What will I wear today? What will I have for my lunch? However, sometimes we have to make more difficult decisions about our lives: What exam courses will I pick? What career will I choose? Making the right decision can be difficult.

Think carefully of a time when you had to make a difficult decision. Answer the following questions about that decision.

1 What was the dilemma that you had to make a decision about?

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2 What options did you have?

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3 What decision did you make?

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Leave this last question until the end of the lesson about Pilate and the decision that he made.

4 Did you make the right decision?

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# Worksheet 4.11

## Sarah's options

Use the following template to help you complete Get Active 2 in your textbook (page 57).

### The scenario

Sarah was struggling with her Science homework. She had not had time to complete the research that she needed to do on the internet as she had to do extra shifts in her part-time job. She had already asked for an extension and the teacher had given her an extra week to do the work.

1 Think about **three** options that Sarah has and write them below:

Option 1

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Option 2

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Option 3

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2 Discuss each option with your partner and look at the options that he or she has come up with. Decide what Sarah should do and write it below:

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# Worksheet 4.12

## Find out more

Choose **one** of these three individuals and find out more information about their lives. Write down **five** key facts about the person's life and their beliefs in the space provided. Use the websites listed below to help you.

### Eric Liddell

- ▶ [www.heartoscotland.com/Categories/eric-liddell.htm](http://www.heartoscotland.com/Categories/eric-liddell.htm)
- ▶ [http://en.wikipedia.org/wiki/Eric\\_Liddell](http://en.wikipedia.org/wiki/Eric_Liddell)
- ▶ [www.bbc.co.uk/scotland/sportscotland/asportingnation/article/0019/](http://www.bbc.co.uk/scotland/sportscotland/asportingnation/article/0019/)

### Mahatma Gandhi

- ▶ [www.bbc.co.uk/religion/religions/hinduism/people/gandhi\\_1.shtml](http://www.bbc.co.uk/religion/religions/hinduism/people/gandhi_1.shtml)
- ▶ [http://en.wikipedia.org/wiki/Mahatma\\_Gandhi](http://en.wikipedia.org/wiki/Mahatma_Gandhi)
- ▶ [www.mkgandhi.org](http://www.mkgandhi.org)

### Corrie Ten-Boom

- ▶ [www.corrietenboom.com/](http://www.corrietenboom.com/)
- ▶ [http://en.wikipedia.org/wiki/Corrie\\_ten\\_Boom](http://en.wikipedia.org/wiki/Corrie_ten_Boom)
- ▶ [www.heroesofhistory.com/page59.html](http://www.heroesofhistory.com/page59.html)

I have chosen to research: \_\_\_\_\_

I have found out the following five facts about the person's life and beliefs:

- ▶ \_\_\_\_\_
- ▶ \_\_\_\_\_
- ▶ \_\_\_\_\_
- ▶ \_\_\_\_\_
- ▶ \_\_\_\_\_

## Worksheet 4.13

### What shall I do with this man?

Use the following newspaper template to tell the story of Jesus' trial before Pilate. Think about how it would be reported in newspapers today. Remember to give a detailed account of what happened from different points of view.

<h1>Pilate cries</h1> <h2>'What shall I do with this man?'</h2>		

## Chapter 4 Easter

### A question of hope (Mary's story)

#### Learning intentions

*By the end of this lesson pupils will:*

- ▶ have discussed and evaluated the contrasting emotions of hope and hopelessness
- ▶ have knowledge of the resurrection story from the point of view of Mary
- ▶ have evaluated the importance of the resurrection story for Christians today

#### Key elements

Spiritual awareness

#### Cross-curricular skills

Communication

#### Thinking skills and personal capabilities

- ▶ Focus, sustain attention and persist with tasks
- ▶ Compare their own approach with others' and in different contexts



#### Lesson plan

##### Starter

- ▶ As an introduction to this topic pupils could be given Worksheet 4.14, page 138 to complete. Pupils fill in other words or images/pictures that come to mind when they think of the two words hope and hopelessness.
- ▶ Pupils could discuss their sheets in groups or with the whole class, thinking about the emotions that the words evoke.

## Development

- ▶ Pupils read page 58 of the textbook and complete Get Active 1.
- ▶ Following this, pupils could read Worksheet 4.15, page 139, on Kurt Cobain and use the questions on the sheet to discuss hopelessness. This could be completed in pairs or groups.
- ▶ Introduce the story of Mary Magdalene and how she met Jesus (textbook pages 58–59). Discuss how her meeting with Jesus changed her life and how special this would have been to her.
- ▶ Explain that following Jesus' death Mary would have felt hopeless. She was unsure of the future.
- ▶ Pupils read textbook pages 58–59 and complete Get Active 2.
- ▶ Pupils could assess their own and others' illustrations: again using peer/self-assessment sheets if you have these available for use.

## Plenary

- ▶ Look again at Worksheet 4.14, page 138, from the beginning of the lesson. Discuss how it would have felt for Mary to go from one emotion to the other when she discovered that Jesus had risen from the dead.

## Homework suggestion

Using Worksheet 4.16, page 140, pupils could imagine they are one of Jesus' disciples and Mary is telling them about what happened to her and how she met Jesus. Pupils write a transcript of the conversation, with the disciples asking the questions and Mary answering.

## Extension activity

Following Get Active 2, pupils could complete Worksheet 4.17, page 141.

## Learning outcomes

- ▶ Demonstrate self-management by working systematically, persisting with tasks, and evaluating and improving own performance.

## Worksheet 4.14

### Hope/Hopelessness

Look at the two words on this page. Write down the emotions or draw images that you associate with these two words.

The diagram consists of a large square frame. A diagonal line runs from the bottom-left corner to the top-right corner. In the top-left corner, there is a rounded rectangular box containing the word "Hope". In the bottom-right corner, there is another rounded rectangular box containing the word "Hopelessness". The rest of the square is empty, intended for students to write or draw.

# Worksheet 4.15

## Kurt Cobain

In 1994, Kurt Cobain, lead singer of the very popular band Nirvana, committed suicide. The world was shocked. His fans couldn't believe it. Cobain was one of the most loved rock stars in the world.

However, Kurt Cobain also suffered in private from depression. He questioned whether life was worth living and whether the pain that he felt would ever get better. He came to the decision that it wouldn't.

At the age of just 27, he killed himself with a shotgun. It was three days before his body was found.

He left behind wife Courtney Love and daughter Frances Bean.

Work in a group to discuss the following questions. Write down some of your ideas to contribute to a class discussion:

- 1 Why do you think that so many people in our world feel hopeless?

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- 2 What are some of the different ways that people try to deal with their sense of hopelessness?

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- 3 Do you think that talking to others – even a stranger – could help someone who is feeling that there is no hope in their life?

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# Worksheet 4.16

## Mary's story

Imagine you are Peter and John listening to Mary when she returned from Jesus' tomb and explained what had happened and what Jesus had told her. In the space below write the conversation that you think would have taken place.

Remember:

- ▶ the disciples would have wanted to know everything that happened;
- ▶ Mary would have been very excited – perhaps she found it difficult to tell the story clearly.

*Mary finds Peter and John:*

Mary: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Peter: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Mary: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

John: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Mary: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Worksheet 4.17

### Going and telling

Read the following reflection on Jesus' resurrection on Easter Sunday morning:

#### Going and Telling

Go. Tell my friends. I am giving you the words. Tell them.  
All is accomplished. The new story has begun.  
The body that holds you now  
Alive and warm, is as real  
As the body you saw mutilated,  
Mocked, betrayed, brutalised.

Even though jeers drowned out the message  
Of justice for the poor,  
Release for the oppressed,  
Unimagined forbearance,  
Even though  
It seems as though the promise I brought  
Was pounded down  
With the nails  
They drove into these hands  
Go and tell them:  
They cannot kill it.

Step back. Take these wounded hands.  
Clasp them in your own.  
Gaze back at me, and see  
The dancing in my eyes.  
Now go.  
Go and tell them  
This life you are holding  
Nothing can kill it.  
Go. Go and tell them  
You will see me  
Again.

Discuss the following questions with your partner:

- 1 What is this poem telling Christians they should do – even in today's world?
- 2 How does this poem reflect the importance of the resurrection of Jesus for Christians today?

## Chapter 4 Easter

### 'I'll believe it when I see it' (Thomas' story)

#### Learning intentions

*By the end of this lesson pupils will:*

- ▶ have discussed statements of belief and question the need for proof
- ▶ have knowledge of the story of Thomas doubting the resurrection of Jesus and its implications for Christians today
- ▶ have knowledge of varying views and arguments about the existence of God

#### Key elements

Spiritual awareness  
Personal understanding

#### Cross-curricular skills

Communication

#### Thinking skills and personal capabilities

- ▶ Sequence, order, classify and make comparisons
- ▶ Justify methods, opinions and conclusions



#### Lesson plan

##### Starter

- ▶ As an introduction to this lesson each pupil could be given one of the statements on Worksheet 4.18, page 144, as they enter the classroom (you will need multiple copies). Conduct a walking debate in class to find out about pupils' beliefs – ask pupils to read the statements and to stand in a particular corner of the room depending on their reaction:
  - I believe
  - I don't believe
  - I'm not sure.

- ▶ Discuss the statements and ask pupils why they are standing in a particular spot. This could lead to a discussion on what kind of proof they would need to believe the statement – would they take someone's word or would they have to see it for themselves?

## Development

- ▶ Pupils read and complete Get Active 1 on textbook page 60.
- ▶ Following this, pupils could discuss their own positions. Are they believers or sceptics? What do they think makes them a believer or a sceptic?
- ▶ Pupils read and complete Get Active 2 on textbook page 61.
- ▶ Display Caravaggio's painting 'The incredulity of Thomas' on a large screen, if possible (the picture is readily available on the internet: ensure you are respectful of copyright in this use, of course). Explain that it is a painting of Thomas looking at Jesus' wounds. Ask students to look at Thomas' face. What do they think is going through his mind as he puts his finger into Jesus' wound? Students could write down their thoughts following the discussion.

## Plenary

- ▶ Pupils could be given the statement that Jesus made to Thomas following their meeting – this could be placed on a flipchart/poster paper. *'Because you have seen me, you have believed, blessed are those who have not seen and yet have believed.'* Ask pupils to discuss the statement and write round it why it would be important to Christians today.

## Homework suggestion

Pupils could complete Worksheet 4.19, page 145. Pupils read the statements and decide which category they should place them in.

## Extension activity

Following Get Active 2 pupils could complete Worksheet 4.20, page 146, by reading the quotations and putting one of them into their own words.

## Learning outcomes

- ▶ Show deeper understanding by thinking critically and flexibly, solving problems and making informed decisions, demonstrating using mathematics and using ICT where appropriate.

## Worksheet 4.18

### 'I'm not sure'

**There is life on other planets.**

**Global warming has been caused by human activity.**

***Hollyoaks* is better than *Emmerdale*.**

**God exists.**

**People should campaign against testing products on animals.**

**Giving money to charity is a waste of time.**

## Worksheet 4.19

### Arguments for and against belief in God

Read each of the following statements.

- ▶ If you think the statement supports belief in God, colour it yellow.
- ▶ If you think the statement is against belief in God, colour it pink.

The world is so beautiful – it must have been created for a reason.

The theory of evolution proves that there is no God.

If God exists why does he allow people to suffer?

Look up to the night sky and you will see all the stars. Everything is so ordered there must be a creator.

Everything is made by someone or something. The world must have been created by someone.

If God created the world why is it not perfect? Why do earthquakes/natural disasters happen?

People say that they experience God in their lives.

The Big Bang theory explains how the universe began without needing a creator/a God.

# Worksheet 4.20

## Belief in God

1 Look at the following quotations made by people about belief in God. Think about what they are trying to say.

*'I don't believe in God. My mother was devout and so is my wife. But I have the intellectual arrogance that makes it very hard to believe in him. I don't have the gift of faith.'*

**Terry Wogan**

*'In terms of doing things I take a fairly scientific approach to why things happen and how they happen. I don't know if there's a god or not, but I think religious principles are quite valid.'*

**Bill Gates**

*'I can see how it might be possible for someone to look around on Earth and not believe in God, but I cannot conceive how anyone could look up into the heavens and say there is no God.'*

**Abraham Lincoln**

2 Choose one of the statements and explain what you think it means in your own words:

I have chosen: \_\_\_\_\_ (name of person)

I think this statement means: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_