

What does it mean to be a human?

Learning Objectives	Teacher Activities	Learning Outcomes	eLearning
Spirituality	Teacher introduces quiz on ppt. Teacher explain sorting survey. Discussion on uniqueness of humans. Cogito homework	<ul style="list-style-type: none"> • Enquire into difference between humans and the rest of the animal kingdom • Reflect upon and evaluate the uniqueness of humanity 	<ul style="list-style-type: none"> • Quiz on PowerPoint • Similarities and differences between humans and animals – SharePoint survey • Online discussion • Responses to hwk on wiki
The Soul	Students point to head, heart etc, self. Info. Sheet on Christians and Muslims. Discussion - 'What does the soul mean to you?' Gimme 5 (5 facts that students have learnt today). 'Vote with your feet'.	<ul style="list-style-type: none"> • Enquire into Christian and Muslim beliefs about the soul • Evaluate whether having a soul is what makes humans unique • Speculate and reflect upon whether one must have a belief in the existence of an ultimate reality, in order to believe in the existence of the soul 	<ul style="list-style-type: none"> • Online discussion about whether there is more to humans than the physical • Gimme 5 could be done as a wiki (each person adds to other people's lists) • Voting could be done as a survey • Automarkable test to see what students have learnt
Reincarnation and Samsara	Collectively draw a body. Show diagram of Samsara. Karma – what comes around goes around. 'It is good to want things. If we didn't, we would never achieve anything'.	<ul style="list-style-type: none"> • Enquire into Buddhist beliefs about life after death • Reflect on how these beliefs affect the ways Buddhists lead their lives 	<ul style="list-style-type: none"> • Spend a million pounds online • Online discussion (continue for homework)
Creation	'What came first, the chicken or the egg'. Spidergram on creation. Study Bible passages (online). 'The Creation Stories need not affect the way Christians lead their lives' and What do you think the Creation Stories tell Christians about what it means to be human?	<ul style="list-style-type: none"> • Enquire into Christian beliefs about creation • Reflect upon how these stories may affect the lives of Christians • Evaluate how these stories may help Christians to understand what it means to be human 	<ul style="list-style-type: none"> • Brick Testament online • Discussion on key questions (second question could be posted as a wiki).
Death	Group discussion about death, ghosts (fact/opinion) etc.	<ul style="list-style-type: none"> • Enquire into beliefs about life 	<ul style="list-style-type: none"> • Discussion on SharePoint

		<p>after death</p> <ul style="list-style-type: none"> • Reflect upon why people have different beliefs about what happens when we die 	<ul style="list-style-type: none"> • We live, we die – is that it? – online survey as plenary • Use internet as hwk to find out about resurrection
Christians and the afterlife	<p>‘Why do people believe in an after life?’ Worksheets about beliefs in life after death.</p>	<ul style="list-style-type: none"> • Enquire into beliefs about life after death • Investigate Christian beliefs about the resurrection 	<ul style="list-style-type: none"> • Online discussions • Internet for research • Possible Class Server tasks
Burial and Ritual	<p>Students draw a caveman. Teacher shows powerpoint to counteract stereotypes, and introduce Neanderthal burial sites.</p>	<ul style="list-style-type: none"> • Enquire into whether belief in God or an after life makes human beings unique • Speculate about the meaning of ancient burial practices • Evaluate the idea that human beings are unique because they ask ‘ultimate questions’ 	<ul style="list-style-type: none"> • Wiki answer to afterlife question • PowerPoint on Public • Online Neanderthal burial site • Make Wiki of a burial site
Ultimate Questions	<p>‘Where does space end?’ Teacher encourages questioning.</p> <p>‘Are human beings unique or not? Give reasons for your answer’.</p>	<ul style="list-style-type: none"> • Enquire into what ‘ultimate questions’ actually are • Speculate about our ability to answer ultimate questions • Evaluate and give reasons for why human beings are (or are not) unique 	<ul style="list-style-type: none"> • Wiki on ultimate questions (or refer back to Year 7 work) • Discussion on whether humans are unique • Peer mark questions using learning platform • Create podcast of discussions

What does it mean to be a Muslim?

Learning Objectives	Teacher Activities	Learning Outcomes	eLearning
What is a stereotype?	Draw stereotype images. Think, pair, share (have I used stereotypes?) Islam – what is a ‘typical Muslim’? Discuss the stereotypes. ‘Stereotypes are unfair’.	<ul style="list-style-type: none"> ● Reflect upon the way in which the media portray Muslims and Islam ● Consider the dangers of stereotyping ● Develop an understanding of Muslims and Islam 	<ul style="list-style-type: none"> ● Create a ‘stereotype images’ picture gallery. ● Online discussion about stereotypes. Link to Kilroy’s islamophobic comments.
What is Tawhid?	Clip from ‘Signs’ (Star Wars, Matrix) about destiny. “There are no coincidences”. PMI “God has a plan for everyone”	<ul style="list-style-type: none"> ● Identify the importance of the Muslim concept of Tawhid ● Reflect upon how Tawhid may affect the lives of believers 	<ul style="list-style-type: none"> ● Discussion about destiny. ● Learning Resource on Tawhid. ● 99 names of Allah video
What is Shariah?	Talk about goals. Apple Tree or Snakes and Ladders sheets. Discussion – is it good to have goals? Think, pair and share – effects of Shariah on Muslims’ behaviour. ‘Who needs goals and pathways in life? You should just have fun’ WAWOS	<ul style="list-style-type: none"> ● Identify the importance of their own goals in life and the need for goals ● Reflect upon this need for goals and link it to the Muslim concept of Shariah ● Empathise with the implications that Shariah has on the lives of Muslims 	<ul style="list-style-type: none"> ● Online discussion. ● Use the internet to find examples of Muslims doing good works. ● Wiki – pros and cons
What is Hajj?	Talk about journeys. Watch football crowd. Link to Hajj. Students find out more about Hajj. ‘Josef Prepares to make his Hajj’ – Learning resource	<ul style="list-style-type: none"> ● Evaluate the implications of Hajj for Muslims ● Empathise with the importance of special journeys and therefore Hajj ● Reflect upon their own special journeys in life and give personal responses to this 	<ul style="list-style-type: none"> ● You tube – football crowd; Hajj trip ● Learning resource on Hajj (‘Josef Prepares to make his Hajj’ – students find out more) ● Survey as plenary/hwk ● Blog – diary of Hajj
The Importance of the Mosque in	Sorting task – are these linked to	<ul style="list-style-type: none"> ● Identify the importance of 	<ul style="list-style-type: none"> ● Survey about worship

Prayer	worship? Does worship have to be religious? Two definitions of worship	worship and the mosque to Muslims <ul style="list-style-type: none"> • Reflect upon the importance of prayer to Muslims • Reflect upon the importance of the mosque in prayer 	<ul style="list-style-type: none"> • Virtual tour of mosque (website) • Wiki on mosques
How do Prayer Mats Demonstrate Muslim Beliefs about Allah?	Draw star/moon for partner. Why a symbol of Islam? Look at different prayer mats. Set up task. 'If you know that a machine can make a 'perfect' prayer mat, and so the mistake needs to be <i>deliberate</i> , surely this shows that Allah is not the only being who can make something perfect?'	<ul style="list-style-type: none"> • Develop previous understanding of the concept of Tawhid • Enquire as to how the Prayer Mat design reflects beliefs about Allah 	<ul style="list-style-type: none"> • Prayer mat image gallery • Survey on deliberate mistakes as plenary
The Importance of the Mosque in Prayer	Compass to face important places – then Mecca. Roleplay on prayer. 'You don't need to pray several times a day to show God you believe in Him'	<ul style="list-style-type: none"> • Enquire as to the implications of Prayer in the lives of Muslims • Develop their understanding of some key concepts in Islam 	<ul style="list-style-type: none"> • Wiki for advice on roleplays • Roleplay discussions (talking in role) • Discussion

Who was Jesus?

Learning Objectives	Teacher Activities	Learning Outcomes	eLearning
Why is Jesus so Important to Christians?	Plan a Birth ceremony – symbolic gifts etc. Link to concept of the ‘Messiah’. Compare birth narratives. ‘The two stories about the birth of Jesus have differences in them. This means they aren’t true & Jesus can’t have been the Messiah.’ Agree or Disagree?	<ul style="list-style-type: none"> ● Reflect upon the importance of Jesus for Christians ● Enquire into how beliefs about Jesus are symbolised in scripture ● Evaluate the purpose of the birth narratives 	<ul style="list-style-type: none"> ● Discussion boards. ● Class Server task: highlight aspects of the birth narratives in a word document ● Make ‘Tunnel’ story available online
The Historical Jesus	Chinese whispers, leading to a discussion about reliability of sources. Look at different sources of information about Jesus. ‘Everything is open to interpretation’ Agree or Disagree?	<ul style="list-style-type: none"> ● Consider historical sources and information ● Reflect upon the accuracy of such sources & the idea that it is belief in Jesus as the Messiah that defines Christianity ● Evaluate whether or not one can accept the existence of Jesus even if you do not accept that he was the son of God 	<ul style="list-style-type: none"> ● Students search SharePoint for sources of information on Jesus. ● Discussion on reliability of sources.
How are Beliefs about Jesus Symbolised in Pictures?	‘Artist’ and ‘art critic’. Draw picture for class. Pictures symbolise beliefs. Picture gallery of images of Jesus. ‘Nobody knows what Jesus looked like if he existed, so why bother guessing?’ Agree or Disagree. (Could use BBC DVD ‘Selling Jesus)	<ul style="list-style-type: none"> ● Reflect upon the way that beliefs can be symbolised through art ● Consider how different people’s perspectives influence their opinions about Jesus 	<ul style="list-style-type: none"> ● www.rejesus.co.uk/expressions/faces_jesus ● Picture gallery on SharePoint ● Wiki – choose image and say why (Peer assess) ● Discussion
Was Jesus a Rebel?	Discuss Che Guevara. What does ‘rebellion’ mean to students? Define ‘rebel’. Discuss images of Jesus. Stilling exercise: homeless person. Parable of the Good Samaritan. ‘Was	<ul style="list-style-type: none"> ● Challenge the belief that Jesus may have been ‘meek and mild’ ● Enquire into the meaning of ‘being a rebel’ ● Evaluate & consider how 	<ul style="list-style-type: none"> ● Parable of the Good Samaritan on Youtube ● Discussion

	Jesus Meek and Mild?	different perspectives can influence opinion	
Why do Christians think of Jesus as 'Lord' and 'Redeemer'? Should Christians always forgive people?	Discuss whether students have ever forgiven someone. Discuss Jesus as Redeemer. 'How easy it is to forgive someone?' (Could watch BBC Video – Forgiveness). Forgiveness assessment Peer assessment on forgiveness	<ul style="list-style-type: none"> • Enquire into the meaning of 'Lord' and 'Redeemer' and how these relate to the Christian perception of Jesus • Reflect upon the concepts of love and forgiveness in Christianity and the affect that these have on the lives of believers • Evaluate the difficulties and implications of forgiveness & empathise 	<ul style="list-style-type: none"> • Discussion • Wiki – each student picks a different example from www.theforgivenessproject.com/stories and explains how it links to 'forgiveness'. They say whether they agree. Others can then comment on what they've said. • Could complete forgiveness assessment in Class Server or peer assess in a wiki

What does it mean to be a Christian?

Learning Objectives	Teacher Activities	Learning Outcomes	eLearning
The Concept of Sin (part 1)	Leave sweets on desk to tempt students. Put crimes in order of importance. Which of them are sins? Vote on rules. Give each group one of the rules and ask them to formulate a group statement explaining why it's important, how it would benefit society, what life would be like without it.	<ul style="list-style-type: none"> ● Reflect upon what a constitutes a 'sin' ● Enquire into Christian attitudes towards sin ● Evaluate whether or not the rules that Christians live by are good rules to live by whether you are religious or not 	<ul style="list-style-type: none"> ● Students work together on a rule, then submit their work (e.g. wiki)
The Concept of Sin (part 2)	Recap, leading into 10 commandments. Roleplay the effects of breaking commandments. 'What if you're a good person all your life but not a Christian? Would you still go to Heaven?'	As above	<ul style="list-style-type: none"> ● 10 commandments sheets online ● Discussion
The Trinity and the Nature of God	Discuss different roles. Link to the different roles of God. Think, pair, share: Why might some people want to consider God as taking different forms? How might this help them? 'How important to Christians is it that God take on many roles?' Draw own symbol of the Trinity.	<ul style="list-style-type: none"> ● Reflect upon what it means for God to take '3forms' ● Enquire into what each of these forms might represent ● Evaluate the Christian concept of the nature of God 	<ul style="list-style-type: none"> ● Discussion ● Research into different representations of the Trinity
One Church, Many Branches	Read story sheets. Identify different interpretations of the same rules. Link to Island work. How were groups different/similar? Different ways of expressing the same beliefs. Diversity. Great schism sorting exercise.	<ul style="list-style-type: none"> ● Enquire into the structure of the Christian church ● Reflect upon the diversity within Christianity ● Evaluate the significance of this for believers 	<ul style="list-style-type: none"> ● Sorting task as a survey/Learning resource

Remembering in Christianity (over 3 lessons)	Tray of objects – remove 2. Talk about remembering. Why is it important. (Key Christian Beliefs). Choose a specific event. ‘It’s not important to remember events for future generations – what will it matter to people in 2000 yrs time?’	<ul style="list-style-type: none"> ● Enquire into the ways in which Christians remember important events ● Reflect upon the significance of ‘remembering’ ● Evaluate the importance of remembering 	<ul style="list-style-type: none"> ● Discussion ● Research event on the internet
Remembering in Christianity	Feedback stories from last lesson. Explain why a festival is a better way of remembering. ‘Stories are just that, stories. As long as you know what you believe, why keep dragging it out all the time?’ Half the class agree, half disagree.	As above	<ul style="list-style-type: none"> ● Use chat to talk about the question
Remembering in Christianity	Importance of Easter. ‘What Christians do at Easter’ sheet. ‘Remembering in Christianity can’t work – Easter may be the most important festival but people make a bigger deal out of Christmas’	As above	<ul style="list-style-type: none"> ● Research Easter/Webquest learning resource ● Discussion
Welcoming in Christianity (over 2 lessons)	Roleplay welcoming someone into a group. Talk about why - life-changing, showing how much the person wants to join, symbolic, make new people comfortable – welcome and celebrate their joining. ‘Why bother with welcoming ceremonies? If someone wants to join a group, just let them join’ Do you agree or disagree?	<ul style="list-style-type: none"> ● Enquire into the ways in which people can be welcomed into the Christian faith ● Reflect upon the importance of ‘welcoming’ ceremonies for both Christians and non-believers ● Evaluate the significance of both infant and adult baptism 	<ul style="list-style-type: none"> ● Podcast of roleplay ● Discussion
Welcoming in Christianity	Think, Pair, Share – why is it very important to Christians that they are welcomed into their religion? Adult	As above	<ul style="list-style-type: none"> ● Webquest learning resource or wiki on Baptism ● Discussion

	and Infant Baptism sheets. 'Adult baptism makes more sense than infant baptism – when you're an adult, you can make your own mind up.'		
Hunger Cloths (3 lessons)	Pupils work in pairs, taking turns to draw elements from the Hunger Cloth. What does it say about Christianity? Students make their own hunger cloths and peer assess them.	<ul style="list-style-type: none"> • Enquire into the core beliefs and concepts of Christianity • Reflect upon the ways in which these beliefs may symbolised, linking this to their learning from the unit • Evaluate the significance of belief in Jesus for Christians 	<ul style="list-style-type: none"> • Learning resource on the hunger cloth (matching exercise)