

Teacher's notes: Structuring a Religion

Context

Each unit requires students to respond from two different religious traditions. Many marks are lost when students mix the main areas of the religious traditions they are studying or fail to include the main key terms.

Objectives

- To remind students of the key terms connected with each of their faith traditions.
- To ensure students have a structure of the religious tradition they are studying.

Relation to specification

There will be at least two questions in each topic that require knowledge of two religious traditions.

Classroom practice

Scaffolding a religion is a short activity that can be used at the beginning or end of a lesson. It requires students on their own or in groups to give a sliding scale of key elements of a faith tradition. Structuring a religion is useful for students to fill in at the start of their studies; it is also useful for students to re-visit it constantly.

Differentiation

Structuring a religion is particularly useful for students who struggle with learning about two distinctive faith traditions. The different elements asked in the activity can be changed to suit the varying needs of the students.

Student Activity sheet for Structuring a Religion

Name _____ Class _____

Scaffolding

One of the religious traditions I am studying is

The people who worship in that religion are called

A special book they have is

They would often go to pray or worship at

A very special festival they have is

Because

A special symbol of identity might be

Because

People who I know are of that religious tradition are

I have visited their place of worship when I

One of the most important things to people of that religious tradition is

Five values of that particular religious tradition are

Unit 1

student information

The Big Picture: Is it Fair?

Questions to ask







What is fair and unfair? Why do people treat others differently?







Is equality possible? How does the media influence attitudes?

What do we need? How should we treat others?

What do we want? Why are people prejudiced?

What should be people's attitude towards wealth?

Key concepts to think about	
AUTHORITY	
DISCRIMINATION	
EQUALITY	
IDENTITY	
INJUSTICE	
PREJUDICE	

  	<p>Religious teachings to explore</p> <ul style="list-style-type: none"> ● Human dignity ● Equality ● Use of wealth <ul style="list-style-type: none"> – Charity ● Social responsibility <ul style="list-style-type: none"> – Religion and the media ● Religious commitments to promote justice ● Racial, social and gender divisions ● People and organisations who have worked for justice ● Religious responses to injustice 	  
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Unit 1**Teacher Information Sheet: Suggested Activities**

Using the *Believing and Living* student's book:

Give the name of the charity or religious organisation that ...

... follows the principle of Maimonides that the best form of charity is to take someone into partnership.

... demonstrates that 'all people are one in Christ' and the call from the Bible to 'love one another like brothers and sisters'.

... works on the basic belief that God loves the world. Follows the example of Jesus speaking out against injustice.

... represents the relationships shown by the Prophet Muhammad and his family.

Unit 2**Teacher Information Sheet: Suggested Activities**

Using the *Believing and Experiencing* student's book:

Give the name of the charity or religious organisation that ...

... helps people suffering by openly discussing the impermanence of life.

... practises the belief that giving to the hungry is also giving to God. The Guru Granth Sahib states the path to God is through service.

... shows through loving kindness the importance of *bikkur cholim* (caring for the sick).

... by contributing to the poor and the cause of development believes they are acting according to the Gospel tradition.

Unit 1 Schemes of work: Topic 1 Relationships

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Relationships Lesson 1 Pages 34–38 of <i>Believing and Living</i>				
Responsibilities <i>What responsibilities do we have towards others?</i>	Recognise responsibilities in relationships and society.	<ul style="list-style-type: none"> Explore a range of pictures (e.g. pages 20, 75, 92 of the student's book): use each picture to analyse how responsibilities are shown to society. Complete the NGFL Relationships concept map. 	Responsibility and commitments to the planet (Unit 1, Topic 4).	Responsibility and commitment are concepts important to most units. Students can therefore often gain credit by applying their understanding of this throughout their exam answers. If other units have previously been studied key pictures of those units should be shown so students can reaffirm prior knowledge.
Commitment <i>What commitments do we have to others?</i>	Identify how responsibilities are shown through commitments.	<ul style="list-style-type: none"> Investigate page 35 of the student's book and select which they have responsibilities to and how they show a commitment. Complete the NGFL grids (see above) to show the connection between relationships and communities. 	Responsibility and commitments to others (Unit 1, Topic 2).	As above.
Love <i>What is love?</i>	Justify their views on love. Explain the key concepts of responsibilities/commitment and love.	<ul style="list-style-type: none"> Take the NGFL Love Test. Select one definition from the key concept of commitment and add a relevant example for a religious believer. Respond to the NGFL Different Types of Love sheet. Read three quotes about love, e.g. page 37 of the student's book (George Sand/Martin Luther King/Anais Nin). Select the one they most agree with and write a justification of no more than 30 words for their choice. Explain to a partner 'The difference between responsibility and commitment is ...' 		Love is a new key concept for the revised specification and one that is difficult to explain. Students should be given opportunities to justify what they consider is meant by love. Use of Greek terms is no longer a requirement but students would be given credit for their appropriate use.
Lesson 1 Thought breaker	Which comes first: responsibility, love or commitment?			
Lesson 1 Homework/extension activity	Students should place a copy of the Big Picture (page 29 of this Resource) in their books/files and surround it with relevant pictures/headlines as they complete the unit.			

KEY Key concepts *Human experiences* **Religious traditions/beliefs/practices**

Unit 1 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Relationships Lesson 2 Pages 39–44 of <i>Believing and Living</i>				
Lesson 1 revision	Identify the attributes of their perfect partners.	<ul style="list-style-type: none"> Play the NGFL game Cupid's Flush. 	Revision of key terms and importance.	
Assessment technique	Explain what is meant by love.	<ul style="list-style-type: none"> Complete the task on page 38 of the student's book with a time limit of 5 minutes. 	Recap on understanding of key concept.	Students should be given a short time to answer an exam question to prepare them for the exam.
<i>What is the role and purpose of sex?</i>	Understand the different roles and purposes of sex.	<ul style="list-style-type: none"> Investigate a range of attitudes on the importance of sex in a relationship. Complete NGFL Why Wait. 	Reinforces love, responsibility, commitment.	
<u>Religious attitudes to sex</u>	Identify the teachings about sex from two different traditions.	<ul style="list-style-type: none"> Explore information (e.g. pages 40–41 of the student's book) and complete What Might They Say? on page 16 of this Resource. 		
<u>Chastity</u> <u>Religious attitudes to celibacy</u>	Understand the reasons why some religious believers practise chastity and celibacy.	<ul style="list-style-type: none"> Explore www.lifeway.com/tlw/ and complete this template: <ul style="list-style-type: none"> I learnt that ... I was surprised that ... I agree that ... I disagree that ... Identify four responsibilities that Christian believers consider before making their commitment on pages 51–52 of the student's book. 		This activity could be completed as a homework or extension task.
Assessment technique	Recognise the importance of giving different views.	<ul style="list-style-type: none"> Practise the exam tip on page 38 of the student's book ensuring different views are given to gain full marks. 		
Lesson 2 Thought breaker	If love was a colour it would be ... Because ...			
Lesson 2 Homework/extension activity	Students complete response to thought breaker question which is then placed on a Graffiti Wall (see page 84 of this Resource) or thought wall area in the classroom.			

Unit 1 KEY

Key concepts *Human experiences* Religious traditions/beliefs/practices

Specification content	Learning outcomes Students can ...	Learning activities Students could ...	Spiral learning and recap	Teacher's notes
Relationships Lesson 3 Pages 50–52 of <i>Believing and Living</i>				
Unit revision	Identify the main features of the two traditions they are studying.	<ul style="list-style-type: none"> Scaffold their two religious traditions (see page 9 of this Resource). 		<p>Many marks are lost in the exams due to students confusing basic facts about the main traditions they are studying.</p> <p>It is important for students to identify at least three main points for each tradition. Credit is given where students state they are similarities as well as differences in attitude.</p>
<u>Attitudes to contraception from two religious traditions</u>	Identify the main teachings of two different traditions.	<ul style="list-style-type: none"> Read pages 51–52 of the student's book and complete a Venn diagram showing the similarities and differences of the two traditions. (See page 156 of this Resource.) 	Sanctity of life (Unit 2, Topic 2).	
Assessment technique	Select appropriate justifications to complete an evaluation.	<ul style="list-style-type: none"> Complete the group activity in Improving Evaluations on pages 186–87 of this Resource. 		This should be a timed activity.
<u>Contraception</u>	Apply their understanding of religious attitudes to contraception.	<ul style="list-style-type: none"> Justify orally which is the odd one out for believers from NGFL Sex. 		<p>Different pictures may be incorporated if required. All students should be encouraged to state and justify an answer.</p> <p>This plenary activity requires students to apply their learning and justify their decisions. There is no right or wrong.</p>
Lesson 3 Thought breaker	How would people's views on contraception be formed?			
Lesson 3 Homework/extension activity	Complete the evaluation question on page 44 of the student's book using the SWAWOS framework.			