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## Lesson plan

# Divine command theory

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Using the article on pp. 6–7 of the magazine in class.

<b>The big picture</b>	Divine command theory: actions are right or wrong depending on whether they follow God's commands or not.
<b>Learning objectives</b>	<p>What? Divine command theory: key points, strengths and weaknesses.</p> <p>Why? To compare, evaluate and analyse different versions of the theory.</p> <p>How? After studying this topic, students should be able to define what is meant by divine command theory. Also, they should be able to explain its strengths and weaknesses and differing responses to its use.</p>
<b>Starter activity</b>	Create a list of examples of right and wrong actions. Then discuss this with the person next to you. Find any common actions that you agree on and also actions that you disagree on.
<b>Lesson activities</b>	<ul style="list-style-type: none"> <li>Go through the definition and ask students to write the right and wrong actions on the board and decide who or what is the standard that determines the consequences.</li> <li>Create a table with the key scholars and bullet point their views on divine command theory. Also do this separately for the objections.</li> <li>In pairs, create a quiz based on divine command theory. You also need to record both the questions and answers.</li> </ul>
<b>Plenary</b>	What are your views on the challenges of Socrates to Euthyphro's dilemma? Do you agree or disagree? Explain.
<b>Homework task</b>	Create a revision poster with all key points about divine command theory.
<b>Assessment opportunities</b>	Using the mark scheme, students should self-assess their work with feedback from the teacher. You can also use the quizzes the students created at the start of the lesson to recap.
<b>Differentiation</b>	Teachers may wish to make key points on a worksheet for dyslexic or EAL students.

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