

# **WHERE DO WE LOOK FOR GOD?**

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**with**

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# INTRODUCTION

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<b>The pack</b>	<i>Where Do We Look For God?</i> is a pack of worksheet-based material that provides activities for Religious Education at KS3. It aims to fulfil the requirements of the QCA 2000 RE KS3 Scheme of Work entitled 'Where do we look for God?' and builds upon the learning objectives, teaching activities and learning outcomes outlined in the SOW. Students are encouraged to develop a critical, analytical and enquiring mind that can reflect on and consider the issues raised in the pack.
<b>Student suitability</b>	The pack is designed for Key Stage 3. It is suitable for all levels of ability, with some additional suggestions for more able and less able students.
<b>Using the pack</b>	The pack could be used in RE lessons or in other subject lessons that require a religious or philosophical component. It has been designed for use by whole class groups, with activities for individual and paired work. Each worksheet provides enough material for a one-hour lesson.
<b>The people involved</b>	Jonathan Gregory, the consultant author of this pack, is a teacher of Religious Education in a secondary school in the north-east of England. He has eleven years' experience of working in the newspaper industry and seven years in the Christian ministry. Eileen Osborne, the co-ordinator, is a full-time teacher. The pack was written and edited by Rebecca Wilby, a freelance editor, and illustrated by David Braysher. The pack was printed by Prontaprint Barking and The Modern Printers. The Chalkface format was created by Susan Quilliam.
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# GENERAL GUIDELINES

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## Guidelines for using this pack

The Lesson Plans opposite each worksheet support the use of each specific page. These more general guidelines give advice on using the whole pack. They offer suggestions on preparation, running the lesson and follow-up work, and could form the basis of in-service training prior to using the pack.

Please remember to photocopy both the relevant Lesson Plan and these General Guidelines if you are copying worksheets for a supply teacher to use.

## Preparing for the lesson

- Specific preparation requirements are indicated in the 'Preparation required' section of the Lesson Plan. You should always have available copies of the worksheet, pens, pencils and a chalkboard or equivalent.
- Allow approximately an hour's lesson for each page.
- You can link pages to make a double lesson; linkable pages are indicated under the heading 'Links to other worksheets'.
- Possible classroom management challenges which may be created by the page and any issues of a sensitive nature are brought to your attention in the Lesson Plan under the heading 'Points to be aware of'. You will probably want to check whether these are relevant to your class.

## The lesson

Pages are worded so that you can choose how to manage each in the classroom. However, as a general guideline, we suggest that you move from 'introductory chat' to individual work, through to paired or small group discussion, then to pooling ideas as a class. Where a specific approach is required that differs from this, it is indicated in the Lesson Plan under the heading 'teacher strategy'.

Each sheet contains a number of activities. These fall into several basic formats:

- Thought starters
- Reading
- Oral work
- Brainstorming
- Research
- Working in role or 'imagine' exercises
- Written work

Where relevant, you may choose to allow students with poor writing skills to work on the sheet and mark, underline or colour to show understanding.

Where extended writing or copying is required, you could modify the task and set a precise target for students who work very slowly, inaccurately or untidily. You may find it useful to mark with a fluorescent pen the sections that you expect students to complete. Where a different approach might be more appropriate for less able (or more able) students, this is highlighted in the 'Differentiation' sections of the Lesson Plan.

## Following up on the lesson

The Lesson Plan may include, where relevant, suggestions for Extension Activities. These are usually designed to carry the topic into a double lesson, or to provide an opportunity for out-of-classroom work.

## Web-based homework

In this pack, we have included on-line homework activities at our website, [www.iamclever.org](http://www.iamclever.org). Each homework has the same title as the worksheet.

First, you need to register your school, name and e-mail address. Do this by visiting our teachers' website, [www.chalkface.com](http://www.chalkface.com).

Then, when your your students visit [www.iamclever.org](http://www.iamclever.org) for the first time, they will be asked to enter their school's name, and your name will appear in a list. The students select your name then proceed with the homework activity. The homework will be delivered to your e-mail address.

Using these homework activities will improve motivation, attitudes to learning and the development of independent learning and research skills.

# LESSON PLAN FOR TRUTH OR LIES?

<b>Learning outcome</b>	Students will identify the differences between fact, opinion and belief and try to establish how 'true' each may be. Students should reflect on why they believe something to be true.
<b>Links to other worksheets</b>	TRUTH IN ASSORTED COLOURS
<b>ACTIVITY 1: Pupil activity</b>	Ask students to suggest statements that they think are true. Write about ten of these on the board in a spider diagram, and ask the class "How do you <i>know</i> this is true?" List each one into an appropriate category: fact, opinion or belief. Explain what each word means: A fact is something that is universally provable from experience or observation. An opinion is a viewpoint. A belief is something that a person trusts, or accepts as true.
<b>Timing</b>	10 minutes
<b>Grouping</b>	Individual and class
<b>ACTIVITY 2: Pupil activity</b>	Students should allocate the statements in the picture to the categories of fact, opinion and belief. They must explain why they have made their choices and then create five more ideas of their own for each section (listing the answers on a separate sheet).
<b>Teacher strategy</b>	There are not always clear answers as to which statement fits which category; some might fit more than one, depending on the context or circumstances.
<b>Timing</b>	40 minutes
<b>Grouping</b>	Pairs, so that discussion can take place, and to help the less able
<b>ACTIVITY 3: Pupil activity</b>	Ask students to explain why they have they ranked their items the way they have.
<b>Timing</b>	10 minutes
<b>Grouping</b>	Can be done in small groups to promote discussion and debate
<b>Extension activities</b>	Using the words 'fact', 'opinion' and 'belief', students could create a memorable slogan or design to illustrate the definition of each word. These can be put on the wall to help students remember what each word means.
	Students' work on activity two could be used as a focus for discussion, either in this lesson or a future one.
<b>Web-based homework</b>	There is an on-line homework activity available for this lesson. You will need to register on <a href="http://www.iamclever.org">www.iamclever.org</a> and then send students to the site. The homework is: Where Do We look for God? – TRUTH OR LIES? For this homework, students complete the following activity: 'Should fox-hunting be banned?' Give one fact, one opinion and one belief about this issue.
<b>Assessment strategy</b>	Students could mark each other's work and discuss the different ways people see the same story.
<b>My notes on this class</b>	

# TRUTH OR LIES?

LEARNING OUTCOME: YOU WILL LEARN ABOUT THE DIFFERENCES BETWEEN FACT, OPINION AND BELIEF.

- 1 Think of a few statements or ideas that are true. How do you actually know that they are true?
- 2 Divide a sheet of paper into three columns with the headings 'Fact', 'Opinion' and 'Belief'. Then look at the statements in the pictures below, and try to decide which heading should belong to each one. Think of five more ideas of your own for each heading.
- 3 How certain are you that the ideas you have listed are true? Rank them in order, starting with the statement you are most certain is true, down to the one you are least sure about. Why have you ranked them in that order?



# LESSON PLAN FOR TRUTH IN ASSORTED COLOURS

<b>Learning outcome</b>	Students will understand that truth can be defined in different ways, and that some kinds of truth are easier to prove than others.
<b>Link to previous lesson</b>	TRUTH OR LIES?
<b>ACTIVITY 1: Pupil activity</b>	'If I throw a ball in the air, it will come down'. 'It is wrong to steal'. Discuss these two statements with the class and encourage them to think about why they are true and whether they can be proved.
<b>Teacher strategy</b>	You could use a ball for visual effect.
<b>Timing</b>	5 minutes
<b>Grouping</b>	Whole class
<b>ACTIVITY 2: Pupil activity</b>	Students will design a leaflet called 'Truth in assorted colours at school', showing different types of truth that are learned about at school.
<b>Timing</b>	45 minutes
<b>Grouping</b>	Pairs
<b>ACTIVITY 3: Pupil activity</b>	Students write a summary of their leaflet explaining which truths are easier to prove than others. There may be some 'truths' that cannot be conclusively proved at all; encourage the students to discuss reasons for this.
<b>Timing</b>	10 minutes
<b>Grouping</b>	Pairs
<b>Extension activity</b>	Students could write some truths in speech bubbles to be displayed on the wall. A theme could be used for this, such as 'Truths that cannot be proved' – for example, 'God exists'.
<b>Web-based homework</b>	There is an on-line homework activity available for this lesson. You will need to register on <a href="http://www.iamclever.org">www.iamclever.org</a> and then send students to the site. The homework is: Where Do We look for God? – TRUTH IN ASSORTED COLOURS. For this homework, students complete the following activity: Review a news page on the web and explain what types of 'truth' it covers.
<b>Useful website URLs</b>	<a href="http://www.bbc.co.uk/news">www.bbc.co.uk/news</a>
<b>Assessment strategy</b>	The work could be marked by each student, while the teacher goes through the answers and discusses responses.
<b>My notes on this class</b>	



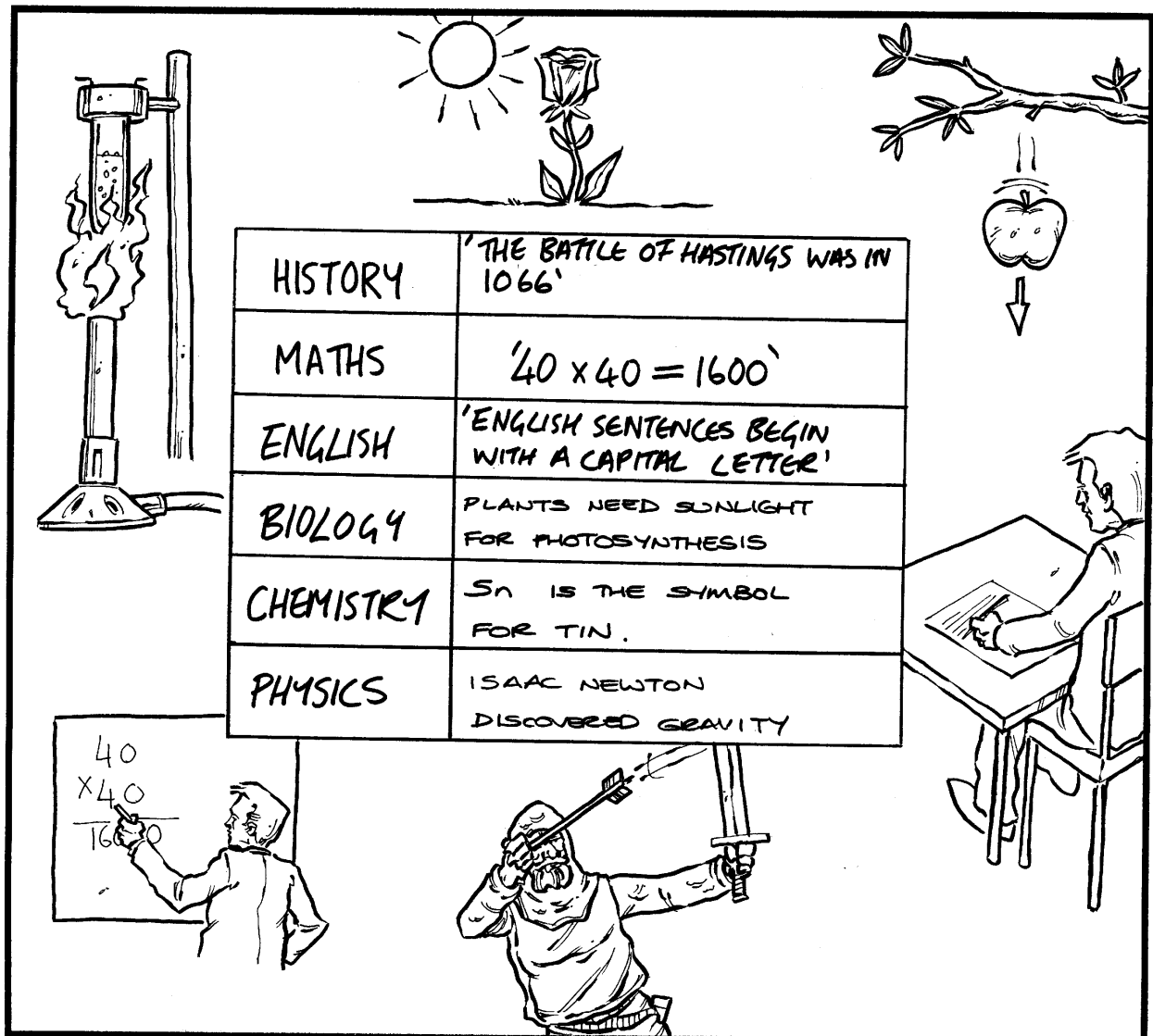
# TRUTH IN ASSORTED COLOURS

LEARNING OUTCOME: YOU WILL LEARN THAT THERE IS MORE THAN ONE TYPE OF TRUTH, BUT SOME TYPES ARE EASIER TO PROVE THAN OTHERS.

- 'If I throw a ball in the air it will come down.'
  - 'It is wrong to steal.'

Discuss these two statements. Are they true? How do we know? Which statement is more true? Why?

- Design a leaflet called 'Truth in assorted colours at school' showing the different types of truth you learn about in school subjects. Write a list of truths on each page. The picture below contains some ideas to help you get started.



# LESSON PLAN FOR TRUTH DAWNED ON ME

<b>Learning outcome</b>	Students will explore the possible causes and effects of people's experiences of God.
<b>Preparation required</b>	A supply of newspapers and magazines is required for the extension activity.
<b>ACTIVITY 1: Pupil activity</b>	Lead a class discussion on the students' reaction to the illustration.
<b>Timing</b>	5 minutes
<b>Grouping</b>	Whole class
<b>ACTIVITY 2: Pupil activity</b>	Students will write two diary entries, for a person who doesn't believe in God and a person who does.
<b>Timing</b>	45 minutes
<b>Grouping</b>	Individually for the diary writing, but in pairs when explaining the similarities and differences
<b>ACTIVITY 3: Pupil activity</b>	Students consider the effects that a belief in God may have in someone's life.
<b>Timing</b>	10 minutes
<b>Grouping</b>	Pairs
<b>Extension activity</b>	You could ask students to cut out a picture from a magazine or newspaper, then make up a story about it that shows a way in which God could be experienced.
<b>Web-based homework</b>	There is an on-line homework activity available for this lesson. You will need to register on <a href="http://www.iamclever.org">www.iamclever.org</a> and then send students to the site. The homework is: Where Do We look for God? – TRUTH DAWNED ON ME. For this homework, students complete the following activity: Choose a religious website and find out about one person's experience of God.
<b>Assessment strategy</b>	Students could present their work to the rest of the class, explaining how they chose what to write in their diary entries.
<b>My notes on this class</b>	