

Stage 5 and 6 Unit

# BIG QUESTIONS?



<p><b>UNIT DESCRIPTION</b></p>	<p>Students will consider a number of significant questions that examine the reliability and credibility of the Christian faith. These explore philosophical objections, the relationship between faith and science, and the historical credibility of Christianity. Students will be introduced to a range of Christian responses to these common and important questions.</p> <p>Questions can be examined individually or combined as a unit of work.</p>
<p><b>CHRISTIAN INTEGRATION</b></p>	<p>Each question provides an opportunity for students to examine a foundational aspect of the Christian faith. The goal of this unit is to develop the critical literacy of students who may or may not have personal faith convictions by cultivating a conversational dynamic where questions and objections are taken seriously and explored respectfully. In Colossians 4.2-6 the Apostle Paul outlines both a relational posture and tone which should invite those with big questions (potential ‘outsiders’) to discover wise and persuasive answers. This highlights the importance of creating conversational spaces where students can discover gracious and inviting responses that are relevant and credible.</p>
<p><b>ESSENTIAL QUESTIONS</b></p>	<ul style="list-style-type: none"> <li>– What are the common objections to faith which young people need to explore and discover good answers to?</li> <li>– How do we evaluate the quality of the diverse responses to any significant question or objection?</li> <li>– How can we answer the big questions of life in a way that invites and strengthens faith?</li> </ul>
<p><b>TOPICS COVERED</b></p>	<p><b>Historical Credibility:</b></p> <ul style="list-style-type: none"> <li>• Did Jesus even exist?</li> <li>• Can we trust what the Bible tells us about Jesus?</li> <li>• Is there evidence that Jesus’ resurrection actually took place?</li> </ul> <p><b>Philosophical Objections:</b></p> <ul style="list-style-type: none"> <li>• How could a good God allow so much pain and suffering in the world?</li> <li>• How could a good God allow so much evil in the world?</li> <li>• Are there good reasons to have faith in God’s existence?</li> <li>• What is the place of doubt in the life of faith?</li> </ul> <p><b>Science &amp; Religion:</b></p> <ul style="list-style-type: none"> <li>• Does the scientific study of our universe support the existence of God?</li> <li>• Is the Bible’s account of creation compatible with science?</li> <li>• Is it rational to believe in miracles?</li> <li>• What does the Bible say about caring for the environment?</li> </ul>

<p><b>LEARNING OBJECTIVES</b></p>	<ul style="list-style-type: none"> <li>– Students will be able to identify and articulate major questions related to the Christian faith</li> <li>– Students will examine reasoned arguments and demonstrate the ability to engage critically with complex ideas</li> <li>– Students will reflect on how their own beliefs and values impact their perspective on a variety of questions and issues</li> <li>– Students will demonstrate an understanding of the practical implications of different faith perspectives</li> </ul>
<p><b>SUCCESS CRITERIA</b></p>	<ul style="list-style-type: none"> <li>– Students can critically evaluate the credibility and logical coherence of key Christian claims</li> <li>– Students can construct well-reasoned arguments in written or oral form addressing a chosen question of faith</li> <li>– Students can articulate thoughtful responses which demonstrate an understanding of the complexity of the issues examined</li> <li>– Students can analyse the relationship between scientific findings and Christian beliefs, including how each influences the other</li> </ul>
<p><b>FORMATIVE ASSESSMENT</b></p>	<p>Track student engagement by observing or assessing their participation in class discussions, and/or some kind of online forum where students can discuss and critique the various issues raised in the unit.</p> <p><b>Assessment Criteria:</b></p> <ul style="list-style-type: none"> <li>• engagement with course material</li> <li>• ability to articulate and support viewpoints</li> <li>• responsiveness to peer contributions</li> </ul>
<p><b>SUMMATIVE ASSESSMENT</b></p>	<p>Students can complete one of the following by choosing a specific question or issue from the unit, that interests them.</p> <p><b>Research Proposal with Annotated Bibliography</b> – Students write a research proposal outlining how they would investigate their chosen question/issue. They also compile an annotated bibliography of key sources which could be used in the research.</p> <p><b>Multimedia Project</b> – Students create a multimedia project, such as a podcast, mini-doco, website, or interactive slides that give an overview of their chosen question/issue. Quality submissions will explain the significance of the question/issue in a balanced way.</p> <p><b>Research Report</b> – Students complete further research on their chosen question/issue, presenting their evaluation of the evidence or arguments that they discover. They can produce a formal or informal report, which may be written, recorded or presented in class.</p>
<p><b>CONTRIBUTORS</b></p>	<p>Anna Grummitt, Nate Armsberry</p>
<p><b>CONTENT WARNING</b></p>	<p>Some topics covered in this unit may explore issues/ideas which could be confronting for some students, especially if the lesson relates to personal experiences that are significant for a student or their family.</p>

## TOPIC 1 – HISTORICAL CREDIBILITY

<b>BIG QUESTION:</b>	Lesson 1: Did Jesus even exist?	
<b>RATIONALE:</b>	Due to the overwhelming evidence, the existence of Jesus as a historical person is accepted by all serious historians.	
<b>Learning Objectives:</b>		<b>Success Criteria:</b>
<ul style="list-style-type: none"> <li>– Students will discover the historical evidence for the existence of Jesus</li> <li>– Students will learn how to evaluate the historical evidence for Jesus</li> <li>– Students will identify the significance of the resurrection claims for the whole of Christianity</li> </ul>		<ul style="list-style-type: none"> <li>– Students can explain how reliable and credible the historical evidence for Jesus is</li> <li>– Students can articulate their own opinions on the historical claims for Jesus’ existence and uniqueness</li> </ul>
<b>INTRODUCE</b>	<b>Opening Game</b>	<p>Students can complete the <a href="#">‘Adobe – Real or Photoshop’</a> individually or as a group. (Photos are real or photoshopped). Once the quiz is completed you can use some of the following questions to start a discussion that leads into an exploration of the historicity of Jesus.</p> <ul style="list-style-type: none"> <li>• Were there any pictures that surprised you?</li> <li>• How can you tell if something is fake or not?</li> <li>• How hard is it to know what’s real in today’s world? Why?</li> </ul>
	<b>Read &amp; Respond</b>	<p>Students read <a href="#">‘10 of the Greatest Hoaxes’</a>, the teacher then leads a ‘Think-Pair-Share’ for the following questions</p> <ul style="list-style-type: none"> <li>• Which of these hoaxes stands out to you the most? Why?</li> <li>• What do these hoaxes have in common?</li> </ul>
	<a href="#">Human Barometer Activity</a>	<p>Teacher facilitates student response, including to the following statements on the historicity of Jesus:</p> <ul style="list-style-type: none"> <li>• Jesus was a real person who lived around 2000 years ago</li> <li>• It doesn’t matter if Jesus was a real person or not</li> </ul>
<b>EXPLORE</b>	<b>Research &amp; Respond</b>	<p>Use some, or all, of these resources as a basis for the following learning activities.</p> <ul style="list-style-type: none"> <li>• Clip: <a href="#">Why bother with history? Evidence for Jesus’ existence</a> (1:02)</li> <li>• Clip: <a href="#">Did Jesus really exist?</a> (1:51)</li> <li>• Clip: <a href="#">Beyond Doubt: Evidence for Jesus’ existence</a> (2:18)</li> <li>• Clip: <a href="#">Was Jesus a real historical figure?</a> (1:41)</li> <li>• Article: <a href="#">I’ll eat a page from my Bible if Jesus didn’t exist.</a> (4 min)</li> </ul>

		<p>Students <b>evaluate</b> the credibility for the claims that Christianity makes about the historicity of Jesus and fill in the ‘Claim / Support / Question’ table.</p> <p>Teacher leads a <b>class discussion</b> using the following questions, taking notes on the board.</p> <ul style="list-style-type: none"> <li>• Why do you think Jesus’ existence is sometimes doubted?</li> <li>• John Dickson mentions the work of Richard Carrier, who argues that Jesus started out as a religious myth, and then was later written into accounts purporting to be history by the Gospel writers, and because of this people began to think he was a real person. What is John Dickson’s main complaint against Richard Carrier?</li> <li>• Which piece of evidence about Jesus’ existence do you find most persuasive?</li> <li>• What other evidence would you like to see for Jesus’ existence?</li> </ul>
	<b>Bible Focus</b>	<p>Students read <b>1 John 1:1-3</b> (NLT recommended)</p> <ul style="list-style-type: none"> <li>• Highlight the repeated words/ideas in these verses.</li> <li>• Based on the words John repeats, what do you think he is trying to draw attention to here? Why might he have chosen to begin his letter with this paragraph?</li> <li>• Do you think these verses offer support for Jesus’ existence as a historical figure? Why or why not?</li> </ul>
<b>RESPOND</b>	<b>Create</b> a Persuasive Advertisement	<p>Drawing on the content covered in this lesson, students are to design and produce a full-page newspaper/magazine advertisement designed to persuade an audience that Jesus really existed.</p>
	Contribute to a <b>Digital Discussion</b>	<p>Students write individual answers to the following questions and post them on a <a href="#">Digital Discussion Platform</a>. Each student then comments respectfully on at least one other student’s answer.</p> <ul style="list-style-type: none"> <li>• After evaluating the information you engaged with, do you think Jesus existed? Why or why not?</li> <li>• Do you think it matters today whether or not Jesus existed? Why or why not?</li> </ul>
	Extension <b>Research</b>	<p>Students research the writings of <u>one</u> ancient writer who refers to Jesus and/or Christians. They consider what either Pliny, Suetonius, Tacitus, Josephus, or Lucian had to say about Jesus/Christians and answer the following questions:</p> <ul style="list-style-type: none"> <li>• What information can we learn from this writer about Jesus?</li> <li>• How reliable is this historical evidence for the existence of Jesus?</li> <li>• Do you consider this writer’s account to be persuasive evidence for Jesus’ existence? Why? Why not?</li> </ul>

<b>BIG QUESTION:</b>	<b>Lesson 2: Can we trust what the Bible tells us about Jesus?</b>	
<b>RATIONALE:</b>	We have many good reasons to trust the Biblical accounts of Jesus (that is, the four Gospels) as historically reliable documents.	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>– Students will identify the key questions that exist in terms of the reliability of the Bible as a historical source for Jesus’ life and ministry</li> <li>– Students will engage with a variety of expert opinions around the historical credibility of the Bible</li> <li>– Students will investigate the origins of the Gospels, the processes of transmission and preservation, and the accuracy of modern translations</li> </ul>	<b>Success Criteria:</b> <ul style="list-style-type: none"> <li>– Students can discuss the impact of the authorship, dating, and historical context of the Gospels on the credibility and reliability of the Bible</li> <li>– Students can explain the methods used to copy and preserve the Gospels over centuries, identifying common transmission issues and assess their impact</li> <li>– Students can describe the relationship of the original documents to modern translations</li> </ul>	
<b>INTRODUCE</b>	<b>Opening Game – ‘<a href="#">Telephone Game</a>’</b>	As a class, play the Telephone Game, then: <ul style="list-style-type: none"> <li>• Discuss how much the original sentence changed over the course of the game.</li> <li>• Discuss what this game might have to do with today’s Big Question.</li> </ul>
	<b>Small Group Poster Brainstorm – Reliability of the Bible</b>	Explore some reasons why students might think we can’t trust the accounts about Jesus which are found in the Bible. You may need to help students to articulate their questions about the Bible’s: <ul style="list-style-type: none"> <li>– <b>origins</b> (<i>Who wrote it? When? Were they eyewitnesses?</i>)</li> <li>– <b>transmission</b> (<i>How was it passed down to us? Can we be sure that what we have is the same as the original?</i>)</li> <li>– <b>translation</b> (<i>Why are there so many different versions? How can we know what the real meaning is?</i>)</li> </ul> You can brainstorm this with the whole class on a whiteboard or give small groups individual posters to note down their questions or concerns. Give the class time to view each other’s posters and then lead a whole group discussion around the points that were made.
	<b>Think-Puzzle-Explore</b>	Do a ‘ <a href="#">Think-Puzzle-Explore</a> ’ routine for the statement: <b>“The accounts of Jesus’ life in the Bible are historically reliable.”</b>
<b>EXPLORE</b>	<b>Video Reflection</b>	Use some, or all, of these resources as a basis for the following learning activities. <ul style="list-style-type: none"> <li>• Clip: <a href="#">The purpose of the gospels</a> (2:47)</li> <li>• Clip: <a href="#">Oral tradition: A reason to trust the Gospels</a> (5:04)</li> <li>• Clip: <a href="#">Can we trust the Gospels?</a> (2:54)</li> <li>• Clip: <a href="#">Why trust the Bible?</a> (2:20)</li> <li>• Article: <a href="#">Nativity Naivete</a> up to ‘Creation contradictions’ (8 min)</li> </ul>

		Using paper and markers, write down the <b>objections</b> to the historicity of the Gospels that are discussed in the CPX videos, and the <b>answers</b> to those objections given by the four scholars.
	<b>Small Group Objection Response</b>	Choose one of the following objections to the historicity of the gospels. In small groups, discuss the validity of this objection, and also some possible ways to answer it. Afterwards, present your findings to the class. <ol style="list-style-type: none"> <li>a) “We can’t trust the gospels because they were written with the purpose of persuading people to believe in Jesus.”</li> <li>b) “We can’t trust the gospels because they were written down decades after Jesus’ death.”</li> <li>c) “We can’t trust the gospels because there are some inconsistencies between the accounts of the different gospel writers.”</li> <li>d) “We can’t trust the gospels because we don’t have the original manuscripts.”</li> </ol>
	<b>Bible Focus</b>	Students read <b>Luke 1:1-4</b> and <b>2 Peter 1:16-18</b> and answer the following questions: <ol style="list-style-type: none"> <li>1. What points do Luke and Peter make about the reliability of their accounts about Jesus?</li> <li>2. Does it seem like they cared about accuracy and reliability?</li> <li>3. Do you find their arguments convincing? Why or why not?</li> </ol>
<b>RESPOND</b>	<b>Read &amp; Reply</b>	Read the article <a href="#">Cold-Case Christianity</a> (podcast extract 5 min) <ol style="list-style-type: none"> <li>1. Do the <a href="#">Step In, Step Out, Step Back</a> thinking routine based on Jim Warner Wallace’s perspective.</li> <li>2. Write an email to Jim in response to what you’ve read in this extract, sharing your reaction to his story and asking any questions you have.</li> </ol>
	<b>Prepare a speech script</b>	Imagine you have been asked to write a 3 minute speech on the topic: <b><i>Can we trust what the Bible says about Jesus?</i></b> <ul style="list-style-type: none"> <li>• Prepare the text of your speech, using some of the content from this lesson.</li> <li>• Create at least three slides that you could use in your speech.</li> </ul> Students could prepare the content of their speech in point form.
	<b>Class Discussion</b>	What questions do you still have about the historical reliability of the Gospels?
	<b>Individual Reflection</b>	If the Gospels are historically reliable, what implications might this have for the way we read them and how they impact our lives?
	<b>Extension</b>	Watch some of the <a href="#">Bites on the Bible</a> series with Darrell Bock, and write three classroom activities/questions based on <b>one</b> of the clips.

<b>BIG QUESTION:</b>	<a href="#">Lesson 3: Is there evidence that Jesus’ resurrection actually took place?</a>	
<b>RATIONALE:</b>	There are good reasons to trust that Jesus’ resurrection was an historical event, and therefore it is worth considering the possible implications for life today.	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>– Students will analyse various historical sources and scholarly arguments related to the resurrection of Jesus.</li> <li>– Students will evaluate the significance of the resurrection as a foundational element of Christian belief.</li> <li>– Students will reflect on and articulate their own informed opinions about the likelihood of the resurrection, and the implications of their perspective.</li> </ul>	<b>Success Criteria:</b> <ul style="list-style-type: none"> <li>– Students can identify and describe key pieces of historical evidence and scholarly arguments related to the resurrection of Jesus.</li> <li>– Students can demonstrate an understanding of the significance of the resurrection as a core belief of Christianity.</li> <li>– Students can present a coherent perspective on the likelihood of the resurrection of Jesus, explaining the value and limitations of the historical evidence.</li> </ul>	
<b>INTRODUCE</b>	<b>Opening Game</b>	In groups of three, play a game of <b>Two Truths and a Lie</b> . Afterwards, discuss: Was it easy or difficult to tell whether something was true or a lie? What made it easy or difficult?
	<b>Think-Pair-Share</b>	Students complete a Think-Pair-Share activity using the <a href="#">Dawkins and Strobel</a> quotes. They then come up with one or more follow-up questions they’d like to ask Richard Dawkins and/or Lee Strobel.
	<b>Individual Response</b>	Students use the <a href="#">CPX Easter Survey Infographic</a> to examine how people responded to the question “Did Jesus rise from the dead?”. Students write a response to, or discuss, the following questions. <ol style="list-style-type: none"> <li>1. Do these results surprise you? Why or why not?</li> <li>2. What answer would you give to this question?</li> </ol>
<b>EXPLORE</b>	<b>Small Group Evaluation</b>	Use some, or all, of these resources as a basis for the following learning activities. <ul style="list-style-type: none"> <li>• Clip: <a href="#">An historian examines the resurrection</a> (4:46)</li> <li>• Clip: <a href="#">The criterion of embarrassment</a> (2:33)</li> <li>• Clip: <a href="#">Miracle stories: The resurrection of Jesus</a> (2:21)</li> <li>• Article: <a href="#">Is it sane to believe in the resurrection?</a> (4 min)</li> <li>• Article: <a href="#">The long weekend that changed the world</a> (4 min)</li> <li>• Article: <a href="#">Fairies at the bottom of the garden</a> (5 min)</li> </ul>
		In small groups, fill out the <b>Evidence Response Table</b> based on the different pieces of evidence given in the CPX content to support the historicity of the resurrection.

	<b>Read &amp; Respond</b>	<p>Students complete a <a href="#">Take Note</a> Thinking Routine for Natasha Moore’s article <a href="#">Fairies at the bottom of the garden</a>.</p> <p>Natasha writes: “I believe that Jesus rose from the dead for what I sincerely believe to be historical, evidence-based reasons. But not only for those reasons.”</p> <p>Students consider the articles <a href="#">Fairies at the bottom of the garden</a> and <a href="#">Is it sane to believe in the resurrection?</a> and produce a written response to the question:</p> <p><b>“Do you think there are other good reasons to believe in the resurrection (other than historical reasons)?”</b></p>
	<b>Bible Focus</b>	<p>Students read <b>1 Corinthians 15:3-8, 14-20</b> and answer the following questions:</p> <ol style="list-style-type: none"> <li>1. Why do you think Paul might have emphasised all the people Jesus appeared to after his resurrection, and mention that most of them were still living at the time of writing?</li> <li>2. Why does Paul say that the Christian faith is “useless” if the resurrection didn’t really happen?</li> <li>3. Does it seem like Paul just wants to believe in the resurrection out of wishful thinking? From this passage, what might we conclude about Paul’s beliefs and what he bases them on?</li> </ol>
<b>RESPOND</b>	<b>Read &amp; Reply</b>	<p>Students look at the <a href="#">Keller and Keener quotes</a>. Students imagine finding one of those quotes on Instagram, they then compose a comment to the post, or they create a reel responding to the quote and share with the group.</p>
	<b>Written Reflection</b>	<p>Write a paragraph answering this question:</p> <p><b>“If Jesus did rise from the dead, what difference might that make to life today?”</b></p> <p>Supplementary resources for those that would like to read more:</p> <ul style="list-style-type: none"> <li>• <a href="#">How do we find joy at a funeral?</a> (4 min)</li> <li>• <a href="#">Easter promises us that death is not extinction</a> (2 min)</li> <li>• <a href="#">Is resurrection the theme of 2022?</a> (3 min)</li> </ul>
	<b>Digital Discussion</b>	<p>Using a suitable <a href="#">Digital Discussion Platform</a>, students share their current opinions on the resurrection, giving reasons. Class members react and respond to one another’s perspectives.</p>
	<b>Extension</b>	<p>Students create some slides that outline the evidence for and against Jesus’ resurrection, using information discovered from their own research as well as the CPX material.</p>



## TOPIC 2 – PHILOSOPHICAL OBJECTIONS

<b>BIG QUESTION:</b>	<b>Lesson 4: How could a good God allow so much pain and suffering in the world?</b>	
<b>RATIONALE:</b>	The problem of pain and suffering in the world does pose a challenge to belief in an all-good, all-powerful God. However, whilst the Bible doesn't offer us any quick or <i>easy</i> answers, it does paint a picture of a God who is in control, who can produce good even out of terrible things, who suffers with us in the person of Jesus, and who offers hope for eternity.	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>– Students will examine various explanations for why a good and all-powerful God might permit pain and suffering.</li> <li>– Students will analyse different perspectives on the problem of suffering, reflecting on what the existence of suffering reveals about the nature and character of God.</li> <li>– Students will articulate their own perspectives on why a good God might allow pain and suffering, using evidence and arguments from various perspectives.</li> </ul>		<b>Success Criteria:</b> <ul style="list-style-type: none"> <li>– Students can describe how different Christians explain how a good God could allow so much pain and suffering in the world.</li> <li>– Students can articulate how individual Christians reconcile their experience of suffering with a faith in who God is.</li> <li>– Students can produce a reflection on their own understanding and questions around the existence of suffering.</li> </ul>
<b>INTRODUCE</b>	<b>Media Survey</b>	In small groups students skim the headlines/articles in a newspaper or online news site, making a tally of whether the content covered is either good or bad news. Students discuss what they noticed as a class, and their overall impression.
	<b>Watch &amp; Respond</b>	Students watch <a href="#">Reasons to disbelieve God</a> and then the class shares their responses to the following questions: <ol style="list-style-type: none"> <li>1. Do you agree with John G. Stackhouse Jr that the terrible things we see in our newspapers – the pain and suffering in the world – pose a huge challenge to belief in an all-good and all-powerful God</li> <li>2. Is there anything in particular that you've seen in the news this week that challenges the belief in an all-good and all-powerful God?</li> </ol>
	<b>Personal Reflection</b>	Students reflect on their initial reaction to the topic, using a <a href="#">3-2-1 Reflection</a> : <b>"How could a good God allow so much pain and suffering in the world?"</b> 3 thoughts/ideas I have about this topic / 2 questions I have / 1 metaphor or analogy that I think might explain the relationship between God and suffering
<b>EXPLORE</b>	<b>Written Response</b>	Use some, or all, of these resources as a basis for the following learning activities. <ul style="list-style-type: none"> <li>• Clip: <a href="#">Living in the gap</a> (1:51)</li> <li>• Article: <a href="#">The end of grief</a> (1 minute read)</li> <li>• Article: <a href="#">Not how it's supposed to be</a> (1 minute read)</li> </ul>

		Students write a one sentence summary of each resource which they view/read.
	<b>Group Discussion</b>	<p>In his article <a href="#">‘This Easter, let’s contemplate the meaning of hope’</a> Simon Smart talks about the different ways people try to <b>cope with suffering and loss</b>. Students discuss the following questions:</p> <ul style="list-style-type: none"> <li>• Which of these (coping mechanisms) do you think is most common?</li> <li>• What are some other ways that people might cope with suffering?</li> </ul> <p>Students read a quote from the article about <b>an atheist perspective</b> on suffering (<a href="#">see slides</a>) and discuss the following:</p> <ul style="list-style-type: none"> <li>• Does this satisfy you logically or emotionally?</li> <li>• What might be the arguments for this kind of perspective?</li> <li>• What might be some arguments against it?</li> </ul>
	<b>Summarise &amp; Reflect</b>	Students write an individual summary of what they currently think Christians believe about suffering. They then share their thoughts with a partner and together write an explanation for why might these beliefs be helpful when going through difficult times?
	<b>Resource Evaluation</b>	<p>Use some, or all, of these resources as a basis for the following learning activities.</p> <ul style="list-style-type: none"> <li>• Clip: <a href="#">Behind the Life of Jesus: How could God allow suffering?</a> (2:18)</li> <li>• Article: <a href="#">This Easter, let’s contemplate the meaning of hope</a> (4 min)</li> <li>• Article: <a href="#">The meaning of suffering</a> (2 min)</li> </ul> <p>Students choose <b>ONE</b> of the above resources and write down <b>1</b> thing they agree with, <b>1</b> thing they’re not sure about, and <b>1</b> thing they’d like to challenge.</p>
	<b>Testimony Response</b>	<p>Use ONE or more of these stories to reflect on the personal testimony of those who have experienced suffering.</p> <ul style="list-style-type: none"> <li>• Clip: <a href="#">Faith in a period of suffering</a> (2:18)</li> <li>• Clip: <a href="#">On grief</a> (6:27)</li> <li>• Clip: <a href="#">It is well with my soul</a> (5:04)</li> <li>• Clip: <a href="#">Diagnosis:Terminal</a> (7:52)</li> <li>• Article: <a href="#">How faith has guided us through our son’s loss</a> (2 min)</li> </ul> <p>Students reflect on and discuss how this person’s faith helped them to interpret and cope with immense personal suffering. They then write <b>three</b> questions that they would like to ask if they had the opportunity to interview them.</p>

	<p><b>Bible Focus</b></p>	<p>Students read <b>Matthew 26:36-46</b> and answer the following questions:</p> <ol style="list-style-type: none"> <li>1. How does Jesus feel in this passage? Why does he feel this way? (Think about what is happening and what is about to happen in the story.)</li> <li>2. What is interesting and surprising about what Jesus prays? What do we learn about him from this?</li> <li>3. How might this passage be helpful for someone experiencing suffering?</li> </ol> <p>Read <b>Romans 5:1-5; Romans 8:18, 22-25, 31-39;</b> and <b>2 Corinthians 1:3-5.</b></p> <ol style="list-style-type: none"> <li>4. How would you summarise the Apostle Paul’s attitude towards and beliefs about suffering from these passages?</li> </ol> <p>Read <b>Isaiah 25:6-9</b> and <b>Revelation 21:1-4.</b></p> <ol style="list-style-type: none"> <li>5. How might these passages provide further hope amid suffering?</li> </ol> <p>Choose one of the above passages/verses that you think could be most helpful for someone experiencing suffering. <b>Create an image</b> based on this passage/verse.</p>
<p><b>RESPOND</b></p>	<p><b>Listen &amp; Discuss</b></p>	<p>Listen to the song <a href="#">Take Heart</a>, a Christian song for those who are suffering. Students discuss how this song incorporates some of the themes from this lesson.</p>
	<p><b>Create</b></p>	<p>Students write a song, poem, or journal entry reflecting on the question of suffering and the issues and perspectives that have been raised in this topic. They should be honest about their feelings, opinions, questions, and concerns that they still have about God and suffering.</p>
	<p><b>Follow-up Reflection</b></p>	<p>Students repeat the previous 3-2-1 written response on <b>“How could a good God allow so much pain and suffering in the world?”</b></p> <p>Students reflect on their new response in light of their original answers.</p>
	<p><b>Extension</b></p>	<p>Students browse the CPX online library on the topic of <a href="#">suffering</a>. They choose one content piece and prepare a five-minute presentation that summarises and reflects on the points it makes.</p>

<b>BIG QUESTION:</b>	<b>Lesson 5: How could a good God allow so much evil in the world?</b>	
<b>RATIONALE:</b>	The problem of evil in the world does pose a challenge to belief in an all-good, all-powerful God. Clearly, humans are a large part of the problem and in the midst of great evil and injustice the biblical picture is of a God who is with us and who provides hope in the death and resurrection of Jesus.	
<b>Learning Objectives:</b>	<b>Success Criteria:</b>	
<ul style="list-style-type: none"> <li>– Students will be familiar with a range of explanations for why a good, all-powerful God might permit the existence of evil in the world he created.</li> <li>– Students will consider the way in which various people of faith have reconciled their personal experience of evil with their convictions about who God is.</li> <li>– Students will produce their own reflections and responses to the problem of evil, its origins and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>– Students can articulate the main arguments which help Christians to reconcile the existence of a good God with the presence of evil.</li> <li>– Students can evaluate the helpfulness of a various responses to the problem of evil, identifying potential strengths and weaknesses in each approach.</li> <li>– Students can create a piece of work that expresses some of the tension which adherents experience between the existence of evil and their confidence in God.</li> </ul>	
<b>INTRODUCE</b>	<b>Class Brainstorm</b>	The teacher leads a class brainstorm on examples of major evils or injustices that have occurred in the past century. (e.g. the Holocaust, 9/11, mass shootings, human trafficking etc.).
	<b>Think, Pair, Share</b>	Students consider examples of evil and injustice that they’ve heard about or experienced themselves in the past week.
	<b>Quote Response</b>	Students read the <a href="#">Epicurus, C.S. Lewis &amp; Keller quotes</a> . They choose one of the quotes and comment to a partner on why that quote stands out to them, and the degree to which they agree or disagree with the point being made.
<b>EXPLORE</b>	<b>Resource Analysis</b>	Use some, or all, of these resources as a basis for the following learning activities. <ul style="list-style-type: none"> <li>• Clip: <a href="#">Behind the Life of Jesus: How could God allow suffering?</a> (2:18)</li> <li>• Article: <a href="#">Easter, My Lai, and the mysterious victory of the cross</a> (4 min)</li> <li>• Article: <a href="#">Harshness of first Christmas story a good fit for our troubled times</a> (4 min)</li> </ul>
		Students watch/read the resources and complete the <a href="#">Resource Analysis Table</a> based on the perspectives offered in the video and the articles.
	<b>Personal Reflection</b>	Use some, or all, of these resources as a basis for the following learning activities. <ul style="list-style-type: none"> <li>• Clip: <a href="#">Faith in a time of suffering</a> (2:09)</li> <li>• Clip: <a href="#">Faith and injustice</a> (2:18)</li> </ul> Students watch the clips and observe the way in which Ruth Padilla deBorst and Gary Haugen responded when personally confronted with immense evil and injustice. They then write a personal reflection noting the emotions that they felt as well as the thoughts and questions that came up for them personally. Those students that are comfortable may share their reflections with the class.

	<b>Read &amp; Respond</b> in Small Groups	<p>Students read <b>ONE</b> of the following short articles:</p> <ul style="list-style-type: none"> <li>• Article: <a href="#">Heart of darkness</a> (1 min)</li> <li>• Article: <a href="#">Sorrow in statistics</a> (1 min)</li> <li>• Article: <a href="#">Just tears</a> (1 min)</li> <li>• Article: <a href="#">“I can’t breathe”</a> (1 min)</li> </ul>
		<p>Students complete the <a href="#">Word-Phrase-Sentence</a> Thinking Routine for the article they chose. They also write a response to the question <b>“How does your article contribute to the conversation about how a good God could allow evil and injustice in the world?”</b></p> <p>Students form small groups with others who chose a different article than they did. Students briefly explain their article and share their answer to the question with the small group.</p>
	<b>Bible Focus</b>	<p>In small groups, students read either <b>Psalm 73</b> or <b>Isaiah 59:1-20</b>, and answer the following questions:</p> <ol style="list-style-type: none"> <li>1. List some examples of types of evil actions and injustices mentioned in this passage.</li> <li>2. Who is responsible for evil and injustice in this passage?</li> <li>3. What are some of the consequences of evil and sin for the people?</li> <li>4. What is God’s response to evil and injustice?</li> <li>5. How might this passage point forward to Jesus, and the idea that “while evil is all too real, both around us and to some extent within us, there exists in the Christ story a defiant hope and a promise of ultimate justice, restoration and the renewal of all things” (Simon Smart)?</li> </ol>
<b>RESPOND</b>	<b>Creative Response</b>	Students use an AI tool to generate a response to the question “How could a good God allow so much evil in the world?”. Individually or in pairs they choose one point that is generated and write a poem or song lyrics inspired by it.
	<b>Research &amp; Design</b>	Students research another faith-based organisation like International Justice Mission that is striving to respond to evil and injustice in the world. They then create a flyer or series of slides that outlines what the organisation is trying to achieve, how they are going about it, and what they are motivated by.
	<b>Extension Composition</b>	Students write a short article (250-300 words) in a similar style to the short articles above, reflecting on an aspect of injustice in the world and whether/where hope might be found.

<b>BIG QUESTION:</b>	<a href="#">Lesson 6: Are there good reasons to have faith in God’s existence?</a>	
<b>RATIONALE:</b>	Whilst we cannot ‘prove’ the existence of God, there are many good reasons, both rational and emotional, for belief in a divine being.	
<b>Learning Objectives:</b>	<b>Success Criteria:</b>	
<ul style="list-style-type: none"> <li>– Students will explore and understand the concept of what faith in a transcendent God can look like in a modern world.</li> <li>– Students will examine the arguments for and against belief in the existence of God, considering the cultural and historical contexts which frame the debate.</li> <li>– Students will formulate and articulate their own reasoned stance on the existence of God, based on the arguments and counterarguments explored.</li> </ul>	<ul style="list-style-type: none"> <li>– Students can explain what it means to have faith in the existence of God, describing how faith is still relevant and credible in a modern context.</li> <li>– Students can evaluate the strengths and weaknesses of the various arguments for and against the existence of God.</li> <li>– Students can articulate their own convictions around the existence of God.</li> </ul>	
<b>INTRODUCE</b>	<b>Class Opinion ‘Survey’</b>	Set up a <a href="#">Tug for Truth</a> diagram on the board at the front of the classroom, with the question ‘ <b>Does God exist?</b> ’. In pairs, students discuss their opinion and degree of concern for the question, before adding post-it notes to the board for: <ul style="list-style-type: none"> <li>• Evidence / support for the ‘Yes’ position</li> <li>• Evidence / support for the ‘No’ position</li> <li>• Questions about the tug of war itself (such as ‘what if’ questions)</li> </ul>
	<b>Quote Response</b>	Students read the <a href="#">Lincoln, C.S. Lewis, Hawking &amp; Jillette quotes</a> , and choose <b>ONE</b> that stands out to them. In small groups they explain why that quote stands out to them, and what their opinion about that quote is.
	<b>Define Faith</b>	Individually students write down their own one-sentence definition of ‘faith’. Teacher leads a class discussion to brainstorm what should be included in a definition of faith. This could also be checked against an AI generated response. Diverse perspectives should be encouraged, leaving the group definition somewhat open-ended.
<b>EXPLORE</b>	<b>Watch &amp; Redefine Faith</b>	Students watch ‘ <a href="#">On what faith is and isn’t</a> ’ (1:28), then the class discusses their views on McGrath’s definition of faith, as well as the definition given by <i>William Lane Craig</i> : “ <b>Faith is trusting in something that we have good reason to think is true.</b> ” ( <a href="#">see slides</a> )  Teacher revisits the definition of ‘faith’ that the class developed earlier, and compares this with McGrath and Lane Craig’s definitions. Discuss whether there is anything that should be added or changed to the class definition.
	<b>Bible Focus</b>	The class reads <b>Hebrews 11:1</b> and summarise the writer’s definition of faith in their own words, also comparing this with the earlier attempts to define faith.  The class reads <b>Psalms 19:1-4</b> and <b>Psalms 42:1-2a</b> . Discuss what support, both rational and emotional, these verses might give for faith in the existence of God?

	<b>'Claim, Support, Question' Analysis</b>	<ul style="list-style-type: none"> <li>• Clip: <a href="#">Behind the Life of Jesus: Is there a god?</a> (4:26)</li> <li>• Clip: <a href="#">Reasons for Faith in God</a> (3:00)</li> <li>• Clip: <a href="#">Longing for Transcendence</a> (3:08)</li> </ul>
		Students watch the clips and complete the <a href="#">'Claim, Support, Question' table</a> for each of the three videos.
	<b>Read &amp; Respond</b>	<p>In small groups, students read <b>ONE</b> of the articles, highlighting or copying out any phrases or sentences that stand out. They also underline any parts that are confusing.</p> <ul style="list-style-type: none"> <li>• Article: <a href="#">Reason has its place, but the human heart yearns for awe</a> (4 minute read)</li> <li>• Article: <a href="#">Christmas: too good to be true?</a> (5 min)</li> <li>• Article: <a href="#">The Joy of Creation</a> (5 min)</li> <li>• Article: <a href="#">God: an illusion, or just invisible?</a> (6 min)</li> <li>• Article: <a href="#">Irrational Unbelief</a> (4 min)</li> </ul> <p>Each small group produces a summary sentence for the article and writes a 3-4 sentence outline of what they think their article contributes to a discussion about the reasons for or against a belief in the existence of God.</p>
<b>RESPOND</b>	<b>Class Debate</b>	Hold a class debate on the topic: <b>"There are good reasons to have faith in God's existence"</b> . <a href="#">(see slides)</a>
	<b>Quote Response</b>	Students read the <a href="#">C.S. Lewis &amp; Rosner quotes</a> and write a personal reflection on whether or not they agree with them.
	<b>Personal Reflection</b>	Students read the <a href="#">H.G. Wells quote</a> , <b>"If there is no God, nothing matters. If there is a God, nothing else matters."</b> Students write a reflection on how important they think it is to explore the existence of God, and what difference the existence of God might make to their life.
	<b>Class Debrief</b>	Class revisits the 'Tug for Truth' activity and adds more post-it notes to the diagram, discussing new insights or perspectives that have been discovered.
	<b>Extension</b>	Students watch the Alistair McGrath clip <a href="#">'On things we cannot prove'</a> (2:02). They then write a short letter to McGrath outlining the thoughts and questions they have in response to the video.

<b>BIG QUESTION:</b>	<a href="#">Lesson 7: What is the place of doubt in the life of faith?</a>	
<b>RATIONALE:</b>	Doubt is a normal part of a life of faith because a coming to faith should involve not just emotions but also our minds. To wrestle with doubt can actually help strengthen faith, and guard us from the dangers of dogmatic certainty.	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>– Students will recognise the existence of doubt as a common experience for adherents to Christianity.</li> <li>– Students will explore the possible responses to doubt, examining how individuals and communities address and incorporate doubt into their faith journeys.</li> <li>– Students will reflect on their own questions and doubts, considering how these influence their personal beliefs.</li> </ul>		<b>Success Criteria:</b> <ul style="list-style-type: none"> <li>– Students can identify a range of common questions and doubts that are experienced by people of faith.</li> <li>– Students can articulate a variety of ways in which Christians might respond to doubt, recognising the value and limitations of each approach.</li> <li>– Students can express the questions and doubts they experience, while identifying some strategies and people who may be able to help them process their doubts.</li> </ul>
<b>INTRODUCE</b>	<b>Pair &amp; Share</b>	In pairs, students share a story of a time in their lives when they started to doubt something they believed in. (e.g. the tooth fairy, the moon landing, vaccines, life as a Sim, 5G health risks etc.)
	<b>Idea Reflection</b>	Students complete a <a href="#">Colour-Symbol-Image</a> Thinking Routine for the word ‘ <b>doubt</b> ’.
	<b>Define Doubt</b>	Students read the <b>Spark &amp; Guinness</b> definitions of doubt (in relation to Christian faith) then write their own definition. <a href="#">(lesson 7 slides)</a>
	<b>Group Brainstorm</b>	On a post-it note, students write down one or more doubts they have about the Christian faith. They get stuck on the whiteboard and other students indicate whether each is something they also are unsure about. This activity could also be completed using a Digital Discussion platform.
<b>EXPLORE</b>	<b>Resource Evaluation</b>	<ul style="list-style-type: none"> <li>• Clip: <a href="#">The role of doubt in a life of faith</a> (1:22)</li> <li>• Clip: <a href="#">Doubt and grace</a> (1:15)</li> <li>• Clip: <a href="#">Facebook forum: Doubt and faith</a> (1:30)</li> <li>• Article: <a href="#">The pain and beauty of uncertainty</a> (4 min)</li> </ul>
		Students complete the <a href="#">Four Cs</a> Thinking Routine based on each of the above resources which they’ve watched and read.
		Students complete a <b>Think-Pair-Share</b> activity using the following questions: <ol style="list-style-type: none"> <li>1. Do the attitudes towards doubt in these videos and article surprise you?</li> <li>2. How could doubt be beneficial to faith or even “part of the life of faith”?</li> <li>3. If these people have at different times struggled with doubt, why do you think they still believe?</li> </ol>



		<p>4. In the article, <b>Simon Smart</b> says: “The sort of faith that allows no room for doubt may ultimately be frail and limited...Deep faith that honestly wrestles with the murky aspects of life, the parts that cannot be reduced to simple equations, measurable qualities and glib answers may in the end be the most enduring and sturdy of them all.” What is your reaction to this quote? (<a href="#">lesson 7 slides</a>)</p>
	<b>Group Discussion</b>	<ul style="list-style-type: none"> <li>Clip: <a href="#">On doubt and certainty</a> (1:31)</li> <li>Article: <a href="#">What if you’re wrong?</a> (1 min)</li> </ul> <p>Classes watches the clip and reads the article together, before students are invited to summarise the value that these resources give to the place of doubt in the life of faith. Students discuss how much they agree or disagree with the points being made.</p>
	<b>Bible Focus</b>	<p>Students read <b>Luke 7:18-28</b> and answer the following questions:</p> <ol style="list-style-type: none"> <li>What does John the Baptist’s question to Jesus reveal about how John was feeling at this point in time?</li> <li>Why is it surprising that John was experiencing doubt? (You may want to read Mark 1:1-11 for some background on John). What circumstance in his life do you think might have caused this?</li> <li>How did Jesus respond to John? What does this show us about Jesus’ character and how he responds to doubt in general?</li> <li>What does Jesus say about John? Why is this surprising? (Considering that John has just expressed some doubt in Jesus’ identity).</li> </ol> <p>Students write a journal entry from the perspective of John the Baptist reflecting on this incident.</p>
<b>RESPOND</b>	<b>Written Reflection 1</b>	Students imagine that a friend has shared a doubt about faith or God with them. They then draft a text message designed to encourage them, incorporating at least one of the ideas explored in this class.
	<b>Written Reflection 2</b>	Students reconsider the doubt that they originally wrote on a post-it note, and write down something that they have learnt that may be relevant, the questions they still have, and who could help them in exploring answers to their questions.
	<b>Self-Inquiry</b>	Students produce a set of questions that could be used to interrogate their own beliefs, asking themselves the question “What if you’re wrong?”.
	<b>Extension</b>	Students prepare a series of interview questions which explore how someone who is a Christian processes uncertainty and doubt. Students may also record an audio interview with them about doubt and their faith (ideally an older person).

## TOPIC 3 – SCIENCE & RELIGION

<b>BIG QUESTION:</b>	Lesson 8: Does the scientific study of our universe support the existence of God?	
<b>RATIONALE:</b>	There are aspects of scientific study that resonate with belief in the God, such as the laws of science and the fine-tuning of the universe.	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>– Students will explore scientific observations on the nature of the universe, it’s origins and structure.</li> <li>– Students will investigate the intersection of scientific evidence with the contrasting perspectives on the existence of God, both theistic and non-theistic.</li> <li>– Students will formulate and articulate their own informed opinions on whether scientific study supports the existence of God.</li> </ul>		<b>Success Criteria:</b> <ul style="list-style-type: none"> <li>– Students can describe and explain the relevance of scientific theories to a discussion about the existence of God.</li> <li>– Students can analyse the strengths and limitations of the scientific evidence in relation to individual beliefs about the nature of the universe.</li> <li>– Students can reflect on and express their own interpretation of the scientific evidence for the existence of God.</li> </ul>
<b>INTRODUCE</b>	<b>Wonder Activity</b>	Students look at the images captured by NASA’s James Webb telescope and complete the <a href="#">See, Think, Wonder</a> Thinking Routine. ( <a href="#">Lesson 8 slides</a> )
	<b>Group Discussion</b>	Students explore the BuzzFeed article <a href="#">53 Facts About Space That Will Either Fascinate You Or Keep You Pondering All Night</a> and share with a small group the one fact that stood out to them, explaining why. Class discusses how these facts shape their picture of the universe.
	<b>Brainstorm &amp; Reflect</b>	Class brainstorms the reasons why people might believe that the universe points to a Creator, and the reasons why people might believe the opposite – that it was created by chance. Students share their own reflections on whether <b>the universe points to the existence of God</b> or not.
<b>EXPLORE</b>	<b>Resource Response</b>	Use some, or all, of these resources as a basis for the following learning activities. <ul style="list-style-type: none"> <li>• Clip: <a href="#">Things that point us to a God</a> (2:12)</li> <li>• Clip: <a href="#">A finely balanced universe</a> (1:49)</li> <li>• Clip: <a href="#">Finding order in the universe</a> (1:09)</li> <li>• Article: <a href="#">What is the nature of the universe?</a> (2 min)</li> </ul>
		Teacher directs a <a href="#">Compass Points</a> Thinking Routine based on the propositions introduced in the above resources.
		Students share their reaction to the quotes from the scientists <b>Hoyle, Davies &amp; Collins?</b> ( <a href="#">Lesson 8 slides</a> )

	<b>Resource Reflection</b>	<p>Students choose <b>ONE</b> of the following to watch/read and then write individual responses to the questions below:</p> <ul style="list-style-type: none"> <li>• Clip: <a href="#">Fine tuning and the multiverse theory</a> (1:58)</li> <li>• Article: <a href="#">Glorious inefficiency</a> (1 min)</li> </ul>
		<ol style="list-style-type: none"> <li>1. What argument is this video or column responding to?</li> <li>2. What are the strengths and weaknesses of these arguments (both the ones that the CPX content presents, and the ones they are responding to)?</li> </ol>
	<b>Resource Reflection</b>	<p>Students choose <b>ONE</b> of the following to watch/read and then write individual responses to the questions:</p> <ul style="list-style-type: none"> <li>• Clip: <a href="#">The beauty of the universe</a> (1:33)</li> <li>• Article: <a href="#">God’s backyard</a> (1 min)</li> <li>• Article: <a href="#">The ‘terrifyingly small’ reason why so many astronauts find God</a> (4 min)</li> </ul>
		<p>Students write a personal reflection, responding to the following:</p> <ol style="list-style-type: none"> <li>1. Is there anything that surprised you from what you heard or read?</li> <li>2. What is one question you have after watching or reading this content?</li> </ol>
	<b>Written Response</b>	<p>Students write an email to either Jennifer Wiseman, Matthew McConaughey, or Buzz Aldrin, reflecting on and asking them more about their perspectives on the universe and God.</p>
	<b>Bible Focus</b>	<p>Students read <b>Genesis 1:1, Psalm 19:1-4, and Romans 1:20.</b></p> <ol style="list-style-type: none"> <li>1. Write an engaging newspaper headline that encapsulates the main point of these Bible verses.</li> <li>2. Thinking about the points made in the CPX videos and articles, in what ways might Christians believe that “the heavens declare the glory of God”?</li> </ol>
<b>RESPOND</b>	<b>Class Debate</b>	<p>Hold a class debate on the topic: <b>“Scientific study reveals a universe that is consistent with belief in a Creator God”.</b></p>
	<b>Lesson Debrief</b>	<p>Students revisit their earlier reflection on whether <b>the universe points to the existence of God</b> or not, and consider whether their perspective has changed at all. Class discusses what has been discovered, or questions that still exist. Teacher leads a reflection on what the implications are for believing that “the heavens declare the glory of God”.</p>
	<b>Extension</b>	<p>In pairs, students conduct some further research on the fine-tuning argument, and create a set of slides summarising the argument, its possible explanations, and its potential implications.</p>

<b>BIG QUESTION:</b>	<a href="#">Lesson 9: Is the Bible’s account of creation compatible with science?</a>	
<b>RATIONALE:</b>	There are a range of views within Christianity in regard to the early chapters of Genesis, and so this can sometimes be a controversial topic. Without advocating one particular view, this activity aims to show that it is possible to take the Biblical account of creation and modern science seriously, as a close reading of Genesis 1 shows that it is not in conflict with scientific explanations about how the world and life were created.	
<b>Learning Objectives:</b>	<b>Success Criteria:</b>	
<ul style="list-style-type: none"> <li>– Students will become more familiar with the various ways in which the Biblical creation narratives are interpreted in today’s world.</li> <li>– Students will understand the ways in which scholars reconcile their scientific knowledge with their beliefs about the origins of the world.</li> <li>– Students will analyse how the Biblical account of creation and scientific perspectives might align or conflict.</li> </ul>	<ul style="list-style-type: none"> <li>– Students can describe the core elements of the Bible’s creation accounts and the various ways in which a scientific understanding is applied to the text.</li> <li>– Students can express both their understanding and their doubts related to the compatibility of a scientific perspective and a biblical account of creation.</li> </ul>	
<b>INTRODUCE</b>	<b>Create an Image</b>	Students sketch an image that describes what they believe about how the world began. When completed students share what they drew and why they drew it with the person next to them.
	<a href="#">Human Barometer Activity</a>	Teacher facilitates student response, including to the following statements on beliefs about the creation accounts: <ul style="list-style-type: none"> <li>• “The Bible is still relevant and helpful today”</li> <li>• “Science and the Bible are incompatible”</li> <li>• “We can’t know how the world came into being”</li> </ul>
	<b>Class Brainstorm</b>	The class brainstorms the issues or problems that might exist when trying to reconcile what we know about the Bible’s account of creation with modern scientific theories about the creation of the universe and the evolution of life.
<b>EXPLORE</b>	<b>Small Group Clip Analysis</b>	Students use <b>ONE</b> of these clips for the following learning activities. <ul style="list-style-type: none"> <li>• Clip: <a href="#">John Dickson – Reading the Genesis creation accounts (Part 1)</a> (5:50)</li> <li>• Clip: <a href="#">John Dickson – Reading the Genesis creation accounts (Part 2)</a> (5:43)</li> <li>• Clip: <a href="#">John Lennox – Seven days that divide the world</a> (8:46)</li> <li>• Clip: <a href="#">Prof. John Walton - Reading Genesis in its context</a> (4:55)</li> <li>• Clip: <a href="#">Prof. John Walton - Genesis 1 and modern science</a> (2:56)</li> </ul>
		In small groups students complete the <a href="#">Connect-Extend-Challenge</a> table for the clip they watched.

		In the same groups students discuss and record answers to the following questions, before presenting them to the class: <ul style="list-style-type: none"> <li>• What is the main argument of the video? What are the reasons given for why the scholar thinks the Biblical account of creation can be read in harmony with modern science?</li> <li>• What do you think are the main strengths and/or weaknesses of their argument?</li> </ul>
	<b>Read &amp; Reflect</b>	Students read the article <a href="#">How should we read the Bible's account of creation?</a> (5 min). They identify which of the ways of reading Genesis that Simon outlines makes most sense to them?
	<b>Group Discussion</b>	Students read the article <a href="#">Categories of creationists ... and their views on science</a> (6 min). OR just read the <a href="#">Kettle Analogy</a> and discuss the following questions: <ol style="list-style-type: none"> <li>1. How could both Christians and modern scientists be guilty of 'confusing causes' when it comes to thinking about the creation of the world and the life in it?</li> <li>2. In your opinion, does the kettle analogy help to reconcile the Bible's account of creation with common scientific belief? Can you think of any other analogies which could also be helpful?</li> </ol>
	<b>Bible Focus</b>	Students read <b>Genesis 1:1-2:3</b> and <b>Psalms 33:6-9</b> . <ol style="list-style-type: none"> <li>1. What do you think is the genre of these passages?</li> <li>2. What are the key things that these accounts of creation are attempting to convey?</li> <li>3. What information about creation do these passages <i>not</i> give us?</li> <li>4. The Bible's creation account is written to illustrate big truths about the world and our place in it. In light of Psalm 33, what implications would there be for us if this account were true?</li> </ol>
<b>RESPOND</b>	<b>Class Discussion</b>	Students imagine they are publicly debating someone who is arguing that belief in science and the Bible's account of creation are incompatible. What arguments could you use to challenge their views? What extra information would you like to have to build your argument?
	<b>Personal Reflection 1</b>	Students consider what questions or doubts (if any) they still have about how the Bible's account of creation might be compatible with modern scientific theory? These can be written on a post-it-note to be displayed in the classroom.
	<b>Personal Reflection 2</b>	Students complete the ' <a href="#">I used to think ... Now I think ...</a> ' Thinking Routine in light of the information and opinions they have explored in the lesson.
	<b>Extension</b>	Students read the two papers by John Dickson – <a href="#">The genre of Genesis 1: an historical approach</a> (17 minute read), and <a href="#">The purpose of Genesis 1: an historical approach</a> (21 minute read) and write a one-page reflection on the ideas presented in these papers that you found interesting and that shed further light on how to read Genesis 1. <b>OR</b> Students explore the bite-sized video interview clips from <a href="#">CPX's Science vs Faith collection</a> , and write a one sentence summary for three of the videos.

<b>BIG QUESTION:</b>	<a href="#">Lesson 10: Is it rational to believe in miracles?</a>	
<b>RATIONALE:</b>	Although miracles are extraordinary, there are good reasons to take Jesus’ miracles seriously and consider what they tell us about his identity and mission.	
<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>– Students will reflect on their own experiences and develop an understanding of how to define what should be classified as a miracle.</li> <li>– Students will evaluate rational arguments for and against the belief in miracles, considering a range of explanations and opinions.</li> <li>– Students will explain what the purpose of miracles are, both in the Bible and in personal experience.</li> </ul>	<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>– Students can define what constitutes a miracle and give examples of what this could be.</li> <li>– Students can describe the different ways in which accounts of miracles are interpreted and explained.</li> <li>– Students can present a well-reasoned personal opinion on the rationality of believing in miracles, providing a clear explanation of their viewpoint.</li> </ul>	
<b>INTRODUCE</b>	<b>Group Brainstorm</b>	As a class use <a href="#">Mentimeter</a> or a similar program to create a word cloud for what you think of in relation to <b>miracles</b> .
	<b>Think-Pair-Share</b>	Students discuss if something strange or unusual has ever happened to them (or to a friend or family member) that is hard to explain?
	<b>Personal Response</b>	Listen to these vox pops from CPX’s Life & Faith podcast <a href="#">Miracles in an Age of Science</a> (from 0.01-0.41). In small groups, students record their own answers to the question: <b>Do you think it’s possible that miracles can occur?</b>
	<b>Read &amp; Discuss</b>	<p>Read the article <a href="#">We asked Australians if they believe in God or the supernatural</a> (5 minute read). Lead a class discussion about the responses people gave.</p> <ol style="list-style-type: none"> <li>1. Do the results from the survey about Australians’ belief in miracles surprise you? Why or why not?</li> <li>2. Which of the following responses would best reflect your attitude to ‘miracles’: <b>I believe / I’m open / I’m unsure / I think they’re unlikely / I’m sceptical / I don’t believe at all</b></li> </ol>
<b>EXPLORE</b>	<b>Research &amp; Respond</b>	<p>Use some, or all, of these resources as a basis for the following learning activities.</p> <ul style="list-style-type: none"> <li>• Clip: <a href="#">The miracles of Jesus</a> (6:05)</li> <li>• Clip: <a href="#">Wonderful deeds</a> (5:30)</li> <li>• Clip: <a href="#">Behind the Life of Jesus: Can it be rational to believe in miracles?</a> (2:35)</li> <li>• Article: <a href="#">Miracles, Mary, and modern belief</a> (7 min)</li> </ul>
		<p>18th-century Scottish philosopher David Hume defined a miracle as an event that “violates the laws of nature.” Students read the <b>Shumack</b> and <b>Clarke</b> quotes which offer different definitions. Teacher leads a <b>class discussion</b> on:</p> <ul style="list-style-type: none"> <li>• What is your reaction to these definitions?</li> <li>• Why do you think they reject Hume’s definition?</li> </ul>

		Students fill out the <b>Miracles Evidence</b> table based on information from the videos and the article.
		Students produce a written response to the questions: <ul style="list-style-type: none"> <li>• What is your reaction to David Hume’s argument that we know that miracles don’t happen, so we can discount witnesses who claim to have seen miracles?</li> <li>• Are there problems with this argument?</li> <li>• Greg Clarke says that there are dangers of being too sceptical, but also not sceptical at all, when it comes to miracles. Do you agree with him? Why or why not?</li> </ul>
		Richard Shumack concludes his article by saying, “It does not require anyone to suspend their critical faculties to accept that a) miracles are possible, b) if real, Jesus’ miracles point to his divinity, c) the testimonies we have to the reality of Jesus’ miracles cannot be dismissed out of hand.” <ul style="list-style-type: none"> <li>• What points does he make throughout the article to support these conclusions?</li> <li>• Write an email to Richard sharing your thoughts and questions about his conclusions.</li> </ul>
	<b>Read &amp; Respond</b>	Students read the article <a href="#">Thomas Jefferson, Easter, and the legacy of the Godless Gospel</a> (4 min), and highlight three sentences in the article that stand out to. Students then draw two pictures of Jesus: one based on how he is portrayed in the unedited Bible, and one based on how he is portrayed in the Jefferson Bible. <b>Class discusses</b> which picture of Jesus you find more compelling, and why?
	<b>Bible Focus</b>	Both Craig Keener and Darrell Bock talk about the purpose of Jesus’ miracles. Students google the miracles of Jesus and choose <b>one</b> of them, and list the ways that this miracle might show: <ul style="list-style-type: none"> <li>• Jesus’ greatness – his power and authority to accomplish certain things</li> <li>• Jesus’ compassion</li> <li>• A glimpse into what Jesus’ kingdom is all about</li> </ul>
<b>RESPOND</b>	<b>Write a TED Talk</b>	Students write a TED talk on the topic ‘Can rational people believe in miracles?’ incorporating content from this lesson, as well as personal opinion and any stories from their lives.
	<b>Personal Reflection</b>	Based on what has been explored in the lesson, students individually complete a <a href="#">3,2,1 Reflection</a> .
	<b>Extension</b>	Students listen to the full podcast episode <a href="#">Miracles in an age of science</a> (14:59). In pairs, students record their own 5-10 min podcast episode exploring the question ‘Is it rational to believe in miracles.’

<b>BIG QUESTION:</b>	<a href="#">Lesson 11: What does the Bible say about caring for the environment?</a>	
<b>RATIONALE:</b>	The Bible has a very positive view of physical creation, and teaches that people have a responsibility to care for it.	
<b>Learning Objectives:</b>	<b>Success Criteria:</b>	
<ul style="list-style-type: none"> <li>– Students will explore and understand the Bible’s teaching related to environmental stewardship, including the principles and responsibilities outlined in the scriptures.</li> <li>– Students will analyse the implications of biblical teachings on environmental care, considering how these teachings should influence Christian views and practices.</li> <li>– Students will reflect on how to apply the Bible’s teaching to contemporary environmental issues, and what their own responsibility is.</li> </ul>	<ul style="list-style-type: none"> <li>– Students can explain the key principles that are outlined in the Bible related to care for and stewardship of the environment.</li> <li>– Students can identify the ways in which a biblical perspective on the environment should shape their own attitudes and behaviours.</li> <li>– Students can articulate their own convictions around how the teaching of the Bible should be applied to current environmental issues.</li> </ul>	
<b>INTRODUCE</b>	<b>Think-Pair-Share</b>	Students look at the images in the article <a href="#">‘20 climate photographs that changed the world’</a> ( <i>The Guardian</i> , 5 <sup>th</sup> November 2022) and complete a Think-Pair-Share on the photo which stood out the most to them.
	<b>Listen &amp; Discuss</b>	As a class listen to the vox pop from the <a href="#">World Environment Day podcast episode</a> (listen to 01:25-03:25). Lead a class discussion in response to the following questions: <ul style="list-style-type: none"> <li>• Why do you think the environment is in the state that it’s in?</li> <li>• What is it about human nature that makes us trash the planet?</li> </ul>
	<b>Student Survey</b>	Read some excerpts from the article <a href="#">‘Young people’s climate anxiety revealed in landmark survey’</a> ( <i>Nature</i> , 22 <sup>nd</sup> Sep. 2021). Students can indicate their own responses to the two questions using a <a href="#">Digital Discussion Platform</a> . <ol style="list-style-type: none"> <li>1. How worried are you about climate change? (extremely / very / moderately / a little / not at all)</li> <li>2. Climate change makes me feel ... (Choose up to three words)</li> </ol>
	<a href="#">Human Barometer Activity</a>	Teacher facilitates student response, including to the following statements: <ul style="list-style-type: none"> <li>• “The Bible teaches that it is important to care for the environment.”</li> <li>• “The world has been damaged beyond repair”</li> <li>• “Climate change isn’t being taken seriously by those in power”</li> </ul>
	<b>Research &amp; Respond</b>	Use some, or all, of these resources as a basis for the following learning activities. <ul style="list-style-type: none"> <li>• Clip: <a href="#">‘John Lennox on environmental stewardship’</a> (3:39)</li> <li>• Article: <a href="#">‘Striking for our climate is the Christian thing to do’</a> (4 min)</li> <li>• Podcast Extract: <a href="#">World Environment Day</a> (6 min)</li> </ul>
		Students complete a <a href="#">Connect-Extend-Challenge</a> Thinking Routine based on what they have watched and read, and then fill out the a table laying out their reasons.



	<b>Read, Discuss &amp; Respond</b>	<p>Use some, or all, of these resources as a basis for the following learning activities.</p> <ul style="list-style-type: none"> <li>Podcast Extract: <a href="#">‘Forestmaker’</a> (15 min)</li> <li>Podcast Extract: <a href="#">‘Making space: community and creation care’</a> (8 min)</li> <li>Article: <a href="#">‘There’s an unexpected glimmer of hope in Christmas, even as Australia burns’</a> (4 min)</li> </ul>
		<p>Students do the <a href="#">Step Inside</a> Thinking Routine for <b>ONE</b> of the above resources</p> <ol style="list-style-type: none"> <li>What can this person see, observe, or notice?</li> <li>What might this person know, understand, hold true, or believe?</li> <li>What might this person care deeply about?</li> <li>What might this person wonder about or question?</li> </ol> <p>Then discuss where students think that the authors find <i>hope</i> when it comes to the future of our planet? What is your reaction to this?</p> <p>Students Draft an email to one of the authors in response to what they read in their stories, sharing something that stood out to them, a question they’d like to ask, and anything else they may want to include.</p>
	<b>Bible Focus</b>	<p>In small groups, students read the following verses from the Bible and create a mind-map to summarise what they teach about creation and how humans should relate to it:</p> <p><b>Genesis 1:26-28, Genesis 2:15, Psalm 8:6, Leviticus 25:3-5, Psalm 24:1-2, Psalm 104:30, Matthew 22:36-40 Romans 13:10, Revelation 11:16-18, Revelation 21:1-5</b></p> <p>Now students read <b>Genesis 1:26-28, Psalm 8:6, 2 Peter 3:10-13</b> and <b>Revelation 21:1-5</b>, and discuss how they could be used to argue that caring for the environment <i>shouldn’t</i> be a priority.</p> <p>Students write any questions that any of these verses have raised for the about what the Bible teaches about caring for the environment on a post-it note.</p>
<b>RESPOND</b>	<b>Create a Placard</b>	Create a placard (based on an idea from this lesson) that could be used in a climate march.
	<b>Group Discussion</b>	How would you respond to a friend who tells you the Bible teaches that we shouldn’t care about the environment. What arguments could you use to challenge their views? And what extra information would you like to have to build your argument?
	<b>Personal Reflection</b>	Students complete a <a href="#">3, 2, 1 Reflection</a> Thinking Routine on the content covered in this, writing down 3 things they’ve learnt, 2 questions they still have and 1 challenge they face.
	<b>Extension</b>	Choose an organisation founded on Christian values that is actively working in the area of creation-care, such as A Rocha or World Vision (other examples include Common Grace, Operation Noah, Christian Climate Action, Climate Vigil, Catholic Climate Covenant, and Evangelical Environmental Network). Prepare a short presentation (maximum five slides) outlining the work they do, and the values that motivate their work.