

Year 10 SRE
L High School

Year 10 Term 1

Title: Relationships

Lesson	Lesson Summary
1	Made for relationship with God
2	Made for relationship with others
3	Relationships gone wrong
4	What does it mean to love someone?
5	Repaired relationships with God and others

Introduction:

This unit engages with a topic that is relevant to students in Year 10 as they navigate relationships with friends and peers, teachers, parents, employers etc. It demonstrates the importance of relationships in the world that Christian's believe is created by God, and in the way he has created us. In all demographics, there may be students who have experienced broken relationships within their family. This unit can assist in exploring what positive relationships look like, the problems that occur in relationships and what true love really is. It is hoped they will see that God has shown the ultimate example of love in Jesus and that relationships can be repaired by the kind of love recorded in the Bible.

Aim

The aim of this unit is to show students the importance of relationships with God and each other

Expected Outcomes

- Evaluates the relevance of the Christian faith to their lives and engagement with society (5.7)
- Holds informed opinions and beliefs on matters of the Christian faith and is equipped to be a responsible and growing member of a Christian community, if they desire. (5.8)

A Student

- Evaluates the intrinsic relational nature of human beings
- Identifies the Biblical view that God made people to be in relationship with him and each other
- Recognises their need for relationships
- Identifies the problems that can exist in relationships
- Describes the biblical concept of love
- Evaluates the need for reparation in relationships with God and others
- Explores how relationships can be repaired and how God offers to repair our relationship with him

Teaching Points:

Week 1	Week 2	Week 3	Week 4	Week 5
<p>Made for relationships <i>Intro:</i> -Students have 1 minute to list all their different relationships in their life (eg family members, friends, classmates, workmates, teachers, bosses et) -Discuss: Why are relationships important? What happens when you don't have good relationships? <i>Activity:</i> -Read Genesis 2 -Discuss what relationships are present (between God and people and between the man and the woman) -People were made for</p>	<p>Relationships aren't what they were made to be <i>Intro:</i> -Ask students: what makes a relationship good? What makes one bad? <i>Activity:</i> -Relationships are no longer the way they were made to be. Compare Genesis 2:21 with Genesis 3:11-13. The relationship changed because of sin. Delight and goodness turned into blaming and shame. -Read Genesis 4:1-15. After brokenness entered the relationship of Adam and Eve, it continued on with their children and continues today- there are lots of relationships that are not what they are meant to be, full of hurt, shame and blame -What do we do when our relationships are not what they should be?</p>	<p>How did Jesus do relationships? <i>Intro:</i> -Re-cap last 2 weeks. God made people to be connected to him and each other. Ask: what went wrong? How did that affect relationships? -Jesus came to restore relationships with God and each other and shows us what good relationships are like <i>Activity:</i> -How does Jesus relate to his friends? Read John 11-12:44. Jesus loved his friends Mary, Martha and Lazarus and risked death to go them, to comfort Mary and Martha and save Lazarus. -How did Jesus relate to the sick/vulnerable? Read Matthew 14:13-14. He had compassion on them and provided for them.</p>	<p>What does love look like? <i>Intro:</i> -Ask students how you show love to people? Is it easier to show love to some people than others? Why? <i>Activity:</i> -Read Luke 10:25-37- Parable of the Good Samaritan. Jesus tells this story about loving your neighbor. Ask: Who is a neighbor in this story? (explain the problems between the Jews and the Samaritans). Ask: How did he show love to this man? What stops us from loving people? -Jesus not only said to love your neighbours but also your</p>	<p>Relationships in heaven- God is with people <i>Intro:</i> -Ask students if they've ever experienced a relationship being repaired? What was it like? What happened? How did it get fixed? <i>Activity:</i> -Read Revelation 21:1-7. The best thing about being in heaven is that God is with his people. The relationship with God that was broken by sin can be repaired by Jesus' death. The relationship can be restored so that we can spend time with God in his presence, just like in the garden in Genesis.</p>

Year 10 SRE
L High School

<p>relationship with God- he walked with them in the garden -People were made with relationship with others- God said "it is not good for man to be alone"- people were made to be connected. <u>Conclusion:</u> -Relationships are good, we were made to be connected to God and to each other</p>	<ul style="list-style-type: none"> • Discuss being safe in relationships, having boundaries and talking to trusted adults if safety is compromised • Discuss forgiveness: it's not necessarily about the other person, it actually gives you freedom when you forgive. Forgiveness can, but doesn't always mean reconciling and fixing the relationship. Eg it still helps you to forgive someone even if they don't want the relationship fixed • Discuss reconciling: Where it is possible and safe, we want to work towards restoring relationships to be healthy and positive and show love. <p>-Discuss: Our relationship with God was also broken because of sin- just like our relationship with others. God has already done everything for forgiveness and opened the way for reconciliation with him. <u>Conclusion:</u> -Our relationships with God and with each other are no longer what they were meant to be. They may never be perfect, but we can work towards healthy and positive relationships through forgiveness and love, as God has shown us.</p>	<p>-How did Jesus relate to the social outcasts? Read Luke 7:36-50/John 4/Matthew 8:1-34/ Luke 19:1-10. Jesus included everyone, even those rejected by society. There are many stories that support this. -How did Jesus relate to his enemies? Read Luke 23:34. Even though these people were torturing, mocking and killing him- he asked God to forgive them. -How did Jesus relate to God? Read Luke 5:15-16. Even though Jesus was healing and doing miracles, he still took time out to go and spend talking with his Father, God. <u>Conclusion:</u> -Even though our relationships are now messy and often broken- Jesus came into the world to restore relationship with God and with each other. His example helps us see how we might relate to God and others.</p>	<p>enemies. He loved his enemies. Read Romans 5:10. We were his enemies but he died for us- showing the greatest kind of love. <u>Conclusion:</u> -Read 1 John 3:11-24. We know what love is because Jesus laid down his life for us</p>	<p>-Give each student a personal "letter from God" addressed to them with truths from the Bible about God wanting relationship with them and doing everything needed to make that relationship happen. <u>Conclusion:</u> -From the beginning, God made people to be in relationship with him and even though people broke that relationship, he sent Jesus to repair it through his death. Because of this, God has promised that those who trust Jesus will be back in that perfect relationship with him in heaven.</p>
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Year 10 SRE
L High School

Year 10 Term 2

Title: Big Questions

Lesson	Lesson Summary
1	If there is a God, what would you expect of him?
2	How do you know if something is true?
3	Are all Christians weird or goody goodies like on TV?
4	How do you spot spin (worldview)?
5	Do you have to kiss your brains goodbye to be a Christian?

Introduction:

This unit provides a space for students to ask their own questions as well as explore some of the big ones that are regularly asked of Christianity.

Aim

The aim of this unit is to answer some of the big questions that they/society have around Christianity

Expected Outcomes

A Student:

- Identifies and evaluates personal questions and barriers to believing Christianity
- Evaluates arguments on both sides of the debate using objective truth
- Identifies the difference between salvation through “being good” vs salvation through grace
- Compares and contrasts the differences between Christianity and other religions
- Explores the debate around science and Christianity

- Examines their personal responses to each of the questions addressed
- Holds informed opinions and beliefs on matters of the Christian faith and is equipped to be a responsible and growing member of a Christian community, if they desire (5.8)

Teaching Points:

Week 1	Week 2	Week 3	Week 4	Week 5
<p>If there is a God, what would you expect of him? <u>Intro:</u> -Introduce unit for this term; looking at big questions students might have around Christianity/religion -Ask students if they have any questions and note on board. -write up the questions we'll be looking at over the term <u>Activity:</u> -On a piece of paper (either individually or in pairs) students write what they would expect of God if he were real; what they think he'd be like. (if they are struggling, give some suggestions/questions to prompt: eg What would his personality be like? Would he be nice/friendly? Or would he be powerful/angry? What would he spend his time doing? Would you know him/be able to talk to him? Where is he? Etc) -Discuss answers together -Look at different attributes of God as found in the Bible (have different students look up different verses and share with class)</p>	<p>How do you know if something's true? <u>Intro:</u> - Play game "2 truths and a lie": students have to say 3 things about themselves, 2 have to be true and 1 a lie. The other students have to figure out which one is a lie. -Ask students how they could tell what was true and what was a lie (answers might be that they already knew because they know the person, they could tell from the look on their face etc) <u>Activity:</u> -Have a "sensory bag" with an unknown item inside. Get student volunteers to come up and reach in the bag to feel what it is. Get them to say what it is by just feeling it and when they answer, keep asking "how do you know?" (they can be obvious items, like a pen, sharpener, waterbottle etc- it is good if they "know" what it is as it helps show that to an extent we can "know"</p>	<p>Are all Christians weird or goody-goodies like on TV? <u>Intro:</u> -Watch some movie/tv clips of Christian characters to see how Christians are portrayed (eg Shirley from <i>Community</i>, Ned Flanders from <i>The Simpsons</i>, Kenneth from <i>30 Rock</i>) -Discuss how these Christians were portrayed and whether this fits with how the students think of Christians <u>Activity:</u> -Celebrity heads with Bible characters: <ul style="list-style-type: none"> • Give students a list of profiles of Bible characters (eg Abraham, Sarah, Isaac, Jacob, David, Solomon, Peter, Paul). The profile should include some basic info about who they are, what they did that was good and what they did that was bad </p>	<p>How do you spot spin (worldview)? <u>Intro:</u> -Discuss worldview (reminder from Yr8T4) -We all have a particular spin on the way we see and understand the world. It's good to be aware of what our own and others worldviews are so that we can understand where they're coming from <u>Activity:</u> -Ask students if they remember their worldview from last year? Use printed worldview/value questionnaire (same as was used in year 8- this is a quick refresher) -Discuss: how might you tell what someone's worldview is? -Have articles on social issues- students read them and try to figure out what their worldview might be -Discuss: What is unique about the Christian worldview? CS Lewis said that Grace is the unique claim of</p>	<p>Do you have to kiss your brains goodbye to be a Christian? <u>Intro:</u> -Introduce idea: some people think that being a Christian is a bit like having an invisible best friend and that you could only believe it if you are delusional. <u>Activity:</u> -Explain: Theology (the study of God) used to be known as "the Queen of the Sciences" and many early Scientists were Christians who wanted to better understand the world that God created. Christians often pioneered education/ philosophy/science etc- many of the things that we consider thoughtful and intelligent practices -Discuss this idea -Ask: why then is Christianity now presented as something against these things? -Explain that a possible starting place was with Galileo in the 16th Century. Watch https://www.youtube.com/watch?v=NMM8vx9vDiE. The church wrongly taught that everything revolved around the earth, not the earth around the sun and punished Galileo for trying to prove otherwise. The church set itself up against scientific progress</p>

<ul style="list-style-type: none"> Powerful (Genesis 1- God speaks and it happens) God is everywhere (Psalm 139:7-12) God knows everything about us (Psalm 139:1-6) God loves (John 3:16) God is invisible but made visible through Jesus (Colossians 1:15) God is compassionate (Psalm 103:13) God forgives (1 John 1:19) God does no wrong (Deut 32:4, Job 34:12) God is the judge (Isaiah 33:22) God is a generous Father (Matt 7:9-11) Plenty more... The catch-phrase of the Old Testament about God was "The Lord is compassionate and gracious, slow to anger, abounding in love" <p>-Using plastic ten pin bowling pins, write different attributes about God on each one and line them up in the classroom (have them fairly far apart, you only want students to knock down one or two at a time). Have one student at a time roll a ball to try to knock them down- tell them which trait was on the pin/s they knocked down and have them answer: what would it be like if God didn't have this attribute? Eg what would it be like if God wasn't</p>	<p>without seeing.) -Explain that when we seek to find out if something is true, we use reason, we use our senses, we use other people accounts. -So can we know whether what God has said about himself is true or not? Use creation as an example of using reason to find truth:</p> <ul style="list-style-type: none"> give students 5 minutes in groups or individually to create the tallest tower out of paddle pop sticks and bluetaq. Discuss: How many parts does this have? If you saw it, would you think it has a creator? Why/Why not? Hold up a watch. Discuss: How many parts do you think it has? (watch part of: https://www.youtube.com/watch?v=rMS_sKD_ZqU) Do you think it has a creator? A designer? Why/Why not? What about a human body? How many parts does it have? Does it have a creator? A designer? Why/why not? <p>-Discuss eyewitness accounts of Jesus in the Bible: this is using the</p>	<ul style="list-style-type: none"> Have 3 students come up the front and sit on chairs facing the other students. Write one of the names above each head One by one students ask questions about who they are (all students can be looking at the profiles as needed) Continue to go through the different characters with more student volunteers <p>-Discuss what these people were like and whether that matches up with what they thought about Christians <u>Conclusion:</u> -All these people in the Bible followed God and in many cases God affirms them saying that they are "righteous", "a man after (his) own heart" etc. This tells us that being a Christian is not actually about how we act but about accepting God's grace in Jesus Christ for forgiveness and following him.</p>	<p>Christianity. Behind the Christian worldview is a God whose love is not based on what we do. It is the only worldview where success is not determined by our actions. We can be saved and loved and accepted in spite of our mistakes. <u>Conclusion:</u> -What we believe will make a massive difference to how we live. The Bible says that someone who has accepted God's grace will also live offering grace and love to others.</p>	<p>-Discuss -Explain: another important factor was Charles Darwin and the theory of evolution. Interestingly, Darwin initially identified as a Christian and didn't see his theory as opposing his beliefs in God. -show quote from Darwin: "<i>There is a grandeur in this view of life, with its several powers, having been originally breathed by the Creator into a few forms or into one; and that whilst this planet has gone cycling on according to the fixed law of gravity, from so simple a beginning endless forms most beautiful and most wonderful have been and are being, evolved.</i>" -Discuss quote (Darwin wasn't necessarily pinning evolution and creation against each other, particularly in his early life) -Explain: Some scientists are beginning to return to the possibility of a Creator. Read quote from Prof Paul Davies from the Australian Centre for Astrobiology (he's not a Christian): <i>"The details differ, but the essential elements in the astronomical and biblical accounts of Genesis are the same... This is an exceedingly strange development, unexpected by all but theologians. They have always believed the word of the Bible. But we scientists did not expect to find evidence for an abrupt beginning... At this moment, it seems as though science will never be able to raise the curtain on the mystery of creation. For the scientist, the story ends like a bad dream. He has scaled the mountains of ignorance; he is about to conquer the highest peak; as he</i></p>
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Year 10 SRE
L High School

<p>loving? A Judge? Powerful? (note: they may already believe that God doesn't have these attributes and may answer as such- that's ok, they are free to express their opinion in a safe learning environment. This activity will help them to reflect on what they think about God) <u>Conclusion:</u> -We all have opinions about whether we believe in God and what he may or may not be like. We've seen today what the Bible has to say about what he is like.</p>	<p>accounts of others to determine truth -Explain that ultimately, although we can use reason along with our own and others accounts, the Bible says we cannot KNOW for sure that God is real unless he reveals himself to us. He does this through the Bible, but also through his Spirit. Without his Spirit we will never be sure. <u>Conclusion:</u> -Truth is important; many people use phrases like "that may be true for you but not for me"- if something is true, it's true and it will affect us and how we live. We need to consider whether what God has said about himself is true, because if it is, it will make a big difference to our lives.</p>			<p><i>pulls himself over the final rock, he is greeted by a band of theologians who have been sitting there for centuries."</i> -Discuss: Do you think it is possible to be a Christian and still be taken seriously in the scientific/academic world? Do you think you have to kiss your brains goodbye to be a Christian? Why/Why not? -If possible and safe, have a kettle in the room to boil (glass kettles are the best as students can see the water boiling). Ask- Why is this water boiling? Explain that science is observational- it can explain why the water is boiling in one particular way: (eg the heat in the element is conducting heat into the water which is causing the molecules to be agitated, which gives off steam) But this isn't the only way we use our brains. We can also answer: "the water is boiling because I'd like to make a cup of tea". Being a Christian doesn't mean ignoring intelligent ideas/observations etc, it means using our brains not only to consider the how of the universe, which science does so well, but also the why. <u>Conclusion:</u> -Christians have made some mistakes over the years in blindly denying scientific advancement, however, there is still a place for investigating and understanding the world from a Christian perspective.</p>
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Year 10 SRE
L High School

Year 10 Term 3

Title: Social Justice and God

Lesson	Lesson Summary
1	God is just and merciful
2	God cares for the widows and orphans 1
3	God cares for the widows and orphans 2
4	The people Jesus spent time with
5	Us and social justice

Introduction:

Mass media has made students aware they live in a world that is full of injustice and suffering. This unit helps students to see how both in the Bible and through people, God cares about injustice, particularly focusing on the dignity of each individual. Students will also explore how they can be like God in protecting the vulnerable and caring for the weak.

Aim

The aim of this unit is to explore what the Bible has to say about issues of social justice

Expected Outcomes

- Evaluates the relevance of the Christian faith to their lives and engagement with society (5.7)
- Holds informed opinions and beliefs on matter of the Christian faith and is equipped to be a responsible and growing member of a Christian community, if they desire (5.8)

A Student:

- Defines the key terms; justice and mercy
- Identifies and evaluates biblical examples of God as both just and merciful
- Identifies God’s care for the needy, poor and defenceless as expressed in the Bible
- Critiques the Importance of Jesus’ choice of company with the outcasts of society
- Investigates practical strategies for seeking justice and mercy in our city/country/world

Teaching Points:

Week 1	Week 2	Week 3	Week 4	Week 5
<p>God is JUST and Merciful <i>Intro:</i> -Play game: get two volunteers to come up the front and play a game of paper scissors rock. Continue getting new students up to play against each other. Each time, reward the loser rather than the winner. At the end ask whether this was fair. <i>Activity:</i> -Ask students what is justice? How important is it for someone in charge to be just? What if the Prime Minister wasn’t just? What if they Queen wasn’t just or the leader of the UN? What if you had a trial in court and the judge wasn’t just? -Do you think God is just? Why? /Why not? -Read: Psalm 9:7-8. Repeatedly in the Bible, we are told that God is a just judge. He doesn’t leave wrong</p>	<p>God provides for the widows and orphans <i>Intro:</i> -Recap: last week we saw that God is JUST and MERCIFUL. We can also use these qualities to think about how we engage in social justice -Ask: Do you know what social justice is. Give definition and examples. -2 big categories: Providing for people and defending people. First we’ll look at providing and see how God provides for people who are in need. <i>Activity:</i> -Read Deuteronomy 14:28-29, 15:7-8, 24:19. God provides for those who can’t provide for themselves -Discuss who these people would be</p>	<p>God defends the widows and orphans <i>Intro:</i> -Recap: reminder of what social justice is. Reminder of 2 categories: providing for people in need and defending people. We looked last week at providing for people. This we’ll see what it looks like to defend people. <i>Activity:</i> -Read Psalm 10:14, 68:5. God defends the case of those who can’t fight for themselves. -Discuss who these people would be in our society and how we might be able to advocate for and defend these people. <i>Conclusion:</i> -The Bible says that God is a God who defends those who cannot fight for themselves. We also can look for ways to do</p>	<p>Jesus and social justice <i>Intro:</i> -Jesus gives us an example of how we can help provide for and defend people in need. <i>Activity:</i> -Read John 5:1-1221. Jesus had compassion on this man who had been seeking healing for 38 years -Read John 8:2-11. Jesus protected this woman against the hatred of others. He stood up for her when no one else would. -Read Luke 4:16-21. Jesus came to tell good news to the poor, announce freedom to the prisoners, give sight to the blind, free everyone who suffers. This is not just literal, he also means that he is bringing the spiritual freedom that each one of us needs.</p>	<p>He asks us to be just and compassionate <i>Intro:</i> -God wants us all to care about others in the world and to be compassionate and help provide for and defend the vulnerable. Read Micah 6:8, Isaiah 58:6-7. <i>Activity:</i> -We can do this on a small or large scale -Make a list on the board of the different charities that the class know of and what they do -Give some info on some local efforts that may be taking place (many towns have a soup kitchen or homeless shelter, a women’s refuge, etc) -Give examples of Christian people in history who have been social justice warriors because of their belief in God and his desire for justice and mercy (eg</p>

Year 10 SRE
L High School

<p>unpunished. Ask: Is this a good thing? How do you feel about God being a just judge? -He judges every person according to what they have done. We will all be judged fairly on how we've lived (Heb 9:27, Revelation 20: 12-13) -He is also merciful. Ask: What does mercy mean? (not receiving the punishment we deserve.) The problem with God being a just judge is that we all have done wrong and we all deserve to be judged according to our wrong otherwise he wouldn't be fair. But, God is also merciful, through Jesus he treats us better than we deserve. Read: Romans 3:23-24 -Ask students: Is it good that God is merciful? How does it make you feel? Do you think people deserve mercy when they've done the wrong thing? Do you deserve it? <u>Conclusion:</u> -God is both just (he is fair in judging people according to what they've done) AND merciful (he deals with people according to his love and offers freedom from the punishment we deserve).</p>	<p>in our society and how we might be able to help provide for them <u>Conclusion:</u> -The Bible says that God is a God who provides for the poor and weak who cannot provide for themselves. We also can look for ways to do this.</p>	<p>this.</p>	<p><u>Conclusion:</u> -Jesus is the example of perfect social justice. He protects and provides for those who are needy- not just physically (though he does that in the stories we read) but also spiritually. -Encourage students to think about a social justice cause that they might be interested in to bring to class next week to share (give examples: 40hr famine, Destiny Rescue, supporting refugees etc)</p>	<p>William Wilberforce, Martin Luther King Jr, Mother Theresa etc) -Discuss how we choose what causes to get behind- there are so many! Encourage students to research well before getting involved. Eg if giving money, find out the breakdown of where that money actually goes. -Discuss other ways we can provide for/advocate for people around us each day. Eg at school? At home? In the community? <u>Conclusion:</u> -These are important issues that God cares deeply about. He is a God who is just and merciful. He is on the side of those who are vulnerable and needy.</p>
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Year 10 Term 4

Title: Encounters with Jesus

Lesson	Lesson Summary
1	Jesus and Nicodemus
2	Jesus and the Woman at the Well
3	Jesus and the Man born blind
4	Jesus and Pilate
5	Jesus and Thomas

Introduction:

This is the final unit that students will be able to take of SRE as they finish year 10. As such, it is important to engage with the centre of the Christian faith-Jesus. This unit helps students to see what Jesus was like as they look at different people's encounters with him throughout his life and ministry. They will be encouraged to consider how they would respond to Jesus in each situation and what Jesus might have to say to them.

Aim

The aim of this unit is for students to analyse and evaluate different people's encounters with Jesus in the gospels and to reflect on their response to the claims of Jesus.

Expected Outcomes

- Uses a variety of skills and communication to analyse the meaning of a biblical text, recognizing the historical context, place in the biblical narrative and literary genre, and applies it to a present day Christian. (5.2)
- Assess the implications of the main events in the life of Jesus, his human and divine natures, and his central role in the Christian faith. (5.3)

A Student:

Year 10 SRE
L High School

- Examines a gospel as an historical record of Jesus life and teaching
- Identifies how and why different people respond to Jesus the way they do
- Evaluates Jesus' response to the people he encounters
- Recognises the different ways we might respond to Jesus and why
- Identifies the ways in which they are similar or different to the people Jesus encounters

Teaching Points:

Week 1	Week 2	Week 3	Week 4	Week 5
<p>Jesus and Nicodemus <i>Intro:-</i> <i>Activity:-</i> -Read John 3:1-21 -Answer questions:</p> <ul style="list-style-type: none"> Who was Nicodemus? What do we know about him from the story? Why would Nicodemus have gone to see Jesus in the dark? How did Jesus treat him? What did he teach him? How did Nicodemus respond to Jesus? <p>-Read John 19:38-42</p> <ul style="list-style-type: none"> What does this tell us about the effect Nicodemus' encounter with Jesus had on him? (note the difference that at first, he came to Jesus in the night, but later was in broad daylight, now happy to be seen associating with Jesus. Do you think you would have reacted to Jesus in the same way as Nicodemus? How would you have felt 	<p>Jesus and the woman at the well <i>Intro:-</i> -Show images of a what a well would have been like in Jesus time. Explain the role it played in the social life of the women of a town. <i>Activity:-</i> -Read John 4:1-26 -Answer questions:</p> <ul style="list-style-type: none"> Who was the woman at the well? What do we know about her from the story? Why might it be surprising that Jesus is talking to her alone? How did Jesus treat the woman? What did he teach her What was her response to Jesus? What effect did her encounter with Jesus have on her life? Do you think you would have reacted to Jesus in the same way as this woman? How would you have felt if you had this encounter with Jesus? 	<p>Jesus and the man born blind <i>Intro:-</i> -Play game: students are given a paper plate with a word (from the story) written lightly on it (so that only they can read it) they must read the word, then hold the plate on top of their head and draw what was written. They then reveal their drawings and the other students try to guess what it is. <i>Activity:-</i> -Read John 9 -Answer questions:</p> <ul style="list-style-type: none"> Who was the man in the story? What do we know about him from the story? How did Jesus treat him? What was his response to Jesus? What effect did his encounter with Jesus have on his life? Do you think you would have reacted to Jesus in the same way as this man? How would you have felt if you had this encounter 	<p>Jesus and Pilate <i>Intro:-</i> -Teacher: Enter the room silently, have a bowl and a jug of water. Pour the water into the jug and wash your hands. Say: "Because of this action, a man lost his life." -Explain it is very sober introduction to a very sober story <i>Activity:-</i> -Read John 18:28-19:22 -Answer questions</p> <ul style="list-style-type: none"> Who is Pilate? What do we know about him from the story? How did Jesus treat him? How did Pilate respond to Jesus What effect do you think this encounter with Jesus may have had on Pilate? Who else is in the story and how are they reacting to Jesus? What were the consequences of Pilate's encounter with Jesus? Do you think you would have reacted to Jesus in the same way as Pilate? How would you have felt if you had this encounter with Jesus? 	<p>Jesus and Thomas <i>Intro:-</i> -Tell students facts about yourself- at each fact they have to choose one of two options either "believe" or "doubt" (use 'doubt' meme while it's still relevant) <i>Activity:-</i> -Read John 20:19-31 -Answer questions:</p> <ul style="list-style-type: none"> Who is Thomas? What do we know about him from the story? How did Jesus treat him? What was his reaction to Jesus? What effect do you think this encounter with Jesus may have had on Pilate? Who else is in the story and how are they reacting to Jesus? Do you think you would have reacted to Jesus in the same way as Thomas? How would you have felt if you had this encounter with Jesus?

Year 10 SRE
L High School

if you had this encounter with Jesus?		with Jesus?		
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