**GRADE 10 – INSTRUCTION SHEET 1 –:** Introduction To The Religious Education

Syllabus.

**DATE**: September 14 - 18, 2020

**SUBJECT**: Religious Education

**Please ensure that the instructions listed below are carefully read and followed. Classes will be held on Zoom using the following link:**

**Join Zoom Meeting -Business Group** [**https://us04web.zoom.us/j/79213220092?pwd=R2FUVERRMEVvTHErMkpnS3QvdHQ3Zz09**](https://us04web.zoom.us/j/79213220092?pwd=R2FUVERRMEVvTHErMkpnS3QvdHQ3Zz09)

**General and Arts Groups -**Join Zoom Meeting

Join Zoom Meeting

https://us04web.zoom.us/j/75826310445?pwd=U2ZYcjVGUUIwZUhoRW1QeHE1WnZNZz09

Meeting ID: 758 2631 0445

Passcode: i876ne

1. Today we will look at The Christian understanding of God. Before we do so please review what was done at the last class where you were introduced to Religious Education syllabus.
2. Before reviewing the Handout below make sure that you have your Bible, note and text books, a copy of the syllabus and a dictionary ready.
3. Review the objectives for the topic below. These should also be written in your notebook. The summary of content should also be noted. (SEE BELOW)
4. Carefully read through the information below as well as your syllabus. A copy has been placed on the school’s website. It is also available on the CXC website.
5. The activity/ies should be completed for future reference.
6. Should you have any concerns please email me at [myretaecher@yahoo.com](mailto:myretaecher@yahoo.com) .

**Topic**: The Christian understanding of God.

**Aim**: (i) To help students to explore the central beliefs about God in Christianity.

**Objectives**: Students should be able to:

(i) explain the following concepts: Creator, liberator, Holy Spirit, Sovereign and Deliverer, omni, omnipotent, omniscient, omnipresent, eternal, incorporeal

(ii) outline the basic beliefs about God in Christianity.

(iii) describe how Christians express their understanding of God.

(iv) describe the Christian relationship with God and man.

(v) identify FIVE (5) names by which God is called.

(vi) compare the Christian understanding of God with that of another religion being studied.

(vii) through role-play show how an individual can show respect and appreciation for individual

differences in beliefs.

(viii) examine THREE ways in which an individual’s beliefs can impact their behaviour.

**Instructional Material**: Textbook, Handout (pages 6-7)

**Summary of Content (Please note this information in your notebook)**

Christianity teaches that God is the Creator and Sovereign ruler and everything in this world owes their existence to Him. It also teaches that God is a spirit and was present at the start of the universe. They also believe that the Spirit is at work in the life of every believer.

**The Christian Understanding of God**

1. Creator 2. Liberator 3. Present through the Holy Spirit
2. In Jesus Christ 5. Deliverer 6. As Father and Mother

**Introduction**

Students will be asked to read the letter below then answer the question that follows:

“Dear God,

If you know so much how come you never made the river big enough for all the water and our house got flooded and now we got to move?”

Victor

**Source**: Religious Education Specimen Paper

Students will be asked what the gathered from the letter. Additional questions will be asked of students based on their responses.

**Student/Teacher Activity**

**Step 1. Definition of Terms**

Students will define the key terms at objective one (i) using their dictionaries or any other source. Students and teacher will discuss.

**Step 2. The Christian Understanding of God**

Students will be asked to watch a video on the **“Christian beliefs about God”** (https://www.youtube.com/watch?v=DhjoU5KgP90 ) and explain what they have learnt. Working in small groups of five (5) students will go through the handout provided to look at the Christian beliefs about God. Following this, the students will use their textbooks to review pages 21-24, 60-61 (Religions for Today 21-24 or Mastering World Religions page 60-61, Religious Education for CSEC 8-9) which provides greater details about the topic. Further discussion will take place.

*Activity 1*- Discussion in Groups

1. Jesus is referred to as ‘the Only Son of God.’ Why do you think Muslims and Jews reject this view?

**Step 3. Relationship with God and Man**

Students will be asked to describe the Christian relationship with God and man. This will be done while students continue to work in their groups (This will be done through the Zoom Chat). Students will also examine how a Christian’s beliefs should impact their behaviour.

*Activity 2*. Why do you think God is important in all religions?

**Step 4. Comparing Beliefs on the nature of God**

Using their textbook students will be asked to draw a table showing four similarities and four differences between Christianity and Judaism. A discussion of the findings will be done.

**Culminating Activity**

Read either of the passages below and answer the questions that follow.

**EITHER**

(RSV)

As a father pities his children,

So the LORD pities those who fear him.

For he knows our frame;

He remembers that we are dust

(Psalm 103:13-14)

**OR**

(NIV)

As father has compassion on his children,

So the LORD has compassion on those who fear him;

For he knows how we are formed,

He remembers that we are dust.

(Psalm 103:13-14)

(a) (i) According to the passage above, what do both the father and the Lord show towards

others?

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(ii) According to the passage above, to whom does the father and the Lord show the

attitude identified in (a) (i)?

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**(1 mk)**

(iii) According to the passage above, what TWO things does the Lord know and

remember?

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**(2mks)**

(b) (i) Explain what “The LORD our God, the LORD is one” Deuteronomy 6:4) means

to:

* Jews

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* Christians

**(6mks)**

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