

Unit U2.11 Why do some people believe in God and some people not?

This unit supports the principal aim of RE: *The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.*

<p>Step 1: Key question</p> <ul style="list-style-type: none"> Select a key question from p.57 Make sure that you can explain where this unit/question fits into key stage planning 	<p>Unit U2.11 Why do some people believe in God and some people not?</p> <p>This is a thematic unit comparing religious and non-religious responses to the idea of God. It builds on pupils' earlier learning about God in Judaism, Christianity and Islam – three monotheistic traditions with common roots. Y6 is a good place to do this, as it consolidates prior learning but also allows pupils to express their own ideas too. Note that this connects well with Unit U2.2 <i>Creation and Science: conflicting or complementary?</i></p> <p>The unit focuses on ideas and answers from Christians about belief in God, but you can expand this to include other faiths, particularly if they are represented in your classroom. It gives pupils the opportunity to consider their own and others' ideas on this question. The unit question is open, and there are many different reasons people give for their beliefs about God.</p> <p>Non-religious responses are diverse and it is important not to present atheists as a single group, or agnostics as a group – these categories encompass a wide range of beliefs. Humanists are only one example of people who are atheists, and Humanist beliefs vary too.</p>
<p>Step 2: Use learning outcomes</p> <ul style="list-style-type: none"> Use the learning outcomes from unit outlines, as appropriate for the age and ability of your pupils. Being clear about these outcomes will help you to decide what and how to teach. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from Give examples of reasons why people do or do not believe in God <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between what people believe about God and the impact of this belief on how they live Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) <p>Make connections:</p> <ul style="list-style-type: none"> Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not Make connections between belief and behaviour in their own lives, in the light of their learning.
<p>Step 3: Select specific content</p> <p>Look at the suggested content for your key question, from column 2</p>	<p>Find out about global and local statistics on belief in God; ask why pupils think so many people believe in God. Collect these reasons. Find out about how many do not believe. Learn the words 'theist' (believes in God), 'agnostic' (cannot say if God exists or not) and 'atheist' (believes there is no god). To explore the key question, ask pupils to raise questions about the existence and nature of God. Focus on Christian ideas of God, in order to make this more manageable. Start by clarifying what Christians believe God is like and</p>

<p>in the key question outlines/units of study.</p> <p>Select the best content (from here, or additional information from elsewhere) to help you to teach in an engaging way so that pupils achieve the learning outcomes</p>	<p>where they get their ideas from. Revisit some of the names of God and metaphors for God in the Bible. If this God exists, what difference would 'he' make to the way people live? Investigate a range of viewpoints on the question, from believers to atheists.</p> <ul style="list-style-type: none"> • Compare the sources of authority of Christians (e.g. Bible, Church teachings, religious leaders, individual conscience) with some non-religious sources (e.g. individual conscience, some philosophers and other thinkers). • Explore some reasons why people do or do not believe in God. Consider some of the main reasons etc. • Recall and build on learning from Unit U2.2 to explore how and why Christians still believe in God in an age of science. Many Christians would say that they want to find out more about the world and how it works – doing science is part of their response to belief in God as Creator. Find out about Christians who are also scientists (e.g. Jennifer Wiseman, John Polkinghorne, Denis Alexander, Russell Stannard, and local examples). • Invite some Christians, agnostics and atheists in to answer questions about why they do or do not believe in God. • Explore what impact believing in God might make on the way someone lives his or her everyday life. Is faith in God restricting or liberating? How do people respond to God? E.g. from personal responses in private prayer, study, worship; communal responses of worship and striving for justice. • Talk about and reflect upon the possible benefits and challenges of believing or not believing in God in Britain today. Get pupils to reflect upon their own views and how they view people with different beliefs than their own.
<p>Step 4:</p> <p>Assessment: write specific pupil outcomes</p> <ul style="list-style-type: none"> • Turn the learning outcomes into pupil-friendly 'I can' or 'You can' statements • Make the learning outcomes specific to the content you are teaching, to help you know just what it is that you want pupils to be able to understand and do as a result of their learning. • These 'I can/You can' statements will help you to integrate assessment for learning within your teaching, so that there is no need to do a separate end of unit assessment. 	<p>I can... (Self-assessment); You can... (Teacher assessment); Can you...? (Next steps/challenge)</p> <p>Sample statements:</p> <p>...say what the words theist /atheist /agnostic mean</p> <p>... give at least one example of what a theist, atheist and agnostic might say about god</p> <p>...give some examples of what a theist (e.g. a Christian) believes about God</p> <p>...give some examples of what an agnostic and atheist might say about God.</p> <p>...begin to talk about some ideas to do with atheism, agnosticism and theism</p> <p>...say where Christians get their ideas about God from</p> <p>...give at least three ways in which Christians describe what they believe God is like</p> <p>...ask some questions of an atheist and a Christian about their beliefs</p> <p>...give an example of what difference it makes for someone to believe in God</p> <p>...begin to talk about how believing in God is helpful to some people</p> <p>...give at least three reasons why a person believes in God</p> <p>... give at least three reasons why a person doesn't believe in God</p> <p>...give an example of what difference it makes for someone to believe in God or not to believe in God</p> <p>...suggest why at least two reasons for believing in God would persuade/not persuade someone to believe</p> <p>...express some of my own ideas about why people believe or not, giving reasons</p> <p>...give at least one explanation why someone can be a scientist and also believe in God</p> <p>...give at least one explanation why someone might say that you cannot be a Christian and a scientist</p> <p>...give an example of what difference it makes for someone to be a scientist and to believe in God</p> <p>...express some of my own ideas about the connections between science, faith and God</p>

	<p>...use technical vocabulary to explain what different people believe about God and why</p> <p>...give clear examples of what difference it makes for someone to believe or not believe in God</p> <p>...weigh up my own ideas about theism, atheism and agnosticism, in the light of my learning</p>
<p>Step 5: Develop teaching and learning activities</p> <ul style="list-style-type: none"> • Develop active learning opportunities and investigations, using some engaging stimuli, to enable pupils to achieve the outcomes. • Don't forget the skills you want pupils to develop, as well as the content you want them to understand. • Make sure that the activities allow pupils to practise these skills as well as show their understanding. 	<p>Examples of teaching and learning activities are given below.</p> <p>NOTE: This unit of work offers around 6-8 hours of classroom ideas. You can select from it in order to achieve the learning outcomes set out in Step 2 above. You can develop additional 'I can' statements as necessary for your own classroom.</p>

Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
How many people believe in God?	
<ul style="list-style-type: none"> Begin with a guessing game in groups. Imagine that the world was a village of 100 people, how many would belong to each religion, and how many non-religious people would there be? Give them the six big religions (Buddhists, Christians, Hindus, Jews, Muslims, Sikhs) as well as non-religious people. You could use counters for pupils to move into groups on their desks; you could bring in 100 jelly babies to demonstrate the numbers.... Compare their answers with the data: Christians (32) Muslims (24) Non-religious (16) Hindus (15) Buddhists (7) Other (6) (includes Sikhs – 0.4; Jews – 0.2; folk religions 5). Talk about these numbers: were there any surprises? What and why? Compare the same activity, imagining the UK and/or your area shrunk to 100 people: UK 2011 Census: Christians 59; No religions 25; Muslims 5; Hindus 2; other 9 (includes Sikhs 0.8, Jews 0.5, Buddhists 0.4; answer not given 7) Your area (see syllabus p.146) Talk about these statistics: include in your discussion which of these groups believe or don't believe in God. Introduce some vocabulary: <i>theist</i> – a person who believe in God; <i>atheist</i> – a person who says there is no god; <i>agnostic</i> – a person who says they don't know or cannot know if there is a god or not, (from Greek <i>theos</i>, god; <i>a-theos</i> – no god; <i>a-gnosis</i>, no knowledge). Note that the 'non-religious' numbers from above include both atheists and agnostics. Get pupils to write their answers on their mini-whiteboards to hold up, or stick the words 'theist', 'atheist' and 'agnostic' around the room. Read out some statements and ask pupils to write on their whiteboard or stand next to the word they think best connects with the statement. Ask pupils to explain why they think the term applies. E.g. <ul style="list-style-type: none"> I believe there is a Creator who speaks to humans through his prophets and messengers I think there is more to life than what is here on earth but I can't quite decide what it is. I know that there is more to life than just the physical universe and my faith guides me I need more evidence to make any decisions about God I think we don't get guidance from beyond the universe; I only rely on reason and science to guide me I have thought about God and haven't made my mind up; to be honest I'm not all that bothered about it God is hard to define and unknowable I need evidence and no-one has shown me evidence of God yet Talk about these ideas. They are not hard and fast, and people change their minds. This unit will explore the ideas further. 	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from <p>Make connections:</p> <ul style="list-style-type: none"> Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not <p>Sample 'I can...' statements</p> <p>...say what the words theist /atheist /agnostic mean</p> <p>... give at least one example of what a theist, atheist and agnostic might say about god</p> <p>...give some examples of what a theist (e.g. a Christian) believes about God</p> <p>...give some examples of what an agnostic and atheist might say about God.</p> <p>...begin to talk about some ideas to do with atheism, agnosticism and theism</p>

Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
<i>Is God real? What do people think?</i>	
<p>This session gives pupils the opportunity to play the role of detectives. Their boss gives them the big investigation question, <i>Is God real?</i> in an envelope. The class need to then undertake a series of activities to give the detectives' evidence they gather. This set-up means that this is not focusing on pupils' personal beliefs.</p> <ul style="list-style-type: none"> • Ask pupils to list all the questions that they think they will need to answer if you are going to solve the Big Question: Is God real? You could give them a selection of questions to choose from e.g. who is this God? What kind of God are we/aren't talking about? Are there any witnesses for/against this God? Can I trust them? • Focus the investigation on Christianity and explore what Christians believe God is like. Discuss with the pupils how they are going to find out about this. What are they going to need to do? • Share some metaphors and similes about God from the Bible. What do each of these tell the pupils about God? Provide pupils with the quotes or ask them to look them up to see what they say about God. Discuss with pupils what simile and metaphor is. You could use; Father (Psalm 103:13), Creator (Genesis 1:1), Rock (Deuteronomy 32:3-4), Shepherd (Psalm 32), Fortress (2 Samuel 22:2-3), Light (1 John 1:5), Jesus (Colossians 1:15;2:9), Spirit (John 4:24), Eternal (1 Timothy 1:17), Everywhere (Jeremiah 34:24), Almighty (Matthew 19:26). • Ask pupils to create a wanted poster for the God of Christianity from their learning: they wouldn't be able to draw God so what would their description say? What is this God like? • As a class, talk about who you would like to have as witnesses in this investigation. Make a list of people from history and today. Who would be the best witnesses and why? Are there any local people who would come in to your school to answer some questions? Witness interrogation: arrange for two people to come to your class one Christian and one atheist. In a pair, make a list of your interview questions. Share these with another pair and decide your best three questions. Then share these top questions with the class and decide your most important ten class questions. Interrogate! • Ask pupils to collect evidence from home can they each get 3 or 4 quotes from friends and family about whether or not they believe in God, why and how this affects their life. Ask them why they do or don't believe. If each pupil brings three that is 90 responses to work with. You could work as a class to sort these and discuss them e.g. give some to each group and ask them to create a continuum on their desk from 'Yes, God is real' to 'No, God is not real' Place the statements on the line. Discuss what do each of these people think God is like? What difference do the beliefs make to how they live? (Save their reasons for their beliefs for the next section.) <p>This information will then feed into the final task of the unit, writing a report back to the boss later in the unit.</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from • Give examples of reasons why people do or do not believe in God <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between what people believe about God and the impact of this belief on how they live <p>Make connections:</p> <ul style="list-style-type: none"> • Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging <p>Sample 'I can...' statements</p> <p>...say where Christians get their ideas about God from</p> <p>...give at least three ways in which Christians describe what they believe God is like</p> <p>...ask some questions of an atheist and a Christian about their beliefs</p> <p>...give an example of what difference it makes for someone to believe in God</p> <p>...begin to talk about how believing in God is helpful to some people</p>

Teaching and learning ideas and activities

Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.

LEARNING OUTCOMES

These activities will help pupils to work towards achieving the following expected outcomes:

Why do people believe or not believe in God?

- Give pupils a chance to talk in pairs/small groups in answer to the lesson question first. They could stay as detectives, if you wish. Make sure they use the technical terms theist/atheist/agnostic. What reasons can they come up with for why people may believe or not believe in God? Get them to record their ideas on separate cards so that they can sort them into the ones they think have most impact or they think are most persuasive for people's beliefs.
- Talk about their ideas. Present some additional ones, if they have not thought of them all. Mix these up and get pupils to decide if they are reasons for believing or not: e.g. (see p.9 for a photocopiable version of this grid).

I was brought up as a believer. It is all I have ever known. My family all believe. We worship, pray and practise our faith. It is just the way it is.	I grew up in a home where religion was not important and was not often talked about. It never occurred to me to believe.	When I was a teenager I had a religious experience. I had a sense of the presence of God. It was amazing! I cannot forget it. I had a sense of great peace and joy.	I believe that what the Bible says about Jesus is true. He is God. He was born, crucified and rose again. His teaching and his guidance in my life make me sure he is real.
I was in trouble and I prayed: 'God, if you exist – please help me now!' And God answered my prayer. I could hardly believe it – but now I trust and believe in God.	I was in trouble and I prayed: 'God, if you exist – please help me now!' But there was no answer. I prayed a lot but it made no difference. There is no god to answer prayers.	The universe is such a complex and amazing place – as we can see, and as science shows us. It couldn't have happened on its own. There must be a Creator behind it all.	I think science can give us all the explanations we need for the universe. We can check them too. We don't need to believe in a Creator God.
There is so much suffering in the world. If there is a good God, then God would want to stop suffering. A powerful God would be able to. So I say there cannot be a God.	Humans want to think there is more to life than the physical world. I think humans create ideas of God to give them a sense of purpose. Why else are there so many religions?	Most people on Earth believe in one god or another. Science is really useful and tells us a lot, but I don't think it can tell us everything about life.	Humans are limited creatures. If there is a god, it would be much greater than us and we would not be able to know it. Like a fish cannot understand life outside the water.

- Ask pupils which of these are the most/least persuasive. Who might say these? Point out that some people start with a faith and lose it; some people start without a religious faith but convert to faith. If pupils gathered data from family and friends in the previous section, compare the reasons given with the examples here. Which ones are most common? Can pupils suggest why? Add any new ones to their cards.
- See if pairs of pupils can act out a simple discussion between a theist and an atheist, giving some back and forward reasons to believe or not, just to revise some of the information they have been learning. They should try to give reasons for their statements.

Make sense of belief:

- Give examples of reasons why people do or do not believe in God

Understand the impact:

- Make clear connections between what people believe about God and the impact of this belief on how they live

Make connections:

- Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not

Sample 'I can...' statements

- ...give at least three reasons why a person believes in God
- ... give at least three reasons why a person doesn't believe in God
- ...give an example of what difference it makes for someone to believe in God or not to believe in God
- ...suggest why at least two reasons for believing in God would persuade/not persuade someone to believe
- ...express some of my own ideas about why people believe or not, giving reasons

Teaching and learning ideas and activities

Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.

LEARNING OUTCOMES

These activities will help pupils to work towards achieving the following expected outcomes:

What do people say about science and believing in God?

Recall the work done in Unit U2.2. Note the statement explored at the end of that unit: *Genesis explores why the universe and life exists. Science explores how the universe works the way it does.* Go back over some of the different responses people give to relationship between science and Christian beliefs in this unit.

Here's a summary of some different views: see if pupils can match the quotes to the headings:

The Bible is right, science is wrong	Science and the Bible are doing two different things	Science is right about the way the world works; the Bible is right about human relationship with God.	Science is right, the Bible is wrong.
'I think the Bible is God's Word. It is completely true. When the Bible says God created the universe in six days, then that must be true. The science story must be wrong.'	'I believe God created the universe, but the Bible is not a scientific textbook. It tells us truths about humans and our purpose in life – to follow God. Science is one way we can follow God – it tells us all kinds of things about the way the world works.'	'As a scientist, I think the scientific method can bring us the evidence for the Big Bang and evolution. But I believe that the fact that there is an orderly universe at all is because there is a Creator God behind it all. Knowing about God is outside science but very important.'	'As a scientist, I want to be able to check and test whether ideas are right. The Bible is not testable in the same way. It may have some helpful ideas but it does not give us accurate scientific knowledge.'

Find out about some scientists and how they have made sense of the relationship between science and religion. Here are some resources you might use, where Christians reconcile their faith and their science. www.neverofftopic.com/re-topics/re-year-7/the-creation-sleuths/ and www.faradayschools.com/re-topics/re-year-7/creation-sleuths-continued/ Faraday Schools Project includes lots of resources, including short video explanations:

www.faradayschools.com/library/video-gallery/

Interview clips with scientists who are also Christians: a range of topics

www.testoffaith.com/resources/subCategories.aspx?sub=true&id=13

Jennifer Wiseman is a good example: www.testoffaith.com/resources/resources.aspx?resource=true&catid=13&id=156

Start with her personal story clips 1 & 2 <http://bit.ly/1v1o1G>

She also talks about *how* and *why* questions here: www.faradayschools.com/primary/different-types-of-explanation/

Prof Denis Alexander talks about interpreting Genesis 1: www.testoffaith.com/resources/resource.aspx?id=510

Make sense of belief:

- Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from

Understand the impact:

- Give evidence and examples to show how Christians sometimes disagree about science and faith

Make connections:

- Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging

Sample 'I can...' statements

...give at least one explanation why someone can be a scientist and also believe in God

...give at least one explanation why someone might say that you cannot be a Christian and a scientist

...give an example of what difference it makes for someone to be a scientist and to believe in God

...express some of my own ideas about the connections between science, faith and God.

Teaching and learning ideas and activities <i>Select and adapt as appropriate to suit your class, and to ensure pupils achieve the outcomes.</i>	LEARNING OUTCOMES These activities will help pupils to work towards achieving the following expected outcomes:
<i>What impact does believing in God have on how people think and live?</i>	
<ul style="list-style-type: none"> • Reflect on what pupils have learnt in this unit. Get pupils to think about the connection between what someone believes and how they live. There is a resource sheet on p.10 to get them thinking. • Ask them to list some ways in which believing in God would make a difference to how people live. For example, people might do very little apart from offer an occasional prayer or thank God when they see a wonderful sunset; others might pray, worship God, join a religious community of believers – e.g. go to a church or mosque, try to follow God’s teachings throughout their lives, choose to work for God ‘full-time’ in a job as a religious leader (priest, imam, rabbi, youth worker, missionary etc), try to share their faith with others, work to make the world a more fair and equal place, etc. • For some people, belief in God is a kind of vague sense that there is some kind of supernatural being; at the other end of the continuum are people for whom the whole of life is a service to God. Collect pupils’ ideas from their lists and place them on the continuum line as to where they think they should go. Talk about whether there is only one way people should put their beliefs into practice. • Gather some ideas about whether it is easier to believe in God or not to believe in God in the UK in 21st Century. Do pupils think everyone should be free to believe or not? If someone thinks there is a God, is it their right to persuade others? If someone believes there is not a God, is it their right to persuade others? Why/why not?! <p>Reflection task:</p> <ul style="list-style-type: none"> • Earlier in the unit, we had a detective role play. Here would be a good opportunity to draw together pupils’ learning into the detective’s report. Use the writing frame given on p.11. They should select at least three sentence starters from each column as they put their report together, showing how much they understand about why some people believe God is real, and some people do not. 	<p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between what people believe about God and the impact of this belief on how they live <p>Make connections:</p> <ul style="list-style-type: none"> • Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging • Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not • Make connections between belief and behaviour in their own lives, in the light of their learning. <p>Sample ‘I can...’ statements</p> <p>...use technical vocabulary to explain what different people believe about God and why</p> <p>...give clear examples of what difference it makes for someone to believe or not believe in God</p> <p>...weigh up my own ideas about theism, atheism and agnosticism, in the light of my learning.</p>

Some reasons why people believe/don't believe in God

I was brought up as a believer. It is all I have ever known. My family all believe. We worship, pray and practise our faith. It is just the way it is.	I grew up in a home where religion was not important and was not often talked about. It never occurred to me to believe.	When I was a teenager I had a religious experience. I had a sense of the presence of God. It was amazing! I cannot forget it. I had a sense of great peace and joy.	I believe that what the Bible says about Jesus is true. He is God. He was born, crucified and rose again. His teaching and his guidance in my life make me sure he is real.
I was in trouble and I prayed: 'God, if you exist – please help me now!' And God answered my prayer. I could hardly believe it – but now I trust and believe in God.	I was in trouble and I prayed: 'God, if you exist – please help me now!' But there was no answer. I prayed a lot but it made no difference. There is no god to answer prayers.	The universe is such a complex and amazing place – as we can see, and as science shows us. It couldn't have happened on its own. There must be a Creator behind it all.	I think science can give us all the explanations we need for the universe. We can check them too. We don't need to believe in a Creator God.
There is so much suffering in the world. If there is a good God, then God would want to stop suffering. A powerful God would be able to. So I say there cannot be a God.	Humans want to think there is more to life than the physical world. I think humans create ideas of God to give them a sense of purpose. Why else are there so many religions?	Most people on Earth believe in one god or another. Science is really useful and tells us a lot, but I don't think it can tell us everything about life.	Humans are limited creatures. If there is a god, it would be much greater than us and we would not be able to know it. Like a fish cannot understand life outside the water.

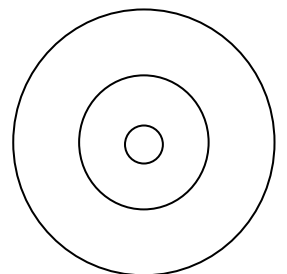
How do beliefs affect actions?

If someone believed...	...how would you expect them to act?
...that exercise is good for you.	E.g. take regular exercise throughout your life
...that global warming is a reality and hundreds of thousands of people in poorer parts of the world will die as a result of it.	
...that there is no God and no life after death, and that this life is all we've got.	
...that there is a heaven but only one religion has got it right about how to get there.	
...that there are lots of different routes to 'God' and that religions and beliefs are all pathways to peace or release or heaven or enlightenment or truth	
...that Jesus was right when he said (in Matthew Chapter 25:31-46) that the people who get to heaven will be those who helped people in need – those who visited the sick and people in prison, who fed and clothed the poor and who welcomed and cared for strangers.	
...that some Christians are right when they say that Jesus is the only way to God, and that only through believing in him and following his example can people get to heaven and eternal life with God.	

What do you believe? Does it show?

If behaviour and actions reveals beliefs, what could people work out about your beliefs from your behaviour and actions?

Draw three concentric circles with your name in the middle. Around it put at least five things that you do (e.g. go to Scouts, or help your grandma, or tell the truth). Around that write what these actions or words reveal about your beliefs and way of living.



Final Report: Is God real? Why do some people say yes and others say no?			
• Introduction	• On the one hand...	• On the other hand...	• Conclusion
<ul style="list-style-type: none"> • This question is... • This is an important question because... • This is a big question because... • When the question says "God", most Christians mean... • In order to answer this question I have had to... • The main question leads to lots of other questions, such as... 	<ul style="list-style-type: none"> • Most Christians say that God is... • This means that God is not... • Some people believe this God is real because... • Others believe because... • This is a strong/weak argument because... • There are many scientists who are Christians; they see no problem between their faith and their work because... • Believing in God is very important for some people, for example... • Believing in God can have a big impact for some people because... • Many people who believe in God don't think you can actually prove God's existence but they say... 	<ul style="list-style-type: none"> • Some people believe that God is not real because... • Another reason is ... • This is a strong /weak argument because... • Some people think science and religious belief cannot go together because... • Some people think no one should believe in God because... • Some people are quite happy for others to believe, even if they don't, because... • Believing that there is no God might affect how a person lives, for example... 	<ul style="list-style-type: none"> • For Christians, the strongest evidence for God seems to be... • For atheists, the strongest evidence that there is no God seems to be... • Agnostics might be more like atheists than theists because... • Believing in God is a big part in millions of people's lives because... • Arguments don't always persuade people to believe or not to believe, because... • This is an important question to explore because... • I think... because... • I am not sure about the answer to this question because... • I'd like to know... because...