

21. Consequences

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Use *Introducing the activity* plus the *Basic activity* and one of the *Variations*, followed by *Drawing things together*.

Please read them all before making your choices.

Teacher's notes

- You will need strips of paper that can be folded over and passed to the next person in the group. Groups of four are best, though you might prefer to select the groups to avoid pupils misusing the activity. Depending upon the subject matter you are dealing with, you might like to have the opening sentences written on the paper or have them ready on the board.
- Using the game of consequences, explore how beliefs influence teachings which in turn affect attitudes. Helps pupils discern the differences between beliefs, teachings and attitudes.

Introducing the activity

Use the opening statements in the box below to play the game 'Consequences' to get pupils into the game. After writing one thing they fold the paper so the writing cannot be seen and then pass this on to the next person, who then adds their comment and repeats the action. After completing all the statements, open it up and read aloud. Usually there are some very funny responses.

Basic activity: Consequences

Using the idea of the game introduce the following: *"I believe in life after death, because the gospels tell us of the death and resurrection of Jesus Christ and the promise of life to all who believe in Christ. I therefore do not fear death."* Using this statement, underline which part is a belief, which part is a teaching or source of authority and which part is an

attitude. Now define what is meant by a belief, a teaching and an attitude. Having understood what is meant by these terms, pupils can start off a sentence with **I believe . . .** and then pass this on to the next person in the group who has to continue the sentence with **because . . .** This is passed on to the third person who completes the statement with **and so the consequences are . . .** This can be about any belief they have. The group then reads out the completed statements. The class can compare the outcomes. Challenge the pupils to think about a topic or an issue they have been studying and how to show their understanding of the Christian religion through a series of statements showing beliefs, teachings and attitudes. This helps develop evaluation skills necessary to progress in the study of RE at key stage 4.

Variation 1: Adding to statements

Take each group's string of consequences and pass it round the groups for pupils to add to the statements or make comments about the consequences of the beliefs stated. Each group can discuss what would be the consequences for people with the beliefs and attitudes expressed. This opens up very good discussions in class on a range of religious and non-religious beliefs.

Variation 2: Based on an individual's life or key events

Use some of the starter sentences in the box below and consider the consequences of a person's life, a key event, the work of a Christian group and so on. Write on a piece of paper and pass round for each person to complete a new sentence.

Drawing things together

Discuss what pupils have learnt from this activity. Encourage the pupils to recognise the variety of consequences that occur depending on what is said and done by people. Draw out the differences of views expressed by the pupils, demonstrating that people can have various understandings of a situation or action.

He said . . .
So they . . .
What happened next was . . .
And then . . .
So the consequences were . . .

One person said . . .
Another person said . . .
They differed because . . .
So they . . .
What happened next was . . .
So the consequences were . . .

One action was . . .
Another action was . . .
The effect of this was . . .
What happened next was . . .
And then . . .
So the consequences were . . .