

Using **web-based resources** in Secondary Religious Education



Using web-based resources in Secondary Religious Education

The internet has many useful resources to support secondary religious education. You can bookmark these resources for use offline, or download them to print out or adapt to meet the teaching and learning of specific objectives. The examples given here describe a number of lessons in which ICT is used effectively to support the teaching and learning of RE in Key Stages 3 and 4. Each of the examples shows just one of many ways in which these web-based resources can be used: you will have your own ideas which will be just as relevant as those given here. Some of the resources need plug-ins or additional software, such as Flash or Real Player, before you can access them fully.

When planning RE lessons, teachers should start with the learning objectives outlined in the syllabus or specification being followed. ICT should be chosen as a resource only if it will support the teaching and learning of these objectives. When used appropriately, ICT can enhance teaching and learning in RE by, for example, providing access to authentic text, images, sounds, people and places from a wide variety of religions and cultures which otherwise would not be available in most classrooms. Students have the opportunity to see religion as a dynamic and relevant dimension of contemporary human experience for many people, and to reflect on their learning.

Teachers planning work for Key Stage 3 should also make reference to the yearly teaching objectives from the Key Stage 3 Framework and/or the learning objectives set out in the QCA exemplar scheme of work for Key Stage 3. Just as you select appropriate science activities for your students, you need to select computer activities that involve appropriate levels of ICT skills. It may have a negative effect on pupils' RE learning if at the same time they are struggling to get to grips with a new aspect of technology: the RE lesson should not normally be used for teaching new ICT skills.

The ideas for Key Stage 3 are referenced to the QCA's non-statutory schemes of work for RE (2000), and have been chosen to represent work covered in most, if not all, current syllabuses. The suggestions for Key Stage 4 take account of areas of study common to current GCSE specifications for religious studies.

<http://www.ictadvice.org.uk/webbasedresources>

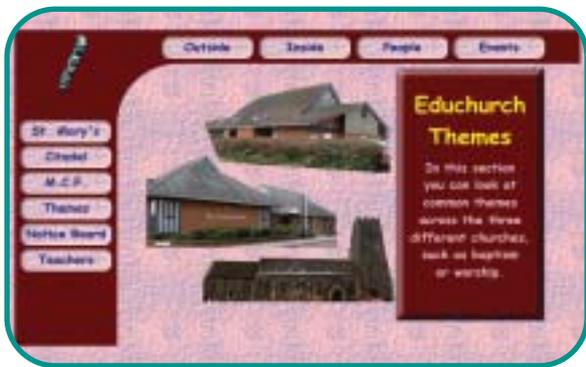
ICT can enhance the learning of a whole class where it gives access to a shared experience. Using a large screen display or LCD projector, for example, you can demonstrate how people behave in certain situations, what places of worship and pilgrimage look like, the imagery and sounds used to reflect belief and focus worship, and the ways in which religion and religious life are presented on the internet. Communication technologies open up opportunities for class (and individual) email links with members of faith communities. Students can also benefit from the interactive nature of new technologies to explain and present their work.

The role of the teacher is paramount in raising standards in RE. When ICT is used as a demonstration and presentation tool, it allows the teacher to explain and ask questions, to stimulate discussion, to invite predictions and interpretations of what is displayed, and to encourage individual students to give a response or explanation. ICT can also be used to enhance individual learning, with structured tasks and activities focused on the ideas, concepts and experiences studied, drawing on generic writing support software where appropriate. ICT can be used just as effectively in the plenary session, in which where students can demonstrate, explain and reflect on what they have learnt and showcase their work.

The internet is a vast, unauthorised and unregulated resource, and many groups use it to convey their own religious, ethical or moral positions. Used appropriately, however, web-based resources can bring into the RE classroom a wealth of information, insight and experience about authentic and contemporary religious expression, and give space for the 'authentic voice' of members of faith communities which goes far beyond what traditional teaching materials can provide.

Using sources of evidence and being able to detect bias, prejudice and personal position are important skills in RE at all levels.

Students need to be able to identify, interpret and use a range of sources appropriately to support their 'learning about' and 'learning from' religion.



How Christians use the Bible KS3

Educhurch is an online resource developed by the Sir Robert Hitcham Primary School to support learning about Christian churches in RE. The resource features three very different churches: an Anglican church, a Salvation Army citadel and a free church (Mendlesham Christian Fellowship).

URL: <http://www.educhurch.org.uk/pupils/themes/themes.html>

Plug-ins: Adobe Acrobat Reader

Relevant to the following:

QCA non-statutory scheme of work for RE

Unit 8E: A visit to a place of worship (generic)

A Year 8 teacher used this resource with a group of mixed ability students investigating the use of the Bible in public and private worship. The lesson took place in an ICT suite.

Working in pairs, the class were given five minutes to familiarise themselves with the site, accessing it from a link made available on the school intranet [<http://www.educhurch.org.uk/pupils/themes/themes.html>].

The teacher then explained that they were to complete a triads activity sheet requiring them to investigate and identify ways in which types of use of the Bible were shared by all, unique to each denomination and shared by two denominations. To facilitate this, an alternative link was given from the teacher's section [<http://www.educhurch.org.uk/teachers/bible.html>] of the site.

Students fed back the results of their investigation to their classmates, and were asked to suggest reasons for any distinct use or emphasis they had noted.

They then identified three questions that had arisen out of the activity which they would like to ask a representative of their local Christian community.

Connecting beliefs, values and behaviour KS3 & 4

This is an online, interactive searchable database to which students can add their own answers to the 11 questions asked in the site's original questionnaire. It is a moderated resource for students aged 5-18. Classroom activities are suggested and can be downloaded.

URL: <http://www.pcfre.org.uk/db>

Plug-ins: none required

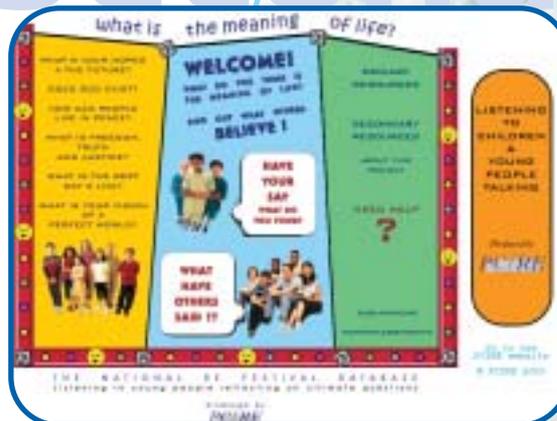
Relevant to the following:

Non-statutory scheme of work for KS3

Unit 8C: Beliefs and practice (generic)

GCSE Criteria

AO3 Evaluate different responses to religious and moral issues using relevant evidence and argument



A computer suite was used for this lesson with a group of mixed-ability GCSE students to support learning about the connection between beliefs, values and behaviour in the context of a study of Christianity and Islam.

Using an interactive whiteboard, the teacher introduced the activity by providing an example from the database and modelling the task that students were to complete. They studied the example and identified:

- beliefs from the response
- values the person holds
- what the person thinks about how people should behave
- ways in which their own beliefs are similar, or different, to the response studied.

Following discussion, students (in pairs) logged on to the 'What others have said' section of the resource. They identified a response from each of the two religions being studied, copied it into their task sheet, and wrote a response to the four bullet points above for each statement selected.

Students then selected the 'Have your say' section of the resource. They composed and uploaded their own personal statement to each of the responses chosen for the activity.



As part of a unit of work on beliefs about God, a Year 7 teacher asked a mixed-ability group of students to consider the extent to which music can be a way of expressing profound ideas and beliefs. They had previously found technical language inadequate to describe God.

Students listened to Albinoni's Adagio in G minor (on audio CD) and were asked to think about the following:

- *If this music is Albinoni's attempt to describe God, what sort of God do you think he is describing?*

During feedback the idea emerged that music can provide access to ideas and emotions which is different from the spoken word. In pairs, students then accessed sound clips from the website (downloaded onto the school's intranet for extra speed; headphones were used in the lesson) and chose one clip about which they could answer the following:

- *If this music is the composer's answer, what was their question?*

In the plenary session, students were invited to share their selections and give reasons for their choice.

Expressing beliefs through music KS3

The site provides access to musical extracts from several centuries and more than 20 cultures – from Mozart to Bob Marley. Extracts can be downloaded or played online.

URL: <http://www.soundtrack2learning.com/>

Plug-ins: Real Player (required to play music clips only)

Relevant to the following:

Non-statutory scheme of work for KS3

Unit 7A: Where do we look for God?



A Year 7 teacher used this site with an able group to add challenge to and stimulate their thinking on a traditional topic. The lesson took place in a computer suite.

As a starter activity, the teacher asked students to say what they knew about Moses. Ideas were recorded but not commented on. The class then logged on to the site and had 10 minutes to find one detail they already knew about Moses and one which was new to them. Answers were fed back to the full class, and it was established that all had an understanding of key events in Moses' life.

The students were then divided into eight groups, each of which looked at one of the topics offered in the 'Theories' section of the site: for example, 'Were the Hebrews slaves in Egypt?' and 'What were the pillars of cloud and fire?'. They had 10 minutes to find out:

- what the theory was about
- what type of information the Bible can provide
- what type of information experts in science can provide.

Each group sent an 'envoy' to find out about another group's 'theory', then refined their responses to the two topics, ready for the plenary. In follow-up work the students considered the importance of Moses as a historical character to Jews, Christians and Muslims.

Investigating Moses KS3

The BBC's 'Religion and Ethics' site hosts a feature on the historical figure of Moses, a major religious figure in Judaism, Christianity and Islam. The resource goes behind the scenes of a recent TV series, and presents theories and video clips from this series.

URL: <http://www.bbc.co.uk/religion/programmes/moses/>

Plug-ins: Real One Player

Relevant to the following:

Non-statutory scheme of work for KS3

Unit 7C: Religious figure (generic)



Spreading the Good News KS3

ReJesus is a website aimed principally at older teenagers and adults that presents Jesus Christ to people who have little previous knowledge of him or the Christian faith, but some of the articles and resources can be used to support RE learning objectives of students in Key Stages 3 and 4.

URL: <http://www.rejesus.co.uk/>

Plug-ins: Real One Player; Macromedia Flash (6 or higher)

Relevant to the following:

Non-statutory scheme of work for KS3

Unit 8C: Beliefs and practice (generic)

GCSE Criteria

AO3 evaluate different responses to religious and moral issues, using relevant evidence and argument

A Year 8 teacher used this site as a resource to enable students to answer the question: 'How do Christians spread the Good News today?'. Students worked in pairs in an ICT suite.

The teacher used a digital projector and big screen to show students a sequence of pre-selected images from CAFOD, Christian Aid and Oxfam, and asked them to record ways in which the missionary work of these organisations is carried out. Positive and negative aspects were identified, and placed in their historic context.

Students then logged onto the ReJesus website and watched video interviews of two people expressing their thoughts about Jesus (Section: 'Encounters: street talk' [http://www.rejesus.co.uk/encounters/street_talk/index.html]). Students used a prompt sheet to focus their watching:

- Who was talking and what was their message?
- Why did the website include the video clips?
- Who is the target audience?
- What other strategies does the website use to attract users?

Pairs then got together to make groups of four and refined their ideas about the key question before feeding back to the class. After the plenary, the students each wrote their response to the key question (200 words maximum).

Online worship KS3

This site hosts the Emberdays project archive. There are currently three collections, an online translation of the Cathedral Labyrinth, and further resources to support reflection and worship.

URL: <http://www.embody.co.uk/>

Plug-ins: Macromedia Shockwave and Flash

Relevant to the following:

Non-statutory scheme of work for KS3

Unit 8C: Beliefs and practice (generic)



As the end of a unit of work on prayer, the teacher used this site alongside two others (Visions Multimedia Worship [<http://www.visions-york.org/>] and Vurch [<http://www.vurch.com/>]) with a mixed-ability Year 8 class. The students were asked to produce an evaluation of online worship resources for the school's collective worship co-ordinator. An ICT suite was used.

As a starter activity, the teacher asked the class to brainstorm features of collective worship. Ideas were recorded on the board, and an order of importance was agreed.

The teacher briefly introduced the task. Students logged on to the department intranet, opened the web page for the lesson, and viewed the links and resources identified by the teacher (a process they were familiar with). A prompt sheet was available as a template in a shared area on the computer; hard copies were also made available.

Students rated the sites against each of three criteria on a scale of 0-10, and added any supporting comments.

Following a class discussion of the sites against the given criteria, the students worked in pairs to compose an evaluation (200 words maximum), which they submitted electronically or on paper.

In the plenary, a vote was taken to identify the most useful site.

Religious and spiritual needs and the internet KS3 & 4

This visually stimulating and interactive site describes itself as a 'comprehensive portal on Indian culture providing value added services and products, catering to religious and spiritual needs of Indians across the globe'.

URL: <http://www.blessingsonthenet.com/>

Plug-ins: none required

Relevant to the following:

Non-statutory schemes of work for KS3

Unit 7C: Where do we look for God?

Unit 8C: Beliefs and practice (generic)

GCSE Criteria

AO2 describe, analyse and explain the relevance and application of a religion or religions



A Year 8 teacher used this resource in a unit of work on worship to consider how far the internet might meet people's religious and spiritual needs. They used a digital projector with a laptop that was connected to the internet. The students each had a wireless laptop.

As a starter activity, the class brainstormed the words 'religion' and 'spirituality', noting differences and similarities. They were asked:

- *If a website is to meet these needs, what would it need to provide?*

The teacher recorded the answers on the interactive whiteboard alongside the results of the brainstorm.

The teacher then introduced the class to the Blessings on the Net website and gave students 10 minutes to find examples (such as 'book a puja', recitation of the Bhagavad Gita) of how the site was seeking to meet a religious or spiritual need. Answers were fed back to the full class, and were recorded and checked off against the ideas from the starter.

Students considered what more might be needed if a person's religious and spiritual needs were to be fully met by the site, and worked with a partner to design a prototype for the missing section which could be sent to the site webkeeper. The students wrote down their ideas on paper, checking back with the website for reference when they needed to.



The Western Wall KS3

Aish HaTorah is an international organisation dedicated to exploring what it is to be Jewish today. The website is one of many creative and interactive resources and opportunities, and is an invaluable resource for the RE classroom. This activity uses the site's 'Wall Cam', a webcam set up at the Western Wall in Jerusalem.

URL: <http://www.aish.com/wallcam/>

Plug-ins: Real One Player (to play sounds)

Relevant to the following:

Non-statutory scheme of work for KS3

Unit 9D: Why are some places special to religious believers?

A Year 9 teacher used this site during a sequence of lessons on worship in Judaism which had a particular focus on the role of special places such as the Western Wall. A data projector and internet-linked laptop were used in the usual classroom.

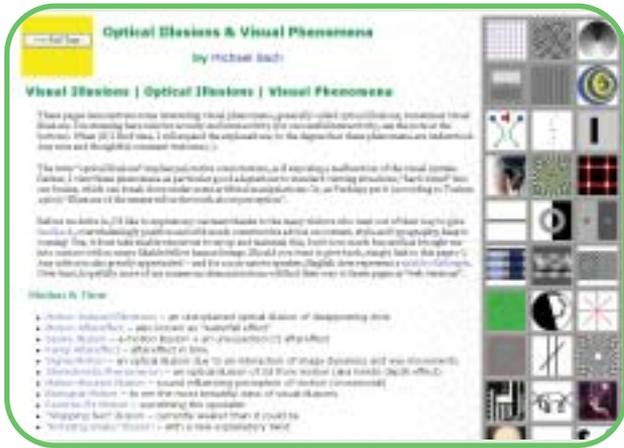
The Wall Camera was displayed on the whiteboard (choose 'Enlarge View') showing a live view of the Western Wall.

Students knew that Jews place prayers between the stones of the wall, and they were asked to draw on prior learning to describe and explain what they were looking at on the webcam. Focus questions were provided:

- *What are you looking at? How do you know?*
- *Who can you see? What are they doing?*
- *If you look again in two days time, how might the view have changed? Why?*
- *Why is this place important for Jews?*

The teacher then selected one of the sounds from the drop-down menu under the webcam picture: 'Western Wall - by Eli Nathan', which talks about the importance of the wall for Sarah Goodman, an American Jew.

Students listened closely to the words, and then composed a prayer for Mrs Goodman, or their own prayer, wish or hope. Some students posted their work on the website in their own time.



Exploring how we 'see' the world KS3

Designed by Michael Bach, this website presents a collection of interesting optical illusions and visual phenomena. Explanation, comment and sources are provided for each example.

URL: <http://www.michaelbach.de/ot>

Plug-ins: Macromedia Flash and QuickTime.

Relevant to the following:

Non-statutory scheme of work for KS3

Unit 9B: Where did the universe come from?

A Year 9 teacher used this resource as starter to a unit of work exploring the relationship between religion and science. The lesson took place in an ICT suite (two pupils per computer). Students were familiar with the term 'worldview'.

Using a networked computer and data projector, the teacher introduced the class to the topic and resource they would be using via a series of presentation slides.

Students logged on to the resource from a link stored in 'Favorites', and were given five minutes to explore a number of illusions of their choice.

In a mini-plenary, the teacher asked a few students to comment on what they had found and then introduced the main task of answering the following questions:

- *How do we 'know' whether what we see is real?*
- *What shapes/influences our worldview?*
- *What can cause a worldview to change?*
- *How do people respond to those who have different worldviews?*

They were encouraged to use the resource further to help them explain and illustrate their ideas. The task sheet was available in both hard copy and electronically.

Students were asked to reflect in writing on a further question for homework: 'How do I respond to people with worldviews different from mine?'



Understanding Islam KS3

The Virtual Classroom is a project of the Islamic Society of Britain, a national voluntary organisation which aims to help British Muslims understand and practise their faith in a British context. The organisation also works to promote a better understanding of Islam through various projects including national Islam Awareness Week.

URL: <http://www.isb.org.uk/virtual/newsite/>

Plug-ins: Macromedia Flash

Relevant to the following:

Non-statutory schemes of work for KS3

Unit 7C: Religious figure (generic)

Unit 8C: Beliefs and practice (generic)

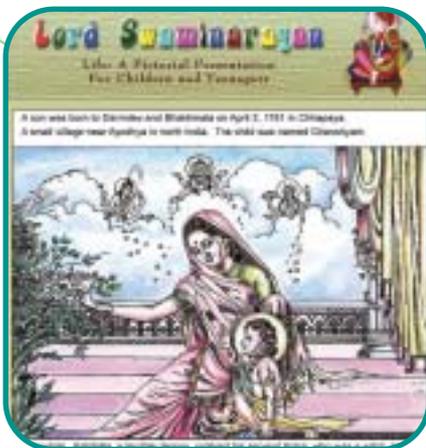
A teacher used this resource as a starter activity to a lesson on the religious and spiritual benefits of Ramadan with a group of low-achieving Year 7 pupils. A data projector and laptop computer with internet connection were used.

The teacher displayed the Virtual Classroom on the screen, and asked the students to pair up and connect the 20 'hot spots' to features of their everyday life which originated in Islamic culture (hygiene, optics, music, medicine, games and agriculture, for example). The students were provided with a writing frame to record and check their answers.

One of the students navigated through the resource, then, using an abbreviated version of the 'Ramadan diary of a young Muslim' from the BBC Religion & Ethics site [<http://www.bbc.co.uk/religion/religions/islam/features/ramadan/diary/>], the teacher introduced Ramadan as an aspect of Islam from which the class could learn something. The class read the account together, circling words which described activities, underlining those that suggested a benefit, and identifying three questions they would like to ask the author of the diary about the fast.

The students then worked on their own to write a short passage based on the following sentence stems (drawing on the circled and underlined words for support):

- Once a year, for self discipline, Muslims ...
- My ambition for next year is



Exploring the Swaminarayan tradition of Hinduism KS3

The website of BAPS Swaminarayan Sanstha is part of a relatively modern and modernising tradition within Hinduism which is becoming increasingly popular in the UK. It presents a vast range of information, including details of the philosophy, scriptures, activities, festivals, publications and worldwide network of the Swaminarayan Sampradaya.

URL: <http://www.swaminarayan.org/lordswaminarayan/pictorial/>

Plug-ins: none required

Relevant to the following:

Non-statutory scheme of work for KS3
Unit 8C: Beliefs and practice (generic)

A year 8 teacher used this online resource as part of a unit of work on the role and influence of religious leaders from the perspective of Hinduism. The lesson took place in an ICT room, where there was one computer for each pair of students, a digital projector and a big screen.

The teacher displayed the first of 32 slides picturing the story of Lord Swaminarayan from the website and asked students a series of questions:

- What do you notice?
- What is happening and who is involved?
- What do you think will happen next?
- How does the image make you feel?
- What religious questions is this picture trying to comment on?

The students studied the picture closely, considered their responses to the questions and reported back to the class. They then logged on to the website, and read at least the first 14 slides of the story. They were directed to make notes on one of the following topics:

- How Swaminarayan is drawn
- Swaminarayan's actions, behaviour and words
- How others behave towards Swaminarayan
- Swaminarayan's teachings.

Pairs with the same brief got together to compare and consolidate notes. The four groups presented a brief summary to another group, and then the whole class identified three unanswered questions about Lord Swaminarayan to follow up in subsequent lessons.

Religion in the news KS3

RE-XS provides a comprehensive gateway to help meet the research needs of students and teachers by creating online resources and collating materials and contacts in the fields of religious and moral education. School resources have been created, selected and organised by RE teachers, and reflect the full spectrum of religious traditions found in the UK.

URL: <http://re-xs.ucsm.ac.uk/>

Plug-ins: none required

Relevant to the following:

QCA non-statutory scheme of work for RE

Unit 9C: Why do we suffer?

GCSE Criteria

AO1 recall, select, organise and deploy knowledge of the specification content

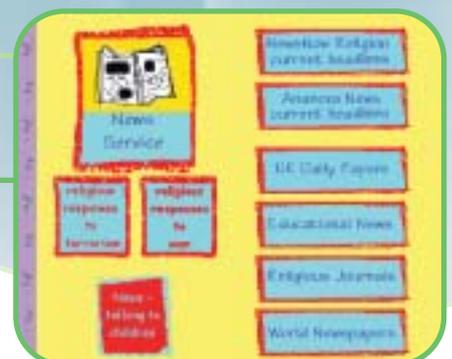
AO2 describe, analyse and explain the relevance and application of a religion or religions

As part of a unit of work on religious responses to suffering, a Year 9 teacher used this resource to provide a direct and easy-to-manage access point to national and international newspapers. The lesson took place in an ICT suite with 16 stations.

The teacher navigated to the website from a link on the school intranet, and demonstrated how the newspapers could be accessed and searched. Pairs of students were allocated specific newspapers based on their reading ability, and they used a writing frame to structure their notes on the following:

- Choose an example of suffering.
- Identify the cause and type of the example.
- Identify the person/group who has provided any response, and their reasons.
- Suggest what further action could be taken, and by whom.

The students discussed their findings as a class. They then worked in pairs to produce a resource – for example, a flier or presentation – which a local religious leader could use to persuade their congregation to make a substantial donation to help relieve the situation. The resource had to include two or three clips and images from the newspapers used, persuasive text (up to 150 words) and selected quotations from the sacred text(s) of the religion chosen.



Understanding Khalsa KS4

Khalsa Pride provides a comprehensive overview of the meaning and importance of Khalsa for Sikhs. There is information about key beliefs and teachings, including seva, and sections which relate to living as a Sikh in the modern world.

URL: <http://khalsapride.com/aboutKhalsa/>

Plug-ins: none required

Relevant to the following:

Non-statutory schemes of work for KS3

Unit 7C Religious figure (generic)

Unit 8D: Beliefs and practice: how do the beliefs of Sikhs affect their actions?

GCSE Criteria

AO2 describe, analyse and explain the relevance and application of a religion or religions

AO3 evaluate different responses to religious and moral issues, using relevant evidence and argument

A Year 10 teacher used this website with a mixed-ability GCSE short course group to develop their understanding of the Khalsa for Sikhs. The site was downloaded before the lesson, and shown using a data projector and laptop.

The students had already completed a mystery 'Why did Manpreet Singh decide not to join the Khalsa?' and this resource was used to help them to understand reasons why the Khalsa is seen as relevant in the 21st Century. One student navigated around the site at a pace dictated by the discussion.

The class was asked to identify how the site communicated its message about the Khalsa (through, for example, the title, use of colour, language, images, services provided). They also looked at and discussed a printed copy of the 'Who and what is a Khalsa?' page, and the teacher recorded all their comments on the board.

The students then composed the text of an email that Khalsa Pride might send to Manpreet Singh to offer support and advice as he decided whether it was right for him to join the Khalsa.

Secondary R



Reflecting on the Buddha KS3

This resource from CLEO (Cumbria Lancashire Education Online) provides an insight into ways in which beliefs can be articulated through art by enabling the user to follow the hands of Andy Weber, an artist who has studied Buddhism and lived as a Buddhist, as he sketches the head of the Buddha following the artistic conventions for this. There are links to extension activities including the depiction of Jesus in iconography, and an invitation to identify similarities between the two artistic traditions.

URL: <http://www.cleo.net.uk/display2.cfm?subject=11&group=1&module=content%2Fre%2Fbuddhal>

Plug-ins: RealPlayer

Relevant to the following:

Non-statutory scheme of work for KS3

Unit 7D: Who was Gotama Buddha?

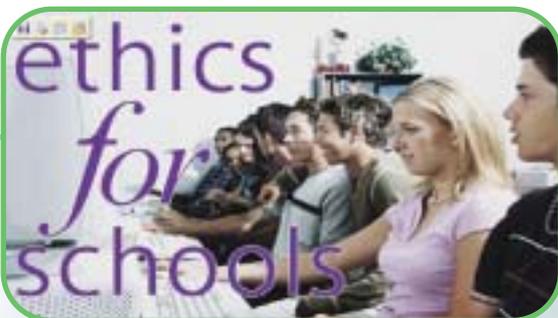
A teacher used a presentation to show images of the head of Buddha, from different cultural traditions within Buddhism, to a Year 7 mixed-ability group as part of a unit of work on religious leaders. Students were asked to identify similarities, and generate questions about the pictures which they would seek to answer during the lesson. The teacher recorded their ideas for use in the plenary.

Working in pairs, the students then logged on to the CLEO website and started their own drawings of the Buddha's face, following the first three steps of the online instructions and using the template which the teacher had downloaded and printed out before the lesson.

The class were then given time to reflect on their picture and to compare it with those they saw at the start of the lesson. They were asked:

- *What reasons can you suggest for any similarities and differences?*
- *In what ways are the artistic characteristics of the Buddha related to beliefs about him?*

Students fed back their answers to the whole class.



The sanctity of life KS4

The Ethics for Schools website provides a compilation of articles written by Christian medical professionals on a range of topics from abortion to transplant surgery. Articles are arranged with reference to the GCSE and A-level specifications, and represent a variety of mainstream Christian perspectives.

URL: <http://www.ethicsforschools.org/abortion/>

Plug-ins: RealPlayer

Relevant to the following:

GCSE Criteria

AO2 describe, analyse and explain the relevance and application of a religion or religions

AO3 evaluate different responses to religious and moral issues, using relevant evidence and argument

A Year 11 teacher used this site to support students preparing for coursework on the sanctity of life (Christian perspectives on abortion). He used a networked suite of computers with internet access. Web links were made available from the department's website.

Students were asked to identify and give examples of key features of bias in any media, drawing on their prior learning. Main points were recorded on the board.

The teacher gave the students an activity sheet which identified and explained three key criteria – objectivity, authority and accuracy – against which they were to evaluate three sites about abortion.

The sites were:

1. Ethics for Schools (UK): <http://www.ethicsforschools.org/abortion/>
2. National Abortion Campaign (UK): <http://nac.gn.apc.org/>
3. Abortion Facts (USA): <http://www.abortionfacts.com/index2.asp>

In the feedback, all students commented with understanding on the way in which the issue had been presented by the three sites, and were better able to conduct their own research on this topic to support coursework.



Creation and evolution KS4

Evolution is a high-quality interactive site hosted by the PBS which forms part of an extensive American project to raise people's understanding of evolution. It contains video clips, a timeline, interviews, opportunity for dialogue, polls, flash presentations, educational resources, FAQ, glossary, and a section on religious faith and science, much of which can be used to support RE.

URL: <http://www.pbs.org/wgbh/evolution>

Plug-ins: QuickTime or RealPlayer; Shockwave.

Relevant to the following:

GCSE Criteria

AO1 recall, select, organise and deploy knowledge of the specification content

AO2 describe, analyse and explain the relevance and application of a religion or religions

AO3 evaluate different responses to religious and moral issues, using relevant evidence and argument

A Year 11 teacher used this site with a digital projector, internet linked computer and whiteboard to provide information as well as a stimulus to informed discussion and extended writing on the question: To what extent are theories of creation and evolution compatible?

As a starter activity, students watched the video 'Isn't evolution just a theory?' (selected from: [<http://www.pbs.org/wgbh/evolution/educators/teachstuds/svideos.html>]) and were given a few minutes in pairs to compose a 50-word definition of the term 'theory', as used in science. A short class discussion confirmed their understanding.

The class then watched the video 'How does evolution really work?' and were asked to suggest questions and answers this theory raises with regard to the accounts of creation in Genesis.

The teacher then directed the class on the 'Religion' section of the site. He asked students what they thought would be included there, and then quickly navigated around this section to confirm their expectations.

Pupils then worked in pairs and used their text books to provide a written response to the main lesson question. They included two different Christian perspectives and a comment of their own.

