

Catch up work – LC1 - year 9 – Christian ethics.

1) What is absolutism?

2) What is relativism?

3) Write down three choices someone has regarding how they treat the environment e.g. 'you may choose to recycle'

- You may choose to ...
- You may choose to ...
- You may choose to ...

This is a relativist approach to environmentalism.

4) Write down three rules someone may have regarding how they treat the environment e.g. 'you must never use single use plastic'.

- You must/must not...
- You must/must not...
- You must/must not...

This is an absolutist approach to environmentalism.

5) Do you think we should make moral decisions using a relative or absolute approach? Why?

Catch up work – LC1 - year 9 – Environmental ethics part one.

1) Note down all the ways in which you've cared for the earth/ the environment over the past few days.

2) Rank yourself out of 10 in terms of how much you do to help the environment.  
10 is the greenest, 1 is the least green.

Are you happy with the score you got?

Does it reflect your beliefs?



3) Which of these biblical verses support stewardship, and which support dominion?

- "The earth is the Lord's, and everything in it, the world, and all who live in it." ([Psalm 24:1](#))
- "serve the garden in which we have been placed" (Genesis 2:15)
- "And God blessed them, and God said unto them, Be fruitful, and multiply, and replenish the earth, and subdue it: and have dominion over the fish of the sea, and over the fowl of the air, and over every living thing that moveth upon the earth." (Genesis 1:28)

4) What is a light green approach to the environment? Research the meaning of this.

Catch up work – LC1 - year 9 – Environmental ethics part two.

1) Make a list of all things you've thrown away over the past 24 hours.

Which category did most of your waste fall into? Waste, recycling or composting?

Which category *should* most of our waste fall into?

2) Research Bea Johnson and answer the following questions:

- Who is she?
- What does she do to help the environment?
- Is Bea Johnson's approach religious or secular (non-religious)?
- Why is her approach a dark green approach to environmentalism?

Catch up work – LC1 - year 9 vegetarianism.

1) We are surrounded by arguments for how to eat more ethically. Put the following in order of priority to you. 1-7 (1 being the most important to you)

- Protect the rainforest.
- Protect animal rights.
- Stop using single use plastic.
- Invest in the local economy (using local shops etc).
- Grow food organically.
- Stop eating meat to ensure there's enough food for everyone.
- Prevent food waste.

2) What are your views on animal products?

Should we eat meat?

Limit our meat intake?

Go vegetarian?

Become vegan?

Only eat free range/ organic meat?

3) The eating of animals is an ethical issue for lots of reasons.

Rank them in your book, in order of most to least important.

- It takes away an animal's right to life.
- Animals raised for meat are often raised in inhumane conditions, on factory farms.
- Animals like cows produce huge amounts of methane, which is a powerful greenhouse gas.
- It is much more efficient for us to eat grain and beans ourselves than it is to feed them to an animal, then eat the animal.

Catch up work - LC1 - year 9 ethical eating.

- 1) Log into planet e-stream and type in 'meat a threat to our planet' watch the documentary and fill in the table below.

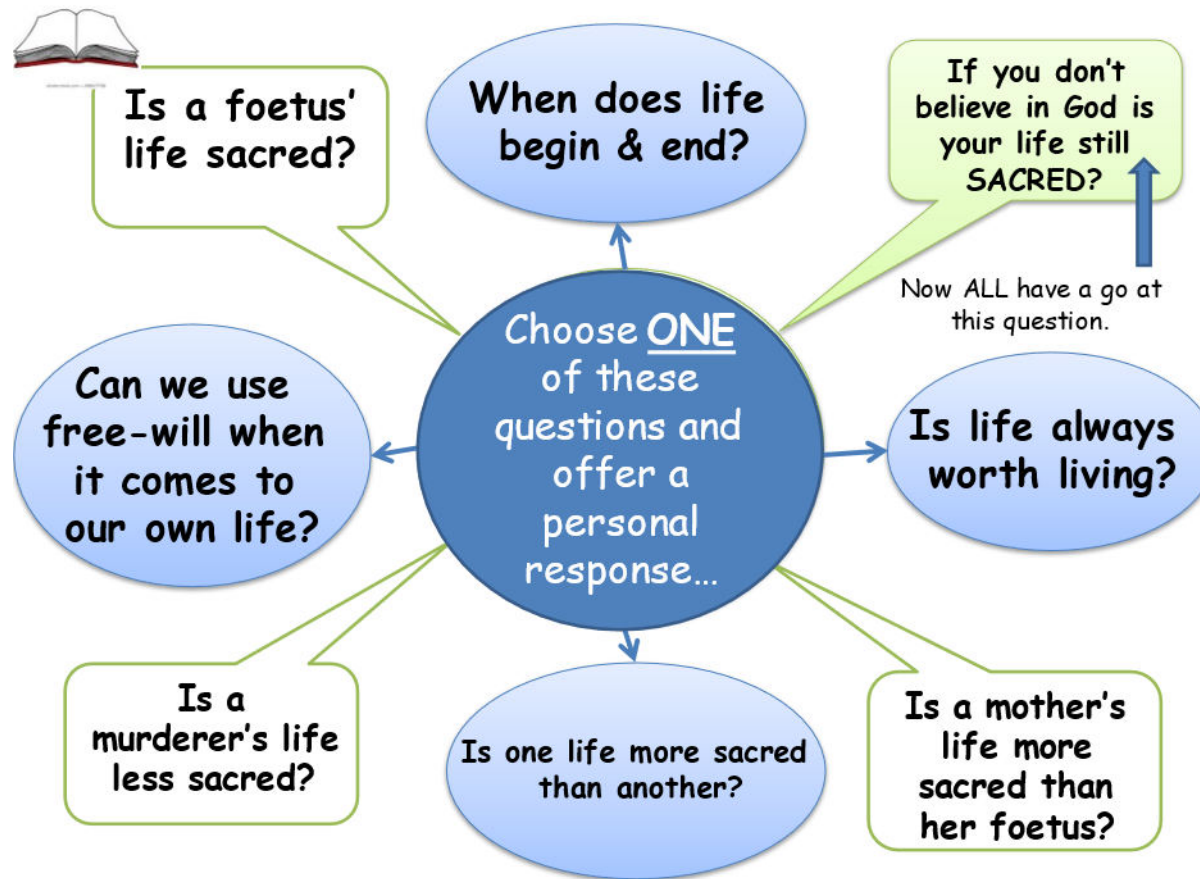
Country	Issue	Impact	Solution
USA			
Texas	Cattle farming	Methane gas	Lab grown meat
San Francisco	Pig farming	Manure	Covering the manure and turning it into energy
Brazil			
Amazon rainforest			
Cerrado region			
South Africa			
UK			
Wales			

Catch up work – LC1 - year 9 the sanctity of life.

The sanctity of life means the belief that life is holy and belongs to God.

1) Why do Christians view life as SACRED (special/holy)?

2) Choose one of the answers below to answer in the space provided:




2)

3) Research how life is shown as sacred in the bible and write your ideas below:

Catch up work – LC1 - year 9 Mary and Jodie – matters of life and death.

- 1) Log into planet e-stream and type in 'Mary and Jodie' watch the documentary and fill in the table below. In the group decision box, you can put your opinion.

<u>The Parents</u>	<u>The Story of Mary and Jodie</u>	<u>A person of law</u>
		
<u>The Doctor</u>	<u>Group decision</u>	<u>A Christian</u>

Catch up work – LC1 - year 9 Assessment preparation.

The essay you will be writing will be based on this question '*The doctors were wrong to separate Jodie and Mary*'.

- *Consider what you need to include in an introduction.*
- *On the right is a suggestion of points you could include in your essay.*
- *You need to support your points with evidence, so look back at your sheet from last lesson.*
- *You then need to consider how you will conclude your essay.*

Plan your paragraphs:

- Paragraph one should introduce details surrounding the case study.
- Then you may start with your agree and disagree paragraphs – decide on the order that you will discuss them in.
- What is the paragraph about?
- How can you explain this in more detail?
- Is there an example you can use to make this clearer?
- Is there some biblical or medical evidence to support this point of view?
- How strong do you think this point is? Why do you think it is this strong or weak?

**The doctors were wrong to separate Jodie and Mary.**

Agree	Disagree
- The parents believe both children should have a chance at life – value of life	- Saving one life is better than losing both – doctors
- Why is one life more important than another – roman catholic view	- Quality of life argument – Mary and Jodie would have had a poor standard of living – joined at the pelvis
It could be seen as murder - 10 commandments thou shall not kill	- Mary was very ill – Jodie was healthy and should be given a chance at a normal life



Catch up work – LC1 - year 9 The bible as a source of ethical guidance.

1) Do Christians always use the bible for ethical guidance?

2) Google the reformation – YouTube has some good 5-minute videos:  
How did the Bible become more accessible during the reformation?

Why did the Bible become more important to Protestants as a result of the reformation?

How do you think people's relationship with the Bible changed, as a result?

3) If Catholic and some Protestant Christians **interpret** the Bible, what does this mean?

4) If other Protestant Christians take the Bible **literally**, what does this mean?

5) Remind yourself of the Genesis creation story – YouTube or BBC bitesize is a good source for this.

How could this story be interpreted?

How could this story be taken literally?

Catch up work – LC1 - year 9 The bible as a source of ethical guidance part two.

1) Consider the quotes below, for each one explain what its literal meaning is and how it could be interpreted.

Quote	Literal meaning	Interpreted meaning
<b>Matthew 19:24</b> <sup>24</sup> Again I tell you, it is easier for a camel to go through the eye of a needle than for someone who is rich to enter the kingdom of God.”		
<b>Hebrews 13:4</b> <sup>4</sup> Marriage should be honoured by all, and the marriage bed kept pure, for God will judge the adulterer and all the sexually immoral.		
<b>Exodus 21:16</b> <sup>16</sup> “Anyone who kidnaps someone is to be put to death, whether the victim has been sold or is still in the kidnapper’s possession.		

Catch up work – LC1 - year 9 fast fashion.

Think about all the new clothes, shoes and accessories that you've bought over the past year. This includes uniform, belts, hats, summer holiday clothes - everything! Make a list below. (Include things that other people have bought you.)

2) Log into planet e-stream and search 'fashions dirty secrets' from 36 minutes until the end. Then answer the following questions:

- Were you surprised to hear that fashion is such a problem for the environment?
- How do you think this impact is manifested (what form does it take)?
- Do you think that we should take an absolutist or relativist approach to problems like this?