

# MY REALITY

## LESSON 2

learning OUTCOMES I WILL HAVE

1. **Considered** the nature of reality by looking at the universe, the world and myself
2. **Researched and discussed** different ideas about what is real
3. **Identified** the areas of reality which interest me the most with reference to 1 Corinthians 2:9

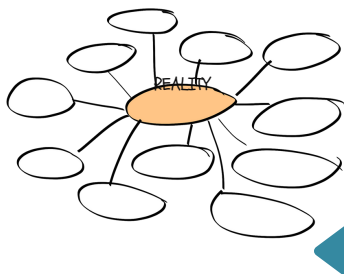


This asks pupils to reconsider some aspects of 'reality' that they take for granted (time, distance & information from the senses), showing that these too have inconsistencies and much of what we base our 'factual' information on, is not fully comprehensible.

This is NOT then saying everything is, therefore, relative, but that it is a misunderstanding of science to assume that only empirically proven realities exist. It is also challenging the idea that what we see is the perfect guide to the full scope of reality, as we readily accept abstract concepts (numbers) and base many of our decisions on something which cannot be seen or measured (love). If we accept that some things in the material world appear contradictory or beyond comprehension (light years, quantum physics), then surely the same could be said about the spiritual world. Basically, this lesson suggests that deciding about God on the basis of what is provable, misses the point.

### Differentiation

This lesson will be difficult for some students, but the learning outcomes will be accessible to all. Students are able to respond at the level they can. There is enough variety to give students with different strengths to share their knowledge (see assessment).



The two sheets on the right are for the 'Consolidation' part of the lesson. After looking at some challenges to perception, these worksheets introduce some philosophical theories and scientific research

### WORKSHEETS

The mind-map on the left is to be used as part of the starter and during the plenary it may be revisited. During this time, students can make additions, changes and show how their thinking has developed.

**KEY BIBLE VERSE:** (1:Corinthians 2:8-10)

*"None of the rulers of the age recognised it; for if they had recognised it, they would not have crucified the Lord of glory; but it is as scripture says: What no eye has seen and no ear has heard, what the mind of man cannot visualise; all that God has prepared for those who love him; to us, though, God has given revelation through the Spirit, for the Spirit explores the depths of everything, even the depths of God."*

**CURRICULUM DIRECTORY:** 1.4.2. The Trinity: (238-248, 253-256) A The First Person of the Trinity: God the Father (238-242) a God the Father is the source of all that is, visible and invisible

1.6. THE HOLY SPIRIT God's Self-Revelation is made perfect in us by the Holy Spirit, the Spirit of truth. This truth was promised by Jesus and revealed at Pentecost. Through the Holy Spirit people are formed and guided to become God's people through knowing God. Our pupils are invited to enter into a communion with God through Jesus Christ. 1.6. REVELATION: APOLOGETICS 1.6.1. How can we know God exists? Even without the Bible and Divine Revelation, we can know God really exists through reason and through experience. (36-39, 50, 156-159) The order and beauty of the natural world point to God as the origin and Creator of the universe. (295)



TIME	TEACHER	ACTIVITY	LEARNERS	SLIDE
2	register & question	REGISTER	discussing	1-3
10	questioning learning outcomes	STARTER INTERACTIVE SLIDE (7) MIND-MAP	developing ideas evaluating 3 'realities' to investigate	4-8
15	a) slides with notes video	LEARNING 1 part a) 'Me and My Life'	re-considering the nature of reality	9-26
20	b) video clips & c) fact sheets	part b) 'Our World' part c) 'The Universe'	contributing group task worksheet justifying opinions challenge synthesis	27-33
5	revisit mind-map	CONSOLIDATION		34
3	lead discussion	PLENARY		35-38
2-5	prayer	PRAYER	PRAYER	39

Lesson Time: 60 mins. Lesson 2 of 6

Prior Learning

It might be useful to see if any of the class are studying science, psychology, maths and/or philosophy and ethics. If so you might want to prepare them in advance topics covered in the lesson and invite them to lead the relevant parts. They could even do further research and lead those sections of the lesson.

### ASSESSMENT

The students do not need to know all of the key words by the end of the lesson, they are more for reference. If they can answer the questions: 'What does 1 Corinthians 2:9 teach us in terms of the reality of the life to come?' (from their own opinion or the opinion of a believer if they are not) and be able to discuss the Key Questions with reference to the lesson's content, then they have attained the objectives and made progress.



**KEY QUESTIONS**  
1. WHY does knowing what is true and real matter?  
2. WHAT do you know to be both true and real?  
3. WHICH part of today's lesson will you remember most?

### RESOURCES

- Presentation: Lesson 2;
- 2 worksheets (1. What is Reality Infographic & 2: Reality and Truth - see below)
- Clip: (Synesthesia Slide 21)  
<https://spark.adobe.com/video/YovJMWtZgubvq>

★ **key words** ★  
METAPHYSICS, KNOWLEDGE, EPISTEMOLOGY, REALISM, ANTI-REALISM, EMPIRICAL, CONSENSUS REALITY, ARTIFICIAL, INTELLIGENCE, QUANTUM

