

# FOR THE LOVE OF GOD + -

## THE IMAGE OF GOD: THE FUTURE

(You may want to do the lesson on “[The Image of God: The Concept, An Illustration, & The Impact](#)” ([cpx.video/image1schools](#)) before this lesson, or use some material from that lesson as background information.)

This segment comes from **EPISODE 2: RIGHTS + WRONGS**.

Modern Westerners take it for granted that every life is valuable. But ideas like equality before the law and the importance of caring for the vulnerable are by no means self-evident. So where did they come from? Why are we so attached to the idea of “inalienable human rights”? This segment looks at how the biblical idea that every human is made in the “image of God” has shaped the way our society today cares for the most vulnerable, and discusses whether a commitment to this idea is necessary for this kind of care to continue into the future.



### THEME QUESTION

What has been the contribution of Christianity to the idea that all people are valuable, regardless of their status or capacity?



### ENGAGE

1. Read this quote from Hubert H. Humphrey, former Vice President of the United States, and answer the following questions:

“The moral test of government is how that government treats those who are in the dawn of life, the children; those who are in the twilight of life, the elderly; and those who are in the shadows of life, the sick, the needy, and the handicapped.”

HUBERT H. HUMPHREY

- a. To what extent do you agree with this quote?
  - b. Why is it important for governments to care for all citizens, including the most marginalised and vulnerable?
2. Read this article, “[‘Granny dumping’ case to be heard as businessman accused of abandoning American, 76, to get him free care](#)” ([cpx.video/granny](#)) from The Telegraph, and answer the following questions:

- a. What is your reaction to Kevin Curry’s decision to “dump” his father? What do you think his motivations may have been?
  - b. In what ways does this case show the high value our society places on caring for the vulnerable?
  - c. In what ways might it also show the opposite?
3. Find three images that show something about how the vulnerable are cared for in modern society.



## UNDERSTAND AND EVALUATE



**WATCH** the segment: “The Image of God: The Future” ([cpx.video/image4](https://cpx.video/image4))

1. In the video segment, Justine Toh says, “For a long time, the worth of those on the margins ... has been safeguarded by this notion that there’s something divine about even the most broken or powerless person.” Here, she is referring to the idea that all human beings are made in the “image of God”.
  - a. Write a one-sentence summary of what the concept of being made in the “image of God” means. You may want to watch the segment “[The Image of God: The Concept](https://cpx.video/image1)” ([cpx.video/image1](https://cpx.video/image1)) to help you.
2. What might be “beautiful” about showing care and respect to someone who isn’t successful or powerful by the world’s standards?
3. Read this quote from prominent 19th-century German philosopher Friedrich Nietzsche, and answer the following questions:
  - a. What is your reaction to Nietzsche’s negative view of compassion?
  - b. What worldview seems to be behind Nietzsche’s statement?
  - c. Do you think what he says is logical based on his worldview?
4. Rowan Williams describes the Christian notion of every person being made in the “image of God” as a “very robust anchorage for human rights”. He also says that without this worldview, “it’s quite difficult to sustain the kind of absolute doctrine of human rights in the long run”.
  - a. To what extent do you agree with him?
  - b. How might someone who doesn’t believe in God respond to what Williams says here?

## BIBLE FOCUS

### READ Matthew 25:31-40.

1. How does Jesus identify himself with the vulnerable in this passage?
2. What motivation does this passage give Jesus' followers for valuing and caring for the poor and marginalised?

### READ James 3:9-10.

1. Why does James condemn those who praise God but curse human beings?
2. How do you think we should treat people if we believed that they "have been made in God's likeness"?

## APPLY

1. Imagine that Nietzsche has tweeted his views on Christian compassion to you. Write a series of 3-5 tweets replying to Nietzsche, using ideas from this lesson.



The form consists of seven individual tweet templates arranged in a grid. Each template is set against a light blue background and includes a header bar with a profile picture placeholder, a name field with an '@' symbol, and a Twitter bird icon. The main body of each tweet contains three horizontal lines for text. At the bottom of each tweet, there is a row of icons for retweeting, replying, liking, and direct messaging, followed by a 'Date:' field with a text input box.

- Do you view other people as those who “have been made in God’s likeness”? Can you think of individuals or groups of people you might relate to differently if you saw people this way?
- There are many people who are vulnerable in our society. The video particularly mentions two groups of people: children with disabilities, and people with dementia. How is it evident that these people are valued by our society? How might this be changing? Answer these questions in the table below.

	How society values them	How this might be changing
<b>Children with disabilities</b>		
<b>People with dementia</b>		

- Hold a debate to answer the question: “Can universal human rights for all people, including the most vulnerable, continue without the notion that human beings are created in the ‘image of God’?”

## **EXTEND**

- Watch the interview between CPX’s Simon Smart and Helen Thomas titled “[Zoe’s Story: Where Life Begins and Ends](https://cpx.video/zoe)” ([cpx.video/zoe](https://cpx.video/zoe)). What points does Helen make about the inherent value of human life?