

theysay:

This lesson would fit well into an anti-bullying week and provides a Religious Diversity element to PSHE and Citizenship. It tackles the issue of religious prejudice.

It might also provide excellent first-hand examples to add impact to a GCSE course that included a unit about Religion and Citizenship / Multi-cultural Society / Community Cohesion .

Starter: (15 mins)

Play TrueTube clip "Religion - no way!"
Ask students to consider this question while they are watching the clip:

"Is Nick Pullar prejudiced against religion?"

Why do they think that? Discuss in pairs – feedback to the whole class.

Main activity:

Explain that both the young Muslims and Christians involved in this project found that they shared a common experience of prejudice and bullying because of their faith.

Give out Task A Worksheet (theysay: Lesson Materials).

Ask students to complete the task and answer the questions. Discuss their responses as a whole class.

Give out Task B Worksheet.

Ask the students to complete the task and fill in the scenario boxes.

Some students may get to fill in their own box (7) and answer the questions at the bottom

Discuss and get students to feedback their ideas, stressing that in contexts of real abuse reports to higher authorities including the police and racial harassment bodies would need to be made.

Plenary:

Play TrueTube clip "Bullies and Beliefs". Are there any views expressed you find surprising?

Homework:

Design a poster titled "A manifesto for a world where people of all beliefs and those who hold no beliefs can live in peace"

This poster must include 5 dos and 5 don'ts.

An alternative resource that explores another side of prejudice in the form of violent extremism and looks at Kalsoom Bashir's work in trying to combat this in Bristol could be shown.

<http://www.guardian.co.uk/world/video/2011/jan/18/muslim-resistance-under-prayer-mat-video>

This may be a stimulus for another whole lesson.

Key questions:

What kinds of prejudice do people of faith and those with no faith experience?

How do experiences of prejudice due to belief affect people?

How can people effectively deal with belief-prejudice?

Learning outcomes:

1. Students will be able to understand the experience of being bullied because of belief.
2. Students will be able to identify the possible outcomes of such bullying.
3. Students will be able to suggest positive methods of dealing with belief prejudice.

Resources needed:

- TrueTube clips:
<http://www.truetube.co.uk/relationships/bullying/bullies-and-beliefs>
<http://www.truetube.co.uk/ethics-and-religion/faith/religion-no-way!>
- theysay: Lesson Materials

