

Education Support Pack

# Learning from Religion

**Media, Environment and Forgiveness**

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# Acknowledgements

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# Introduction

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# This Pack

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Religious Education encourages questions about the meaning and purpose of life. It allows students to develop their knowledge and understanding of world religions and increases their awareness of religious beliefs, teachings and practices. It also allows them to explore the impact of religion on individuals, families, communities and cultures.

Kar2ouche *Learning from Religion* gives Key Stage 3 students the opportunity to learn from religion by investigating the diversity of different faiths while considering their own beliefs and values. The activities encourage students to analyse, interpret, reflect on, consider and evaluate religious issues and develop their own sense of identity and belonging as citizens. In addition, as they develop their understanding of unfamiliar religions, they will discover a number of shared beliefs, values and practices.

In order to explore the ideas covered by the curriculum, discussion is essential, whilst role-play allows students to rehearse situations, empathise with others and investigate issues in more depth.

However, many of the themes to be discussed are sensitive and so potentially uncomfortable, especially if they are to be performed in front of peers. By using the computer and virtual role-play, students can deal with situations, ask questions and challenge assumptions in a less personally threatening or embarrassing way.

One of the benefits of using Kar2ouche is its versatility. It allows you as a teacher to use it in the ways you consider most appropriate with your students. At its most basic Kar2ouche can be used to create:

- storyboards
- animations
- publications.

However, depending on the tasks set, students can use the program to develop a whole range of thinking skills. The software enables them to:

- make sense of information – understand and visualise text
- reason – interpret, justify, compare, observe and predict
- enquire – investigate multiple meanings and perspectives
- create – respond imaginatively
- evaluate – modify and improve
- communicate – share ideas with others.

The suggested units in this pack integrate class, group and pair discussions with a range of computer activities. These will help you work with students as they extend their understanding of beliefs, concepts and issues of truth in religion at a local, national and global level. In each unit there is a range of suggested activities linked to the KS3 National Framework for RE. It is up to you to decide in which order you ask students to work through these. Alternatively, as you and your students become more familiar with the potential uses of Kar2ouche, it is likely that you will build your own activities or, at the very least, adapt those that are provided. In particular, before beginning the computer activities, you may like to do some work to explore the key words and phrases listed at the start of each unit's Teacher Notes.

## Structure

The pack is divided into three main sections.

- **Introduction:** This comprises an overview of curriculum coverage and an introduction to Kar2ouche.
- **Units:** There are three units, with each one divided into three parts: *Personal*, *National* and *International*. Each part consists of different activities which provide a range of suggestions for using the software. However, as you get used to using it, you will be able to devise your own more specifically targeted storyboards for use with your classes.
  - **Unit 1: Religion in the Media** In this unit, students consider the potential impact of the media on religion. They begin by looking at how soap operas deal with religious issues, before considering the range, nature and purpose of religious broadcasting. The last activities focus on the Internet as a source of religious information, allowing students to investigate the content of web broadcasts and whether they are factual or biased.
  - **Unit 2: Religion and the Environment** This unit encourages students to explore responsibility, stewardship and religious attitudes to conservation. Students begin by looking at diets and consider whether these are a matter of personal or religious belief, or based on issues of health. They then investigate how different religions express attitudes to animal rights and ritual slaughter, before exploring quotations from religious texts on 'man's' relationship to the environment.

- **Unit 3: Religion and Forgiveness** In this last unit, students consider religious attitudes to forgiveness and the effects of this concept. In the first activity, students look at the causes of arguments and conflict between family, friends and neighbours. They then explore the differences between religious communities in Northern Ireland, before finally examining international conflicts in terms of forgiveness and resolution.
- **Appendices:** These comprise copies of the text/audio files contained within Kar2ouche and a comment on the benefits of Kar2ouche for students with special needs.

Each part of each unit consists of two to three lessons so the suggested introduction, development and plenary may need adapting, according to your preferred timings, the length of lessons and the time you have allocated for the topic. You may also need to consider reshaping work where you only have access to one or two computers at a time. Some of the storyboards can be printed out and blanks filled in manually. Others work well with small groups sharing a computer. The aim is to provide a flexible tool that can be adapted to individual circumstances.

**Note:** Terminology and spellings used in this title are based on the QCA Religious Education glossary which can be found at [http://www.qca.org.uk/ages3-14/downloads/re\\_glossary.pdf](http://www.qca.org.uk/ages3-14/downloads/re_glossary.pdf)

## Assessment

There are no national statutory assessment requirements in RE, but schools must report to parents on students' progress. The National Framework for Religious Education provides attainment targets for each Key Stage. These consist of eight level descriptors of increasing difficulty, with each one describing the types and range of performance that students working at that level should characteristically demonstrate. The level descriptions below provide the basis on which to make judgements about students' performance at the end of KS3.



### **Range of levels within which the majority of pupils in KS3 are expected to work: 3-7**

Expected attainment for the majority of pupils at the end of Key Stage 3:

At age 14: level 5/6

<b>Level 1</b>	Pupils can identify aspects of their own experiences and feelings, things they find interesting or puzzling and what is of value and concern to themselves.
<b>Level 2</b>	Pupils can respond to the experiences and feelings of others, including the sense of belonging to a community. They ask relevant questions and realise that some questions cause people to wonder and are difficult to answer. They recognise the values and concerns of others, including those with a faith, and relate them to their own lives.
<b>Level 3</b>	Pupils can compare aspects of their own and others' experiences, identifying what influences the lives of individuals and communities. They ask religious questions, comparing their own and others' ideas about questions that are difficult to answer. They can make links between values and commitments, including religious ones, and their own attitudes and behaviour.
<b>Level 4</b>	Pupils can discuss questions about the significant experiences of key religious figures, life issues and religious questions, and matters of right and wrong. They suggest answers from their own and others' experiences, including believers, showing an understanding of what it means to belong to a community and applying ideas to their own and others' lives.
<b>Level 5</b>	In the light of diverse religious teaching, pupils can make informed responses to people's values and commitments and questions of identity, experiences and community. They raise and respond to religious questions and life issues, relating them to their own and others' lives.
<b>Level 6</b>	Pupils can explain some teachings and experience of inspirational people by relating these to their own and others' lives, recognising the importance of responsibility in relation to the community and relationships within it. Pupils make informed responses to people's values and commitments and to religious perspectives on a range of contemporary moral issues by relating these to their own and others' lives. They raise and respond to religious questions and life issues, recognising that there are differing answers to questions of meaning and purpose.
<b>Level 7</b>	Pupils can evaluate religious and other views on human identity, experience and society, questions of meaning and purpose, and values and commitments using appropriate evidence and examples, clearly recognising viewpoints other than their own.
<b>Level 8</b>	Pupils can give an informed, coherent and well-argued account of their own and others' views on human identity and experience, questions of meaning and purpose and values and commitments in the light of different religious and other views and perspectives.
<b>Exceptional Performance</b>	Pupils can fully develop religious, ethical and their own views of human identity and experience, the nature of reality and contemporary moral issues within a comprehensive religious and philosophical context and make independent, well-informed and reasoned judgements about their significance.

**National Curriculum Coverage KS3**

<b>Unit</b>	<b>PERSONAL</b>	<b>NATIONAL</b>	<b>INTERNATIONAL</b>
<b>1 Religion in the Media</b>	<b>RE</b> 1b, 1d, 2n, 3i  <b>Citizenship</b> 1b, 2a, 2b, 2c, 3a  <b>PSHE</b> 3d  <b>English</b> EN1 3a, 3b, 3c, 4a, 4b; EN2 1b, 5b; EN3 1a	<b>RE</b> 1b, 2n, 3i  <b>Citizenship</b> 1b, 2a, 3a  <b>PSHE</b> 1b  <b>English</b> EN1 3a, 3b, 3c, 4a, 4b; EN2 1a, 1b, 1c, 1d, 1e, 5b; EN3 1f, 1g, 1i, 1j, 1k	<b>RE</b> 2l, 2n, 3i  <b>Citizenship</b> 1i, 2b, 3a  <b>PSHE</b> 3h  <b>English</b> EN1 3a, 3b, 3c, 4a, 4b, 6b, 6f; EN2 3a, 4b, 4c, 5a, 5b, 5c, 5d; EN3 1e, 1f, 1g
<b>2 Religion and the Environment</b>	<b>RE</b> 2j, 2l, 2n, 3h, 3i  <b>Citizenship</b> 1b, 3a  <b>PSHE</b> 1b  <b>English</b> EN1 3a, 3b, 3c, 4a, 4b; EN2 1d; EN3 1i, 1j, 1k	<b>RE</b> 1d, 2j, 2l, 2n  <b>Citizenship</b> 1b, 2a  <b>PSHE</b> 4g  <b>English</b> EN1 3a, 3b, 3c, 4a, 4b; EN2 3a, 3d, 3e, 4a, 4c; EN3 1i, 1j, 1k	<b>RE</b> 2l, 2m, 2n  <b>Citizenship</b> 1h, 1i, 2a  <b>PSHE</b> 4g  <b>English</b> EN1 1a, 1c, 1e, 3a, 3b, 3c, 4a, 4b; EN2 3a, 3d, 3e, 4a, 4c; EN3 1c, 1f, 1g, 1i, 1j, 1l, 1m
<b>3 Religion and Forgiveness</b>	<b>RE</b> 2l, 2n, 3h, 3i  <b>Citizenship</b> 1a, 1g, 2a, 3a  <b>PSHE</b> 3h, 3i  <b>English</b> EN1 3a, 3b, 3c; EN2 4a, 4c; EN3 1a	<b>RE</b> 2k, 2l, 2m, 2n, 3j  <b>Citizenship</b> 1a, 1b, 2a, 2c, 3a, 3c  <b>PSHE</b> 1b, 3a, 3b  <b>English</b> EN1 1a, 1b, 3a, 3b, 3c; EN2 4a, 4c; EN3 1i, 1j, 1k	<b>RE</b> 2k, 2l, 2m, 2n  <b>Citizenship</b> 1i, 3a  <b>PSHE</b> 3b  <b>English</b> EN1 1a, 1c, 1e, 3a, 3b, 3c, 4a, 4b; EN2 3a, 3d, 3e, 4a, 4c; EN3 1c, 1f, 1g, 1i, 1j, 1l, 1m

**RE and  
Citizenship**

Religious Education relates closely to Citizenship teaching by:

- providing opportunities for students to see how individuals, groups and political choices and actions, e.g. human rights, are inextricably linked with, and influenced by, religions and moral beliefs, practices and values
- providing opportunities for students to understand and deal with local, national and global issues, through knowledge and understanding of their religious dimensions and contexts
- enabling students to understand and exercise the meaning of personal, social and moral responsibility
  - enabling students to see how human beings across the world treat each other and their environments and why they treat them as they do
  - enabling students to develop active citizenship by involvement with voluntary, religious and charitable activities.

According to QCA there is a requirement for teachers to assess students' attainment in Citizenship at Key Stage 3 but not at Key Stage 4. However, it is an expectation that schools will keep records of each child's progress and report to parents/carers at both Key Stages. A description of assessment, recording and reporting for KS3 and 4 is given in QCA's *Initial Guidance for schools on PSHE and Citizenship* and is available on the QCA website at <http://www.qca.org.uk/ca>

# What is Kar2ouche?

Kar2ouche is a multimedia authoring tool, and is used in a series of content titles focused on enhancing learning in a number of different subjects. In each instance the application's functions and interface are the same; it is just the backgrounds, characters, props and texts that change. Consequently, once students have learned to use Kar2ouche they are able to use it across a range of subjects.

## Enhancing Learning

Not only does Kar2ouche help students develop the skills relevant to particular subject areas, it also facilitates the development of more generic thinking skills. Thus students are encouraged to know *how* and *why* as well as *what*.

<b>Information-processing skills</b>	<p>Using Kar2ouche students can be encouraged to:</p> <ul style="list-style-type: none"> <li>• identify key images, text, ideas – extract what is essential</li> <li>• sort the relevant from the irrelevant</li> <li>• organise and where necessary prioritise ideas</li> <li>• sequence events</li> <li>• compare and contrast their work with the work of others</li> <li>• analyse the relationships between characters</li> <li>• develop cultural awareness.</li> </ul>
<b>Reasoning skills</b>	<p>Using Kar2ouche students can be encouraged to:</p> <ul style="list-style-type: none"> <li>• justify decisions using evidence</li> <li>• make informed choices</li> <li>• work out subtexts</li> <li>• consider alternative perspectives/interpretations</li> <li>• articulate ideas.</li> </ul>
<b>Enquiry skills</b>	<p>Using Kar2ouche students can be encouraged to:</p> <ul style="list-style-type: none"> <li>• work collaboratively to question text</li> <li>• observe events and predict subsequent action</li> <li>• consider consequences</li> <li>• reflect critically on written text, their own work and the work of peers.</li> </ul>

<b><i>Creative thinking skills</i></b>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"> <li>• offer interpretations of texts/situations</li> <li>• create multimedia texts</li> <li>• respond imaginatively to texts/situations.</li> </ul>
<b><i>Evaluation skills</i></b>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"> <li>• engage in collaborative working and dialogue</li> <li>• review, modify and evaluate work produced.</li> </ul>
<b><i>Communication skills</i></b>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"> <li>• engage in group discussion</li> <li>• present ideas to a group</li> <li>• use visual aids and images to enhance communication</li> <li>• listen, understand and respond critically to others</li> <li>• read for meaning <ul style="list-style-type: none"> <li>– extract meaning beyond the literal</li> <li>– analyse and discuss alternative interpretations, ambiguity and allusion</li> <li>– explore how ideas, values and emotions are portrayed</li> <li>– consider how meanings are changed when texts are adapted to different media.</li> </ul> </li> </ul>

To summarise, Kar2ouche encourages students to:

- make sense of information – understand texts
- reason – interpret, justify, compare, observe and predict
- enquire – investigate multiple meanings and perspectives
- create – respond imaginatively
- evaluate – modify and improve
- communicate/articulate ideas.

# Activities Using Kar2ouche

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You and your students can use Kar2ouche in a range of contexts and in a number of ways. Roughly, Kar2ouche can be used to create:

- storyboards
- animations
- publications.

## **Storyboards**

These are particularly useful in encouraging students to show their understanding and ability to extract key information. By producing storyboards, students often show their ability to summarise and synthesise key information. Students can be asked to create:

- a summary of a particular event or piece of text in a specified number of frames
- witness reconstructions – step by step – as if for the police
- a summary with speech bubbles or captions containing important quotations
- a storyboard with their own commentary or summary in their own words
- alternative beginnings
- alternative endings
- before and after shots
- additional episodes
- alternative interpretations of a key moment where the text is ambiguous
- outlines of structure
- explorations of subtext through the use of thought bubbles
- illustrations of the difference between what people say and what they may think with reference to evidence
- presentations for class
- illustrations of alternative points of view/debate
- imagined meetings between characters
- photographs/freeze frames for a particular moment
- a proposal for a new film/advert/documentary etc to be presented to a board of executives.

In all of these, students can add sound, their own digital images, special effects and recordings of their own voices.

If time is limited, you can create partial storyboards for your students to complete in the lesson. Partially completed storyboards may comprise, for example:

- the first and last frames – students make the frames for the central section
- storyboards that contain blank thought bubbles, blank speech bubbles and/or blank text boxes
- storyboards with questions in text boxes or caption windows
- storyboards with text in the caption windows – students create the pictures
- storyboards with odd frames missing
- sequencing activities
- a quiz – ‘who says what?’, ‘what happens next?’ etc.

Students can also create their own incomplete storyboards for other students to complete.

## **Animations**

Students who have access to Kar2ouche out of class time enjoy creating animations. As with storyboards, animations enable students to demonstrate their understanding and ability to extract key information. Most of the activities listed below *can also be created as still storyboards*. Students may be told that they have been commissioned to create a:

- news programme
- documentary
- TV chat show/interview
- film trailer
- advertisement.

## **Publications**

As a plenary, students can present their storyboards to the class either using a data projector or on screen. Alternatively, they can use the print facility to create publications in Kar2ouche. The sorts of publications students create could include:

- a newspaper front page – using Kar2ouche to compose the pictures (students may choose to create broadsheets and tabloids to compare the differences)
- storybooks – picture above, story below (concentrating on structure/settings etc)
- cartoon strips (or film strips)
- graphic novels
- diary entries (with photos/pictures)
- letters (with pictures)

- photo albums
- magazine spreads
- advertising posters
- 'wanted' posters
- guides
- catalogues
- book and magazine covers.

In all of these activities, students may be asked to consider audience and purpose. You can stipulate this audience.

The possibilities are almost endless. As you get used to the software and use it within your area of expertise, other activities will suggest themselves.



# Useful Hints

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## Presentations

Many of the activities culminate in a presentation of some sort. Ideally, this will involve a networked data projector and possibly an interactive whiteboard. Alternatively, you could use a data projector linked to a standalone computer and disks on which to record the students' work. Other methods of sharing work might include:

- a network management system allowing all students to see the same presentation on their individual computer screens
- saved files in a shared area where students can gain access at their own speed
- students moving around the room to view presentations at the machines on which the work was produced.

You may therefore need to discuss with your ICT coordinator what methods are available to you and your class.

## Saving

It's good practice to remind students to save work shortly after they have begun. Tell them that they need to give the storyboard a distinctive name. You can set the automatic save time and save path in the Utilities screen.

## Copying

The materials in the Education Support Pack are copyright Immersive Education 2005, but may be photocopied for use within the purchasing organisation.

## Adding Text and Images

To add text to the text/audio palette, type what you want to add using a word-processing package and save as a .txt file. Insert this into the text/audio screen by clicking on the orange **open file** icon at the top of the text/audio palette, navigating to the file you have created and opening it. It will then appear without audio in the text/audio palette.

Digital photographs and scanned pictures can be saved on the computer, and inserted as additional backgrounds. To insert these, go into the composition screen, click on the backgrounds tab and the orange **open file** icon at the bottom of the backgrounds palette. Please check available disk space before adding too many of your own backgrounds as they tend to be heavy on memory and may slow down the working of the computer.

## Getting in Touch

We would welcome feedback on the materials we are providing and if you have additional suggestions it would be great to share them with other teachers. You can get in touch with us by:

- visiting our web page **[www.kar2ouche.com](http://www.kar2ouche.com)**
- e-mailing **[esp@kar2ouche.com](mailto:esp@kar2ouche.com)**
- writing to – Education Support Packs, Immersive Education, The Old Malthouse, Paradise Street, Oxford OX1 1LD.

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# Useful Contacts

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## Websites

The following websites were active at the time of publication, but before using them with students it is worth checking their current availability and the suitability of the coverage for your particular class.

### **The Professional Council for Religious Education**

The subject teacher association for RE professionals in primary and secondary schools and higher education, providing a focal point for their concerns, a representative voice at national level and publications. <http://www.pcfre.org.uk/>

### **Christian Aid**

Resources for teachers and students, offering practical classroom materials and ideas for primary and secondary schools. <http://www.christian-aid.org.uk/learn/index.htm>

### **Religious Education and Environment Programme (REEP)**

Includes materials and features for primary and secondary levels as well as new collective worships related to the features; web links; and contact details for some important sources of RE material. [http://www.reep.org/resources/secondary\\_activities.html](http://www.reep.org/resources/secondary_activities.html)

This link gives up-to-date information on TV and radio programmes with a religious or moral theme or issue: <http://www.reep.org/newsreviews/thisreep.html>

### **RE Online**

Provides links to resources for more than 20 world religions and belief systems; material on ethical and moral issues; RE teacher support; a news service; and 'Interact' with discussion groups and contacts. <http://www.reonline.org.uk/>

### **RE Today**

Provides teaching materials and background papers. <http://www.retoday.org.uk/about.htm>

### **RE-XS**

Includes information to support religious and moral education in schools. <http://re-xs.ucsm.ac.uk/>

**Network of Sikh Organisations UK**

The premier body of Sikhs in the UK promoting active cooperation between leading Gurdwaras and other Sikh organisations.

<http://www.nsouk.co.uk/index.html>

**Sanatan Sikh Shastar Vidiya**

A Sikh website providing useful information on their attitudes to animals and diet. <http://www.shastarvidiya.org/.../...nceptions3.html>

**International Vegetarian Union**

This site provides links to a variety of vegetarian groups associated with different religions. <http://www.ivu.org/religion/>

**Faith and Food**

This site is a one-stop shop for people of all faiths to find food facts and outlets that are tailored to their faiths.

<http://www.faithandfood.com>

**The Alliance of Religions and Conservation**

Contains information on 11 major religions and their environmental programmes based on their core teachings, beliefs and practices.

<http://www.arcworld.org>

**The Grand Orange Order**

Information on the tradition of 'Orangemen' parades in Northern Ireland.

[http://www.grandorange.org.uk/parades/tradition\\_parades.html](http://www.grandorange.org.uk/parades/tradition_parades.html)

**The National Religious Partnership for the Environment**

The National Religious Partnership for the Environment is a formal alliance of major faith groups and denominations across the spectrum of Jewish and Christian communities and organisations in the United States. <http://www.nrpe.org/>

**The Forum on Religion and Ecology**

The Forum recognises that religions need to be in dialogue with other disciplines (for example, science, ethics, economics, education, public policy, gender) in seeking comprehensive solutions to both global and local environmental problems.

<http://environment.harvard.edu/religion/main.html>

## **The Islamic Foundation for Ecology and Environmental Sciences**

IFEES networks worldwide with NGOs, international organisations, academic bodies and grass roots organisations and invites collaboration from organisations and individuals from all persuasions who are also dedicated to the maintenance of the Earth as a healthy habitat for future generations of humankind as well as other living beings. [http://www.ifees.org/vis\\_about.htm](http://www.ifees.org/vis_about.htm)

## **The Forgiveness Project**

This site aims to tell the quieter, less publicised stories of reconciliation – the stories of people who have discovered that the only way to move on in life is to lay aside hatred and blame. <http://www.theforgivenessproject.com/stories/?id=1>

## **Vivekananda Centre**

This is a Hindu educational site that provides resources for students and teachers. The centre also helps with arrangements for school trips to temples and monasteries. <http://www.btinternet.com/~vivekananda/>

## **Hindu Council**

A national body of UK Hindus and their organisations to formulate a united consensus on policy for the purposes of the UK's interfaith relations and laws in order to maintain and uphold the cultural values of Hindus. <http://www.hinducounciluk.org/education.asp>

## **Reform Judaism**

Information on the Jewish faith including beliefs and vision. [http://www.reformjudaism.org.uk/rsgb-artman/publish/rj\\_welcome.shtml](http://www.reformjudaism.org.uk/rsgb-artman/publish/rj_welcome.shtml)

## **Nibbana**

This site contains information on Theravada Buddhism and has links to other Buddhist sites and information. <http://www.nibbana.com/>

You may like to add other addresses you come across below:

[illegible]

# Unit 1

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**Teacher Notes**

# Unit 1a Religion in the Media: Personal

<b>Key Stage/Year</b>	Key Stage 3/Years 7-9
<b>Group Organisation</b>	This activity starts with class discussion and then moves on to group, individual or paired work.
<b>Suggested Timing</b>	Two lessons

## Overview of Task

Students investigate the amount of religious content in the media and in particular in a number of soap operas. They will compare how different religious faiths are portrayed and how soap operas tackle religious issues, along with the effect that this may have on viewers.

**Key words and phrases:** media, soap opera, religious issue, moral issue, stereotype

## Objectives

**All students will:** investigate the amount of religious content in the media and in particular in soap operas.

**Most students will:** research, describe and produce examples of how religious faiths are portrayed in soaps.

**Some students will:** recognise the possible effects on people's attitudes towards religious faiths based on the way they are represented in soap operas.

## Curriculum References

### *National Curriculum*

#### **RE KS3**

#### **Knowledge, skills and understanding**

##### **1 Learning about Religion**

**1b** analyse and explain how religious beliefs and ideas are transmitted by people, texts and traditions; **1d** analyse and compare the evidence and arguments used both by believers and non-believers when considering issues of truth in religion and philosophy.

**2 Learning from Religion**

**2n** express their own beliefs and ideas using a variety of forms of expression.

**3 Breadth of Study**

**3i** rights and responsibilities: what religions say about human rights and responsibilities, citizenship and ways of life.

**Citizenship KS3****1 Knowledge and understanding about becoming informed citizens**

**1b** the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

**2 Developing skills of enquiry and communication**

**2a** think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources; **2b** justify orally and in writing a personal opinion about such issues, problems or events; **2c** contribute to group and exploratory class discussions, and take part in debates.

**3 Developing skills of participation and responsible action**

**3a** use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.

**PSHE KS3****3 Developing good relationships and respecting the differences between people**

**3d** recognise some of the cultural norms in society, including the range of lifestyles and relationships.

**English  
KS 3 and 4****EN1 Speaking and Listening**

**3a** make different types of contributions to groups, adapting their speech to their listeners and the activity; **3b** take different views into account and modify their own views in the light of what others say; **3c** sift, summarise and use the most important.

**4a** use a variety of dramatic techniques to explore ideas, issues, texts and meanings; **4b** use different ways to convey action, character, atmosphere and tension when they are scripting and performing in plays.

## EN2 Reading

**1b** analyse and discuss alternative interpretations, ambiguity and allusion.

**5b** how choice of form, layout and presentation contribute to effect.

## EN3 Writing

**1a** draw on their experience of good fiction, of different poetic forms and of reading, watching and performing in plays.

## Outcomes

By the end of this activity, students will have:

- carried out a survey analysing religious content in modern-day soap operas
- created a soap opera storyboard covering a religious or moral issue and based on their understanding of existing TV coverage
- completed a storyboard expressing their own thoughts and opinions in response to an individual's point of view about a religious radio play
- produced a storyboard giving their opinions on whether soap operas present issues in a balanced way
- created a poster showing how soaps could have an effect on people's ideas of religions.

## Resources

Kar2ouche *Learning from Religion*

- **Soap Story** storyboard
- **New Soap** storyboard
- **Other Opinion** storyboard
- **Soap Issue** storyboard
- **Religion and Media** storyboard

Sheet 1a:1 *Soap Story*

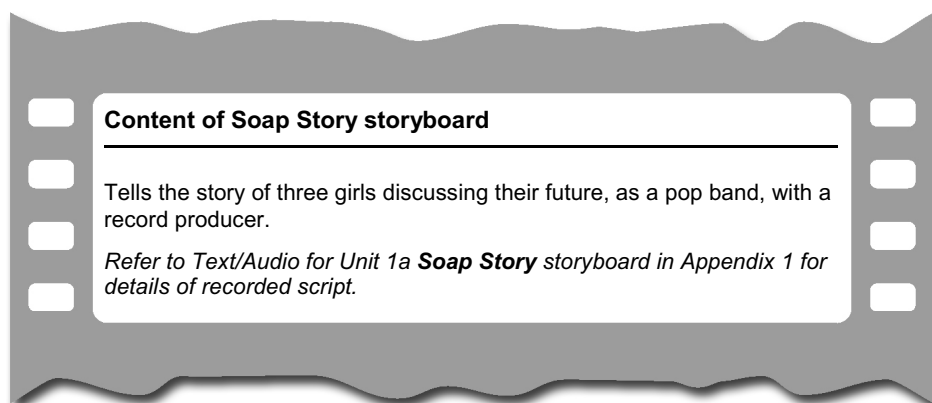
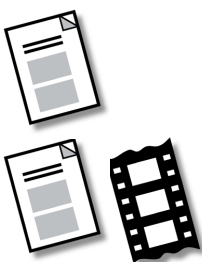
Sheet 1a:2 *Religion in Soaps*

Sheet 1a:3 *Issues*

## Activities

### Introduction

1. Students brainstorm what the phrase 'religion in the media' means. They need to give examples of their ideas – for example, TV programmes about religion (worship, magazine, documentaries); TV programmes with religious content (soaps, comedies); newspapers; magazines; the Internet (religious websites, websites with religious content); films about religion, films with religious content or issues; religious music; books; advertising.
2. Write a definition of 'religion in the media' on the board: 'The way that issues dealing with the meaning of life, religions or religious beliefs are portrayed by mass communication with the public using print, images and sound'.
3. Inform students that they are going to concentrate on religion in soap operas for the rest of this activity. In groups of four, students write a list of religious content that may be included in soaps.
4. Students share their ideas with the class.
5. Students carry out a survey of religious content in TV soap operas over one week. Using Sheet 1a:2 *Religion in Soaps*, students record which religions are mentioned and the types of issues covered.
6. If students are unable to carry out this survey they can read Sheet 1a:1 *Soap Story* or watch the **Soap Story** storyboard instead and continue the activity based on this.



7. Hold a class discussion on any issues that came out of the students' surveys.

### Development

8. Discuss with the class the difference between religious and moral issues, pointing out that the two often overlap. Write the following definitions on the board.

**Moral issue:** something on which your opinion, behaviour or action is regarded as being right or wrong, even though not everyone may agree, for example, abortion, euthanasia, adultery, racism, swearing and so forth.

**Religious issue:** something connected to the meaning of life and involved with religious beliefs, for example, what to do with your life, should priests marry, marriage, divorce and so forth.



9. Based on their survey, or the sample story, students create a **New Soap** storyboard providing a scripted scene for a new soap. The storyboard should cover one particular religious theme or issue. It should make clear: why the theme/issue is important; which religion is involved; which characters are included; and the outcome.

**Content of New Soap storyboard**

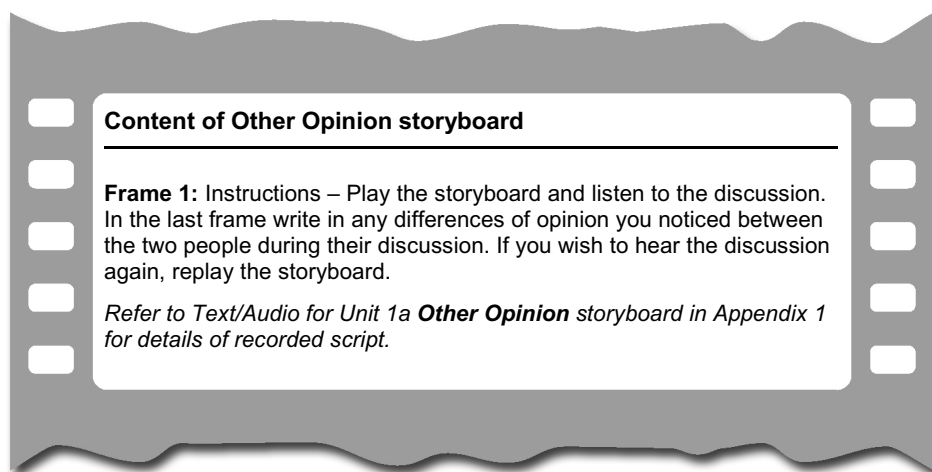
**Frame 1:** Instructions – Give your scene a name by adding a text box to the frame above. For example, Mary's Decision.

**Frame 2:** Instructions – Start your storyboard in the frame above. Add characters, backgrounds and props and then, using speech bubbles, get your characters to talk to each other. Continue your storyboard for another five or six frames. If you are unsure how to add extra frames, click on the QuickStart guide for help.

**Last frame:** Instructions – Using one of your characters, clearly state the outcome of the issue covered in your storyboard. For example, Mary decided that going to church was more important than playing sport.

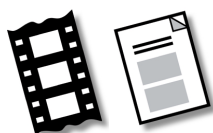


10. Students share storyboards and discuss how the situations could have been treated differently and whether this is a fair representation of a religious viewpoint.
11. Students listen to the **Other Opinion** storyboard to hear a discussion on the radio where members of two religious faiths give their opinions on a religious issue. Students complete the storyboard by comparing the responses and by pointing out any differences of opinion between the two faiths.

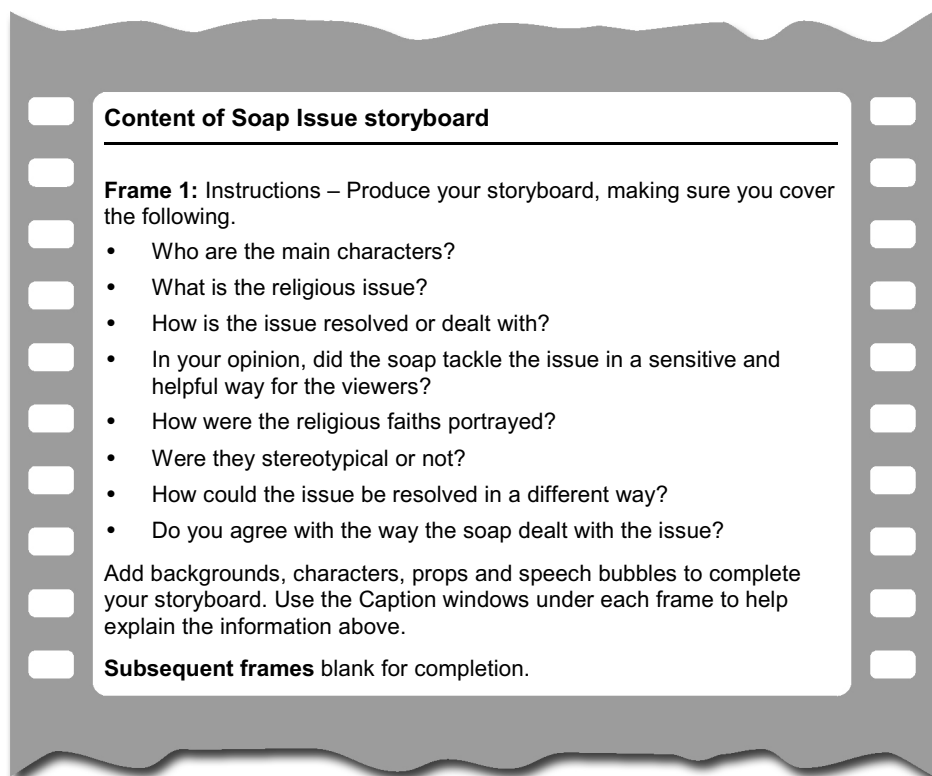


12. Students share their storyboards and discuss whether other religious faiths would have viewed the issue/theme in the same way or differently.

### Plenary



13. Students open the **Soap Issue** storyboard and complete it to show a recent religious issue in a TV soap, explaining whether they thought it was dealt with well or badly. The last frame should summarise their opinions of soaps. Are they good or bad in terms of how they portray religion; do they encourage stereotypical behaviour or do they tackle serious religious issues in a sensitive and helpful way for the viewers? Students may want to use Sheet 1a:3 *Issues* to help plan their storyboard.



**Extension/  
Homework**

14. Students produce a poster showing whether they think religion is portrayed in a positive or negative way by soaps and the possible effects on viewers' ideas about religious faiths. Weaker students can use the **Religion and Media** storyboard which gives them some guidance.

A storyboard template with a grey background and a white central box. The box is titled "Content of Religion and Media storyboard" and contains the text: "Students are given step-by-step instructions to help them complete their poster along with a scaffold in the printing screen." The box is flanked by three small white squares on each side, and the entire template has a wavy, torn-edge border.

**Content of Religion and Media storyboard**

Students are given step-by-step instructions to help them complete their poster along with a scaffold in the printing screen.

**Student Notes**

## Unit 1a Religion in the Media: Personal

### Objectives

In this activity you will investigate the amount of religious content in the media and, in particular, in soap operas. You will compare how religious faiths are portrayed and how soap operas tackle religious issues. You will also look at the impact this may have on your and other viewers' attitudes towards religion.

### Outcomes

By working through this activity you will:

- carry out a survey of religious content in modern-day soap operas such as 'Coronation Street' or 'Eastenders'
- create a soap opera storyboard covering a religious or moral issue
- complete a storyboard showing your view and opinions about a religious radio play
- produce a storyboard giving your opinions on whether soap operas present religious and moral issues in a balanced way
- create a poster showing how soaps could have an effect on people's views of religions.

### Resources

To complete the activity you will need:

Kar2ouche *Learning from Religion*


Sheet 1a:1 *Soap Story*

Sheet 1a:2 *Religion in Soaps*

Sheet 1a:3 *Issues*

### Activities

#### Introduction

1. Brainstorm what you understand the phrase 'religion in the media' to mean. Your teacher will then write a class definition on the board.
  2. In groups of four, list all of the religious content that you think could be included in the storylines of soap operas, for example, marriage.
  3. Elect someone in your group to feed back your ideas to the class.
  4. Your teacher will ask you to either:
    - carry out a one-week survey of the religious content in the soap operas you can watch
    - OR
    - read the sample story on Sheet 1a:1 *Soap Story* and/or watch the **Soap Story** storyboard.
-  to open the **Soap Story** storyboard
5. Using the information you gathered during your survey or from the *Soap Story* sheet or story board, fill in Sheet 1a:2 *Religion in Soaps*. You need to: record the name of the programme; describe how the religions mentioned are represented, and list the religious/moral issues covered.



## Student Notes

### Development

6. Discuss with your class the difference between a religious and moral issue. Copy down the definitions that your teacher writes on the board.
7. Based on your survey, or the sample story, create a scripted storyboard presenting a scene for a new soap. The storyboard should cover one particular religious theme or issue. It should make clear: why the theme/issue is important to you; which religion is involved; which characters are included, and the outcome.



to open the **New Soap** storyboard

8. Share your storyboard with the class, watch other students' storyboards and discuss how the various situations shown could have been treated differently. Consider whether the portrayal was a fair one.
9. Listen to one side of a discussion about a religious theme/issue in a radio play. Complete the other side of the conversation, giving clear reasons for your views. Consider the importance of the issue/theme to the religious group, how fair the treatment was and how it could be improved.



to open the **Other Opinion** storyboard

10. Share your storyboard and discuss whether different religious people would have viewed the issue/theme in a similar way or differently.

### Plenary

11. Produce a storyboard about a religious issue recently covered in a TV soap, showing whether you thought it was dealt with well or badly. The last frame should summarise your opinions of soaps. Are they good or bad in terms of how they portray religion; do they encourage stereotypical behaviour or do they tackle serious moral/religious issues in a sensitive and helpful way? You may wish to use Sheet 1a:3 *Issues* to help plan your storyboard.



to open the **Soap Issue** storyboard

### Extension/Homework

12. Using Kar2ouche, design a poster showing whether you think religion is portrayed in a positive or negative way by the media and what effect this may have on people's opinions of religion. You can use the **Religion and Media** storyboard if you want to work on an outline poster. Alternatively, create a poster from scratch using a new storyboard.



to open the **Religion and Media** storyboard



to open a new storyboard

**Sheet 1a:1**

# Soap Story

**Scene: Make it to the Top, recording studios.**

The latest girl band, Deity, looked at each other as they went into the recording studio to talk to their new producer, Tom Sail. He had summoned them to an urgent meeting, but had not told them the purpose. 'Hi girls, come in and sit down,' he smiled as the girls entered the studio office.

'Thanks Tom,' the girls replied, as they made themselves comfortable. 'What do you want to talk to us about?' asked Sue, the oldest member of the group.

'It's your image,' replied Tom. 'I'm worried about it and think you need to change it!'

'What's wrong with our image?' Anne asked.

'Several things, starting with the way you dress,' Tom replied confidently.

'I think we look really smart,' remarked Rachel, the third and final member of the trio.

'You do, but you're not sexy enough. You need lower cut tops and shorter skirts for a start,' Tom said forcefully.

'Why?' all three girls asked in unison.

'You're singing your new record on CD-UK next week and we want to maximise interest so we can capitalise on sales. I know from experience that the sexier you look the more records we'll sell. Have any of you got a boyfriend?' Tom continued, before the girls were able to respond to his first point.

'Yes,' Sue and Anne said together.

'Well, when reporters ask you that question, I want you to say no.'

Sue sat forward in her seat and said, 'There's a problem with all this. For a start, we're Christians and we're not prepared to tell lies or flaunt our bodies in the way you've described.'

Rachel nodded her head in agreement but Anne responded, 'I would be prepared to wear more attractive clothes if it helped us to become famous. That would enable us to get our Christian message across to more people.'

'In which case, you have a big decision to make,' Tom said menacingly. 'If you're not prepared to change your image then you won't make it. Why don't you go away and think about it and give me your decision tomorrow?'

'We can make our decision now!' replied Sue. 'We're just not prepared to compromise our beliefs to become famous, so, accept us the way we are or sack us!'

With that the three girls stood up and walked out.

## Sheet 1a:2

# Religion in Soaps

Name of soap	Religion(s) involved	Details of issue (moral or religious)	Was the religion represented in a positive or negative way?
Coronation Street	Hindu	Traditional wedding	In a positive way. It showed the joy and colour of a Hindu wedding.

## Sheet 1a:3

# Issues

<b>Name of soap</b>	
<b>Details of the religious issue</b>	
<b>Was it dealt with seriously? Explain</b>	
<b>Was it dealt with sensitively? Explain</b>	
<b>Describe the religious characters involved</b>	
<b>Summary of opinion. Good or bad</b>	

**Teacher Notes**

## Unit 1b Religion in the Media: National

<b>Key Stage/Year</b>	Key Stage 3/Years 7-9
<b>Group Organisation</b>	Students begin in pairs for the introductory activities. They then work in groups of four or five when preparing their proposal for the new TV programme, before returning to paired or individual work for the remaining activities.
<b>Suggested Timing</b>	Two lessons

### Overview of Task

Students analyse the amount and types of religious content and programmes shown on national TV. They consider how different faiths are presented and how members of that faith view this representation. By producing a proposal for a new religious children's TV programme, students explain their ideas about their preferred content and style.

**Key words and phrases:** worship, magazine programme, emotive, biased, purpose, factual

### Objectives

**All students will:** investigate the nature, purpose and range of religious broadcasting on the BBC and independent television and explore the differences between the various types of religious programmes.

**Most students will:** identify, select and use information to show the difference between factual statements and those expressing opinion using emotive language.

**Some students will:** consider other more subtle methods of conveying religious messages through the media.

## Curriculum References

### *National Curriculum*

#### **RE KS3**

#### **Knowledge, skills and understanding**

##### **1 Learning about Religion**

**1b** analyse and explain how religious beliefs and ideas are transmitted by people, texts and traditions.

##### **2 Learning from Religion**

**2n** express their own beliefs and ideas using a variety of forms of expression.

##### **3 Breadth of Study**

**3i** rights and responsibilities: what religions say about human rights and responsibilities, citizenship and ways of life.

#### **Citizenship KS3**

#### **1 Knowledge and understanding about becoming informed citizens**

**1b** the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

#### **2 Developing skills of enquiry and communication**

**2a** think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources.

#### **3 Developing skills of participation and responsible action**

**3a** use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.

#### **PSHE KS3**

#### **1 Developing confidence and responsibility and making the most of their abilities**

**1b** respect the differences between people as they develop their own sense of identity.

**English  
KS 3 and 4****EN1 Speaking and Listening**

**3a** make different types of contributions to groups, adapting their speech to their listeners and the activity; **3b** take different views into account and modify their own views in the light of what others say; **3c** sift, summarise and use the most important.

**4a** use a variety of dramatic techniques to explore ideas, issues, texts and meanings; **4b** use different ways to convey action, character, atmosphere and tension when they are scripting and performing in plays.

**EN2 Reading**

**1a** extract meaning beyond the literal, explaining how the choice of language and style affects implied and explicit meanings; **1b** analyse and discuss alternative interpretations, ambiguity and allusion; **1c** how ideas, values and emotions are explored and portrayed; **1d** identify the perspectives offered on individuals, community and society.

**5b** how choice of form, layout and presentation contribute to effect; **5c** how the nature and purpose of media products influence content and meaning; **5d** how audiences and readers choose and respond to media.

**EN3 Writing**

**1f** use formal and impersonal language and concise expression; **1g** consider what the reader needs to know and include relevant details; **1i** develop logical arguments and cite evidence; **1j** use persuasive techniques and rhetorical devices; **1k** anticipate reader reaction, counter opposing views and use language to gain attention and sustain interest.

**Outcomes**

By the end of this activity, students will have:

- investigated types of programmes about religion found on national TV
- expressed their own views and opinions on a particular issue by completing a storyboard in response to a news report
- produced a storyboard showing their proposal for a new religious programme on terrestrial TV
- made a display from newspaper articles explaining the difference between factual and emotional language used when covering religious stories
- created a religious message in the form of a 'Thought for the Day'.

## Resources

Papers or magazines containing TV schedules or covering religious issues

Kar2ouche *Learning from Religion*

- **News** storyboard
- **Worship** storyboard
- **Magazine** storyboard
- **Chat Show** storyboard
- **Thought for the Day** storyboard

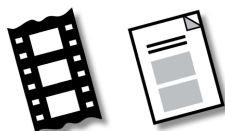
Sheet 1b:1 *Religion on Television*

Sheet 1b:2 *Newspaper Article*

Sheet 1b:3 *Worship, Magazine or Chat Show Programme*

## Activities

### Introduction



1. Using the TV schedules found in magazines, newspapers and/or the Internet, students explore how easy it is to find programmes with religious content. They can use Sheet 1b:1 *Religion on Television* to record their findings. (<http://www.culham.ac.uk/tvr/> gives up-to-date information on TV and radio programmes with a religious or moral theme or issue.)
2. Ask the class to discuss their findings, focusing on the types of programmes that include religious content.
3. Working in pairs, students open the **News** storyboard showing the facts about a national issue. Students then read Sheet 1b:2 *Newspaper Article*, an obviously biased editorial based on this. They rework the editorial to provide a more objective account.

**Content of News storyboard**

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**Frame 1:** Instructions in the Composition window – Watch this storyboard about an application for planning permission to build a Sikh Temple in London.

**Last frame:** Instructions – Read Sheet 1b:2 *Newspaper Article* and using Kar2ouche or on paper rewrite the editorial in a more objective way.

*Refer to the Text/Audio for Unit 1b **News** storyboard in Appendix 1 for details of recorded script.*



## Development

4. At this point, discuss the types or categories of religious programmes on TV. Focus on worship, magazine or chat show programmes and share the following information with the class.

**Worship:** a programme based on traditional religious services with singing and praying, for example, 'Songs of Praise'.

**Magazine:** a programme of more general interest, which treats religion in broad terms and considers spiritual issues and religious beliefs. This often includes interviews with personalities and general interest stories, for example, 'The Heaven and Earth Show'.

**Chat show:** a programme in which celebrities with particular religious views are interviewed.

5. In groups of four or five, students prepare a proposal for a new worship, religious magazine or chat show programme aimed at young teenagers in Britain. They need to decide the day and time they wish it to be broadcast, the subject matter they want to include and whether to take a single-, multi- or interfaith approach. Students should complete the questions on Sheet 1b:3 *Worship, Magazine or Chat Show Programme* in preparation for the next activity.
6. Students need to decide which style of programme they wish to design their proposal for and then open the **Worship, Magazine or Chat Show** storyboard depending on their choice. They then produce a storyboard presentation of their proposal.



**Content of Worship, Magazine and Chat Show storyboards**

**Frame 1:** Instructions – In the following frames create your proposal for a new religious programme for young teenagers using your answers on Sheet 1b:3 *Worship, Magazine or Chat Show Programme*.

## Plenary

7. Back in pairs, using information from newspaper stories containing references to religion in the United Kingdom, students create a display highlighting what is fact and what is opinion. They can do this using Kar2ouche or on paper. Ask them to look out for emotive language. One way of highlighting the differences would be to compare some of the programmes made for believers by believers on the digital channels (for instance the God and Revelation channels) with the more objective approaches that most broadcast channel programmers aim for.

**Extension/  
Homework**

8. Inform students that there are short media transmissions that are used to get moral or religious messages to the listeners. One of the most used methods is via radio programmes such as 'Thought for the Day' which only last for a couple of minutes.
9. Individually or in pairs, students open the **Thought for the Day** storyboard and produce their own 'thought for the day'. They should explain the influence of religious beliefs in these short programmes.

**Content of Thought for the Day storyboard**

**Frame 1:** Instructions – Click on the next frame to see an example 'Thought for the Day'. "What lies behind us and what lies before us are tiny matters compared to what lies within us". Ralph Waldo Emerson

**Frame 2:** Instructions – Click on the next frame and then, by using images and text, design your own 'Thought for the Day'.

**Frame 3:** Instructions – Explain any religious connection in your 'thought for the day'.

10. If you would like to provide more structure, give students a list of topical issues from which to choose. If your focus is comparative religion, they could write a 'thought for the day' from two different religious perspectives.

**Student Notes**

## Unit 1b Religion in the Media: National

### Objectives

In this activity you will look at how many religious programmes are found on national TV programmes. You will also think about the type of religious content in these programmes. You will consider how religious faiths are presented and how members of that faith view this representation. By producing a proposal for a new religious children's TV programme, you'll present the type of programme you prefer.

### Outcomes

By working through this activity you will:

- carry out a survey of religious content on national TV
- complete a storyboard showing your response to a news report
- produce a storyboard showing your proposal for a new religious programme to be shown on terrestrial TV
- create a display from different newspaper articles showing whether the information about religions is factual or emotive.

### Resources

To complete the activity you will need:

Kar2ouche *Learning from Religion*

Papers or magazines containing TV schedules or covering religious issues

Sheet 1b:1 *Religion on Television*

Sheet 1b:2 *Newspaper Article*

Sheet 1b:3 *Worship, Magazine or Chat Show Programme*

### Activities

#### Introduction

1. Using TV schedules in newspapers, magazines and on the Internet, find programmes with any religious content. Use Sheet 1b:1 *Religion on Television* to record your findings.
2. Discuss your findings with your class. Describe the content and the type of programmes that you discovered.
3. Open and watch the **News** storyboard about planning permission for the building of a Sikh temple in London. Next, read Sheet 1b:2 *Newspaper Article* that is an editorial written about this issue. (Note: An editorial is a column written by the editor of a paper that expresses his or her opinion about a particular subject of interest). Rewrite the editorial to provide your own factual account.



to open the **News** storyboard

**Student Notes****Development**

4. Discuss with your class the difference between worship, magazine and chat show style religious TV programmes.
5. Using Sheet 1b:3 *Worship, Magazine or Chat Show Programme*, plan an idea for a new worship, religious magazine or chat show programme aimed at young teenagers in Britain. State the day and time you wish the programme to be broadcast. Decide on the type of items you would want in the programme and whether to take a single-, multi- or interfaith approach. (Check with your teacher if you are not sure what this means.)
6. Decide which style of programme you wish to design a proposal for and then open either the **Worship**, **Magazine** or **Chat Show** storyboard according to your choice. Following the instructions, produce a storyboard presenting your proposal for the new show.



to open the **Worship** storyboard



to open the **Magazine** storyboard



to open the **Chat Show** storyboard

**Plenary**

7. Using information in newspaper stories about religion in the United Kingdom, create a display highlighting what is fact and what is opinion. If you wish to use Kar2ouche, click below.



to open a new storyboard

**Extension/Homework**

8. Working individually or with a partner, choose a topical issue and, using the **Thought for the Day** storyboard, produce your own 'thought for the day'.



to open the **Thought for the Day** storyboard

9. If you prefer, produce your 'thought for the day' from a list of topical issues that your teacher will provide. If you have time, you could explore the issue from two different religious perspectives.

**Sheet 1b:1**

# Religion on Television

Name of programme	Type (News; Worship; Documentary; Magazine; Comedy etc)	Religion(s) mentioned	Channel	Other comments
Vicar of Dibley	Comedy	Christianity	BBC 1	Based on a village vicar

**Sheet 1b:2**

# Newspaper Article

**Editorial****Sikh temple to be built**

Common sense prevailed when the Greater London Authority gave planning permission for a temple to be built in Central London. Despite the protests of local residents and from national groups interested in protecting the 'Green Belt' and the environment, the application was approved last night.

I feel that the need of the people to have a central place to worship is much more important than the loss of a small area of green belt land and the slight increase in traffic to Central London.

This is a Sikh community providing for the needs of Sikhs in London, whether residents, students or visitors, and I am happy that the Authorities have recognised this. The temple will be large enough to encompass, under one roof, all members of the community and so they will be able to come together and worship as one congregation, as well as join in with many communal activities.

Surely this community opportunity is more important than saving a few acres of green belt and what does it matter if commuters arrive a few minutes later for work?

**Editor****Instructions:**

*Using Kar2ouche or on paper, rewrite the editorial above in a more objective way, based on fact. In other words, write it without emotion or personal feelings and about actual things or events.*

## Sheet 1b:3

# Worship, Magazine or Chat Show Programme

<b>Name of your company:</b>	
<b>Proposed title of your programme:</b>	
<b>Day and time the programme should be broadcast. Explain why.</b>	
<b>What style of religious programme do you intend to make? (worship, magazine or chat show)</b>  <b>Give reasons for choosing this style:</b>	
<b>Who are you hoping will watch? (age; gender etc)</b>	
<b>How are you going to 'sell' the programme to your intended viewers?</b>	
<b>Describe any unique or new features:</b>	
<b>Who will be in the programme? (presenters, contributors, key talent)</b>	
<b>Who will make the programme? (adults, children)</b>	

<b>How long will the programme be?</b>	
<b>Give reasons why this programme should be made:</b>	
<b>Do you intend to take a multi- or an interfaith approach, or concentrate on one religion? Give your reason.</b>	
<b>What religion or religions are you aiming to attract?</b>	
<b>What do you intend to include in the programme? (singing, prayers, preaching, sermons, interviews, stories etc)</b>	
<b>Is it set in a place of worship (church/synagogue etc) or somewhere else?</b>	
<b>Do you want to teach the viewers about specific religions? If so, why?</b>	
<b>Do you want the viewers to learn from religion? If so, why?</b>	
<b>Other comments or information:</b>	



**Teacher Notes**

# Unit 1c Religion in the Media: International

<b>Key Stage/Year</b>	Key Stage 3/Years 7-9
<b>Group Organisation</b>	After some class discussion, students can work in small groups for the rest of the introduction and development sections of this activity. There is an opportunity for individual work during the plenary and extension activities.
<b>Suggested Timing</b>	Two to three lessons

## Overview of Task

Students use the Internet to examine how religions are portrayed by the international media. In particular, they will look at the purpose and audience of websites and investigate whether information is factual and how far the factual nature can be judged. They will also consider how faiths use the international media to communicate their views and opinions.

**Key words and phrases:** impact, factual, biased, tolerance, harmony

## Objectives

**All students will:** research how different religions are represented on the World Wide Web (www).

**Most students will:** explore why people's religious views are influenced by the representation of religions in the media.

**Some students will:** investigate whether the Internet is a good source for religious information and dialogue.

## Curriculum References

### *National Curriculum*

**RE KS3****Knowledge, skills and understanding****2 Learning from Religion**

2l express insights into the significance and value of education and other world views on human relationships personally, locally and globally; 2n express their own beliefs and ideas using a variety of forms of expression.

### **3 Breadth of Study**

**3i** rights and responsibilities: what religions say about human rights and responsibilities, citizenship and ways of life.

#### ***Citizenship KS3***

### **1 Knowledge and understanding about becoming informed citizens**

**1i** the world as a global community, and the political, economic, environmental and social implications of this, and the role of the European Union, the Commonwealth and the United Nations.

### **2 Developing skills of enquiry and communication**

**2b** justify orally and in writing a personal opinion about such issues, problems or events.

### **3 Developing skills of participation and responsible action**

**3a** use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.

#### ***PSHE KS3***

### **3 Developing good relationships and respecting the differences between people**

**3h** recognise that goodwill is essential to positive and constructive relationships.

#### ***English KS 3 and 4***

### **EN1 Speaking and Listening**

**3a** make different types of contributions to groups, adapting their speech to their listeners and the activity; **3b** take different views into account and modify their own views in the light of what others say; **3c** sift, summarise and use the most important.

**4a** use a variety of dramatic techniques to explore ideas, issues, texts and meanings; **4b** use different ways to convey action, character, atmosphere and tension when they are scripting and performing in plays.

**6b** current influences on spoken and written language; **6f** the development of English, including changes over time, borrowings from other languages, origins of words, and the impact of electronic communication on written language.

## EN2 Reading

**4a** select, compare and synthesise information from different texts;  
**4b** evaluate how information is presented.

**5a** how meaning is conveyed in texts that include print, images and sometimes sound; **5b** how choice of form, layout and presentation contribute to effect; **5c** how the nature and purpose of media products influence content and meaning; **5d** how audiences and readers choose and respond to media.

## EN3 Writing

**1e** form sentences and paragraphs that express connections between information and ideas precisely; **1f** use formal and impersonal language and concise expression; **1g** consider what the reader needs to know and include relevant details.

## Outcomes

By the end of this activity, students will have:

- investigated religious websites on the World Wide Web (www)
- designed a proposal for a new website promoting interfaith tolerance and harmony
- produced a poster expressing a positive image they have of a religion other than their own.

## Resources

Kar2ouche *Learning from Religion*

- **Exemplar** storyboard
- **Interfaith Messages** storyboard
- **Togetherness** storyboard
- **Media and Religion** storyboard

Sheet 1c:1 *Religious Websites*

## Activities

### Introduction



1. Students discuss the types of international media that have most impact on people.
2. If possible, students use the Internet to investigate religious websites. They should consider how different faiths are represented, who is producing pages and the purpose of the websites. Students can use Sheet 1c:1 *Religious Websites* to record their information. **(If there is an issue of censored religious websites in your school, then move straight to step 3.)** At this point, you may wish to discuss why some religious sites are censored.
3. Students open and watch the **Exemplar** storyboard. This contains images of sample religious websites created for different purposes. Students need to identify the reasons why each site has been created and label accordingly.



**Content of Exemplar storyboard**

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**Frame 1:** Instructions in Composition window – Read through the religious website information in the following frames.

**Other Frames:** Sample web pages with three labels: Provide factual information; Convert non-believers; Promote interfaith understanding. Instructions – Drag the incorrect labels to the bin, leaving those describing the purpose of the web pages.

**Last Frame 5:** Composition window – Other sites aim to ...  
 Instructions in Caption window – Can you think of any other way in which religions use websites? Finish the sentence above.

4. Discuss how far the information on any website can be trusted, and the ways in which students can make judgements about the content of sites they visit.

### Development



5. Students open the **Interfaith Messages** storyboard and listen to the comments from different faiths on tolerance and harmony. You may want to check out the following website:  
<http://www.anglicannifcon.org/DialoguePrint.htm>.  
 This gives information about an 'Agreement for Dialogue' between Christian and Muslim leaders.

### Content of Interfaith Messages storyboard

**Frame 1:** Instructions in Composition window – Listen to the teachings of three different faiths on tolerance and harmony. You may want to carry out more research using other resources. When you are ready, move on to the next activity which is based on this information.

**Other frames:** Information on the teachings of the Christianity, Judaism and Islam faiths on tolerance and harmony.

*Refer to Text/Audio for Unit 1c **Interfaith Messages** storyboard in Appendix 1 for details of recorded script.*



6. Students create a new website with an interfaith approach. The **Togetherness** storyboard needs to include a representative from three of the faiths studied, stating their main message on tolerance and harmony to the international community.

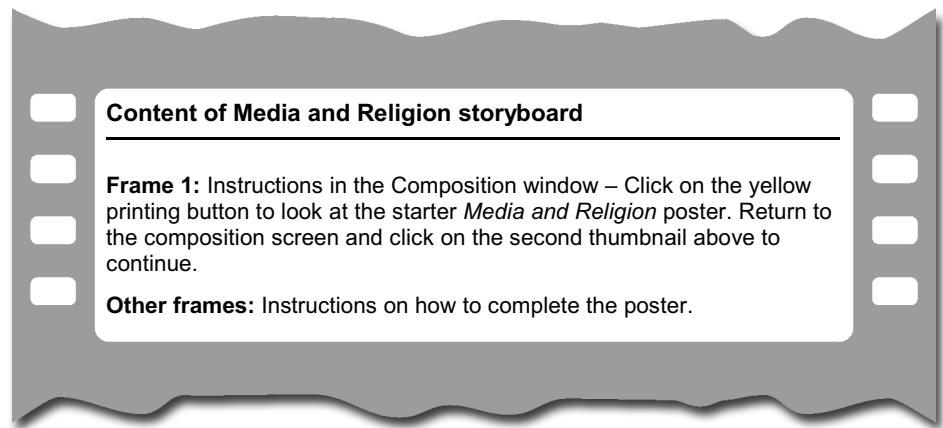
### Content of Togetherness storyboard

**Frame 1:** Instructions in Composition window – Using the information you have gathered and heard in the **Interfaith Messages** storyboard, produce a five- or six- frame storyboard with an interfaith focus. The interfaith messages are reproduced for you to use in the text/audio palette. Pick out the common themes from the different faiths and, using the audio recordings, characters, backgrounds and props, illustrate an interfaith message on tolerance and harmony to the international community.

## Plenary



7. Explain to the students that all of us are influenced by the media in our everyday lives. The meaning of 'media' comes from the Latin plural of 'medium' and is the means by which something is communicated. Discuss with the students whether they think that local, national or international media give, a more positive or negative image of religion to teenagers and young children.
8. If you have time, students can produce a poster or other publication showing a positive image they have of a particular religion. You could stipulate that this religion should be one other than their own faith. Students needing support can open the **Media and Religion** storyboard for guidance on how to complete this task. Those who are proficient may like to begin with a blank storyboard.

***Extension/  
Homework***

9. Students either create a mock-up of one religious group's web offering or explore the pros and cons of the Internet as a source of information for that religion.

**Student Notes**

## Unit 1c Religion in the Media: International

### Objectives

During this activity you will use the Internet to examine how religions are portrayed and how they communicate internationally. In particular, you will look at the purpose and audience of the websites you visit and investigate whether the information presented is factual or biased.

### Outcomes

By working through this activity you will:

- investigate religious websites on the Internet (www) in order to understand their purpose
- show your understanding of religious websites by making a proposal for a new website promoting interfaith tolerance and harmony
- produce a poster expressing a positive image of a particular religion.

### Resources

To complete the activity you will need:

Kar2ouche *Learning from Religion*

Sheet 1c:1 *Religious Websites*

### Activities

#### Introduction

1. Discuss which medium has most international impact on people. Is it TV, radio, the Internet, newspapers, magazines or advertising?
2. If possible, use the Internet to investigate different religious websites. As you look, consider how the different faiths are represented, who is producing the pages and why. Use Sheet 1c:1 *Religious Websites* to record your information.
3. Open, watch and listen to the **Exemplar** storyboard. Decide whether the websites convey information, try to convert visitors to the faith, and/or promote interfaith tolerance. Have you found any other purposes for creating sites as you explored the Web?



to open the **Exemplar** storyboard

4. Discuss how far websites can be trusted to provide factual information. Think about the strategies you use to decide whether the site is genuine and to be trusted or not.

#### Development

5. Open the **Interfaith Messages** storyboard and listen to the comments from different faiths on tolerance and harmony.



to open the **Interfaith Messages** storyboard

### Student Notes

6. From this information, create a new website with an interfaith approach. As you complete the **Togetherness** storyboard, make sure that you include a representative from each of three main faiths. Ensure that each representative states their main message on tolerance and harmony to the international community. In the second half of the storyboard, clearly explain what each faith will do to promote togetherness.



to open the **Togetherness** storyboard

### Plenary

7. Do you the media give a positive or negative image of religion to teenagers and young children? Discuss why you think this.
8. Produce a poster or other publication showing a positive image you have of a particular religion. If you want help with this, open the **Media and Religion** storyboard for guidance on how to complete the task. Alternatively, use a blank storyboard to create your own poster.



to open the **Media and Religion** storyboard



to open a new storyboard

### Extension/Homework

9. Either create a mock-up of one religious group's web offering or explore the pros and cons of the Internet as a source of information for that religion.



**Sheet 1c:1****Religious Websites**

<b>Name of website</b>	<b>Religion(s) covered or represented</b>	<b>Is the religion mentioned directly or indirectly?</b>	<b>Name of group producing website</b>	<b>Purpose of website</b>
IQRA Trust	Islam	Directly	IQRA Trust	To give clear and accurate information about the faith of Islam



# Unit 2

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## Teacher Notes

## Unit 2a Religion and the Environment: Personal

<b>Key Stage/Year</b>	Key Stage 3/Years 7-9
<b>Group Organisation</b>	Students work in pairs to carry out their survey and to create their storyboard. There is also opportunity for class discussion and individual work.
<b>Suggested Timing</b>	Two lessons: one lesson to carry out the survey and write up the results and a second lesson for the other activities

### Overview of Task

Students investigate eating habits in their class and consider the role that different religious faiths, friends and society may have on people's attitudes to the food they eat.

**Key words and phrases:** kosher, halal, ritual slaughter, vegetarian

### Objectives

**All students will:** understand that religious beliefs and teachings can have an impact on people's diets.

**Most students will:** recognise the pressures from society on personal decisions including diets.

**Some students will:** understand that within the same religion there can be different attitudes to personal diet.

### Curriculum References

#### National Curriculum

#### RE KS3

#### Knowledge, skills and understanding

#### 2 Learning from Religion

2j reflect on the relationships between beliefs, teachings and ultimate questions, communicating their ideas thoughtfully and sensitively, using reasoned arguments; 2l express insights into the significance and value of education and other world views on human relationships personally, locally and globally; 2n express their own beliefs and ideas using a variety of forms of expression.

### **3 Breadth of Study**

**3h** ethics and relationships: the questions and influences that inform people's ethical and moral choices; **3i** rights and responsibilities: what religions say about human rights and responsibilities, citizenship and ways of life.

#### ***Citizenship KS3***

### **1 Knowledge and understanding about becoming informed citizens**

**1b** the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

### **3 Developing skills of participation and responsible action**

**3a** use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.

#### ***PSHE KS3***

### **1 Developing confidence and responsibility and making the most of their abilities**

**1b** respect the differences between people as they develop their own sense of identity.

#### ***English KS 3 and 4***

### **EN1 Speaking and Listening**

**3a** make different types of contributions to groups, adapting their speech to their listeners and the activity; **3b** take different views into account and modify their own views in the light of what others say; **3c** sift, summarise and use the most important.

**4a** use a variety of dramatic techniques to explore ideas, issues, texts and meanings; **4b** use different ways to convey action, character, atmosphere and tension when they are scripting and performing in plays.

### **EN2 Reading**

**1d** identify the perspectives offered on individuals, community and society.

### **EN3 Writing**

**1i** develop logical arguments and cite evidence; **1j** use persuasive techniques and rhetorical devices; **1k** anticipate reader reaction, counter opposing views and use language to gain attention and sustain interest.

## Outcomes

By the end of this activity, students will have:

- carried out a survey to investigate people's diets
- completed a storyboard showing understanding of the types of foods eaten by people from different religions
- created a storyboard showing an insight into religious arguments for or against particular foods
- designed a menu for a multicultural buffet.

## Resources

Kar2ouche *Learning from Religion*

- **Food** storyboard
- **Pressure 1** storyboard
- **Pressure 2** storyboard
- **Buffet** storyboard

Sheet 2a:1 *Diets*

## Activities

### Introduction



1. Students carry out a survey of the diets of people in the class and record the results on Sheet 2a:1 *Diets*. For people with particular diets, instruct the students to find out whether it is a matter of personal, health or religious belief.
2. Discuss with the class what labelling on food tells you about some religious beliefs, for example, if something says it is kosher, halal or suitable for vegetarians.

3. Explain:

**Kosher:** Hebrew for 'fit' or 'proper'. Kosher refers to which animals Jews are permitted to eat, the proper methods of food preparation and the dietary laws governing its consumption – for example, neither pork nor shellfish is kosher. Beef is kosher as long as the animal is killed properly, and cow's milk is also kosher. (Judaism)

**Halal:** Meat from animals that has been prepared in the prescribed way; that is killing the animal in the proper way while a prayer to Allah is said. (Islam)

**Vegetarian:** A diet that allows no food that has been derived from the killing of an animal. This means that dairy products are allowed. People who exclude all animal products from their diet are vegans. Vegetarianism can be a matter of personal choice, but sects of certain religions also endorse vegetarianism. (Hinduism and Buddhism)

4. Students should research different religious faiths' attitudes to meat and diet generally. This can include references to fasting and the differences for instance between the extent of fasting practised by Muslims and Christians during Ramadan and Lent.
5. Hold a discussion in which you ask a series of questions on how we can show respect for people's food choices and religious beliefs. For instance you might ask, 'Why is it better not to have pork pies or sausages on the table when there are Jews or Muslims in the class?'

### Development



6. Inform students that they are to imagine an end-of-term celebration. The imagined class is made up of children from a range of different religious faiths. Students open the **Food** storyboard and match the people with the appropriate food and explain why it is right for them. Discuss whether by doing this they are stereotyping groups or not and why.

**Content of Food storyboard**

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**Frame 1:** Instructions – Drag some suitable food for the person from the props palette onto the empty plate.

**Frames 2-5:** Composition window – One person from each faith (Christian, Muslim, Hindu, Jew) with an empty plate.

**Some acceptable answers for this activity include:**

Christian – Spaghetti Bolognese, milk and ice-cream.  
 Muslim – Bread, vegetables and fruit.  
 Hindu – Vegetable samosa or bhajee and salad.  
 Jew – Beef (kosher), vegetables and fruit.



7. In pairs, students open the **Pressure 1** storyboard showing the start of a scenario during the celebration. A girl is trying to persuade a boy to eat something that, because of his religion, he shouldn't. One student takes the role of the persuader and designs the first frame of the storyboard. They need to show what they might say and what their arguments might be. The partner takes the role of the religious person and completes the second frame showing their responses and stating why they will not eat the food. This procedure can continue for several frames depending on the ability of the students to form coherent and well-informed arguments.



### Content of Pressure 1 storyboard

**Frame 1:** Instructions in Composition window – With your partner you are going to design a storyboard taking the role of either Terri or Rashid. Terri is trying to get Rashid to eat food that is not allowed by his religion. Rashid is resisting the temptation. Decide who is going to take each role. You also need to decide Rashid's religion and the food Terri is trying to persuade him to eat. Alternatively, Rashid may be fasting.

Instructions in Caption window – Write a script. When you are happy with this, add characters, backgrounds, speech bubbles and props to make your storyboard. If you are able, record your own voices speaking the lines.

**Frames 2-4:** Blank for student completion.



8. You may wish to direct some students to the **Pressure 2** storyboard which includes a fuller outline of the scenario above, including instructions on how to add a pre-recorded soundtrack from the text/audio palette. Students need to complete the storyboard by adding the sound and any extra props or characters. They need to support Rashid's arguments by adding quotations from religious texts.

### Content of Pressure 2 storyboard

**Frame 1:** Instructions in Composition window – With your partner you are going to design a storyboard taking the role of either Terri or Rashid. Terri is trying to get Rashid to eat food that is not allowed by his religion. Rashid is resisting the temptation. Decide who is going to take each role.

Instructions in Caption window – Using the pre-recorded script and by adding characters, backgrounds, speech bubbles and props, make your storyboard. If you are able, record your own voices speaking the lines.

**Frame 2:** Instructions in Caption window – In the composition window above, create the first frame of the storyboard showing Terri offering Rashid some food he shouldn't eat.

**Frame 3:** Instructions in Caption window – Complete this frame by showing Rashid refusing the food and giving reasons why. Use quotations from religious texts to support his position.

**Frame 4:** Instructions in Caption window – Terri continues to try to get Rashid to eat the food. Create the frame.

**Frame 5:** Instructions in Caption window – Rashid continues to say no, stating more religious reasons supported by texts. Create the frame.

**Frame 6:** Instructions in Caption window – Add extra frames if you wish to continue this discussion.

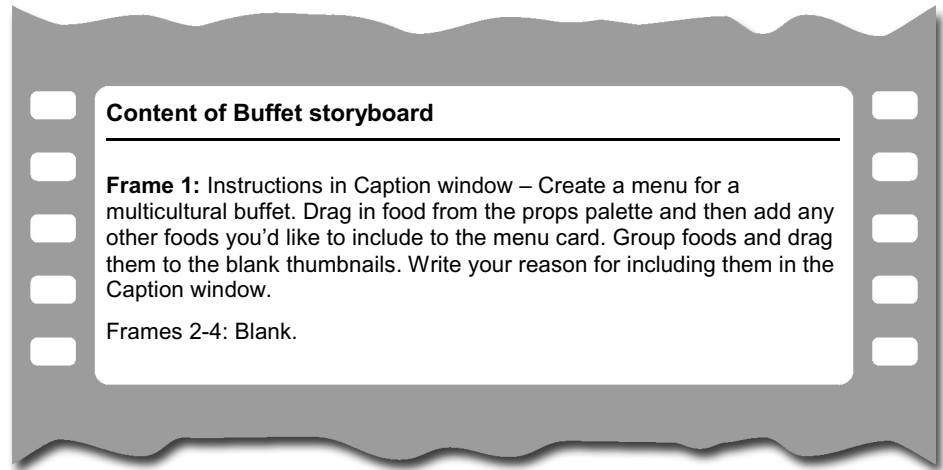
*Refer to Text/Audio for Unit 2a **Pressure 2** storyboard in Appendix 1 for details of recorded script.*

**Plenary**

9. Using a digital projector, ask some of the students to share their completed storyboards and hold a class discussion on any issues raised.

**Extension/  
Homework**

10. Students open the **Buffet** storyboard and create a menu for a multicultural buffet. Get the students to explain why they included certain foods and excluded others. A working partner could comment on the choices in a final frame.



**Student Notes**

## Unit 2a Religion and the Environment: Personal

### Objectives

You will investigate eating habits in your class and consider the role that different religious faiths, friends and society may have on influencing what foods people eat.

### Outcomes

By working through this activity you will:

- carry out a survey of people's diets in your class
- complete a storyboard showing types of food eaten by people from different religions
- create a storyboard showing religious arguments for or against particular foods
- design a menu for a multicultural buffet.

### Resources

To complete the activity you will need:

Kar2ouche *Learning from Religion*  
Sheet 2a:1 *Diets*

### Activities

#### Introduction

1. Carry out a survey on the diets of people in your class and record the results on Sheet 2a:1 *Diets*. For students who eat particular diets, find out whether it is a matter of personal, health or religious belief.
2. Discuss what you can learn about religious belief and personal choice from food labelling. Your teacher will explain the words kosher, halal and vegetarian, which you may find written on some food labels.
3. Research different religious faiths' attitudes to meat and vegetarianism. Discuss types of food and fasting as they relate to certain religious beliefs.

#### Development

4. Imagine that you are at an end-of-term celebration. The class is made up of children from different religious faiths. Open the **Food** storyboard and match the available food with the appropriate people and explain why you think it is right for them.



to open the **Food** storyboard

**Student Notes**

5. With a partner, open either the **Pressure 1** or **Pressure 2** storyboard (your teacher will tell you which one) showing a scenario during the celebration where a girl is trying to persuade a boy to eat something which, because of his religion, he shouldn't. Complete the storyboard with you and your partner taking the roles of the two students.



to open the **Pressure 1** storyboard



to open the **Pressure 2** storyboard

**Plenary**

6. Share your completed storyboards and join in with a class discussion on any issues raised.

**Extension/Homework**

7. Open the **Buffet** storyboard and create a menu for a multicultural buffet. Explain the reasons why you included certain foods and excluded others.



to open the **Buffet** storyboard

**Sheet 2a:1****Diets**

Type of Diet	Reason for Diet		
	Personal?	Health?	Religious?
Vegetarian	<i>Yes – many people choose not to eat meat because they think it is cruel.</i>	<i>Possibly – a vegetarian diet can be a high-fibre, low-fat option.</i>	<i>Yes – many religious groups have sects that support vegetarian diets – the most obvious being Hindu and Buddhist groups.</i>



## Teacher Notes

## Unit 2b Religion and the Environment: National

<b>Key Stage/Year</b>	Key Stage 3/Years 7-9
<b>Group Organisation</b>	Students work individually before pairing up with a partner during the development part of this activity. There is also the opportunity for class discussion throughout and individual work during the extension activity.
<b>Suggested Timing</b>	One to two lessons

### Overview of Task

Students consider different religious faiths' attitudes to animal rights through research.

**Key words and phrases:** ritual, cosmetic, animal rights, interfaith, multifait

### Objectives

**All students will:** examine the teachings of different religions on animal rights.

**Most students will:** understand that although attitudes to animal rights differ from religion to religion there are many common features.

**Some students will:** present their own ideas and attitudes to animal rights.

### Curriculum References

#### National Curriculum

#### RE KS3

#### Knowledge, skills and understanding

#### 1 Learning about Religion

**1d** analyse and compare the evidence and arguments used both by believers and non-believers when considering issues of truth in religion and philosophy.

**2 Learning from Religion**

**2j** reflect on the relationships between beliefs, teachings and ultimate questions, communicating their ideas thoughtfully and sensitively, using reasoned arguments; **2l** express insights into the significance and value of education and other world views on human relationships personally, locally and globally; **2n** express their own beliefs and ideas using a variety of forms of expression.

**Citizenship KS3****1 Knowledge and understanding about becoming informed citizens**

**1b** the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

**2 Developing skills of enquiry and communication**

**2a** think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources.

**PSHE KS3****4 Breadth of opportunities**

**4g** consider social and moral dilemmas.

**English  
KS 3 and 4****EN1 Speaking and Listening**

**3a** make different types of contributions to groups, adapting their speech to their listeners and the activity; **3b** take different views into account and modify their own views in the light of what others say; **3c** sift, summarise and use the most important.

**4a** use a variety of dramatic techniques to explore ideas, issues, texts and meanings; **4b** use different ways to convey action, character, atmosphere and tension when they are scripting and performing in plays.

**EN2 Reading**

**3a** understand the values and assumptions in the texts; **3d** how familiar themes are explored in different cultural contexts; **3e** make connections and comparisons between texts from different cultures.

**4a** select, compare and synthesise information from different texts; **4c** sift the relevant from the irrelevant, and distinguish between fact and opinion, bias and objectivity.



## EN3 Writing

**1i** develop logical arguments and cite evidence; **1j** use persuasive techniques and rhetorical devices; **1k** anticipate reader reaction, counter opposing views and use language to gain attention and sustain interest.

## Outcomes

By the end of this activity, students will have:

- compared the attitudes of three religions to animal rights
- designed a leaflet explaining the teachings of one religion on animal rights
- produced a poster showing their own attitude to animal rights.

## Resources

Kar2ouche *Learning from Religion*

- **Animal Rights** storyboard
- **Rights 1** storyboard
- **Rights 2** storyboard

Sheet 2b:1 *Animal Rights*

## Activities

### Introduction



1. Using various sources, students research what different religions have to say about animal rights and ritual slaughter. An excellent website looking at different religious perspectives can be found at <http://www.ivu.org/religion/>. This is managed by the International Vegetarian Union and provides links to other religious sites. If time is short, go straight on to instruction 2.
2. Ask students to open and watch the **Animal Rights** storyboard, which gives information about different religions' attitudes to animal rights.

### Content of Animal Rights storyboard

**Frame 1:** Instructions in Caption window – Watch the storyboard and make notes on the Christian, Jewish and Hindu faiths' attitudes to animal rights.

Composition windows – Information on the Christian, Jewish and Hindu faiths' attitudes to, and teachings on, animal rights.

*Refer to Text/Audio for Unit 2b **Animal Rights** storyboard in Appendix 1 for details of recorded script.*



## Development



3. Students use Sheet 2b:1 *Animal Rights* to collate results.
4. Working in pairs, students choose two religions and research further their attitudes to animal rights.
5. Students open either the **Rights 1** or **Rights 2** storyboard and produce leaflets about attitudes to animal rights for the two different faiths. Weaker students should be directed to the **Rights 2** storyboard as there are additional instructions to help them complete their leaflet.

### Content of Rights 1 storyboard

**Frame 1:** Instructions – Using characters, backgrounds and props, make a two-page leaflet showing attitudes to animal rights for one of your chosen religions. Your partner will do the same for the other religion.

### Content of Rights 2 storyboard

**Frame 1:** Instructions – As above. Follow the instructions in the following frames to complete your storyboard.

**Other frames:** Step-by-step instructions on how to produce the leaflet.

**Plenary**

6. Get students to swap their completed leaflet with their partner, who checks it for accuracy of information and presentation. Students suggest any improvements and return the leaflet to their partners.
7. Students add any suggested improvements to their leaflet.
8. From the information on the leaflets, students draw up a list of common and surprising attitudes to animal rights from their two chosen religions and share them with the rest of the class.
9. Discuss with students any issues that are raised and why most religions have strong views on animal rights.

**Extension/  
Homework**

10. Using Kar2ouche or on paper, students produce a poster showing their personal views on the issue of animal rights.

**Student Notes**

## Unit 2b Religion and the Environment: National

### Objectives

In this activity you will consider a variety of attitudes to animal rights as held by different religious groups.

### Outcomes

By working through this activity you will:

- find out about three of the main religions' attitudes to animal rights
- design a leaflet to explain the teachings of one religion on animal rights
- produce a poster showing your own attitude to animal rights.

### Resources

To complete the activity you will need:

Kar2ouche *Learning from Religion*

Sheet 2b:1 *Animal Rights*

### Activities

#### Introduction

1. Research what different religions have to say about animal rights and ritual slaughter.
2. If instructed, open and watch the **Animal Rights** storyboard.



to open the **Animal Rights** storyboard

3. Use Sheet 2b:1 *Animal Rights* to record what you find out.

#### Development

4. Working in pairs, choose two religions and further research their attitudes to animal rights.
5. Your teacher will ask you to open either the **Rights 1** or **Rights 2** storyboard. Following the instructions, produce a leaflet each about one religion's attitudes to animal rights. One of you should produce the leaflet for one of the religions; the other should refer to the second religion.



to open the **Rights 1** storyboard



to open the **Rights 2** storyboard

**Student Notes****Plenary**

6. Swap your completed leaflet with your partner and check it both for accuracy of information and for presentation. Suggest any improvements and return it to your partner.
7. Add any of your partner's suggested improvements to your leaflet.
8. Write up a list of the common and surprising attitudes to animal rights you found and recorded in your leaflets. Share these with the rest of the class.
9. Discuss any issues that are raised and why most religions have strong views on animal rights.

**Extension/Homework**

10. Using Kar2ouche or paper, produce a poster showing your own views on animal rights.



to open a blank storyboard

## Sheet 2b:1

# Animal Rights

Religion 1	Common attitude to animal rights
	Surprising attitude to animal rights
Explain why you find the attitude(s) surprising	

Religion 2	Common attitude to animal rights
	Surprising attitude to animal rights
Explain why you find the attitude(s) surprising	

Religion 3	Common attitude to animal rights
	Surprising attitude to animal rights
Explain why you find the attitude(s) surprising	



## Teacher Notes

## Unit 2c Religion and the Environment: International

<b>Key Stage/Year</b>	Key Stage 3/Years 7-9
<b>Group Organisation</b>	Start with a full class discussion and then either individual or paired work for the suggested storyboard activities.
<b>Suggested Timing</b>	One to two lessons

### Overview of Task

Students investigate attitudes to the environment as expressed by different religious teachings and consider what can be done to protect the planet.

**Key words and phrases:** stewardship, environment, pollution, conservation

### Objectives

**All students will:** analyse some religious texts and teachings on the protection of the environment.

**Most students will:** explore how this accords with religious belief.

**Some students will:** investigate what various religious groups do to conserve the environment.

### Curriculum References

#### National Curriculum

#### RE KS3

#### Knowledge, skills and understanding

#### 2 Learning from Religion

2l express insights into the significance and value of education and other world views on human relationships personally, locally and globally; 2m reflect and evaluate their own and others' beliefs about world issues such as peace and conflict, wealth and poverty and the importance of the environment, communicating their own ideas in depth; 2n express their own beliefs and ideas using a variety of forms of expression.

**Citizenship KS3      1 Knowledge and understanding about becoming informed citizens**

**1h** the significance of the media in society; **1i** the world as a global community, and the political, economic, environmental and social implications of this, and the role of the European Union, the Commonwealth and the United Nations.

**2 Developing skills of enquiry and communication**

**2a** think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources.

**PSHE KS3      4 Breadth of opportunities**

**4g** consider social and moral dilemmas.

**English  
KS 3 and 4****EN1 Speaking and Listening**

**1a** structure their talk clearly, using markers so that their listeners can follow the line of thought; **1c** use gesture, tone, pace and rhetorical devices for emphasis; **1e** vary word choices, including technical vocabulary, and sentence structure for different audiences.

**3a** make different types of contributions to groups, adapting their speech to their listeners and the activity; **3b** take different views into account and modify their own views in the light of what others say; **3c** sift, summarise and use the most important.

**4a** use a variety of dramatic techniques to explore ideas, issues, texts and meanings; **4b** use different ways to convey action, character, atmosphere and tension when they are scripting and performing in plays.

**EN2 Reading**

**3a** understand the values and assumptions in the texts; **3d** how familiar themes are explored in different cultural contexts; **3e** make connections and comparisons between texts from different cultures.

**4a** select, compare and synthesise information from different texts; **4b** evaluate how information is presented; **4c** sift the relevant from the irrelevant, and distinguish between fact and opinion, bias and objectivity.

## EN3 Writing

**1f** use formal and impersonal language and concise expression; **1g** consider what the reader needs to know and include relevant details; **1i** develop logical arguments and cite evidence; **1j** use persuasive techniques and rhetorical devices; **1k** anticipate reader reaction; **1l** reflect on the nature and significance of the subject matter; **1m** form your own view, taking into account a range of evidence and opinions.

## Outcomes

By the end of this activity, students will have:

- understood what is meant by the environment and the term 'stewardship'
- explored different religious attitudes towards the environment and created a storyboard showing their understanding of one religion's views
- completed a storyboard on a particular environmental issue
- produced a storyboard to explain how they can help the environment
- found out about the environmental work carried out by religious organisations.

## Resources

Kar2ouche *Learning from Religion*

- **Environment** storyboard
- **Teachings 1** storyboard
- **Incident** storyboard
- **I Can** storyboard

Sheet 2c:1 *Gujarat Earthquake*

Religious texts or books that contain quotations from religious texts that pertain to the environment. A good textbook for information is *Religion and Society* (Foundation Edition) by Victor W. Watton, Hodder & Stoughton, ISBN 0 340 850469.

You will also find a number of useful websites in the introductory section of this teacher support pack – check which are appropriate for your group prior to the lesson.

A good introduction to Religion and Ecology can be found at <http://environment.harvard.edu/religion/information/index.html>. Another useful site is <http://www.arcworld.org> which contains information about different religions' attitudes to the environment.

## Activities

### Introduction



1. Discuss with the class what they understand when they hear people talking about 'the environment'.
2. Students open the **Environment** storyboard to read a number of quotations about the environment from different religious texts. If there is time, they can research other texts and religions.

**Content of Environment storyboard**

*Christian/Jewish quotations:*

- When I consider your heavens, the work of your fingers ... what is man that you are mindful of him? You made him a little lower than the heavenly beings. You made him rule over the work of your hands; you put everything under his feet. (Psalm 8:3-6)
- Man was given authority over, and responsibility for, creation. (Genesis 1:26-28)
- God blessed them (the man and the woman) and said to them, 'Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish ... and the birds ... and over every living creature,' (Genesis 1:28)

*Jewish quotation:*

- God says, 'Look at My work! How beautiful! How fine! Everything I created, I created for you. Think upon this and do not ruin and destroy My world, for if you do ruin it, there will be no one to come after you to repair it.' (Midrash Rabbah, Kohelet 7)

*Hindu quotations:*

- He who is not envious but a kind friend to all living beings, is dear to me. (Bhagavad Gita)
- The human race is not separate from nature. All objects in the universe, beings and non-beings, are pervaded by the same spiritual power. (The Assisi Declaration of 1986)

*Sikh quotations:*

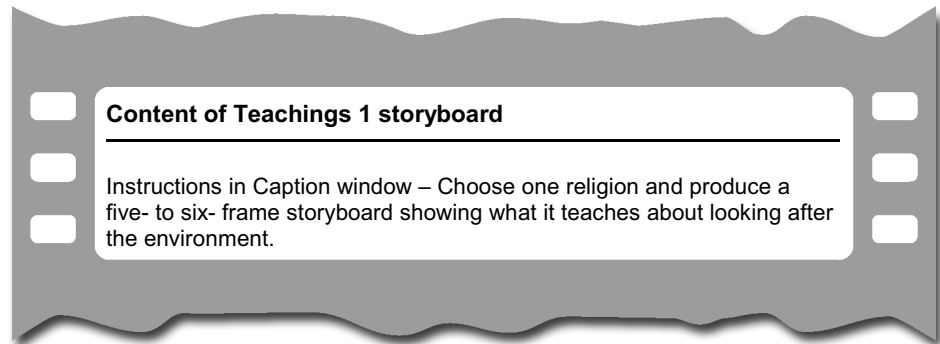
- God beholds his creation and rejoices. (Japji Sahib)
- Air is the Guru, water the father; Earth the great mother, Day and night are male and female nurses, In whose lap the whole world plays. (Japji Sahib)

3. Discuss with the class what they think the different religions are saying about humankind's relationship to the environment.
4. Introduce the Christian idea of stewardship and write a definition on the board.

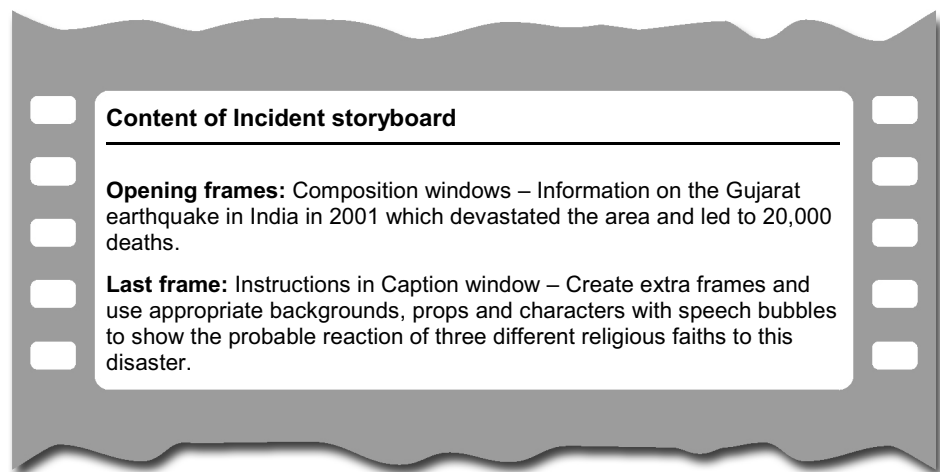
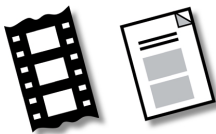
**Stewardship:** the idea that human beings have been left in charge or 'as stewards' of the earth and its environment, and it is their role to maintain it for future generations.

**Development**

5. Students open the **Teachings 1** storyboard and, using personal research, produce a storyboard showing what one religion teaches about looking after the environment. You might like to allocate a different religion to each group to ensure full coverage and to allow comparisons to be made.



6. Get students to share their storyboards with the rest of the class.
7. Discuss any similarities or differences in attitudes to protecting the environment between different religions.
8. Students load the **Incident** storyboard or read Sheet 2c:1 Gujarat Earthquake, to see information on an international environmental disaster. Students complete this by adding what they think the responses of three different religions would be to this incident.



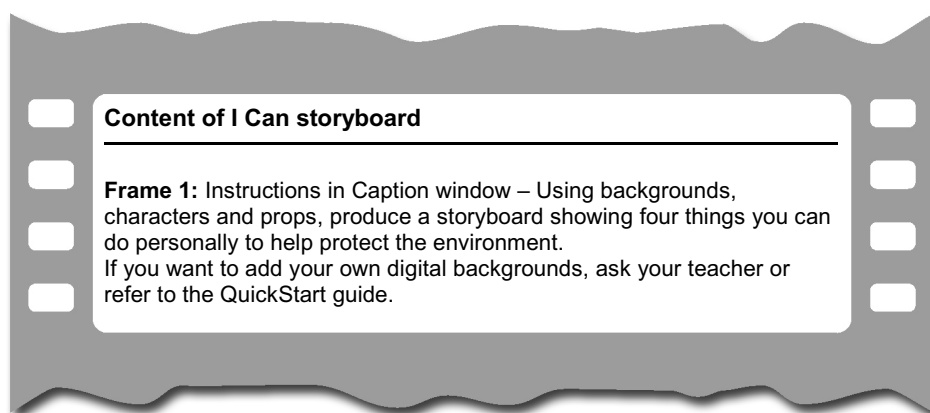
**Note:** More useful information on relief efforts and religious attitudes can be found on the following links:

<http://www.iol.ie/~cgta/news2new.htm#IND> and

<http://www.cwmission.org.uk/features/default.cfm?FeatureID=1241>

**Plenary**

9. Students open the **I Can** storyboard and complete it by showing four things they could do in order to help protect the environment.



10. Discuss the students' ideas. Emphasise that, as can be seen from the similarities in religious attitudes, we all have a responsibility to look after the environment.

**Extension/  
Homework**

11. Students gather information on any natural environmental disasters like the earthquake and tsunami in South Asia in 2004. Ask them to produce an essay, or a storyboard, illustrating their views on the issue of natural Evil and how a loving God could allow these natural disasters to happen.
12. Students produce a booklet or poster showing the environmental work of a religious organisation, for instance, Christian Aid, the Jewish National Fund or the Islamic Foundation for Ecology and Environmental Sciences.

**Student Notes**

## Unit 2c Religion and the Environment: International

### Objectives

During this activity you will investigate different attitudes to the environment as expressed in different religious texts. You will also consider what you can do to protect the planet.

### Outcomes

By working through this activity you will:

- learn what is meant by the environment and the term 'stewardship'
- explore different religious attitudes to the environment and create a storyboard showing your understanding of one of them
- complete a storyboard on a particular environmental issue
- produce a storyboard to explain how you can help the environment
- find out about the environmental work carried out by a religious organisation.

### Resources

To complete the activity you will need:

Kar2ouche *Learning from Religion*

Sheet 2c:1 Gujarat Earthquake

### Activities

#### Introduction

1. Discuss what 'the environment' means to you.
2. Open the **Environment** storyboard. Here you will read a number of quotations about the environment from different religious texts.



to open the **Environment** storyboard

3. What do these religions seem to be saying about humankind's relationship to the environment? How similar are they? Do you agree with the views expressed? Discuss these points with your class.
4. Look at the definition of 'stewardship' that your teacher writes on the board. Copy this onto paper if you wish. How far do you agree with this notion? Why?

#### Development

5. Research in more depth one religion's teachings on the environment. Open the **Teachings** storyboard and produce a five- or six- frame storyboard showing what you have found out.



to open the **Teachings** storyboard

6. Share your storyboards with the rest of the class.
7. Discuss any similarities or differences in religious attitudes towards protecting the environment.

**Student Notes**

8. Open the **Incident** storyboard to see information on an international environmental incident/disaster, or refer to Sheet 2c:1 Gujarat Earthquake.



to open the **Incident** storyboard

9. Complete the storyboard by following the instructions.

**Plenary**

10. Open the **I Can** storyboard and complete it by showing four things you can do in order to help protect the environment.



to open the **I Can** storyboard

11. Discuss your ideas. How far do you believe that we all have a responsibility to look after the environment?

**Extension/Homework**

12. Gather information on any natural environmental disasters like the earthquake and tsunami in South Asia in 2004. Produce an essay or a storyboard illustrating your views on the issue of natural "Evil" and how a loving God could allow these natural disasters to happen.
13. Using Kar2ouche or on paper, produce a booklet or poster showing examples of the type of environmental work of a religious organisation.



**Sheet 2c:1**

# Gujarat Earthquake

The state of Gujarat in western India experienced a devastating earthquake at 8.46a.m. on Friday 26 January 2001. It was one of the two most violent earthquakes to have affected India in recorded history.

The earthquake struck on a national public holiday, when most schoolchildren were away from the classroom.

The town of Bhuj, 24km from the epicentre, bore the brunt of the disastrous earthquake.

The main hospital was completely destroyed by the quake, burying doctors and nurses.

Rescuers dug frantically through the twisted rubble of buildings.

In fear of aftershocks, thousands of people fled Bhuj by vehicle or on foot, carrying their belongings.

The official death toll was put at almost 20,000, with almost 170,000 injured, 600,000 people displaced, about 350,000 homes destroyed and over 840,000 homes damaged.

Houses, apartment buildings, schools and even entire villages were levelled by the earthquake, forcing thousands to sleep outdoors. Most gas pipelines, power supply stations and water services were knocked out.

The earthquake resulted in a massive national and international disaster relief, reconstruction and rehabilitation effort involving numerous Indian and international NGOs (Non-governmental organisations), governments, religious groups and individuals.

The main phases of activities were immediate rescue and relief, temporary rehabilitation of victims, a massive process of reconstruction of destroyed homes, businesses and villages, and finally, the permanent rehabilitation of victims.



# Unit 3

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**Teacher Notes**

# Unit 3a Religion and Forgiveness: Personal

<b>Key Stage/Year</b>	Key Stage 3/Years 7-9
<b>Group Organisation</b>	Some discussion work required at various intervals, but most of the activity involves individual work on computers.
<b>Suggested Timing</b>	Three to four lessons

## Overview of Task

Students consider the issue of forgiveness, reconciliation and atonement by considering Yom Kippur and by examining a real-life example involving a forgiving Christian father.

**Key words and phrases:** forgiveness, reconciliation, Yom Kippur, atonement

## Objectives

**All students will:** understand the terms forgiveness, reconciliation and atonement.

**Most students will:** understand the reasons why people forgive others.

**Some students will:** apply their understanding of forgiveness to their personal experiences.

## Curriculum References

### *National Curriculum*

**RE KS3****Knowledge, skills and understanding****2 Learning from Religion**

**2l** express insights into the significance and value of education and other world views on human relationships personally, locally and globally; **2n** express their own beliefs and ideas using a variety of forms of expression.

### **3 Breadth of Study**

**3h** ethics and relationships: the questions and influences that inform people's ethical and moral choices; **3i** rights and responsibilities: what religions say about human rights and responsibilities, citizenship and ways of life.

#### ***Citizenship KS3***

### **1 Knowledge and understanding about becoming informed citizens**

**1b** the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding; **1g** the importance of resolving conflict fairly.

### **2 Developing skills of enquiry and communication**

**2a** think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources.

### **3 Developing skills of participation and responsible action**

**3a** use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.

#### ***PSHE KS3***

### **3 Developing good relationships and respecting the differences between people**

**3h** recognise that goodwill is essential to positive and constructive relationships; **3i** negotiate within relationships, recognising that actions have consequences, and when and how to make compromises.

#### ***English KS 3 and 4***

### **EN1 Speaking and Listening**

**3a** make different types of contributions to groups, adapting their speech to their listeners and the activity; **3b** take different views into account and modify their own views in the light of what others say; **3c** sift, summarise and use the most important.

### **EN2 Reading**

**4a** select, compare and synthesise information from different texts; **4c** sift the relevant from the irrelevant, and distinguish between fact and opinion, bias and objectivity.

## EN3 Writing

**1a** draw on their experience of good fiction, of different poetic forms and of reading, watching and performing in plays.

## Outcomes

By the end of this activity, students will have:

- created a storyboard exploring forgiveness and atonement
- considered an act of forgiveness based on a real life-incident
- completed storyboards showing understanding of neighbourly conflict and forgiveness
- explained the power of forgiveness by writing a poem.

## Resources

Kar2ouche *Learning from Religion*

- **Yom Kippur** storyboard
- **Poppy Day Bombing** storyboard
- **Neighbours 1** storyboard
- **Neighbours 2** storyboard
- **Poem** storyboard

## Activities

### Introduction

1. Students brainstorm the causes of arguments and conflict within local communities, families or between friends.
2. Introduce the notion of reconciliation, forgiveness and atonement.
3. Either ask students to find and compare definitions of these words from different sources or write definitions on the board.

**Reconciliation:** The bringing together of people or groups who were opposed to each other and/or restoring friendly relations between them.

**Forgiveness:** The act of stopping blaming someone and/or excusing them for what they have done wrong.

**Atonement:** To make amends for your sins or to make up for some wrong or injury which you have done to someone else by trying to put things right.

4. Students watch the **Yom Kippur** storyboard to find out information about this important day in the Jewish calendar.



### Content of Yom Kippur storyboard

Information in Composition windows – Details of Yom Kippur: Day of Atonement.

*Refer to Text/Audio for Unit 3a **Yom Kippur** storyboard in Appendix 1 for details of recorded script.*



5. Students open a brand new storyboard and create a six- to seven-frame story showing someone visiting a friend or neighbour they have wronged. The students should show the person explaining what they have done and asking for forgiveness. Talk with the class about how hard it can be to admit error and then apologise.

## Development



6. Students open and watch the **Poppy Day Bombing** storyboard to see how a Christian (Protestant) forgave the people who killed his daughter when they bombed a war memorial during a World War remembrance service.

**Note:** The characters and backgrounds in the asset list are designed to represent Gordon and Marie Wilson and the Enniskillen war memorial and are not meant to be an exact likeness.

### Content of Poppy Day Bombing storyboard

Information and images in Composition and Caption windows:

#### Incident:

Just before 11.00am on 8 November 1987 a Provisional IRA bomb exploded without warning as people gathered at the war memorial in Enniskillen for the annual Remembrance Day service. Eleven people were killed and 63 injured, nine of them seriously, when the end wall of a three-storey building crashed down burying people in several feet of rubble.

#### Interview with Gordon Wilson:

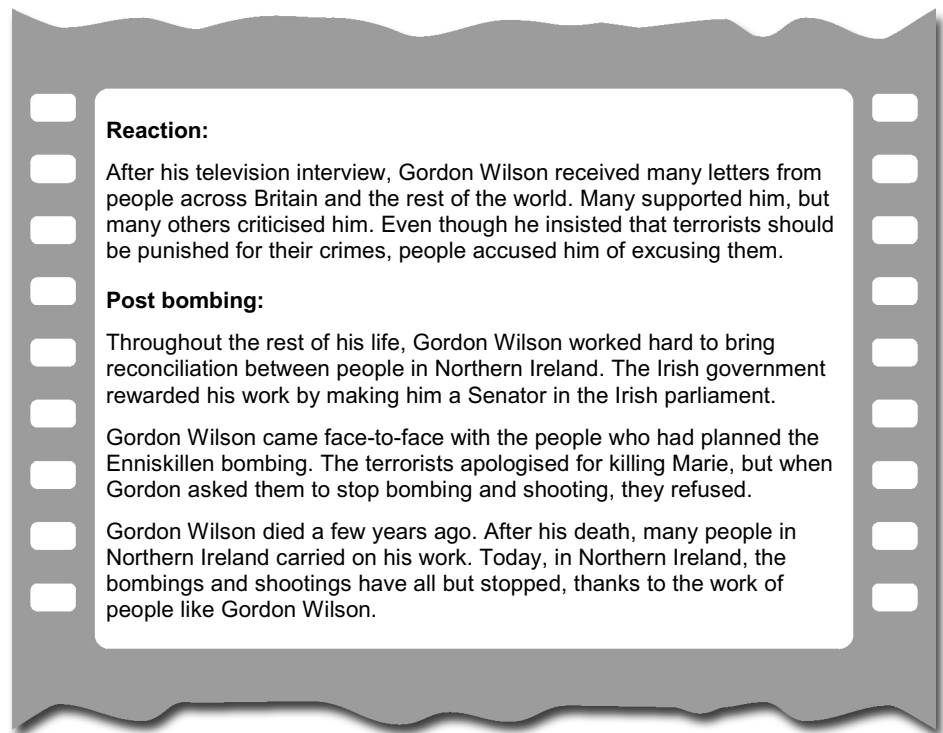
In the aftermath of the bombing, a tone of forgiveness was set by Gordon Wilson whose daughter, Marie, was killed and who was himself injured in the attack.

'I bear no ill will. Dirty sort of talk is not going to bring her back to life. She was a great wee lassie,' Mr Wilson said.

*Refer to Text/Audio for Unit 3a **Poppy Day Bombing** storyboard in Appendix 1 for details of recorded script.*

The Provisional IRA admitted responsibility the following day.





7. Students should add a character to represent themselves to the last frame of the storyboard. Using a speech bubble, they should say whether Gordon Wilson was right or wrong to forgive the bombers and explain why.
8. Point out that other religions, and not only Christians, are forgiving in these circumstances. Ask the students to write down any other examples similar to this story or indeed examples of incidents where the families felt unable to forgive the offender but wanted revenge and punishment. Discuss how they would feel in Gordon Wilson's position.
9. Students watch the **Neighbours 1** storyboard showing an incident between two teenagers and their parents. They complete the storyboard explaining if they think Eileen should forgive Christine or not, giving their personal reasons. They will need to save the completed storyboard under a new name.



### Content of Neighbours 1 storyboard

**Frame 1:** Lorna and her mother, Christine, in the kitchen of their house.

**Frames 2-8:** The story of the incident when Christine, who is running late, crashes her car while speeding and kills her daughter's best friend, Eileen.

**Frame 9:** Composition screen – Image of Eileen's parents at the hospital just after they have heard that their daughter has died as a result of the accident.

Instructions in Caption window – Complete the storyboard by adding speech bubbles stating the reasons why you think Eileen's mother, Dorothy, should or should not forgive Christine.



10. Students look at the scenario again, this time, imagining that Dorothy is a member of a specific religious faith. They complete the **Neighbours 2** storyboard, showing the decision of the religious person and stating the reasons why Dorothy would forgive Christine.

### Content of Neighbours 2 storyboard

**Frames 1-8:** As for **Neighbours 1** storyboard.

**Frame 9:** Composition screen – Image of Eileen's parents at the hospital just after they have heard that their daughter has died as a result of the accident.

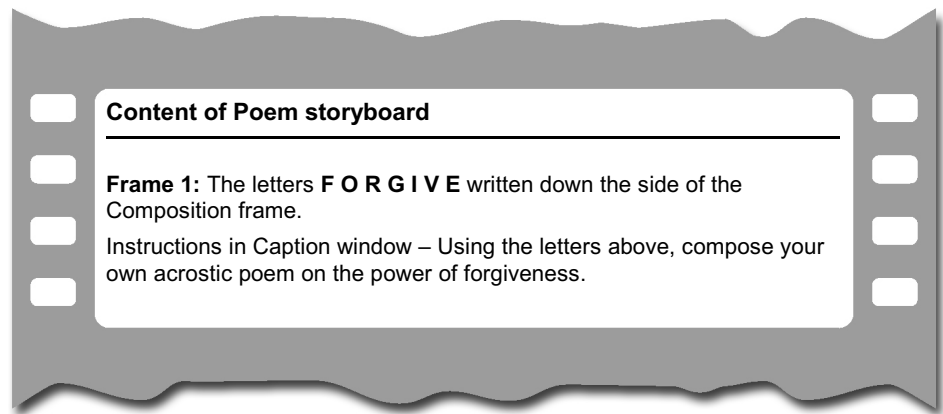
Instructions in Caption window – Imagine that Dorothy is a member of the religious faith you have chosen. Complete the storyboard by adding speech bubbles showing how Dorothy's religious beliefs influence her response to Christine's request for forgiveness.

11. If you have time, ask the students to share their storyboards and hold a discussion on any issues raised.

## Plenary



12. Discuss with the class why they think forgiving someone else is important and how it might alleviate a situation and help the people involved. Talk with them about whether they think there are times when forgiveness is not an option.
13. Using Kar2ouche, students write a poem or a sonnet showing the power of forgiveness. Students requiring help can be directed to use the **Poem** storyboard.

**Extension/  
Homework**

14. Students produce a storyboard describing an event in their local community in which dissenting people have come together and been reconciled. This could be an incident in school.

**Student Notes**

## Unit 3a Religion and Forgiveness: Personal

### Objectives

In this activity you will consider the issue of forgiveness and atonement by looking at an event in the Jewish calendar and by examining a real-life situation involving a Christian father whose daughter was murdered.

### Outcomes

By working through this activity you will:

- create a storyboard to find out about forgiveness
- consider an act of forgiveness based on a real-life incident
- complete storyboards showing understanding of neighbourly conflict and forgiveness
- explain the power of forgiveness by writing a poem.

### Resources

To complete the activity you will need:

Kar2ouche *Learning from Religion*

### Activities

#### Introduction

1. Brainstorm the main causes of arguments and conflict in your local community and/or between you and your family or friends.
2. Discuss the meaning of reconciliation, forgiveness and atonement with your class.
3. Write down definitions of these words.
4. Watch the **Yom Kippur** storyboard to find out information about this important time in the Jewish calendar.



to open the **Yom Kippur** storyboard

5. Open a brand new storyboard and create a six- to seven- frame story about someone visiting a friend or neighbour they have wronged. You need to show the person explaining what they have done and asking for forgiveness. How hard do you find it to own up when you are wrong and to say sorry? Why do you think this is?



to open a new storyboard

#### Development

6. Open and watch the **Poppy Day Bombing** storyboard to see how a Christian (Protestant) forgave the people who bombed a war memorial and killed his daughter.



to open the **Poppy Day Bombing** storyboard

**Student Notes**

7. Complete the last frame of the storyboard by stating whether Gordon Wilson was right or wrong to forgive the bombers and explain why.
8. Write down any other examples similar to this story or indeed examples of incidents where people felt unable to forgive offenders but wanted revenge and punishment. Share your examples with your class.
9. Watch the **Neighbours 1** storyboard showing an incident between two teenagers and their parents. Complete the storyboard explaining if you think Dorothy should forgive Christine or not. State your personal reasons clearly. You will need to save the completed storyboard under a new name.



to open the **Neighbours 1** storyboard

10. Look at the scenario again. This time imagine that Dorothy is a member of a specific religious faith. Complete the **Neighbours 2** storyboard to show Dorothy's response in a way that demonstrates her faith. Give the reasons for Dorothy's reaction in the Caption window.



to open the **Neighbours 2** storyboard

11. If time allows, you may want to share your storyboard with the class and discuss any issues raised.

**Plenary**

12. Write a poem or a sonnet showing the power of forgiveness. Open and use the **Poem** storyboard if you wish.



to open the **Poem** storyboard

**Extension/Homework**

13. Produce a storyboard describing an event in your local community that can include school, where people who have disagreed in the past have come together and been reconciled.



## Teacher Notes

## Unit 3b Religion and Forgiveness: National

<b>Key Stage/Year</b>	Key Stage 3/Years 7-9
<b>Group Organisation</b>	This activity starts with class discussion, followed by small group and individual work which leads to a large group activity.
<b>Suggested Timing</b>	This activity will take from one to three lessons depending on the time spent on the conflict scenario.

### Overview of Task

This task involves the students investigating the causes of conflict at a national level and considering possible methods for reconciliation between the people involved in a recurring conflict scenario in Northern Ireland.

**Key words and phrases:** reconciliation, conflict, incitement

### Objectives

**All students will:** understand some of the causes of conflict at a national level.

**Most students will:** recognise the value of communication during a situation of national conflict.

**Some students will:** identify how different faiths' teachings on reconciliation can affect the outcomes.

### Curriculum References

#### National Curriculum

#### RE KS3

#### Knowledge, skills and understanding

#### 2 Learning from Religion

**2k** evaluate the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world, expressing their own ideas carefully; **2l** express insights into the significance and value of education and other world views on human relationships personally, locally and globally; **2m** reflect and evaluate their own and others' beliefs about world issues such as peace and conflict, wealth and poverty and the importance of the environment, communicating their own ideas in depth;

**2n** express their own beliefs and ideas using a variety of forms of expression.

### **3 Breadth of Study**

**3j** reflect on the relationship between beliefs, teachings and ultimate questions, communicating their own ideas thoughtfully and sensitively, using reasoned arguments.

## **Citizenship KS3**

### **1 Knowledge and understanding about becoming informed citizens**

**1a** the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people; **1b** the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

### **2 Developing skills of enquiry and communication**

**2a** think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources; **2c** contribute to group and exploratory class discussions, and take part in debates.

### **3 Developing skills of participation and responsible action**

**3a** use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.

## **PSHE KS3**

### **1 Developing confidence and responsibility and making the most of their abilities**

**1b** respect the differences between people as they develop their own sense of identity.

### **3 Developing good relationships and respecting the differences between people**

**3a** about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively; **3b** how to empathise with people different from themselves.



**English  
KS 3 and 4****EN1 Speaking and Listening**

**1a** structure their talk clearly, using markers so that their listeners can follow the line of thought; **1b** use illustrations, evidence and anecdote to enrich and explain their ideas.

**3a** make different types of contributions to groups, adapting their speech to their listeners and the activity; **3b** take different views into account and modify their own views in the light of what others say; **3c** sift, summarise and use the most important.

**EN2 Reading**

**4a** select, compare and synthesise information from different texts; **4c** sift the relevant from the irrelevant, and distinguish between fact and opinion, bias and objectivity.

**EN3 Writing**

**1i** develop logical arguments and cite evidence; **1j** use persuasive techniques and rhetorical devices; **1k** anticipate reader reaction, counter opposing views and use language to gain attention and sustain interest.

**Outcomes**

By the end of this activity, students will have:

- considered the issues that cause community disagreements in Britain
- found out about a real-life Christian (Roman Catholic and Protestant) conflict
- completed a storyboard suggesting how this conflict might be resolved
- acted out the conflict situation through role-play
- investigated the teachings on reconciliation of another faith.

**Resources**

Kar2ouche *Learning from Religion*

- **Conflict** storyboard
- **12 July** storyboard

## Activities

### Introduction



1. Students brainstorm any issues that cause conflict between people in Great Britain. Write any ideas on the board.
2. Inform the students that religion can often be the cause of conflict and that the next activity involves an example that occurs in Northern Ireland every year.
3. Students open the **Conflict** storyboard to get information about the background that led to the British government banning the Orangemen\* from marching down a Roman Catholic street on 12 July\*\*. In the last frame, they have the opportunity to add their personal views about this conflict and how it could be resolved.

**Content of Conflict storyboard**

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**Opening frames:** Information in Composition windows –

- Members of the Orange Order demand their right to march along the public roads in Northern Ireland, as their forefathers before them have done, in commemoration of the victory of King William of Orange at the Battle of the Boyne – a victory (as the Orangemen see it) for religious and civil liberty.
- Nationalists (Roman Catholics), on the other hand, see the Orange Parades as nothing more than an exercise designed to keep the Catholic population in their place and to pound forward the message that Northern Ireland is a Protestant country and that nationalists are and will always remain second-class citizens.
- The Orangemen have marched down Wyncairn Road for over 50 years to get from the Orange Hall to their meeting field.
- Wyncairn Road used to be mainly populated by people from the Protestant tradition but over the years has become mainly Roman Catholic.
- Parades have grown in number and size in the last decade.
- There is no other route available to the Orangemen as there is only one road that leads from the Orange Hall to the church.
- The Roman Catholic residents do not want the government to allow the parade to walk down their street as they feel they are trapped indoors.
- They also feel that it is an example of religious incitement.

**Final frame:** Instruction in Caption window – In the Composition window above, add your personal views on this conflict and any ideas on how it could be resolved.

\*Orangemen are members of the Loyal Orange Institution which was formed in September 1795 and which, some months later, held its first Battle of the Boyne Commemoration Parade on 12 July 1796. Parades are very much part of the Orange tradition and heritage as 200 years ago the founding fathers decided that parades were an appropriate medium as witness to their Protestant faith and to celebrate their cultural heritage.

\*\*The 12 July parade is an annual event when many Protestants (Orangemen) celebrate the victory by William of Orange over the Roman Catholic King James II at the Battle of the Boyne in 1690.

4. Discuss with the students what they think would be the best solution to this problem.

## Development

5. Split the class into the following groups:
  - Roman Catholic residents
  - Orangemen
  - terrorists
  - politicians
  - police
  - soldiers
  - children who've been to Corrymeela\*
  - Protestant ministers
  - Roman Catholic priests
6. Students open the **12 July** storyboard and, representing the role allocated to them, complete it showing what they think should happen; whether they think the parade should take place or not; and explaining why from their particular standpoint.



**Content of 12 July storyboard**

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**First frame:** Instructions in Composition window – In the second frame, add a suitable background and the character you are playing into the composition window. In the following three to four frames, describe what it is like for you during 12 July and how you feel about the experience.

**Last frame:** Instructions – Add a speech bubble to your character and state whether you think the parade should take place or not and the reasons for your decision. Complete the storyboard by showing your actions on the day of the parade and what you might do, if anything, to ensure that the parade does or does not take place.

\*Corrymeela is the name of a residential Christian community centre in Northern Ireland which is working towards reconciling Protestants and Catholics in that country. Adults and children from both religions visit the centre at the same time to discuss issues and to gain an insight into each other's culture and religion. For many people it will be the first time that they have met someone from the 'other' religion in a social setting.

7. Ask each group to show their storyboard to the class.
8. Hold a class discussion on the different storyboards, looking at attitudes, behaviours and roles within this situation.
9. If time is available, give the students the opportunity to role-play this situation.

**Plenary**

10. Afterwards ask the students how they felt during this activity and if anyone has changed their mind on the best solution to the problem.

**Extension/  
Homework**

11. Students choose one religion other than Christianity and create a storyboard showing its teachings on reconciliation.

**Student Notes**

## Unit 3b Religion and Forgiveness: National

### Objectives

This activity asks you to investigate some of the causes of a recurring national conflict and to consider possible methods for reconciliation between the people involved.

### Outcomes

By working through this activity you will:

- consider community disagreements in Britain
- find out about a real-life Christian (Roman Catholic and Protestant) conflict
- complete a storyboard suggesting how this conflict may be resolved
- act out the conflict situation through role-play
- investigate the teachings on reconciliation of another faith.

### Resources

To complete the activity you will need:

Kar2ouche *Learning from Religion*

### Activities

#### Introduction

1. Brainstorm any issues that you think cause conflict between groups of people in Great Britain. Your teacher will write any ideas you have on the board.
2. Religion is often the stated cause of conflict, but sometimes people lose sight of their faith in the disagreements that ensue. The next activity explores an event that occurs in Northern Ireland every year, and every year results in community conflict.
3. Open the **Conflict** storyboard to get information about the background that led to the British government banning the Orangemen from marching down a Roman Catholic street on 12 July. In the last frame, add your personal views on the conflict and ideas on how it could be resolved.



to open the **Conflict** storyboard

4. What do you think would be the best solution to this problem? Share your ideas with the class. How many different opinions are there?

**Student Notes****Development**

5. Your teacher will put you into a small group and give you a role for the next activity.
6. Open the **12 July** storyboard and, representing the role allocated to you, complete the storyboard showing what you think should happen. Should the parade take place or not? Explain why. Show what you might do on the day of the parade, if anything, to ensure that it takes place or not.



to open the **12 July** storyboard

7. Show your storyboard to the class. Discuss the attitudes, behaviours and ideas expressed in the different storyboards.
8. If time is available, you may have the opportunity to role-play this situation.

**Plenary**

9. After completing the activity, state how you felt and explain whether you have changed your mind on the best solution to the problem.

**Extension/Homework**

10. Choose one religion practised in the UK, other than Christianity, and create a storyboard showing its teachings on reconciliation.

## Teacher Notes

## Unit 3c Religion and Forgiveness: International

<b>Key Stage/Year</b>	Key Stage 3/Years 7-9
<b>Group Organisation</b>	Some small group work but mainly in pairs with some class discussion
<b>Suggested Timing</b>	Two to three lessons

### Overview of Task

Students investigate the attitude of various religions to war and its consequences. They will have the opportunity to examine how people from different religions react to a particular act of violence and consider the power of forgiveness and reconciliation.

**Key words and phrases:** forgiveness, compromise, reconciliation, interfaith, ultimate sin

### Objectives

**All students will:** recognise that forgiveness is not always easy and it may be necessary to compromise.

**Most students will:** explore Jewish, Muslim and Christian attitudes to war and forgiveness.

**Some students will:** understand the complexity of the process of reconciliation between people or countries.

### Curriculum References

#### National Curriculum

#### RE KS3

#### Knowledge, skills and understanding

#### 2 Learning from Religion

2k evaluate the challenges and tensions of belonging to a religion and the impact of religion in the contemporary world, expressing their own ideas carefully; 2l express insights into the significance and value of education and other world views on human relationships personally, locally and globally; 2m reflect and evaluate their own and others' beliefs about world issues such as peace and conflict,

wealth and poverty and the importance of the environment, communicating their own ideas in depth; **2n** express their own beliefs and ideas using a variety of forms of expression.

**Citizenship KS3**     **1 Knowledge and understanding about becoming informed citizens**

**1i** the world as a global community, and the political, economic, environmental and social implications of this, and the role of the European Union, the Commonwealth and the United Nations.

**3 Developing skills of participation and responsible action**

**3a** use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.

**PSHE KS3**     **3 Developing good relationships and respecting the differences between people**

**3a** about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively;

**3b** how to empathise with people different from themselves;

**3h** recognise that goodwill is essential to positive and constructive relationships.

**English  
KS 3 and 4**

**EN1 Speaking and Listening**

**1a** structure their talk clearly, using markers so that their listeners can follow the line of thought; **1c** use gesture, tone, pace and rhetorical devices for emphasis; **1e** vary word choices, including technical vocabulary, and sentence structure for different audiences.

**3a** make different types of contributions to groups, adapting their speech to their listeners and the activity; **3b** take different views into account and modify their own views in the light of what others say; **3c** sift, summarise and use the most important.

**4a** use a variety of dramatic techniques to explore ideas, issues, texts and meanings; **4b** use different ways to convey action, character, atmosphere and tension when they are scripting and performing in plays.



## EN2 Reading

**3a** understand the values and assumptions in the texts; **3d** how familiar themes are explored in different cultural contexts; **3e** make connections and comparisons between texts from different cultures.

**4a** select, compare and synthesise information from different texts; **4b** evaluate how information is presented; **4c** sift the relevant from the irrelevant, and distinguish between fact and opinion, bias and objectivity.

## EN3 Writing

**1f** use formal and impersonal language and concise expression; **1g** consider what the reader needs to know and include relevant details; **1i** develop logical arguments and cite evidence; **1j** use persuasive techniques and rhetorical devices; **1k** anticipate reader reaction, counter opposing views and use language to gain attention and sustain interest; **1l** reflect on the nature and significance of the subject matter; **1m** form your own view, taking into account a range of evidence and opinions.

## Outcomes

By the end of this activity, students will have:

- investigated Jewish, Muslim and Christian attitudes to war
- created a storyboard showing a memorial service following an act of violence
- shown an understanding of the power of forgiveness and reconciliation through completing a storyboard
- considered whether there is any action or sin that could never be forgiven.

## Resources

Kar2ouche *Learning from Religion*

- **Teachings 2** storyboard
- **Bombing** storyboard
- **Memorial Service** storyboard
- **Reconciliation** storyboard

Sheet 3c:1 *Religions On War*

## Activities

### Introduction



1. Using various resources, including the Internet, students investigate the attitudes to war of three different faiths: Jewish, Muslim and Christian. If this is not possible, then students can read Sheet 3c:1 *Religions On War* to see the relevant information.
2. Students open the **Teachings 2** storyboard and complete it by using the information for one of the three religions they have researched.

**Content of Teachings 2 storyboard**

**Frame 1:** Instruction in Composition window – Using the information you gathered from your research, answer the questions in the following frames. Add the name of your chosen religion to the next frame and use suitable characters, backgrounds and props to make your storyboard interesting.

**Questions**

- What does this religion say about war?
- What is this attitude based on?
- Add a quotation to support these teachings.
- Add any opposing views on war by other people/groups within this religion.
- Add a quotation to support the views this group or faction holds.

### Development



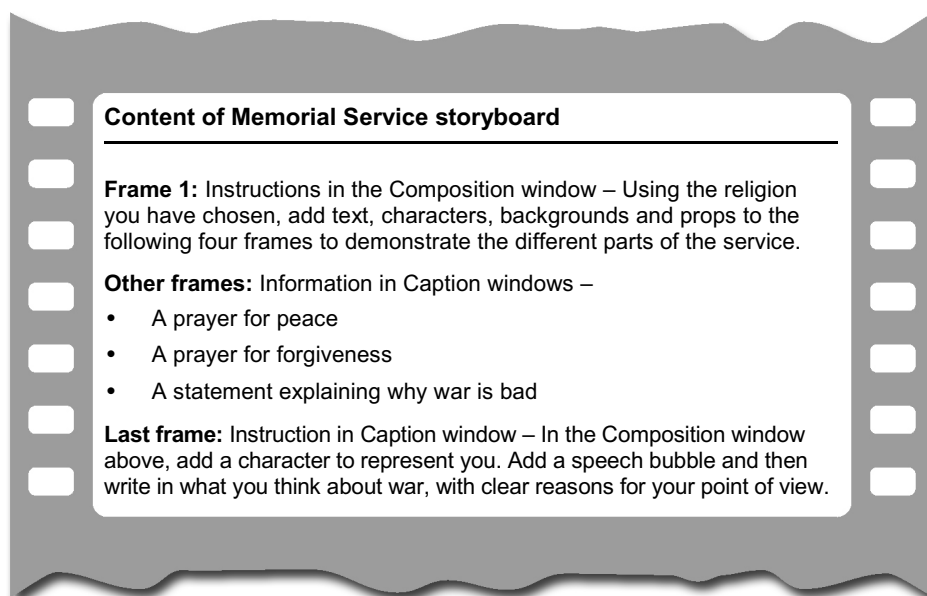
3. Students open and watch the **Bombing** storyboard, which shows the aftermath of a suicide bomb in Israel. A number of people from several different religions and nationalities are killed or injured in the explosion.

**Content of Bombing storyboard**

Shows a blown-up building and a list of casualties with information about their religion and nationality.



4. Split the class into groups of three, with each person representing a different faith's perspective. In their groups students complete the **Memorial Service** storyboard showing an interfaith religious service for those killed in this conflict.

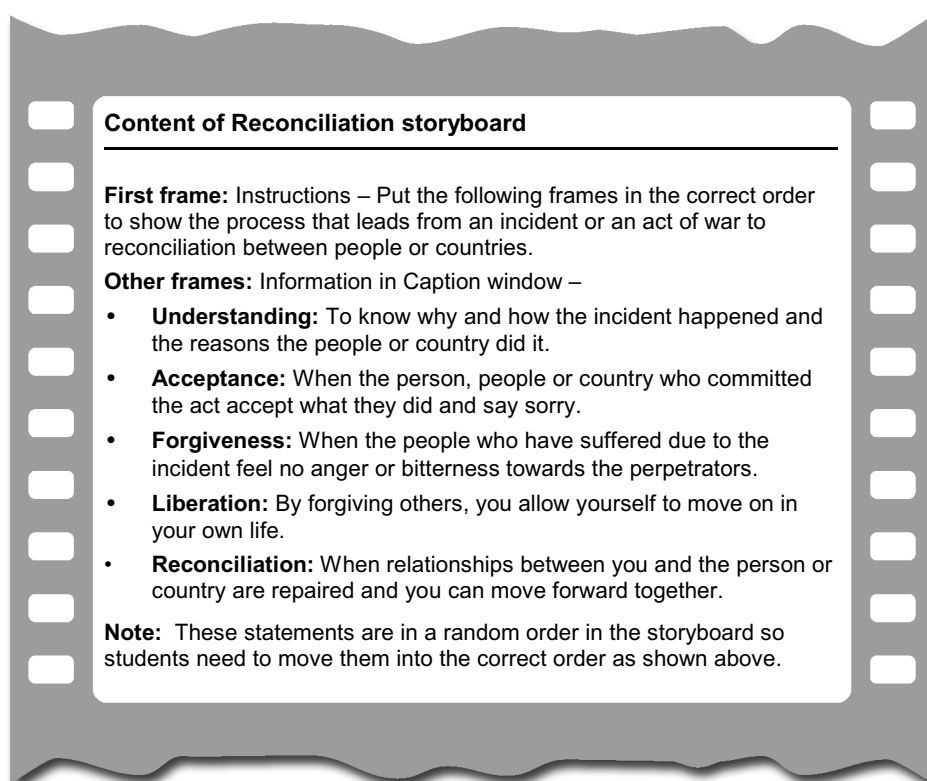


5. Hold a class discussion on any issues that arise from this activity.

### Plenary



6. Students open the **Reconciliation** storyboard and complete it by putting the frames in the correct order and adding characters, backgrounds and props to illustrate their work.



### Extension/ Homework

7. Discuss with the class the concept of ultimate sin. Ask students if there is something that they could never forgive.

**Student Notes**

## Unit 3c Religion and Forgiveness: International

### Objectives

In this activity you will investigate the attitude of various religions to war and its effects. You will have the opportunity to examine how people from different religions react to a particular act of violence and consider the power of forgiveness and reconciliation.

### Outcomes

By working through this activity you will:

- investigate Jewish, Muslim and Christian attitudes to war
- create a storyboard showing a memorial service following an act of violence
- show understanding of the power of forgiveness and reconciliation
- consider whether there is any action or sin that you could never forgive.

### Resources

To complete the activity you will need:

Kar2ouche *Learning from Religion*

Sheet 3c:1 *Religions On War*

### Activities

#### Introduction

1. Using different resources and Sheet 3c:1 *Religions On War*, research what three different faiths have to say about war. The faiths you will investigate are: Judaism, Islam and Christianity.
2. Open and complete the **Teachings** storyboard by using the information for one of the three religions you have researched.



to open the **Teachings** storyboard

#### Development

3. Open the **Bombing** storyboard, which gives details of the effects of a suicide bomber's attack in Israel.



to open the **Bombing** storyboard

4. Your teacher will put you in a group of three, with each person representing a different faith. With your group, complete the **Memorial Service** storyboard showing an interfaith religious service for those killed in this attack. You also have the opportunity to add your own views on war in the last frame.



to open the **Memorial Service** storyboard

5. Discuss issues that come up during this activity with your class.

**Student Notes****Plenary**

6. Open the **Reconciliation** storyboard and complete it by putting the frames in the correct order and adding characters, backgrounds and props to illustrate your work.



to open the **Reconciliation** storyboard

**Extension/Homework**

7. Discuss ultimate sin. Is there anything that you could never forgive? Why?

**Sheet 3c:1**

# Religions On War

**Jewish attitude to war**

Peace is the ideal for all Jews. Peace is termed Shalom and stands for a time of wholeness, reconciliation and healing. It is God's gift but can be asked for in prayer. In the meantime individuals can help bring the Messianic Age closer by creating harmony in whatever circles they mix.

Orthodox Jews think that their Messiah will come at some time and he is God's instrument for bringing peace. They believe that there are likely to be wars before the coming of the Messiah and especially immediately before his coming.

War is only permitted under limited conditions and there are laws and values that must be adhered to while fighting. Fighting a war in the right place and at the right time and for the right purpose makes it legitimate. Jews must know when each is appropriate. They are expected to fight if their country is attacked by another or to help another country under attack or if all other methods of resolving a conflict have failed.

A central principle in Judaism is the justice of God in human relations and that has to be defended.

Some Jews are pacifists who believe that war is wrong as many innocent people will get killed and injured because of modern war techniques and weapons.

**Muslim attitude to war**

Overall, Muslims are generally against war as peace is their ideal state. However, in extreme circumstances they will fight, but only to defend themselves – they themselves must never be the oppressors. If going to war is required, as is sometimes the case according to the Qur'an, then all able-bodied men should fight but the war must also stick strictly to a number of rules to ensure that it remains a 'just' war.

Islam teaches that the military option can be used if it is the last option to stop a greater evil. It also allows for armed self-defence if Islam as a religion is threatened as long as innocent civilians are not injured and the amount of suffering is kept to a minimum.

**Christian attitude to war**

In the Christian faith there is a wide range of views on war but all Christians believe that they should work for peace.

Some Christians think that going to war is the best way of bringing peace in certain situations as long as the war is a 'just' one. This could be to defend their country or to help another, or to remove a great injustice.

The rules of a 'just' war are there strictly to limit military action. The two main principles are that there should be no indiscriminate killing and that the outcome of the war must be proportionate to the suffering caused.

Some Christians, called pacifists, believe that it is wrong to go to war. They think this as they believe that peace will only be achieved if people refuse to fight and because innocent people get killed and injured in wars.

# Appendices

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# Appendix 1

## Text and Audio Files

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The following text replicates what is in the text/audio palette of Kar2ouche *Learning from Religion* and is included here for your reference when planning activities for students.

### Text/Audio for Unit 1a: Religion in the Media: Personal

#### **Soap Story storyboard**

Tom	Hi girls, come in and sit down.
Girls	Thanks Tom.
Sue	What do you want to talk to us about?
Tom	It's your image. I'm worried about it and think you need to change it!
Anne	What's wrong with our image?
Tom	Several things, starting with the way you dress.
Rachel	I think we look really smart.
Tom	You do, but you're not sexy enough. You need lower cut tops and shorter skirts for a start.
Girls	Why?
Tom	You're singing your new record on CD-UK next week and we want to maximise interest so we can capitalise on sales. I know from experience that the sexier you look the more records we'll sell.
Tom	Have any of you got a boyfriend?
Sue and Anne	Yes.
Tom	Well, when reporters ask you that question, I want you to say no.
Sue	There's a problem with all this. For a start, we're Christians and we're not prepared to tell lies or flaunt our bodies in the way you've described.
Anne	I would be prepared to wear more attractive clothes if it helped us to become famous. That would enable us to get our Christian message across to more people.

Tom In which case, you have a big decision to make. If you're not prepared to change your image then you won't make it. Why don't you go away and think about it and give me your decision tomorrow?

Sue We can make our decision now! We're just not prepared to compromise our beliefs to become famous, so, accept us the way we are or sack us!

### **Other Opinion storyboard**

Radio Interviewer In the studio today I have representatives from both the Muslim and Christian faiths. They will give their *own* views on a topical issue. Please note that these may not reflect the opinions of *all* Christians and Muslims.

Radio Interviewer Do you think it is OK for people who practise your faith to buy National Lottery tickets?

Muslim I think that a lot of Muslim youngsters gamble with money for fun but, strangely, they consider it wrong. When asked if they bought Lottery tickets, most denied this fact completely. I suppose that this may be due to feelings of shame. However, one boy admitted that he didn't think there was anything wrong with the Lottery but that he totally disagreed with casinos, because that involved playing for big money.

Christian The National Lottery is a symptom of the corruption of society in the nation at large. Traditional morality has seen only three legitimate ways of transferring wealth – by giving money away, by working for it, or by exchange. In gambling, however, your gain is another's loss, like robbery.

Muslim I think that there is also a little confusion for some Muslims because during many Khutbah (that is an address or public prayer read from the steps of the pulpit in a mosque) the issues of the Prophets, the miracle of the Qur'an and the Hereafter are repeatedly discussed. These are very important subjects, but rarely does the imam address the prohibition of gambling or playing the National Lottery. Consequently, people do not know whether it is OK or not.

Christian	The Lottery is foolish. If the UK follows the same pattern as the US, we can expect to have 1-2 million gambling addicts in the next 10-15 years. The poor are the greatest losers and so likely to become an extra burden on the Social Security budget. A recent survey showed that the lowest income group buys more tickets than any other group. I suppose they see a small chance of escaping their poverty.
Muslim	Personally I think that there is little harm in buying a ticket as long as you can afford it. After all, a lot of charities, sports groups and religions have greatly benefited from Lottery money and it would be wrong to stop this revenue. However, I'm not sure my imam would agree.
Christian	I think the Lottery should be stopped before more people get even poorer!

## Text/Audio for Unit 1b: Religion in the Media: National

### **News storyboard**

Newsreader	Good evening and welcome to the News.
Newsreader	The Greater London Authority has passed an application for a Sikh temple to be built in Central London despite the objections from local residents and members of National Conservation and Environment bodies.
Newsreader	We have Jenny Young standing by for a report.
Newsreader	Good evening, Jenny.
Jenny	Good evening.
Newsreader	Jenny, there is a certain amount of controversy about this decision. Can you tell us why?
Jenny	Firstly, I would like to point out that there is no objection against the building of a temple but where it is to be built is the issue.
Jenny	The site is in the middle of London's 'Green Belt', which is meant to be left free from building of any sort. Environmentalists have told me that there will be an impact on wildlife as well as increased air pollution caused by the extra traffic.
Jenny	The objectors also believe that the increased traffic will lead to even more traffic jams and more delays for people getting to their place of work. It is feared that this in turn will have an effect on local and national businesses.

Newsreader	Despite this, the Authorities have approved this application, so what are the advantages of this scheme?
Jenny	When the temple is built it will be big enough to provide a central place for people from all over London to attend collective worship. This will include residents, students and visitors to London.
Jenny	It will also give people the opportunity to take an active part in the community and organise community activities.
Jenny	Jenny Young, News, Central London.

## Text/Audio for Unit 1c: Religion in the Media: International

### ***Interfaith Messages storyboard***

Christian	In the Christian faith we believe that everyone has the right to follow or not follow any religion they want. In other words we believe in religious freedom.
Jew	Our faith, Judaism, also believes in religious freedom. Judaism teaches that people can worship God in any way they wish, providing they follow basic laws of morality.
Muslim	Islam teaches that everyone has the right to follow their own religion. The Qur'an gives Muslims and non-Muslims the right to worship in accordance with their own faith and to have their own beliefs. We also believe that no one should be forced into following a particular religion against their will.
Christian	A lot of Christians, like me, think that all faiths have some truth in their teachings and therefore support a multifaith society. For this reason we do not actively try to convert people into the Christian faith. However, there are certain Christians who do believe that they should convert others as only Christians will go to Heaven. Despite this, we all believe that other faiths must be respected and have the freedom to practise their chosen faith.
Jew	We believe that we should not attempt to convert people into the Jewish faith. Teachings tell us that when the world ends all religions will unite together to worship God in the same way and, therefore, we try hard to encourage good relations between different faiths.

Muslim	Islamic teachings tell us that we should try to convert people to Islam. The Qur'an states that we have a duty to convert everyone in the world to Islam as only Muslims will go to Heaven. However, some Muslims believe there is some truth in all faiths and that they all lead to the same God even though they may take a different path. This freedom of conscience cannot be taken away from any human being, whatever his or her beliefs may be.
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## Text/Audio for Unit 2a: Religion and the Environment: Personal

### ***Pressure 2 storyboard***

Terri	Do you want a burger? They're wicked.
Rashid	No thanks, I don't eat meat, I'm a vegetarian. One of our religious books tells us not to injure any living things.
Terri	Come on, take this one. Surely one bite won't hurt!
Rashid	No, it's against my religion to eat beef. To us cows are sacred animals and can never be harmed. The scriptures say that God is in all living things and that harming animals is like harming God.

## Text/Audio for Unit 2b: Religion and the Environment: National

### ***Animal Rights storyboard***

Narrator	Some Christians say you can:
Terri	Use animals for food and for medical experiments.
Narrator	You should:
Terri	Look after animals humanely, not be cruel to animals.
Narrator	They believe that:
Terri	God gave humans the right to control animals.
Terri	God is the creator of animals as well as humans and the Bible says that humans should respect God's creation.
Narrator	Other Christians say that:
Terri	It is impossible to use animals for food or experiments without being cruel to them and this is wrong.
Narrator	Most Jews say you can:
David	Use animals for food, if correctly slaughtered, and for medical experiments.
Narrator	You should:
David	Look after animals humanely.

David	Not be cruel to animals.
Narrator	They believe that:
David	God gave humans the right to control animals.
David	God is the creator of animals as well as humans and the Bible says that humans should respect God's creation.
Narrator	Some Jews believe that:
David	Animals should not be used for food or experiments because of the laws in the Torah and Talmud about cruelty to animals.
Narrator	Many Hindus say you should NOT:
Rashid	Use animals for food or for medical experiments.
Narrator	Many Hindus are vegetarians and believe that:
Rashid	Cows are special and must never be harmed.
Rashid	The soul or 'real self' (atman) is present in all species of life, so killing an animal isn't so different from killing a human.
Rashid	Any form of slaughtering is a sin.

## Text/Audio for Unit 2c: Religion and the Environment: International

### ***Environment storyboard***

Narrator	Christian/Jewish quotations
Narrator	When I consider your heavens, the work of your fingers ... what is man that you are mindful of him? You made him a little lower than the heavenly beings. You made him rule over the work of your hands; you put everything under his feet.
Narrator	Man was given authority over, and responsibility for, creation.
Narrator	God blessed them (the man and the woman) and said to them, 'Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish ... and the birds ... and over every living creature,'
Narrator	Jewish quotation
Narrator	God says, 'Look at My work! How beautiful! How fine! Everything I created, I created for you. Think upon this and do not ruin and destroy My world, for if you do ruin it, there will be no one to come after you to repair it.'
Narrator	Hindu quotations

Narrator	He who is not envious but a kind friend to all living things, is dear to me.
Narrator	The human race is not separate from nature. All objects in the universe, beings and non-beings, are pervaded by the same spiritual power.

## Text/Audio for Unit 3a: Religion and Forgiveness: Personal

### ***Yom Kippur storyboard***

Narrator	Yom Kippur: Day of Atonement
Male	Yom Kippur is the holiest day in the Jewish year. It occurs in the autumn, usually in September or October.
Female	In the 10 days between Rosh Hashanah (Jewish New year) and Yom Kippur, a Jew has to visit a person whom they have wronged during the past year.
Male	They confess what they have done, ask forgiveness and try to put the matter right.
Female	Only when they have asked for forgiveness of the person they have wronged can they ask God for forgiveness and put right, or restore, their relationship with God.
Male	It is as if God has a Book of Life in which is written each person's good deeds. It is left open until the end of Yom Kippur, giving everyone the chance to 'atone' for their sins, or wrong deeds, and restore their relationship with God.
Female	At the end of Yom Kippur, the Book of Life is sealed for another year.

### ***Poppy Day Bombing storyboard***

Gordon Wilson (father)	We were both thrown forward, rubble and stones and whatever in and around and over us and under us. I was aware of a pain in my right shoulder. I shouted to Marie ...
Gordon	Are you all right?
Marie Wilson (daughter)	Yes
Gordon	She found my hand.
Marie	Is that your hand, Dad?
Gordon	Now remember we were under six foot of rubble. I said, 'Are you all right?'
Marie	Yes
Gordon	But she was shouting in between. Three or four times I asked her, and she always said yes, she was all

	right. When I asked her the fifth time, 'Are you all right, Marie?'
Marie	Daddy, I love you very much.
Gordon	Those were the last words she spoke to me. She still held my hand quite firmly and I kept shouting.
Gordon	'Marie, are you all right?' but there wasn't a reply. We were there about five minutes. Someone came and pulled me out. I said, 'I'm all right but for God's sake my daughter is lying right beside me and I don't think she is too well.'
Gordon	She's dead. She didn't die there. She died later. The hospital was magnificent, truly impressive, and our friends have been great ...
Gordon	... but I miss my daughter, and we shall miss her but I bear no ill will, I bear no grudge. She was a great wee lassie, she loved her profession. She was a pet and she's dead. She's in heaven, and we'll meet again.
Gordon	Don't ask me please for a purpose. I don't have a purpose. I don't have an answer, but I know there has to be a plan. If I didn't think that, I would commit suicide ...
Gordon	... it's part of a greater plan, and God is good. And we shall meet again.
Gordon	I have lost my daughter, and we shall miss her. But I bear no ill will. I bear no grudge. Dirty sort of talk is not going to bring her back to life. I forgive her killers and I shall pray for those people tonight and every night.

## Text/Audio for Unit 3b: Religion and Forgiveness: National

### **Conflict storyboard**

Narrator	Members of the Orange Order demand their right to march along the public roads in Northern Ireland, as their forefathers before them have done, in commemoration of the victory of King William of Orange at the battle of the Boyne – a victory (as the Orangemen see it) for religious and civil liberty.
Narrator	Roman Catholics see the Orange Parades as nothing more than an exercise designed to keep them in their place and to pound forward the message that Northern Ireland is a Protestant country and that Roman Catholics are and will always remain second-class citizens.



Narrator	The Orangemen have marched down Wyncairn Road for over 50 years to get from the Orange Hall to their meeting field.
Narrator	Wyncairn Road used to be mainly populated by people from the Protestant tradition but over the years has become mainly Roman Catholic.
Narrator	Parades have grown in numbers and size in the last decade.
Narrator	There is no other route available to the Orangemen as there is only one road that leads from the Orange hall to the church.
Narrator	The Roman Catholic residents do not want the government to allow the parade to walk down their street as they are trapped in their houses.
Narrator	Roman Catholics believe that the parades are designed to create religious incitement.

## **Text/Audio for Unit 3c: Religion and Forgiveness: International**

### ***Reconciliation storyboard***

Narrator	Understanding: To know why and how the incident happened and the reasons the people or country did it.
Narrator	Acceptance: When the person, people or country who committed the act accept what they did and say sorry.
Narrator	Forgiveness: When the people who have suffered due to the incident feel no anger or bitterness towards the perpetrators.
Narrator	Liberation: By forgiving others, you allow yourself to move on in your own life.
Narrator	Reconciliation: When relationships between you and the person or country are repaired and you can move forward together.

## Appendix 2

### Kar2ouche and Special Needs

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It may be a truism to say that all children have special educational needs, but it does mean that teachers are always considering ways of differentiating the lessons that they teach in order to meet the requirements of individual pupils. A totally flexible learning and teaching tool, Kar2ouche is easily adapted to these needs so that the teacher and/or learning support assistant can create lessons that appeal to the full ability range from the least to the most able.

However, looking at the more widely used definition of special needs as referring to those pupils who experience some kind of sensory or learning difficulty, on average 20% of pupils in comprehensive schools fall into this category. A number of studies have shown that computers can enhance the learning experience of these children.

‘From 1988-90 the Palm Project explored the effects of computers on pupils’ autonomy in learning. The project found that not only were they more autonomous but also more motivated.’

Glendon Ben Franklin in Leask, M (ed.) (2001) *Issues in Teaching Using ICT*, Routledge.

In particular, multimedia products, such as Kar2ouche, appeal to a wide range of learning styles and have the advantage of being able to reinforce learning in a multi-sensory way through the use of visual and auditory stimuli. The fact that Kar2ouche enables pupils to create storyboards, animations and publications, plus manipulate and interpret text, also appeals to those with a preference for a kinaesthetic approach to learning.

Children with special needs are often prevented from functioning effectively in lessons because much of the work required is based on reading and writing, skills that are often underdeveloped. In Kar2ouche all of the text is provided with a soundfile so that pupils can access information even if their reading skills are impaired. Listening to increasingly complex texts extends a pupil’s vocabulary whilst also increasing his or her attention span. By following the text as they listen, pupils begin to recognise words and are provided with a real context for their learning.

In addition, Kar2ouche enables children to record their own voices, thus providing an alternative to writing. This provides immediate gratification and the ability to communicate with their peers in a way that increases their confidence. ‘Nothing motivates children with

special needs more than success, especially when their peer group can see that success is demonstrated on an equal basis without allowances being made.' (Angela McGlashon in Gamble, N and Easingwood, N (2000) *ICT and Literacy, Continuum*) Once confidence has been built, the speech and thought bubbles offer the opportunity for pupils to write in small bite-size chunks. This can be increased gradually by requiring pupils to produce a paragraph in the caption window and subsequently maybe to use the writing frames and scaffolds provided in the education support packs that accompany the software.

The soundfiles and recording facility can therefore be seen to enable the learner to develop greater independence and this encourages them to continue with tasks that may once have been beyond them. Using Kar2ouche makes a range of curriculum areas far more accessible to non-readers and also to children whose first language is not English. These children often find reading the language far more difficult than speaking it.

As well as children with learning difficulties, Kar2ouche enhances the learning of children with behavioural problems, such as attention deficiency syndrome. In trials, these pupils found the multi-sensory and creative approach motivating, non-threatening and rewarding. It has been shown in a range of research that pupils who experience difficulties interacting socially often find using computers less intimidating or confusing. However, ideal for pair or small group work, Kar2ouche can be used by the teacher to encourage collaborative learning, thereby supporting these pupils as they begin to develop the ability to express themselves in a social situation. Having rehearsed ideas in a small group, they are then more confident when required to present their ideas to the class or an adult.

For pupils with visual impairment, the teacher can go into the password-protected area to increase the size of the font. The soundfiles also help these children. Likewise, the brief sound-clips support dyslexic children, many of whom find processing large amounts of information in a single unit difficult. They can also control the pace of the reading and repeat it as necessary, thus allowing them to consolidate learning. For those whose hearing is impaired, the combination of text and exciting visual material is motivating and, by being able to attach pre-recorded soundfiles, pupils are provided with an effective means to communicate with their hearing peers. The record and playback facility also allows children with less severe hearing problems to rehearse their enunciation in a safe environment before sharing with others.

Every effort has been made to make Kar2ouche a fully flexible learning and teaching tool, to enable children of all abilities to have fun whilst engaging in activities that challenge them appropriately as they develop skills, knowledge and understanding in a range of curriculum subjects. To this end we are continuing to listen to teachers, support research projects and use findings to develop additional features that will help to move learning forward.