**Awareness Mystery Value (AMV): Distinctively Local Project**

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| **Key Stage 3 Unit 4: What can we learn from religions, beliefs and communities today?[B&D ]****This unit explores ideas of those aspects of human nature which relate to religious practices, communities and celebrations**.  |
| **About this example**This example is built upon the diversity that exists amongst towns and villages in your local area. The programme of learning aims to engage pupils through activities such as:* Role Play
* Presentation
* Poetry and Short Story writing
* Virtual Field trips

It was written by David McGrath (Oakfield School Academy, Frome). |
| **Where the example fits into the curriculum** This unit can be taught directly after unit 1*:* ***What experiences and beliefs are important to me and to others?* It will allow pupils to apply what they would have learnt about religious experiences to their local area. Cross-curricular links with geography and history exist, with knowledge of the local area gained from Year 7 geography map work. History provides a background about how medieval towns and villages would have been structured and the belief systems they may have followed in Somerset and other local areas.** |
| **Prior Learning***Geography Unit 1: Maps and the Local area**History unit 2: Medieval Living* AMV KS3 unit 1: ***What experiences and beliefs are important to me and to others?*** |
| **Featured Religions / Beliefs** | **Focus Areas of Enquiry** |
| Christianity | **AT 1: Learning ABOUT religion and belief** | **AT 2: Learning FROM religion and belief** |
| World religions and beliefs | A. Beliefs, teachings and sources |  | D**. Identity, diversity and belonging** | ✓ |
|  | B. **Practices and ways of life** | ✓ | E. Meaning, purpose and truth |  |
|  | C. Forms of expressing meaning |  | F. Values and commitments |  |

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| **Key Question: What can we learn from religions, beliefs and communities today?** |
| **Supplementary Questions** |
|  **(a): What is the impact of religion and beliefs in the:*** 1. **local community**
	2. **wider area in your local area**
	3. **diversity of the UK**
	4. **global community**
1. **Why does hatred and persecution sometimes happen and what can be done to prevent it?**
2. **If religion did not exist who would miss it? Can religions and beliefs support people in difficult times?**
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| **In order to answer the syllabus questions through this mini scheme of learning, the teacher will also challenge pupils to investigate such questions as:** What do we mean by ‘Diversity’? What diversity exists in our local area? How has diversity affected the local area and its population? Where in the local area can we find diversity? |
| **Resources**The following texts and e-resources have been used for the sample learning activities below. Teachers are, of course, free to vary the resources suggested here to suit their pupils. * Triptico interactive resource (free teaching tool): [www.triptico.co.uk](http://www.triptico.co.uk)
* World map.
* ‘Post It’ sticky notes.
* Images (e.g., from Google images) of local events, e.g. Carnival.
* Images of prejudice in the UK, e.g., pictures representing individuals who may have ’protected characteristics’ that are illegal to discriminate against: [www.gov.uk/discrimination-your-rights/types-of-discrimination](http://www.gov.uk/discrimination-your-rights/types-of-discrimination)
* Numbered cards 1-10, a set for each table.
* Passage from Leviticus Ch 19:34 – see: <http://www.biblegateway.com/passage/?search=Leviticus%2019:34&version=NIV> <https://www.bbc.co.uk/cbbc/findoutmore/help-me-out-prejudice> <https://www.youtube.com/watch?v=uzux74KmDHI>
* Google Earth: <http://www.google.co.uk/intl/en_uk/earth/>
* ICT: class computers and internet connection.
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| **Key Question: What can we learn from religions, beliefs and communities today?** |
| **Supplementary Questions (a): What is the impact of religion and beliefs in the:*** 1. **local community**
	2. **wider area in and around Somerset**
1. **Why does hatred and persecution sometimes happen and what can be done to prevent it?**
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| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 1****All** pupils will be able to describe what the definition of diversity is.**Most** pupils will be able to describe diversity using the local area as an example.**Some** pupils will be able to differentiate between belief and religion in the local area. | **Starter:** Ask the pupils to list five characteristics that they have, e.g., blue eyes, brown hair. Encourage them to survey ten others, noting down any similarities that they have in a tally chart. Using Triptico (or speedy human bar chart / class Venn diagram)demonstrate how much in common we have with each other.*Extension: Ask pupils to identify characteristics that are not physical.***Task 1:** Ask pupils to work in pairs, and talk about what they feel diversity actually means. Record their findings on the board. All will benefit from having a formative assessment feedback session, allowing for peer assessment and appreciation.**Task 2:** Ask pupils to identify where local diversity is to be seen / found. [Somewill be able to list the Polish and Romany gypsy communities that may exist. All should be encouraged to think about more than just colour differences.] **Task 3:** *Agree/Disagree:* Read out a set of controversial statements one by one, such as ‘Immigrants take all the local jobs’. Ask pupils to stand on a designated side of the room, agreeing or disagreeing with the statement. Encourage pupils to debate points of view and how well their peers have just demonstrated ‘diversity’ in the classroom.  | Pupils:* describe some of the things that are the same and different for religious people (B3);
* compare some of the things that influence them with those that influence other people (D3).
 | **Key vocabulary:** diversity; acceptance;understanding; character traits.**Additional resources/notes:**Triptico interactive resource (free teaching tool). Use the selector tool on the program, as it allows you to type in a class list and then randomise them. |
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| **Lesson 2****All** pupils will be able to distinguish between the different religions in the local area.**Most** pupils will be able to describe where these religions are based.**Some** pupils will be able to describe their influence on the society in the local area. | **Starter:** World Religions: ask pupils to talk in pairs about religions and beliefs they have heard of; then to write down on their sticky note the name of a world religion or philosophy that they are sure is represented in the local area. Ask them to place it on the world map on the whiteboard in terms of where that religion may have begun.Ask pupils to identify how many locations around the world are represented in the local area? Are they surprised?**Task 1:** Ask pupils to make a list of reasons why it might be important for local areas to allow diverse cultures to develop within them. Some might mention the inception of eateries and shops, but others might think about the cultural influences that different beliefs have brought to existing events in the area, e.g., carnival, local festivals of music and culture etc.**Task 2:** Ask pupils to create two invites to a local event that is happening in the area, e.g., carnival, fair, festival etc. [The event does not have to be a recent / upcoming one.]The first invite is to be one that omits all traces of diversity, only using traditional ‘white /English’ terms to help persuade people to attend the event. [Literacy links: writing to persuade.]Ask pupils to say whether they would attend this event based on what they have created.Ask them to ‘Think, Pair, Share’ how they could improve their invite. Some pupils might mention using more diverse images / descriptive content, including those that might appeal to those who come from outside Somerset / the UK. As they construct the second invitation some pupils may be able to differentiate between cultures and to compare what practices and experiences of different people could be taken into account to attract them to the event.**Task 3:** Encourage pupils to make an assessment of each other’s second invites, looking in particular at the ‘can-do’ statement opposite. | Pupils:* use the religious language accurately to describe and compare what practices and experiences may be involved in belonging to different religious groups (B4).
 | **Key vocabulary:** cultural; festival; localdemographic; diverse.**Additional resources/notes:**World map.Sticky notes.Images of local events. |
| **Key Question: What can we learn from religions, beliefs and communities today?** |
| **Supplementary Questions:** 1. **Why does hatred and persecution sometimes happen and what can be done to prevent it?**
2. **If religion did not exist who would miss it? Can religions and beliefs support people in difficult times?**
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| **Lesson 3**Pupils:* learn about how the diverse range of beliefs have affected the local area both positively and negatively;
* learn about the connotations of stereotyping.
 | **Starter:** Using the numbered cards, show pupils a set of images demonstrating prejudice in the UK (see Resources). Encourage them to identify the images, and the different sorts of negative discrimination that may be suffered by the people pictured.Ask pupils to hold up a number in relation to how serious a demonstration of prejudice the image displays. **Task 1:** Ask pupils to read the passage provided from Leviticus and ask them to talk to each other in pairs about the meaning of the verse. What do they think is meant by ‘the alien’?**Task 2** [www.bbc.co.uk/cbbc/findoutmore/help-me-out-prejudice](https://www.bbc.co.uk/cbbc/findoutmore/help-me-out-prejudice)What does the clip and the text tell us about what it is Ok to do? What can we be proud of? Why do people show prejudice? How does it feel?[www.bbc.co.uk/newsround/58644737](https://www.bbc.co.uk/newsround/58644737) What prejudice and stereotype was challenged by the BBC when they appointed George Webster to become a CBeebies presenter in 2021? [www.youtube.com/watch?v=uzux74KmDHI](https://www.youtube.com/watch?v=uzux74KmDHI) Summary - 1.what types of prejudice are there? What might the verse from Leviticus show about Jewish and Christian teaching about difference? What can the example of the appointment of George Webster show about how prejudices and stereotypes can be overcome by institutions. | Pupils:use the religious language accurately to describe and compare what practices and experiences may be involved in belonging to different religious groups (B4);ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced myself and others D4).  | **Key vocabulary:** prejudice; terrorism; stereotypes.**Additional resources/notes:**Images of prejudice in the UK.Numbered cards 1-10, a set for each table.Passage from Leviticus 19:34. |
| **Key Question: What can we learn from religions, beliefs and communities today?** |
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| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes** | **References and notes** |
| **Lesson 4****All** pupils will be able to use Google earth in exploring the local area.**Most** pupils will be able to describe the local area using its diverse mix of cultures.**Some** pupils will use images locations and their notes to demonstrate that diversity is a positive thing for the local area. | Invite pupils to engage in a virtual tour of the local area using Google Earth and Google images. Point out local areas of interest to different communities, and remind them of the dangers of stereotyping groups of people.Encourage pupils to create their own tour to show off the diverse nature and culture that exists in the area.Next to each identified ‘community’ ask pupils to make notes relating to (a) the majority religion or beliefs of that community and (b) any practices of those communities relating to such rites of passage as births, coming of age, marriages, deaths etc.Ask pupils to write some brief notes to explain:1. why people might belong to a religion or belief system;
2. how belonging to a community can make a difference to people’s lives;
3. their own views about diversity in the local area;
4. what impresses them most about the different local communities.

**Comparing our local area, England and Wales, and the World** North Somerset Data can be found [here](http://localstats.co.uk/census-demographics/england/south-west/north-somerset)B&NES can be found [here](http://localstats.co.uk/census-demographics/england/south-west/north-somerset)Bristol [here](https://www.bristol.gov.uk/documents/20182/33107/Equality%2BProfile%2BFaith%2Bgroups.pdf/fc09c705-ad31-4a3d-b0d1-1d3bfadeb882) Haringey on page 3 [here](https://www.haringey.gov.uk/sites/haringeygovuk/files/equalities_profile_of_haringey.pdf) England and Wales [here](https://www.ons.gov.uk/peoplepopulationandcommunity/populationandmigration/migrationwithintheuk/articles/whatisyourreligion/2015-01-15)World [here](https://wordpandit.com/major-religions-around-world/)**Summary Activity** Ask pupils to look at the data from their area, England and Wales and the world in terms of Religious affiliation.Ask them to draw a diagram or write 5 sentences to summarise the differences.What do they notice? What difference would it make if they were living in another place in England? Would that challenge their prejudices and stereotypes more or less in terms of beliefs and understanding difference? **Plenary** Does the data about the World and its beliefs surprise you? Can we think of ourselves as part of a global community as well as local? | Pupils:* describe why people belong to religions and explain how belonging to a community can make a difference to people’s lives (B5);
* give their own and others’ views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences them (D5).
 | **Key vocabulary:** culture; local diversity.global diversity**Additional resources/notes:**Google earth.Google Images.ICT: computers and internet connection. |