**Awareness, Mystery and Value (AMV) 2011**

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| **Key Stage 3 Unit 3: What are the answers to life’s big questions? [C&F – Areas of Enquiry]**  **This unit explores Freedom through the Rastafari Religion** |
| **About this example**  This example, written by Esther Messinger (of Fairfield High School in Bristol) is intended to be taught as a programme of learning to introduce students to a religion which is prominent within Bristol. The programme of learning was written in consultation with a local Rastafarian, Ras Bandelle from the Rastafarian Cultural Resource Centre 136 Grosvenor Road, St Pauls. It was written for Year 8 students after a request was made through a student voice survey. With a final task of producing a piece of artwork entitled ‘Where is freedom?’ this unit emphasises learning from religion through a challenging study of Rastafari. The programme of learning is based on the ‘Questioning Wheel of Rastafari’ which each student completes in lesson 1, adds to throughout the programme, and uses as a point of reference in their final task.  The focus here is to explore the theme of freedom for a Rastafarian and themselves. This is done by looking at the theological, historical, social, economic, geographic and cultural influences on the growth of Rastafari as a religion and on its followers’ perception and expression of freedom. By the end of the programme students should know differences and similarities between Rastafari and other Abrahamic religions in relation to belief and practices. This programme of learning enables students to practice and develop skills they have in acquired in Art and Music lessons.  A homework project can run alongside the 7 lessons of this programme of study. The task here is to lyrically design, compose and record a reggae track by rewriting a psalm for today’s world.  The programme of learning aims to engage pupils through activities that may, e.g:   * grab attention, produce amazement, engage imagination or create a sense of wonder; * involve a real-life choice or inspire action; * affirm identities and sense of belonging, relate to social interests, involve working with others and leave nobody out; * offer an authentic experience or encounter, which challenges their own views and extends their understanding of others; * introduce something new that they feel impelled to share with others; or help them to see the significance of something already familiar.   The specific *personal, learning and thinking skills* of creative thinker, self manager, reflective learner and effective participator are incorporated in the activities and students may make a record of how well they apply these skills. |
| **Where the example fits into the AMV programme of study (see National Framework)**  This example connects with Areas of Enquiry C (Forms of Expressing Meaning) and F (Values and commitments).  In terms of ‘experiences and opportunities’, the example connects with ‘using a range of forms of expression to communicate their ideas and responses creatively and thoughtfully’ and ‘reflecting on and carefully evaluating their own beliefs and values and those of others in response to their learning in religious education, using reasoned, balanced arguments.  It makes cross-curricular connections with Art, Music, PSHE and Citizenship. |
| **Prior Learning**  In *Art*, pupils have made ‘purposeful images and artefacts selecting from a range of materials, techniques and processes’ and drawn ‘to express perception and invention, to communicate feelings experiences and ideas, and for pleasure’ (taken from NC Key Processes, see point 2 c and d).  In Music, pupils have performed with ‘control of instrument specific techniques and musical expression’ and sung ‘in solo or group contexts, developing vocal techniques and musical expression’ (taken from NC Key Processes, see point 2.1 a and b)  In *RE*, pupils have gained a knowledge of Christianity and Judaism at key stage 2. |

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| **Featured Religions / Beliefs** | **Focus ‘Key Concepts’** | | | |
| Rastafari | **AT 1: Learning ABOUT religion** | | **AT 2: Learning FROM religion** | |
|  | 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 | 🗸 |
| **Core Question: *Where are the answers to life’s big questions?*** | | | | |
| **Supplementary Questions** | | | | |
| 1. How do people express in creative ways their deepest values and commitments? 2. What is meant by truth? 3. Why are for some people, sacred texts, teachings and places really important? 4. In what ways might religious teachings and beliefs matter today? | | | | |

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| **Resources**  The following texts and e-resources have been used for the sample learning activities below. Teachers are free to vary the resources suggested here to suit their Pupils. Please note that this programme of study relies heavily on internet use and worksheets as a textbook is not available. The resources are organised into ‘Classroom’ and ‘Teacher’s Reference’  Classroom   * Yabby U *Fire Fire* available on you tube: <http://www.youtube.com/watch?v=ecBkBsglIKo> * *The Kebra Nagast* (for the Fiery Furnace story, p85). * ‘Rastafari’ by Rico12321 available on you tube: <http://www.youtube.com/watch?v=aEBOLdEGShs> * Documental Rastafari – Haile Selassie available on you tube in English <http://www.youtube.com/watch?v=i3mkPLfjMkY> * History of Rastafari – Haile Selassie: The Black King available on You Tube: <http://www.youtube.com/watch?v=sXUFONhNyBE&feature=related> * *Rastafari?* ‘The Ital Party’ p27 by Kellyana Junique * *Redemption Song* by Bob Marley. * You tube: Bob Marley-war (video). Google video: <http://www.youtube.com/watch?v=vPZydAotVOY> * Art work materials – paint, card etc. * Bibles – Class set. * A selection of worksheets and power points. [Click here to download resources](http://awarenessmysteryvalue.org/wp-content/uploads/2021/05/3031a-Supp.zip). * Could include reference to Haile Selassie’s local link to Fairfield House in Bath <https://www.youtube.com/results?search_query=Haile+selassie+and+Bath> <https://www.fairfieldhousebath.co.uk/>   **Teachers’ Reference**  [*From Babylon to Rastafari: Origin and History of the Rastafarian Movement*](http://www.amazon.com/exec/obidos/ASIN/0948390476/technobeatarchiv) by Douglas R.A. Mack  *Dread Jesus* by David Spencer  [*Dread Talk: the Language of Rastafari*](http://www.amazon.com/exec/obidos/ASIN/0773520309/technobeatarchiv) by Velma Pollard  [*Soul Rebels: The Rastafari*](http://www.amazon.com/exec/obidos/ASIN/0881337390/technobeatarchiv) by William F. Lewis, Joan Young Gregg (Editor)  [*Roots, Resistance and Redemption The Rise of Rastafari*](http://www.amazon.com/exec/obidos/ASIN/1896782000/technobeatarchiv)  by Maurice Bryan  [*The Autobiography of Emperor Haile Selassie 1 King of Kings of Ethiopia* Vol. 1](http://www.amazon.com/exec/obidos/ASIN/0948390395/technobeatarchiv) by Edward Ullendorff  [*The Kebra Negast: The Lost Bible of Rastafarian Wisdom and Faith from Ethiopia and Jamaica*](http://www.amazon.com/exec/obidos/ASIN/0312167938/technobeatarchiv) by Gerald Hausman, Ziggy Marley  Website: <http://www.rastafarian.net/>  Rastamia – available at: <http://vimeo.com/12601955> |

**Introduction and links to cross-curricular curricular learning strategies**

This scheme of learning was built around three planning questions:

1. What are we trying to achieve?
2. How do we organise learning to achieve our aims?
3. How well are we achieving our aims?

This scheme was devised to provide students with the opportunity to deploy and develop their skills of creativity in Art and composition in Music. Students should develop a sound knowledge of Rastafari as a local and world religion through a comparative study of Christianity and Judaism.

Note: This scheme makes use of the old AMV level statements from the 2011 syllabus. Teachers should update the expectations in terms of the new [Learning Outcomes](http://www.awarenessmysteryvalue.org/2016/d02-standards-the-learning-outcomes/).

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| **Key Question: *What are the answers to life’s big questions?*** | | | |
| **Key vocabulary:** Rastafari, creed, Babylon, Zion, Jah, Adonai, Salvation, redemption, politics, Almighty, emancipate, poverty | | | |
| **Learning objectives** | **Suggested activities for teaching and learning** | **Outcomes. Students:** | **References and notes** |
| **Lesson 1:**  *What could these Rastafarians be discussing?* *Part 1.*  Students will:   * know and understand some of the origins, influences, practices and beliefs of Rastafari; * have created and answered some of your own questions on Rastafari to prepare your work for next lesson. | Students enter the room to the song *Fire Fire* and the poster of 2 Rastafarians on the board. Ask them to study the Rastafarian flag and match meanings to different parts of the flag.  Tell the myth of the *Fiery Furnace* as told in Jamaica. Ask students to write one sentence encapsulating the message of what they understand from Rastafari already. The emphasis here is on the power of faith/ the spirit and historical links to Judeo-Christianity. Teacher introduces the history of Jamaica using the key dates of the native Arawaks, Spanish Invasion, Transatlantic Slave Trade, Maroons and Independence from Britain.  Introduce the questioning wheel, and ask students to formulate a list of questions they want to find the answers to when studying the topic. Ask each table group to select the best question to share with the class.  Ask students to work individually or in groups using the worksheet to find the answers to the class questions. Take feedback from each group.  Encourage students to work in pairs on their presentation of what the Rastafarians are discussing. | **Must**: create and answer three questions using keywords some basic facts and beliefs about Rastafarianism.  **Should**: use question and answer to tackle big questions and/or express how believers' identity, belief and practice are affected by his or her history and experience.    **Could**: evaluate the range of influences on the origins, beliefs and practices of Rastafarianism. Draw informed links between Rastafarianism and Christianity and Judaism. | PLTS used in this session: Independent Enquirers  Resources:  Yabby U *Fire Fire*  Rasta Flag Worksheet.  *The Kebra Nagast* (Fiery Furnace story) p85  Question Wheel.  Student Information Worksheet.  Rastafari Poster outline worksheet to present conversation. |
| **Lesson 2:**  *What could these Rastafarians be discussing?* *Part 2.*  Students will:   * know and understand how a Rastafarian’s belief affects their actions in life; * establish links between Rastafari belief on freedom with current local and world issues. | Ask students to draw a picture of an animal based on that idea that, if Haile Selassie is represented by a lion for his courage and might, what animal might best represent them? Students should be ready to give their reasons. (NB Muslims students may not wish to draw an animal and can draw an animal in abstract form or write a description of the animal.)  Move students into pairs and ask them to begin work on their posters. Point out the level expectations – these should be displayed.  As they complete their posters, ask students to evaluate each other’s work, using the levels on the PowerPoint. | **Must**: describe what a Rasta thinks, feels, or does and link it to religious teaching.  **Should**: explain, using historical events, religious beliefs, geographical or cultural situations say why a Rasta is religious.  **Could:** interpret a form of religious expression (lifestyle choice or act of worship) and explain what it means to a Rasta. | PLTS used in this session:  Independent Enquirers  Resources:  Rastafarian Poster outline to present conversation.  Power point ‘Lesson 1’ with levels. |
| **Lesson 3:**  *Rastafari and Christianity: How similar?*  Students will:   * know and evaluate some similarities and differences between Rastafarian and Christian beliefs; * respond to the themes of belief in God, forgiveness, community and the afterlife. | Fix some statements (see Resources) to the classroom windows and ask students write their names on the statements they agree with, alternatively provide them with Post-it notes for them give a written answer. Ask students for their views about the statements with reasons.  Hold a quick competition: Who can spell the keyword for today? See power point for students to spell CREED.  Explain that a creed is a statement of belief and that such statements have great significance in many communities.  Place silent conversation sheets randomly around the room and ask students to engage in a silent conversation. When students return to seats teacher asks them: What similarities did the creeds share? What differences did you notice? Do you place any value on the either creed? Why? What questions in life could these creeds help a believer with? How?  Ask students to use the worksheet to identify the distinctive features of each creed and to identity similarities (students should support their answers with quotes).  Ask students to represent their answers to today’s question in symbolic form, using play dough.  As they complete their shapes, ask students to evaluate each other’s work, using the displayed level statements. | **Must** know that Christians and Rastafarians share beliefs about God, forgiveness and community. Know that they differ on the afterlife, heaven and Zion.  **Should** respond to these beliefs by establishing a dismissal or agreement of them in their discussion or model making; compare the religions using the themes.  **Could** participate in class discussion on the importance of a creed as communal worship and expression of identity by considering how belonging to a community makes a person more or less free. | PLTS used in this session: Effective Participators  Resources:  Post-it notes  Series of ‘belief’ statements.  Power point ‘Creeds 2’.  Word document – Silent conversation text analysis.  Worksheets – ‘Creed students sheets’ NB: Differentiated.  Play Dough. |
| **Lesson 4:**  *Why is Haile Selassie a symbol of freedom?*  Students will:   * understand why Emperor Haile Selassie came to be recognised as the Messiah; * empathise with how a Rasta felt about Haile Selassie before, during and after 1975; * discuss who symbolises freedom for themselves. | As students enter, play the video <http://www.youtube.com/watch?v=aEBOLdEGShs>  Introduce a person as a symbol (this could be Mother Teresa for courage or Obama for justice etc. Ask students to think of or create a person to symbolise freedom.  Draw out titles given to Haile Selassie by showing <http://www.youtube.com/watch?v=i3mkPLfjMkY>.  Remind students of his claim to divinity as outlined in lesson 1. Distribute the worksheet ‘Haile Selassie’ and organise students into ability groups of 2/3. Provide each group one of Selassie's speeches – Lower, Intermediate, Higher. Their task is to understand the message of Selassie and prepare a presentation to teach another group.  Mix Lower / Intermediate / Higher ability students to teach the meanings of the speeches.  Finally, ask students to create an article for ‘Jamaica Today’, 27th August 1975. | **Must**: create and describe the meaning of a symbol; know why some Rastafarians describe Haile Selassie as the messiah.  **Should**: explain the message of Haile Selassie; consider the notion of religious belief and doubt by describing a time when they have doubted.  **Could**: identify similarities between Selassie and other religious figures (e.g. Jesus, Buddha, Muhammad). | PLTS used in this session: Creative Thinker  Resources:  You tube: ‘Rastafari’ by Rico12321.  Documental Rastafari – Haile Selassie in English.  Worksheet ‘Haile Selassie’.  Template for ‘Jamaica Today’.  Worksheets: Haile Selassie’s speeches differentiated. |
| **Lesson 5:**  *How does scripture affect how a Rastafarian lives?*  Students will:   * know how Jewish scripture informs the Rastafari Ital lifestyle; * discuss the reclassification of cannabis today; * identify your own lifestyle. | Ask students to describe their own lifestyle (consumption, social relations, entertainment and dress) and its influences (values, beliefs, attitudes of family, friends, faith, and school). Play a game ‘Guess Who?’ to match the student to the lifestyle. Students write a description of their lifestyle in their books, teacher chooses one child (the detective) to leave the room, one reader is selected to read aloud another student’s lifestyle description, the detective returns to the room and has 3 guesses.  Distribute and read ‘The Ital Party’.  Ask students to select two activities at the party and use a religious quote to explain the reason for the activity.  Brief students on Rasta lifestyle; ital diet, cannabis, relationship, love, worship and family and ask them to use the Bibles to find and discuss the meaning of the passages. They then use this information to write a magazine article *‘How to live as a healthy Rasta’.* In the article they could include points about whether Rastafarians should be allowed to use cannabis as part of their religion. NB: If time allows an additional lesson could be added here whereby students debate ‘Rastafarians should be allowed to use cannabis in the UK as part of their religion.’ Discussion of drugs-related issues should be done in conjunction with the PSHEe non-statutory programme of study: ‘When planning work in relation to drugs, alcohol and tobacco, it is helpful to consider national and local data on their use and misuse as well as changes in legislation. This helps both planning and provision.’ (See note in right-hand column for further PSHEe links.) | **Must**: identify features of the Ital diet and match them up to the teachings from the Old Testament.  **Should**: explain features of the Rastafarian lifestyle in terms of its spiritual gain.  **Could**: evaluate through discussion and written work what makes a lifestyle healthy and how far that is changed by different cultural, religious and historical contexts. | PLTS used in this session:  Reflective Learners.  Resources: ‘The Ital Party’ p27;  Rastafari? Kellyana Junique;  Bibles. Passages: Leviticus 21:5-6, Ephesians 5:18, Proverbs 20:1 and Leviticus 11:7.  Worksheet with tasks.  Link work on lifestyles with the PSHEe non-statutory programme of study: ‘The study of personal wellbeing should include:..   * facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others and * how a balanced diet and making choices for being healthy contribute to personal wellbeing, and the importance of balance between work, leisure and exercise.’ |
| **Lesson 6:**  *How significant was Bob Marley to Rastafari?*  Students will:   * evaluate how well Marley communicates the Rastafarian themes of freedom, God and the afterlife; * express your own view on the worth of Marley and his music to Rastafari. | Ask all students to match keywords (redemption, politics, Almighty, emancipate, poverty) and encourage more able students to draw up evidence and argument around the contention that ‘Music is highly political’. Ask students to record ‘Key words and Religious Teachings’ in their exercise books.  Engage students in a ‘Draw what you hear’ activity. Read the obituary of Bob Marley and ask students to copy what is being said using only images, no numbers or letters.  Play Marley’s *Redemption Song*. Ask students to analyse the text using highlighter and annotating meaning.  Using their acquired knowledge and Marley’s lyrics/bible passages, ask students to answer the key question and create a simile for Marley and Rastafarianism, and explain their thinking, e.g., ‘Marley is to Rastafarianism what toothpaste is to a toothbrush’ – toothpaste is needed to make brushing your teeth easy and give you a cool feeling, just so, Bob Marley is needed to make it easy and cool to understand Rastafari. | **Must**: present an informed answer to the lesson’s key question; describe how Bob Marley was influenced by, and represented Rastafari.  **Should**: draw concrete links between the lyrics and religious teachings concerned with freedom, the afterlife, God of the Old Testament and human agency. (Key terms include Babylon / Zion Jah / Adonai, Salvation.)  **Could:** discuss whether Marley’s music is concerned with political or spiritual freedom. | PLTS used this session:  Reflective Learner  Resources:  Power point  Music: Redemption Song by Bob Marley.  See ‘Marley’ document for Obituary, *Redemption Song* lyrics and Teacher’s notes.  For the teacher:  You tube: Bob Marley: War (video). |
| **Lesson 7:**  *What does freedom mean to me?* Preparing for the final task.  Students will:   * know the meaning and application of freedom for a Rastafarian; * compare the Rastafari understanding of freedom with your own. | GIVE OUT FINAL TASK TOP SHEETS.  Ask students to consider these questions: ‘What does freedom mean to me?’ ‘What does freedom look like?’ ‘Where could I find freedom?’  Ask them to make a spider diagram, writing ‘freedom’ in the middle and record all their ideas.  Encourage them to revise the ‘Key words and Religious Teachings’ in their exercise books. Can they match any of the Rastafarian values to their own? If not how are they different?  Ask students to reflect carefully on what they want to communicate in their artwork and to ensure their artwork answers the question, ‘Where is freedom?’ Encourage them to make sketches and to gather resources. | **Must**: describe what the word freedom means and where it is; use some key words to say what a Rastafarian thinks about freedom.  **Should**: Use *examples and reasons* to say what freedom is and where is it; discuss their ideas alongside the Rastafarian ideas, using the key words whilst doing this.  **Could**: apply the idea of freedom to different historical, contemporary, religious and cultural contexts. | PLTS used this session:  Self Manager  Resources:  ‘Final Task’ worksheets |
| **Lesson 8:**  *Final Task: Where is freedom?*  Students will:   * express what freedom means to a Rastafarian and to you. | Supply materials and ask students to create their artwork.  Remind them of the core question for this unit of study, ‘**What are the answers to life’s big questions?’** Some of these questions are about freedom: what is it and where can it be found in the world today? What insights have students gained into these questions from their study of Rastafari?  They should include explanations of their ideas, and refer to the keywords and teachings. For example explaining what their own idea of Babylon is, or, if Zion is in their picture, whether freedom is mainly spiritual or political? | **Must**: complete some artwork; describe what the word freedom means and where freedom can be found use some keywords to say what a Rastafarian thinks about freedom.  **Should**: complete a carefully designed piece of artwork; use *examples and reasons* to say what freedom is and where is it to be found discuss their ideas alongside the Rastafarian ideas, making use of the key words and teachings.  **Could:** apply the idea of freedom to different historical, contemporary, religious and cultural contexts. | ‘Final Task’ worksheets  Artwork materials – paint, card etc. |