**Awareness Mystery Value (AMV) Distinctively Local Schemes of Learning**

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|  **Key Stage 3 or 4****How did a Mosque in Bristol and the community around it respond to a hate crime?**Could be used as part of KS3 Unit 4 What can we learn from religions, beliefs and communities today? |
| **About this example** This uses a local example of a religious hate crime at Totterdown Mosque, Bristol, to explore issues about how to live well with difference, how to respond to hate crime and the purpose of punishment.It was written by Katy Staples Adviser to Bristol SACRE, Esther Messinger from Cathedral Choir School and LTLRE hub leader for Bristol, with support from Dave Francis Adviser to BaNES SACRE and Jan Lever Adviser to North Somerset SACRE |
| **Where the example fits into the curriculum**This work would link with Citizenship/ Inclusion and Understanding British Values. It will also help to serve the requirement for schools to challenge hate crime 2016 <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/543679/Action_Against_Hate_-_UK_Government_s_Plan_to_Tackle_Hate_Crime_2016.pdf>  |
| **Prior Learning** Pupils will already have learnt about how Muslims worship and the Mosque as a sacred space. |
| **Featured Religions / Beliefs** | **Areas of Enquiry** |
| Islam | **AT 1: Learning ABOUT religion and belief** | **AT 2: Learning FROM religion and belief** |
| Christianity | A. Beliefs, teachings and sources | ✓ | D. Identity and belonging | ✓ |
| Humanism | B. Practices and ways of life | ✓ | E. Meaning, purpose and truth |  |
|  | C. Forms of expression |  | F. Values and commitments | ✓ |

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| **Key Question: How did a Mosque in Bristol and the community around it respond to a hate crime?** |
| **Supplementary Questions** |
| 1. What is absent in people’s education when they perform hate crimes?
2. What do Muslims Christians and Humanists believe is the right way to respond to people who show hate?
3. What is the purpose of punishment and what do different belief groups believe is a good way of ensuring justice?
4. How do we ensure Bristol/ England is a place where all people can have freedom to live without fear of hate-crime?
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| **Resources*** [Lesson plans and worksheets: http://awarenessmysteryvalue.org/wp-content/uploads/2016/11/L3041a-Resources.pdf](http://awarenessmysteryvalue.org/wp-content/uploads/2016/11/L3041a-Resources.pdf)
* <https://en.wikipedia.org/wiki/Bristol_Jamia_Mosque>
* <http://www.bbc.co.uk/news/uk-england-bristol-35341669>
* <https://issuu.com/southbristolvoice/docs/sbv_0816>
* <http://www.itv.com/news/westcountry/2016-01-18/mosque/>
* <http://www.dailymail.co.uk/news/article-3701252/Racist-thugs-left-raw-bacon-sandwiches-St-George-s-flag-words-No-Mosques-scrawled-outside-Islamic-centre-jailed.html>
* <https://www.bristolpost.co.uk/news/bristol-news/kevin-crehan-prison-death-inquest-2326059> one of the perpetrators died in prison.
* <http://www.sariweb.org.uk/> SARI is a Bristol based agency that provides support and advice to victims of hate.
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| **Learning Outside the Classroom** A trip to the Mosque to explore how people worship in this space is a possibility, please see the directory on this website - or the address and number of the Mosque in the resources. |
| **Expectations: are the focus areas of enquiry identified on the previous page****By the end of this sequence of learning:** |
| **[Developing] Students:** | **[Secure] Students:** | **[Exceeding] Students :** |
| * Describe what happened at Totterdown Mosque, Bristol in 2016.
* Explain what Islam teaches about how people should respond to hate.
* Give opinions about this incident and suggest ways in which it could be prevented from happening again.
 | * Suggest reasons as to why someone might become hateful.
* Explain what Muslims, Christians and Humanists believe is the right way to respond to hate and what the purpose of punishment is.
* Using reasoning and examples to express their own views about this incident and its consequences.
* Suggest ways in which Bristol/ England and Wales could ensure such hate-crimes don’t happen again and give reasons for their choices.
 | * Explain the factors that might lead to the social tension, ignorance and alienation that might result in someone wanting to harm someone else who they do not know for religious or other reasons.
* Explain and analyse the similarities and differences in the reasons Muslims Christians and Humanists might offer as to how to respond to hate and what makes for fair punishment.
* Construct a manifesto for a peaceful Bristol/ England/ Wales where no hate crime happens - give thorough reasons for their choices and explain important influences in their thinking.
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| **Key Question: How did a Mosque in Bristol and the community around it respond to a hate crime?** |
| **Teaching and Learning Activities** |
| **Step 1: Engagement (Lesson 1)** Set up an enquiry.Describe the crime that occurred (use a few images from the resources on the white board - the daily mail article tells the story most simply). Offer a word bank to direct students and enable an assessment of what they understand by crime, racism, hate, prejudice etc…?Response - What questions does this event make you want to ask?**Turn back time and freeze activity.**The perpetrators of the crime are driving down Green Street to the Mosque -Why do you think they wanted to do this? What do you think these people thought they knew about Islam?Where do you think they got their information from? What do you think they should know about Islam? Where is it best to get your information - where can you trust?What would you like to tell them to persuade them not to do it?Discuss in pairs or threes - feedback.You have a chance to speak to these people and try to change their minds - what would your message be? Write 5 sentences.IDEA: Stretch and challenge task - If you could turn back time and freeze one other significant event before the crime occurred, what would it be and why? What would you say to the people involved then? |
| **Step 2: Investigation (Lesson 2 and 3 )**  **What do people teach about how to respond to hate?**Pupils start the lesson recapping information from the last lesson - (using the worksheet in the resources)Skim read - feedback to class 5 facts as to what occurred , 2 reflections, and 2 feelings Research: What does Islam, Christianity and Humanism teach is the right way to respond when people are hateful towards you.Offer children two texts to highlight any of the teaching that might apply to hate crime : The Prophet’s final sermon and the Lord’s Prayer <https://d1.islamhouse.com/data/en/ih_articles/single2/en_Prophet_Muhammad_Last_Sermon.pdf> <https://www.biblegateway.com/passage/?search=Matthew%206:9-13&version=CEB>  Use sheet 2 - Triple bubble thinking skills activity. Information can be found from… <http://www.bbc.co.uk/education/guides/zbygjxs/revision/4> <http://www.bbc.co.uk/education/guides/zcb42hv/revision/6> <http://www.bbc.co.uk/education/guides/zfnv87h/revision/7> <http://www.bbc.co.uk/education/guides/z3vrq6f/revision/6> <http://understandinghumanism.org.uk/perspectives/> (golden rule section)Many GCSE text books will also have usable information.Did the members of Totterdown’s Jamia Mosque live out Islamic teaching on how to respond to hate in your opinion? Give evidence.Why do you think members of BS3 and wider Bristol responded to the attack as they did - what beliefs might have motivated them?Plenary questionWhy do you think that Zaheer Shabir the secretary of the Mosque said “Today, we can reclaim our flag for England”?IDEA – Art task decorate a Union Jack with all that is good about the UK in the light of this event.https://kidspot.co.nz/activities/flags-of-the-world-union-jack/**What is the right punishment for people who commit such crimes?**Starter: Recap what sentences were given to the people who committed this crime? Do you think in your opinion this was appropriate punishment? - do a room divide activity - Yes it was no it wasn’t - why?Should the punishment fit the crime - if so what should these people’s punishment be? Is that realistic?What are the different reasons given for the purpose of punishment? Term matching exercise - ie Revenge , Retribution, Rehabilitation deterrence/protection/reformation/ vindication.Same terms - ordering exercise - best reason to the worst reason for punishment. Discuss and give reasons for their answers.What are some Christian, Islamic and Humanist teachings about the right ways to ensure justice and make sure punishment is appropriate.Sheet 3 Triple Bubble Punishment sheet using:<http://www.bbc.co.uk/education/guides/zvs3d2p/revision/3> <http://www.bbc.co.uk/education/guides/znhf9j6/revision/3> <http://understandinghumanism.org.uk/perspectives/> **Plenary** Split the class into 3 groups - ask them each to represent a different group - and respond from that perspective - Humanists, Christians and Muslims - remind them that people within those groups do not all agree with each other, and some people across those different religions will agree with each otherAnswer the question: Do you think your group would be happy with the sentencing - and why?Plenary Debate and Written task - Was justice served?Class divide. Refer to Islam and one other belief system we have studied.  |
| **Step 3: Response and Action (Lesson 4)** Summarise all we have learnt so far - Speedy post it notes and stations -1. What happened at the Mosque on January 17th 2016,2. How did the community respond? 3. Two beliefs about responding to hate. 4. Two beliefs about the purpose of punishment?5. Anything else you remember or want to say 5 mins to deliver five notes and sit down. Then recap as a class.IDEA – In groups - what other responses could have happened to this crime - by the members of the Mosque, by members of the local community, by the courts. Would those different responses have had different outcomes? **Writing to the Mayor of Bristol Marvin Rees / The Home Secretary**Outline the concerns and the positive aspects that came out of the Totterdown Mosque attack.Explaining the things that you feel need to be in place so that religious (and other) hate crime does not happen in Bristol/ England and Wales again.Give reasons and explain your influences.  |