



How should we treat others?



Lesson Objectives

- + To consider the right way to treat people from other religions and worldviews
- + To understand where values come from, and why societies have them
- + To reflect on our own attitudes and actions towards people who are different from us

What you need for this lesson

- + 'Living with difference' think piece copied for students
- + Film clips 'Holy Joe' and 'How should we treat others?' on Vimeo and YouTube links below
- + Venn diagram worksheet



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1. **Starter:** Ask students to watch and then to discuss this scenario with a partner. **Holy Joe;** a short sketch written by students about a Christian young man. The young man is stopped, asked to remove his cross and gets a Bible hit out of his hand. The film asks students what they would do in the situation. It also raises the question as to whether it is appropriate to allow others to wear and carry religious objects, but also why some people might get bullied for doing so. [Vimeo link](#) (Password: StudentSacre2018) / [YouTube link](#)

Take a few answers in from some pairs and link the starter to today's lesson and its objectives. (10 mins)

2. **Hand out** 'Living with difference' think piece, written by Ranvir, a student from Newham, and ask the class to read it and consider the questions. Take a selection of answers back from the students, especially how learning from difference could benefit society (15 mins)
3. **Give students a copy** of the Venn diagram worksheet and ask them to fill it in as they watch the faith leaders film **How should we treat others?** Student SACRE chair and vice-chair (Nawal and Noor) interview local religious leaders to find out the answer to this question. [Vimeo link](#) (Password: StudentSacre2018) [YouTube link](#) (5 mins)
4. **Ask** students to discuss their Venn diagram with a partner, and start to fill in the central circle with the points all these religions and worldviews agree on or share. Take some feedback from pupils and correct any wrong information. Ask students to consider where these shared views and values come from. (15 mins)
5. **Ask** students to discuss question A. and B. on the Venn diagram worksheet as a table group, and then go onto answer question 1 in their books (10 mins)
6. **Plenary:** True and false statements – 'stand up' or 'sit down' tester (5 mins)
 - The life of Prophet Muhammad tells Muslim people to always respect people of other religions and none even if they disagree with them (stand up if you think this is true, sit down if you think it is false) **True**— example of him standing as a Jewish funeral went by him.
 - A Christian should love their enemies (stand up if you think this is true, sit down if you think it is false) **True** - this is what Jesus taught.
 - Hindus believe that people are different, there are different castes and so some people are more important than others (stand up if you think this is true, sit down if you think it is false) **False**
 - Humanists should always help a humanist in trouble before a religious person (stand up if you think this is true, sit down if you think it is false) **False** - A Humanist should help first whoever needs the help more.
 - Jewish people will be judged through their actions towards others not for their belief in God (stand up if you think this is true, sit down if you think it is false) **True**- for many Jews, but maybe not all!