



What would you do?



Lesson Objectives

- + To consider how some people from different religions are treated because of their religion
- + To consider the reasons why religious bullying happens in our society
- + To reflect on how pupils can take the information they have learnt about and apply it to their own lives

What you need for this lesson

- + Copy of the dartboard for each group of 3 pupils
- + Set of possible answer cards for each group
- + Blank piece of card to go onto the dartboard (2 or 3 per group) for pupils to write their own answer to the question
- + PowerPoint slide for solutions to bullying and belief
- + Film clips 'To wear or not to wear' 'A bit of respect' on Vimeo and YouTube links below



What would you do?

- 1. Starter:** Can pupils recall what they learnt about what different religions believe about how we should treat one another from our last lesson. Link to today's lesson and objectives. (5 mins)
- 2. Show the film *To wear or not to wear?*** Short sketch written by students about a Muslim teenage girl who is told she does not belong in the UK and someone tries to take off her hijab. At the end pupils are asked to consider whether the girl would be safer not wearing a headscarf (recent research from Tell MAMA says Muslim ladies wearing scarfs are most at risk of religious abuse) and what she should do next? Allow pupils to discuss with their talk partner. (5 mins) [Vimeo link](#) (Password: StudentSacre2018) / [YouTube link](#)
- 3. Show the film *A bit of respect please!*** Short sketch written by students about a Sikh young man who is asked why he is wearing a head covering and then told as he tries to answer they aren't interested, which makes him really angry (he calls the three young people ignorant). At the end pupils are asked to consider what do you do when people act ignorantly towards you or make your angry? Allow pupils to talk with a talk partner and then take ideas and discuss them as a whole class. (10 mins) [Vimeo link](#) (Password: StudentSacre2018) / [YouTube link](#)
- 4. Dartboard activity:** Place pupils in groups of 3s (easier to make decision when in an odd numbered group than an even numbered groups) give each group a copy of the dart board and a set of 6 cards that give possible actions you could take if you are being bullied for your religion or worldview, along with 2 or 3 blank cards. Ask pupils to read the possible answers (they are numbered but that doesn't show any order of importance) and see if they have any more possible answers for what someone ought to do if they are being bullied because of their views; write these new ideas on the blank piece of card. Pupils then decide which they think is the most important 'thing' someone should do, they place this card on the bulls-eye (there can only be one card on the bulls-eye), then they can arrange the other cards on the dartboard showing how important they think each point is or isn't – the closer to the bulls-eye the more important they will think the reason is. Give pupils 5 mins to do this. Then ask one group what they have placed on the bullseye and why, then see if any other group agrees with them and if they do whether they have another reason for putting that card on the bullseye? Pupils should be better at doing this task compared to lesson 1. Carry on finding out what other cards groups have placed on the bullseye and their reasons why. Keep asking throughout this feedback if the reasons people have given to a card to be on the bullseye make any group want to change any of their cards on their dartboard, allow pupils to do this. Ask pupils after the feedback to finish this sentence in their books "I think if you are being bullied because of your beliefs, the most important thing to do is.... I think this because...." (20 mins)
- 5. Bring** the class back together to consider the 'top tips for solutions to religious bullying' PP slide, do they agree/disagree/want to add to the advice given here? Ask them to discuss with people on their table and then go onto write a think piece or blog around advice they would give people their age if they are suffering from religious bullying. (15 mins)
- 6. Plenary:** With a partner give three examples of where you could use the information you have learnt in this lesson elsewhere in school or out of school. (5 mins)