



What are we worth?



Lesson Objectives

- + To understand that as young people we have rights and responsibilities
- + To consider student's ideas around religious bullying and its effect on people
- + To write their own words about what they want to say about religious bullying

What you need for this lesson

- + Words of 'I am worth more' poem
- + Film clip with 'I am worth more' on Vimeo or YouTube links below
- + PowerPoint with Human Rights quotes
- + PowerPoint with respect quotations
- + Quotation cards for pupils (set of 9 for each table) *there is also an answer sheet*



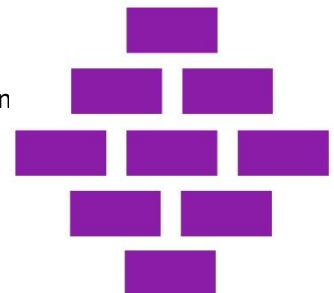
What are we worth?

- 1. Starter:** True or False quiz: Ask students the following questions – you could do it as a ‘stand up’ for true, ‘sit down’ for false quiz
 - I have the right to a name and a family **True**
 - I have the right to always share my ideas with others **True**
 - I don’t have the right to grow up strong and healthy **False**
 - We all have the right to believe whatever we want to and change our ideas if we want to too **True**
 - I don’t have a right to free education **False**
 - We have the right to protect our rights **True**

Introduce the class to today’s lesson objectives and what we will be doing today. (5 mins)

- 2. Show** the students the PowerPoint slides on human rights, and ask them to talk with a partner about explaining an example of this right in practice in their lives. See if students can connect the rights to the teachings of different religions concerning how we should treat one another. Ask students what rights they think religious bullying contravenes. Come back together and discuss the points the pupils have made with some facts about rates of religious hate crime in UK (see lesson 2 for figures). (15 mins)
- 3. Introduce** students to the film ‘**I am worth more**’ Written by a member of Newham Student SACRE group, in response to an incident in which a student was spat upon by passers-by and called ugly because she was wearing a Hijab. The incident took place just after a terrorist attack in London. [Vimeo link](#) (Password: StudentSacre2018) (5 mins)/ [YouTube link](#)
- 4. Hand out** the words of Anjuma’s poem and ask the class to read them through and think about which line they like the most and explain to their partner why. Are there parts of the poem that they don’t understand? Talk about what Anjuma might mean by certain lines e.g. line 7 or 15. Bring the class back together and ask the pupils what do they think Anjuma is saying to the people who bullied her through her poem? (Answer that Anjuma gave was she felt this horrible incident made her think about how their words were not going to make her feel afraid or ashamed of who she is, and the fact that she has dual nationality (Pakistani and British) was something to be proud of. She wrote this poem on a poetry afternoon workshop that we ran as a student SACRE). (10 mins)

- 5. Give** table groups a set of nine quotation cards (drawn from different religions and worldviews). Ask students to make a diamond shape with the cards, placing the quotation they agree as the most important at the top of the diamond, and the least important at the bottom. Ask each table to explain to the rest of the class which quotation they Placed at the top of the diamond and why. Ask students to see if they can guess which quotation belong to which religion or world view (see answer sheet if you need it for correct answers) (13 mins)



- 6. Ask** students to write an answer to the question: ‘How should we treat one another?’ Encourage students to use words from at least two of the quotations in their answer. (5 mins)
- 7. Plenary:** Redo the starter quiz, missing out words and see if the pupils can fill them in. (5 mins)