



What are we worth?



Lesson Objectives

- + To understand that as children we have certain rights and responsibilities
- + To consider their own ideas around religious bullying
- + To understand what different religions teach about tolerance

What you need for this lesson

- + Copies of Anjuma's 'I am worth more' poem
- + Film clip with 'I am worth more' on Vimeo or YouTube links below
- + PowerPoint with Human Rights extracts
- + Quotations on tolerance cards printed and cut up ready for table groups to sort



What are we worth?

1. Starter: True or False quiz:

Ask pupils 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. (7 mins)

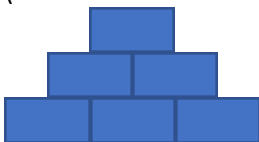
2. Show the pupils the PowerPoint slides on human rights, asking them to talk with a partner about an example of this right in practice. Then see if the pupils can connect these rights to what they have learnt about what different religions teach about how we should treat one another. Come back together and discuss the points the pupils have made. (15 mins)

3. Introduce the short film ‘I am worth more’ written by Anjuma, a member of the Newham Student SACRE group. Explain that this poem was written following an incident when one of our students was spat upon and called ugly because she was wearing a Hijab. The incident took place just after a terrorist attack in London. [Vimeo Link](#) (Password: StudentSacre2018)/ [YouTube Link](#)

We suggest you play it twice to the pupils as they will understand more 2nd time through. (5 mins)

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 a partner why. Bring the class back together and ask the pupils what do they think Anjuma is saying to the people who bullied her? (Answer: Anjuma 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 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 six quotation cards (drawn from different religions and worldviews) ask pupils to make a pyramid shape, with the quotation they agree as the most important at the top of the pyramid. Ask each table to explain to the class what quotation they have put at the top and why. Then ask pupils to see if they can guess which quotation belong to which religion or worldview (see answer sheet if you need it for correct answers) (13 mins).



6. Ask pupils to write an answer to the question: ‘How should we treat one another?’ Encouraging pupils to use words from one of the quotations in their answer that they like personally. (5 mins)

7. Plenary: Redo the starter quiz, missing out words and seeing if the pupils can fill them in. (5 mins)