

REsilience



Pilot project

Unit: Identity, Tradition and Belonging

Lesson 2: Stereotyping and fears

Gateway documents to support: 2.2, 2.6/9, 2.7/8, 3.1, 4.7

Learning objective 1. To develop the skills associated with respectful dialogue and discussion when dealing with contentious issues (AT1 & 2) 2. To evaluate and respond appropriately to arguments associated with identity, tradition and belongs (AT1 & 2)		Learning Questions 1. What unites or divides us? 2. Why do people fear difference? 3. Can differences always be reconciled?	
Learning Outcomes: <i>by the end of the lesson, all/most/some students will be able to:</i>			
All: L4 1. ask questions/make statements about what unites or divides people		Most: L5 2. suggest reasons for the similar and different views or beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life 3. explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities (AT1) 4. ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives (AT2)	
		Some: L6 5. use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues, focusing on things that are important to me (AT1 & 2)	
Key concepts	Stereotyping, prejudice, fear of difference		Key Skills/ Links Communication, working with others, problem solving, explanation, synthesis, reasoning, expressing insights
Learning Activities			Learning Outcome
Starter: Stimulus: Key question: What unites or divides us? In pairs or fours as quickly as possible, using up to 10 post-it notes, make a list of up to 10 things over which people can be divided or united (e.g. support for a football team, having religious beliefs, the divide between rich and poor, or ethnicity, wearing the			1.
			Resources

'right' clothes, the views the young have of the old or vice versa). From their list, decide the one which could cause most divisiveness and which the least.

Watch the video (2mins 59 secs) (The film encourages people to think before making character judgements, be it race, gender or age.) Question: How do statements in the video and the lists that students came up with compare in terms of making judgements and stereotyping individuals or groups?

Main Activities

- Questions for individual response and paired reflection: What makes it difficult or prevents people who are different finding common ground? Why do people fear difference?
- [Optional depending on time] Read the story of the Tower of Babel (see Resource 1). Compare with the verses in Leviticus and Hebrews. How do these verses suggest that people should behave towards strangers?
- Read the two verses from Leviticus (who do you think is the "them"?) and Hebrews. How do these verses suggest that people should behave towards strangers?
- Questions to be considered in pairs or fours: Is it possible to overcome fear and prejudice? What is your first reaction when you hear the phrase "Muslims and Jews" or "Jews and Muslims"? (e.g. Unity? Division? Hatred? Terrorism? Difference?)
- Teacher reads the brief extracts in Resource 2. When and where do you think this happened? Provide the information in Resource 3 about Albania and Besa. (Depending on time, this could be a brief explanation by the teacher or a resource sheet for students to use).
- Divide the class into 5 groups and give out copies of one story to each group (see Resources 4-8). Ask each group to read their resource and discuss the following:
- What hardships and dangers did Albanian Muslim rescuers face by protecting Jewish strangers?
- Regroup the class so that the 5 new groups each contain a student who looked at a different resource. Individuals briefly share the five rescuer stories. (At the end, you may wish to show the video:
<http://www.youtube.com/watch?v=y61RAP4joWU&list=PL6E7E4B965F4CEB5C&index=9> [4 mins 1 sec] where Norman Gershman discusses his photos and stories about Besa (part links to Resource 8).
- Group discussion question: What motivates someone to put their own and possibly the lives of family members in danger to protect strangers?

<http://www.truetube.co.uk/society/prejudice/assumptions>

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Resources 1-8

<p>Plenary Reflective questions/ activity(ies):</p> <ul style="list-style-type: none"> • What beliefs or values would you be prepared to stand up for? Why? Students could use the items which they ranked top in the starter activity. Is there agreement or disagreement about the choices in the group? • Can differences always be reconciled? Is compromise an option if you hold very strong beliefs? <p>Additional Tasks (Extension) Select from: Research:</p> <p>1. Other selfless acts of rescue/courage by people motivated by their beliefs, values or principles and who rescue, stand up for, or protect the rights of those who are different from themselves and for whom there is no gain – e.g. other Holocaust stories, individuals who tried to prevent the evictions from Dale Farm.</p> <p>2. Consider at a story such as The Good Samaritan, or discuss "Whoever saves a single life, it is as if he had saved the whole world." (The Talmud), or that of the incident where Gandhi was confronted by a distraught Hindu father (Nahari) whose son had been killed by Muslims during the partition: <i>Nahari</i>: (the father): I'm going to Hell! I killed a child! I smashed his head against a wall. <i>Gandhi</i>: Why? <i>Nahari</i>: Because they killed my son! The Muslims killed my son! <i>Gandhi</i>: I know a way out of Hell. Find a child, a child whose mother and father have been killed and raise him as your own. Only be sure that he is a Muslim and that you raise him as one.</p>	5	
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