

ABOUT THIS UNIT:

This forms the first of two units of Global Issues. It begins by focusing on issues of equality and then considers conflict and peace.

Estimated time for this unit: 10 – 12 lessons

Focused Religions:

Christianity and Sikhism with some reference to Hinduism.

Where this unit fits in:

KEY LEARNING OUTCOMES

- | | | |
|-----|---|--|
| AT1 | a | Investigate and explain the differing impacts of religious beliefs and teaching on individuals and communities |
| AT1 | b | Discuss and evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues. |
| AT2 | b | <i>Evaluate the challenges and tensions of belonging to a religion and the impact of religion on contemporary society.</i> |
| AT2 | d | <i>Reflect and evaluate their own and others' beliefs about world issues such as peace and conflict</i> |

KEY STRANDS ADDRESSED BY THIS UNIT

- | | |
|------|---------------------------------|
| AT1A | Beliefs, teaching and sources |
| AT2F | <i>Values & Commitments</i> |

LINKS TO THE EVERY CHILD MATTERS AGENDA

Making a positive contribution-combating prejudice and discrimination.

Economic well being – investigating issues of justice and raising questions about injustice and inequality.

CONTRIBUTIONS TO PUPILS SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Moral – Studying a range of moral issues, including those that focus on justice.

Cultural – Promoting inter-cultural understanding

KEY SKILLS

Analysis and Evaluation

Empathy

KEY ATTITUDES

Open-Mindedness & Respect for all

Prior learning	Vocabulary	Resources
It is helpful if pupils have: Basic knowledge of Hinduism and caste system.	In this unit, pupils will have an opportunity to use words and phrases related to: Caste system Ashram Equality, Justice, Peace Reconciliation	Video material and pictures of Gurdwara. Images of conflict and war. Resources attached in appendices.
EXPECTATIONS at the end of this unit: Nearly all can: (at level 4) - Make links between Sikh and other religious teaching and beliefs about peace and equality. (AT1) <i>Suggest causes and effects of conflict and how religious people may answer these questions. (AT2)</i> Many can: (at level 5) - Explain the reasons for religious beliefs about justice, equality and peace. (AT1) - Show an awareness of different religious responses to questions of conflict. (AT1) <i>Suggest and explain personal responses to these moral issues. (AT2)</i> <i>Show how these responses affect peoples' lives. (AT2)</i> Some pupils will have progressed further and can: (at level 6) - Use different examples, sources and teaching to explain the reasons for a diversity of responses to the issue of conflict. (AT1) <i>Use reasoned and balanced arguments to express insights into relationship between beliefs and actions. (AT2)</i> - Use a high level of religious and philosophical vocabulary. (AT1)		

Key questions	LEARNING OBJECTIVES Pupils should learn:	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
Are all people created equal?	that in the world not all people are created equal.	Use a balloon debate. (see appendix 1) Students must justify the top 3 and bottom 3 choices. This debate will show that people are not seen as equal. Discuss these ideas with students. Would there be different results in a different scenario?		See Appendix 1 for balloon debate
Where is there inequality in our world?	the different types of inequality that exist in the world. Reasons for the inequalities that exist.	Village statistics. If the (How?) world was shrunk to 100 people. Students to work on ways of presenting the inequalities in the world-power point, drama etc		See Appendix 2 for the world shrunk to 100 people
How does religion respond to inequality?	that religious belief affects the way that people act.	Caste system and Gandhi Recap idea of "untouchables" Idea of ashram – Gandhi formed and ashram where all were equal and took part in the tasks. Draw up a list of the rules and aims of an ashram. Use clips from film "Gandhi". What was Gandhi's response to the caste system? Link the idea of Karma and reincarnation with the caste system. Why might someone accept their place in the caste system.	Draw up a list of the rules and aims of an ashram.	Be aware that many Hindus now reject the caste system.

Key questions	LEARNING OBJECTIVES Pupils should learn:	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
Equality in Sikhism How did Guru Nanak treat people? How is equality shown in a Gurdwara?	- how did Guru Nanak fight against inequality? - how is equality shown in a Gurdwara?	- Use the story of Guru Nanak. Choose the most important events in his life and explain your choices. What can we learn about the Guru's attitude to equality? Write up your responses. - Look at photographs of a Gurdwara. What is the evidence that Sikhs treat people equally? - You are a leader at a Gurdwara about to be visited by the Queen / important world leader. - Write a letter explaining what they will find at the Gurdwara. - Use Odd One Out sheet – select an odd one out from the list and think of the reasons (Appendix 3)	Letters may provide possibility for assessment.	As Sikhism is a featured religion, attention must be properly given to Sikh teaching.
How was the khalsa formed? What are the 5 K's? How do they show equality? Is it possible to live a Sikh life in secular Britain today?		- Story of Guru Gobind Singh and the Khalsa. This could be presented as a newspaper article or role play. - Use the rules of the Khalsa (Appendix 4) and rank in order of importance or difficulty. - Design a guide for a Sikh child on the 5 K's. - Kesh-uncut hair, kara-bracelet, kirpan-dagger, kaccha-undershorts, kangha-comb. - Discuss why Sikhs wear the 5 k's.	Key Assessment Activity (see Appendix 5)	Use video information/artefacts to show 5 K's to students. This could form the main assessment for this unit.

Key questions	LEARNING OBJECTIVES Pupils should learn:	Teaching and Learning Activities	Assessment Opportunities	Links / points to note
What is peace?	- different views of peace. - be able to express their own views about peace and conflict.	Draw a picture or write a poem expressing your idea of peace. What does the poem (Appendix 6) say about peace?		
How can conflict be reconciled?	- explain the courses of conflict. - be aware of the complexity of conflict and its resolution.	Use different images of conflict-brainstorm courses and effects of conflict. Use pictures in groups. Research an area of conflict in the world. Answer the Key Question "Does religion cause or help solve conflicts?"	This may provide an opportunity for assessment.	Focus on an area of conflict in the world Jerusalem, Corrymeela Community, South Africa Truth and Reconciliation.

APPENDIX 1:

Balloon Debate

In a balloon debate students have to choose who is 'thrown out' of the basket as less important or useful than others. The emphasis should be on students giving reasons for their choices and, in the instance, should help them to realise that society does not treat people as equal. It also shows how we label people and judge by appearances.

It may be helpful to give out more information about each character as the rounds continue, for example a disabled person could also be a famous scientist.

One person is voted off in each round. Students can represent each character and make their case for staying.

Scenarios could be;

You are setting off in a spaceship to colonise a new planet.

You are choosing people to represent the town on a council.

You are choosing who should have a limited number of life saving operations or drugs.

Suggested Characters:

Teacher

Young mother

Football star

Drug addict

Old aged pensioner

Builder

Plumber

Doctor or nurse

Big issue seller

Convicted criminal

Policeman or woman

Scientist

Someone in a wheelchair

Appendix 2

If the world was a global village of 100 people, there would be:-

57 Asians

21 Europeans

14 from the western hemisphere, north and south

8 Africans

52 females

48 males

70 non-whites

30 whites

70 non-Christians

30 Christians

89 heterosexuals

11 homosexuals

6 Americans

25 Chinese

6 people with 59% of the world's wealth

50 who had all the food they need to eat

50 suffering from malnutrition

80 living in substandard housing

1 with a college education

20 who have never gone to school

70 unable to read

1 who owns a computer.

Appendix 3

Odd One Out !

Which are the odd ones out in these lists?

There are no right or wrong answers - it is up to you to think it through and give your reasons for your answers.

When you have finished make up 5 of your own and the answers.

1. Turban	Bracelet	Dagger
2. Cross	Kirpan	Jewish Prayer Shawl
3. Kara	Kesh	Kaccha
4. Cross	Fish	St Christopher
5. Prejudice	Equality	Commitment
6. Clothes	Uniform	Symbol
7. Gurdwara	Church	Temple
8. Guru Granth Sahib	Qur'an	Bible
9. Jesus	Muhammad	Gurun Nanak
10. Prayers	Hymns	Readings
11. Chauri	Guru Granth	Rumal
12. Golden Temple	Jerusalem	Western Wall
13. Singh	Kaur	Nanak
14. Sikh	Christian	Jew
15. Nishan Sahib	Prayers	Takht

Appendix 4

Khalsa Sikhs should wear modest and simple dress	A Sikh should not injure the feelings of those belonging to other faiths
A Sikh should give generously to the poor	A Sikh must learn Punjabi
Khalsa men and women must not make holes in their ears or noses	Every male should add Singh to his name
The Khalsa must pray to God before starting work	Every female should add Kaur to her name
A Sikh should treat everyone equally	A Sikh must not believe in castes or class
A Sikh should work for peace	A Sikh will believe in no other holy book that the Guru Granth Sahib
Sikhs will worship only God and set up no idols or worship no human being	Drugs and alcohol are forbidden
Th Khals pray to God before starting work	Smoking is forbidden
Sikh women must not wear a veil	Sikhs must not steal
A Sikh must live from honest labour	Sikhs must not gamble

Appendix 5 a

Is it possible to live a Sikh life in Secular Britain today?

Main Headings	Ideas for you to use	Key word bank	Levels
What is a secular society? (Society where most people do not follow a religious faith or live by religious rules and traditions)	Introduction: explain that Britain is a secular society and give examples of what this means	5 K's • Kesh • Kara • Kirpan • Kaccha • kangha	In order to gain a level 3: Describe how Sikhs live their lives. Recognise that values and commitment affect behaviour.
Why might a secular society cause problems for Sikhs? How?	Sikhs are a small minority in Britain. Pressure on children to conform to modern standards and dress. Lack of understanding about how Sikhs lead life and possible prejudice and racism. Wearing a different set of clothes/modesty issue. Worship and the Gurdwara – may not be a purpose built Gurdwara. Time for prayers – time off work? Any other ideas you may have.	Gurdwara Khals Guru Nanak Guru Gobind Singh Langar Amrit ceremony/baptism Festivals Turban Alcohol Rules	In order to gain a level 4 or 5: Explain how a faith makes a difference to the lives of individuals and communities. Explain how values and commitment affect behaviour. Explain how people may disagree on how this happens (i.e. whether to cut hair or not).
How might Sikhs cope with these problems? What do you think? Is it possible to live as a Sikh in Britain today?	Commitment – Khalsa Sikh Proud of faith Support each other as families and as a community at the Gurdwara. Acceptance of others and the path they take – ideas of equality. Teaching children the values etc. Use information from video/books Remember that you must give your reasons for your	To gain a high level you will need to use words/concepts such as: Commitment Khalsa Values Sacrifice Community Prejudice Discrimination Traditions Evaluation Evidence	In order to gain a level 6 or above: Explain the context clearly – historical and cultural – history and culture of Sikhs and British culture. Evaluation using evidence and examples. Organize ideas clearly and give relevant explanations and examples. Give your own views after showing a

	decision		balanced argument.
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Appendix 5 b

Sikhism Assessment - Mark Scheme

Title: Is it possible to live a Sikh life in secular Britain today?

Below level 3

Very little effort made and very few facts given and not relevant or correct.

Level 3

Basic description of how Sikhs live

Level 4

Description of life of Sikhs and recognition that values and commitments affect behaviour

Level 5

Explain how faith makes a difference to lives of individuals and communities.

Explain how values and commitment affect behaviour.

Consider and evaluate how and why people disagree on how it is best to behave when looking at values. (e.g. decision about whether to cut hair or not).

Level 6

Evaluation must be present.

Evidence and examples need to be given.

Essay must be organised and well balanced.

Own ideas and conclusions shown.

Level 7

Full and careful evaluation.

Ideas and examples must be relevant and clear.

Full conclusion that is balanced.

Historical and cultural context of Sikhs and British must be included.

Logical and well thought out essay.

Appendix 6

Global Issues 1

PEACE POEM

Say "no" to peace
If what they mean by peace
Is the quiet misery of hunger,
The frozen stillness of fear,
The silence of broken spirits,
The unborn hopes of the oppressed.

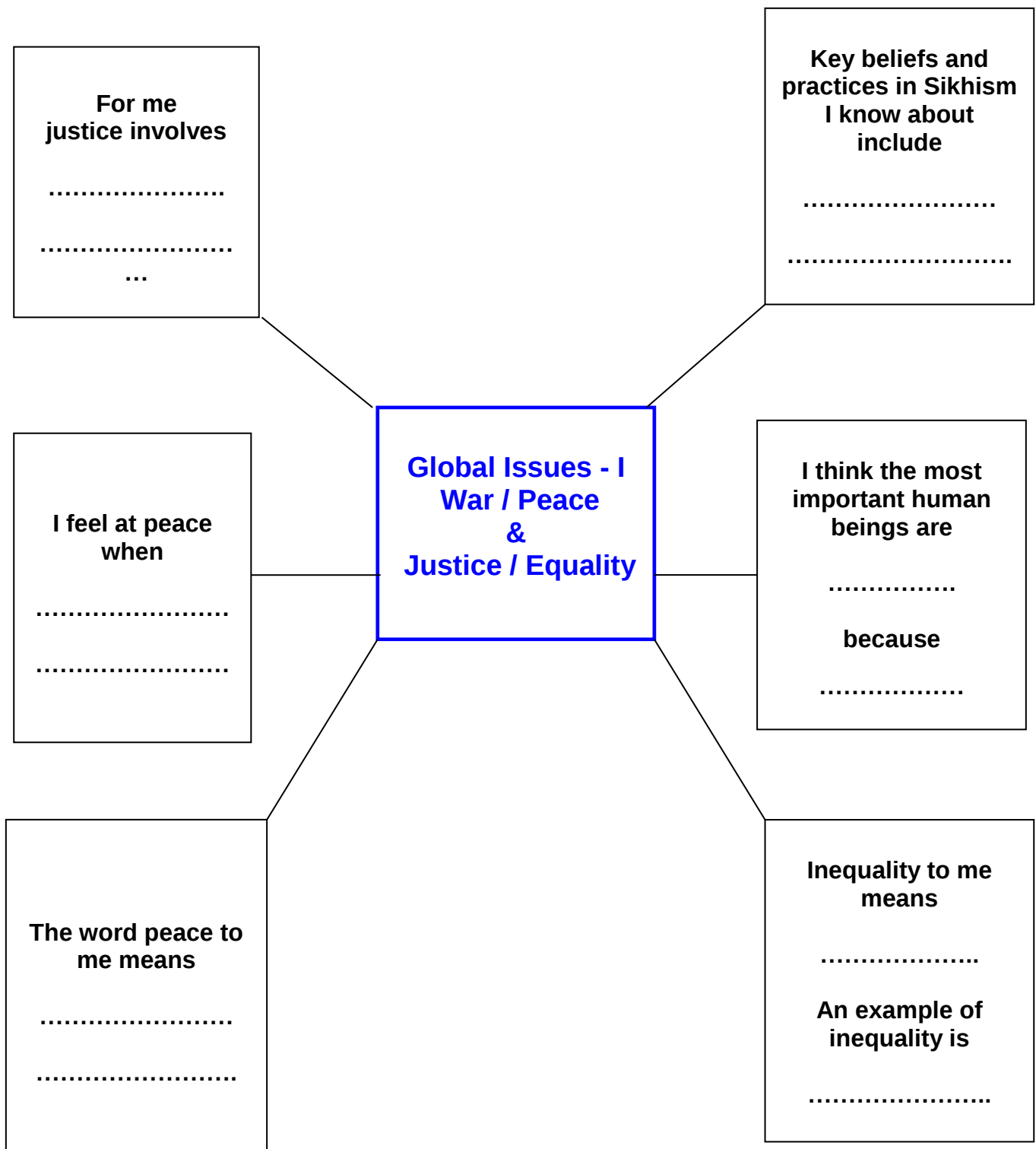
Tell them that peace
Is the shouting of children at play,
The babble of tongues set free,
The thunder of dancing feet,
And a father's voice singing.

Say "no" to peace
If what they mean by peace
Is the rampart of gleaming missiles,
The arming of distant wars,
Money at ease in its castle
And grateful poor at the gate.

Tell them that peace
Is the hauling down of flags
The forging of guns into ploughs.
The giving of fields to the landless,
And hunger a fading dream.

Brian Wren
Praising a Mystery Hope Publishing Co. 1986

FORMATIVE GRID



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graph TD
    A[Global Issues - I War / Peace & Justice / Equality] --- B[For me justice involves]
    A --- C[Key beliefs and practices in Sikhism I know about include]
    A --- D[I think the most important human beings are]
    A --- E[Inequality to me means]
    A --- F[The word peace to me means]
    A --- G[I feel at peace when]
  
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For me justice involves
.....
.....
...

Key beliefs and practices in Sikhism I know about include
.....
.....

Global Issues - I War / Peace & Justice / Equality

I think the most important human beings are
.....
because
.....

Inequality to me means
.....
An example of inequality is
.....

The word peace to me means
.....
.....

I feel at peace when
.....
.....

SUMMATIVE GRID

