

<p>Lesson Outline / Pupil Activity:</p> <p><u>My Perceptions and My Environment.</u></p> <ul style="list-style-type: none"> • Drama activities to loosen up the class i.e. cat and mouse, fruit salad, follow the leader and other team building exercises. • Pupils sit in a big circle and we have a discussion on what is happening around the world and within their area. They discuss who actually listens to them (individual pupils), their views and opinions. We look at political situations in the world. If the class is non-verbal the teacher splits the big circle into small groups, and the above exercise is undertaken. Pupils are asked to consider whether they think young people are listened to. How can schools/ society/government listen to young people more and take those views into account? • The pupils are asked, “Does religion create wars?” The pupils are split into smaller groups and we hear their views. • Split the class into YES, NO and DON’T KNOW groups and we discuss the reasons behind their answers further. • We look at various religions and in particular Islam. What is it? What do we know about it? What are our views and opinions? • Get the class into a big circle and ask them about the media – what role does in play in stereotyping? Who feels that the media makes stories up, or tells us the truth. • We look at other forms of discrimination. • Have a summary of the lesson. 	<p>Learning Outcomes – by the end of the lesson pupils will (Lessons 1):</p> <ul style="list-style-type: none"> • Successful learners. • Confident individuals. • Responsible citizens. • Effective contributors. <ul style="list-style-type: none"> • Self-reflection • Using language- speak audibly and clearly, communicate, contribute to planning • Investigating- consider issues and develop problem solving strategies <p>Teacher:</p> <p>Useful websites for workplace discrimination examples</p> <p>Commission for Racial Equality www.cre.gov.uk</p> <p>Disability Rights Commission www.dric.org.uk</p> <p>Equal Opportunities Commission www.eoc.org.uk</p> <p>Handouts (Download): http://www.childline.org.uk/pdfs/info-bullying-primary.pdf http://www.childline.org.uk/pdfs/info-bullying-secondary.pdf</p> <p>Teacher must consider what are pupil’s own experiences of stereotypes?</p>
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Lesson Outline / Pupil Activity:**The Interrogation.**

- Pupils are asked to queue in a straight line and four students are chosen from the lineout. They are asked to get their coats and bags together and split to the four corners of the room. The other students sit back on their chairs and observe the lesson. The teacher plays the role of the interrogator and asks questions;
What's your name? Spell it.
Where were you born?
Where do you live?
What are your parents' names?
How many siblings do you have?
Empty the contents of your bag.
- Each item from the bag is quizzed i.e. where did you buy this drink, crisp packet, pencil case etc. (the pupils get frustrated with their answers and start stumbling. You pick up on their fears. They are then asked to leave the room.
- The remaining students are told why they were chosen e.g. because they have blonde hair, and you discuss stereotypes. You ask the class what does a Muslim look like and what are their stereotypes. Should we judge people by the way they look or by their personalities?
- The four are let back into the class; three are discharged whilst one is asked to go outside.
- When he/she arrives, more questions are asked.
- Finally we stop the exercise and ask the pupil how he/she feels and the remaining three on how they feel. They share their thoughts and ideas.
- The four are then asked to read and article on the computer and discuss their empathy towards the article.
- The whole class discusses their perception of stereotype and how they stereotype Muslims and others or if they have been victims of such discrimination.

Learning Outcomes – by the end of the lesson pupils will (Lesson 2):

- Movement and mime (M & M) – move inventively and appropriately in a given space.
- Using language – speak audibly and clearly, contribute to planning.
- Investigating – sustain fairly complex roles.
- Creating and designing – in response to the stimulus offer ideas which could be used to create the drama, going beyond the obvious stereotypes.
- Pupils read the article below and discuss their views and opinions.

<http://www.guardian.co.uk/terrorism/story/0,,1854721,00.html>

Pupils are given information that in the UK people can be locked up for a month without charge if deemed suspicious of terrorism.

Lesson Outline / Pupil Activity:

Media and My Findings with Mo and Jo.

- Pupils are split into groups. They discuss the previous two lessons and what they think.
- Ice breakers to warm the class i.e. cat and mouse, follow the leader, fruit salad etc.
- The teacher is in role as a journalist and speaks to the class and plays a tape. Tape 1, Mo discussing his problems in the UK due to stereotyping. Tape 2, Jo stereotyping certain individuals because of the way they look.
- Two pupils are chosen to represent Mo and Jo and they are hot seated (questioned by the class).
- Pupils are split into groups – those who sympathise with Mo, and those who agree with Jo.
- We discuss in detail the above with personal experiences.
- The journalist tries to manipulate the findings of the class by playing with the words to sell newspapers.
- How well do the pupils deal with this situation?
- The class discuss what has happened in the lesson.

Learning Outcomes – by the end of the lesson pupils will (Lesson 3):

- Develop reading skills, research note talking (newspaper articles).
- M & M – movement appropriately in space.
- Investigating – use language in movement, space and other resources in new and invented ways.
- Using language – show awareness of audience.

Pupils must analyse their responsibilities towards one another – good citizenship.

Lesson Outline / Pupil Activity:

Can I be Open-Minded?

- Ice breakers are used to warm up the class.
- Arabic music is played at the beginning of the lesson.
- We summarise the previous three lessons.
- We look at words associated with Islam.
- Then we look at the following words; radical, fundamental, suicidal, terrorist, war on terror, Bin Laden etc.
- We look at ‘Molly Campbell’ and her story. The pupils discuss their views on the above further.
- What are the pupils’ phobias of Islam?
- Can each pupil be open-minded?
- Ask the group for feedback. What have I learned today? Reinforce positive feedback. What are the new discoveries? What was achieved?

Learning Outcomes – by the end of the lesson pupils will (Lesson 4):

- Develop reading skills, research note taking (newspaper articles).
- Investigating – use language in movement, space and other resources in new and invented ways.
- Using language – show awareness of audience.
- Critical thinking skills – considering issues from different perspectives

Teachers: You will need to do some background reading to ensure you are able to counter any misinformed views.

Useful website:

http://news.bbc.co.uk/1/hi/scotland/highlands_and_islands/5304126.stm

The news releases section gives useful facts and information for the lesson.

	ISLAM	CHRISTIANITY
COUNTRY		
LANGUAGE		
BIBLE/BOOKS		
KEY FIGURES		