

## Lesson Sequences

### About the sequence

The theme of our sequence is: What is religion? Where can I see religion? Who is religious? We aim to teach during two lessons for a group of approximately 15 pupils, ages 18-19 years. On the first lesson we will introduce different definitions of the term religion, discuss variations of being religious and the second lesson will focus on the religious landscape in Karlstad. The pupils will get a smaller home work to do between lesson 1 and lesson 2 in which they are meant to “find the religion” in our city.

### Aims and intended learning outcomes

Our aims of the lesson sequences is for the pupils to know two different definitions of the term religion (=functional religion and substantial religion), to understand the variations of being religious and ability to reflect about the religious landscape in Karlstad. As a summary of our aims we want the pupils to get knowledge about the variations of the subject Religion and to challenge their earlier understanding of the subject.

As all education in Sweden our lessons have to be based on the curriculum. The aims from Skolverket that we will work with during this sequence is: “The ability to analyse religions and outlooks on life based on different interpretations and perspectives” and the “Knowledge of human identity in relation to religions and outlooks on life.” (Skolverket 2011).

### Differentiation

We will base the education on the pupils earlier knowledge of the subject. Therefore we will start the first lesson with a discussion of the term religion where the pupils understanding and opinions will show. This is a great way for us to know which level we should educate on.

In terms of pupils special needs we always have this in mind. From our earlier experience the most common special needs is recitation of texts and problems with the attention span. In this respect we plan to get the pupils active and to vary methods of learning. For example the education includes discussions, listening to a podcast clip, a shorter lecture, a homework that requires physical involvement and result in a computer-based survey. We also intend to post all material on the school’s platform. This means that the pupils can follow the lecture in script whilst we speak.

### Key words

Under this headline we should answer: which words this sequence will ensure pupils are able to understand and use correctly. Our aim is rather to challenge the idea of a “correct understanding” of terms and to educate the pupils in the variations of a correct understanding. The terms religion och religiosity vary from individual to individual. Key words in our sequence may be: What is religion, who is religious and where can I see religion? The religious landscape in Karlstad, religious variations and religion here, there and everywhere are also topics that will be covered.

### Prior learning

The class that we will teach have prior knowledge in world religions and their history. This is taught earlier in the Swedish education. Despite this we don’t expect any specific prior learning, as we know the differentiations in pupils prior knowledge as always may vary.

## Diversity

The entire sequence will be based on religious variations and diversity as this is the theme of our education.

## Lesson plans

<b>Lesson 1:</b>	<b>Learning aims:</b>	<b>Suggested teaching:</b>	<b>Intended learning outcomes:</b>	<b>Diversity:</b>	<b>Points to note:</b>
<p>What is religion and who is religious?</p>	<p>By the end of lesson 1 the pupils should:</p> <p>... know two different definitions of the term religion.</p> <p>... understand the variations of religion and being religious.</p>	<p>-discussion about the pupils understanding of the term religion</p> <p>-listen to a smaller podcast clip about spirituality vs religion</p> <p>-introduce the variations of the term religion and variations of being religious.</p> <p>-educate about religion here, there and every where</p> <p>-let the pupils answer some questions about religiosity</p> <p>-introduce a smaller homework</p>	<p>The pupils should:</p> <p>... be able to analyse religions and outlooks on life based on different interpretations and perspectives.</p> <p>... get knowledge of human identity in relation to religions and outlooks on life.</p>	<p>The entire sequence will be based on religious variations and diversity as this is the theme of our education.</p>	<p>-as always, the teacher must have knowledge about what the pupils intend to learn. In this case: knowledge about religious variations and diversity.</p>

<b>Lesson 2:</b>	<b>Learning aims:</b>	<b>Suggested teaching:</b>	<b>Intended learning outcomes:</b>	<b>Diversity:</b>	<b>Points to note:</b>
<p>Where can I see religion?            - The religious landscape in Karlstad</p>	<p>By the end of lesson 2 the pupils should:            ... understand the variations of religion and being religious.            ... be able to reflect about the religious landscape in Karlstad.</p>	<p>-review and reflection from the previous lesson: What did we talk about? What did we learn?            -a presentation of the homework. Here we use Google Earth.            -discussion of the results.</p>	<p>The pupils should:            ... be able to analyse religions and outlooks on life based on different interpretations and perspective.            ... get knowledge of human identity in relation to religions and outlooks on life</p>	<p>The entire sequence will be based on religious variations and diversity as this is the theme of our education.</p>	<p>-as always, the teacher must have knowledge about what the pupils intend to learn. In this case: knowledge about religious variations and diversity.            -in this case the teacher needs knowledge about the religious landscape in Karlstad, but this task can be applied in other cities too.</p>