

Lesson sequence for teaching about “Religion and Diversity”
Created by student teachers from Church University College of Teacher Education, Vienna, 2016

Diversity

How can we live together in our diversity?

About the sequence

The social and political situation creates challenges for our kids. This sequence is supposed to sensitise the pupils with their own backgrounds, with their affiliation and their own attitudes. **Number of lessons: 3, age range: 13 – 16.**

Aims and intended learning outcomes

Pupils are supposed to recognise the uniqueness of each human in their role, feelings and opinions.

Differentiation

To find ways, to establish harmony between your own personality and life’s challenges in a community in order to lower anxiety, to find common ground and to resolve ambiguities and prejudices.

Key words

From ME to YOU, how can we achieve the US?

Prior learning

Pupils are aware of diversity in society from school and personal environment.

Diversity

Perception of yourself and others, resolving of ambiguities and prejudices

Lesson 1:	Learning aims:	Suggested teaching activities:	Intended learning outcomes:	Diversity:	Points to note:
Who am I?	<p>Pupils are supposed to recognise their identity.</p> <p>Pupils recognise characteristics of others' identities.</p> <p>Pupils reflect similarities and differences in their class.</p>	<p>Hand outline: The religion (which god do I believe in) is written inside the hand. The fingers are used for hobbies, career aims, place of birth, strengths and weaknesses, etc.</p> <p>Putting up the hand outlines Alternatively: create a group poster</p> <p>Categories of diversity can be written on the blackboard or poster, pupils put their names into the categories Comparing of differences in open discussion</p> <p>For further differentiation other categories can be used e.g.:</p> <ul style="list-style-type: none"> - Home countries of pupils' parents - Number of languages in school - Number of religions in school - Interest groups in school (sports teams, hobbies, styling and fashion, music, art, etc.) - poster or discussion in plenum - Discuss the sentence: when everyone thinks the same no one thinks a lot 	Pupils are supposed to recognise differences and similarities in the group	Recognise individuals in the group and accept as vital part of the diversity	<p>Hand outline: Pupils draw the outline of their hand on paper</p> <p>All domain names are German or Austrian</p> <p>Poem about "Who am I" https://www.google.at/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=wer+bin+ich+bonhoeffer</p> <p>Lesson plans and projects for school and cross-border Addressing diversity http://www.iz.or.at/images/doku/broschuere_ich_du_wir_web.pdf</p> <p>http://www.asyl.at/schule/methodenbroschuere_alle_anders_alle_gleich.pdf</p> <p>General information about diversity https://www.imst.ac.at/app/webroot/files/GD-Handreichungen/handreichung_diversit%C3%A4ten_fertig.pdf</p> <p>http://www.migration-online.de/data/spi_vielfalt_gestaltet.pdf</p>

<p>Lesson 2:</p> <p>How do prejudices begin?</p>	<p>Pupils get in contact with stereotypes, mobbing and discrimination in their environment. They should learn how to handle and avoid prejudice.</p>	<ul style="list-style-type: none"> - Film "The soup" – Stop movie after first scene: Woman sees "Rasta man" eating the soup. Second stop: woman can't find her purse. - How does the woman's life change after the encounter? - Discussion <ul style="list-style-type: none"> - Introduce the topic mobbing and prejudice - What is mobbing? Did pupils encounter prejudice before? What can be done when you recognise mobbing? (talk about it, listen to the participants, finding a way) - You can write each word of "The lord is my shepherd" into the fingers of the hand outlines from last lesson (transition to bible stories) <ul style="list-style-type: none"> - The Parable of the Good Samaritan (Lk 10, 25f) - Jesus and the Woman of Samaria (Joh 4, 5-42) - Jesus and Zacchaeus (Lk 19, 1-10) <p>Song: We are the world</p>	<p>Pupils can reflect prejudices</p>	<p>What does it depend on how we think of each other and how we treat each other. Is the skin colour a reason, the heritage or the milieu</p>	<p>Trailer "the soup": https://www.youtube.com/watch?v=pk5EIH7ycEA</p> <p>Short film „The soup“ or something similar: https://www.youtube.com/watch?v=2UUkviJSQRo https://www.youtube.com/watch?v=is0v8Ld9Ajw https://www.youtube.com/watch?v=sh1Caml4ktg https://www.youtube.com/watch?v=aCfmjsaeoXo</p> <p>Reduce prejudice file:///C:/Users/Martin/Downloads/Mappe_Mail.pdf</p> <p>Teaching materials and Methods proposed for school Dealing with " diversity " http://www.unesco-schulen.at/sites/default/files/files/Sammlung_Unterrichtsmaterialien_Diversitaet.pdf</p> <p>Mobbing: http://www.kija-ooe.at/Mediendateien/Elternbroschuere.pdf</p> <p>http://arbeitsblaetter.stangl-taller.at/KOMMUNIKATION/MobbingSchulM.shtml</p> <p>Song "We are the world" https://www.google.at/webhp?sourceid=chrome-instant&rlz=1C1PRFC_enAT681AT682&ion=1&espv=2&ie=UTF-8#q=we%20are%20the%20world%20youtube</p>
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<p>Lesson 3: How can we live together peacefully?</p>	<p><i>Pupils know the law and have heard of the ten commandments. Pupils should reflect which rules we need for a peaceful together.</i></p>	<ul style="list-style-type: none"> - 10 commandments are discussed in class - Meaning and explanation of those - Rules of life in general are discussed - Human rights are discussed - Similarities are worked out and presented visually and compared - Analyse rules of foreigners (Islam) - Present conflicts with pictures or others and work out solutions. 	<p>Pupils understand that rules in life are necessary and indispensable for living together peacefully</p>	<p>Can we find common ground for the variety of rules of different cultures or do we need a more modern and evolved system for tolerance and respect for other cultures?</p>	<p>10 commandments http://evang.at/glaube-leben/die-zehn-gebote/</p> <p>http://www.religionen-entdecken.de/lexikon/l/lebensregeln-den-religionen</p> <p>http://www.wissen.de/bildwb/koran-sunna-und-scharia-muslimische-lebensregeln</p> <p>human rights: http://www.un.org/depts/german/menschenrechte/aemr.pdf</p> <p>http://www.politik-lexikon.at/menschenrechte/</p> <p>https://www.bmeia.gv.at/europa-aussenpolitik/menschenrechte/bedeutung-der-menschenrechte/</p>
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Image viewing to diversity in attachment.



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