

Religious Education

What is the relationship between religion and conflict?

Particularly since 9/11, religion has been cited as the source of much conflict globally. However, the media often fails to address the complex nature of conflict and rarely investigates the impact that religious individuals and communities might have in reducing conflict. These six lessons focus on key themes of conflict, forgiveness and justice. In line with all new curriculum specifications for GCSE, the lessons provide an opportunity for students to deepen their knowledge and understanding of the causes of conflict and the complex relationship between religion and conflict.

Topic overview

Students begin with a broad study of the causes of conflict. Students then consider whether some forms of conflict are justified, looking at the meaning of 'Just War' as well as terms such as 'freedom fighter.' As students' progress through the scheme of work, they will consider religious attitudes to conflict in more depth before considering how religion can be used as a tool for community cohesion. The lessons are designed to promote the values of democracy, respect for law and individual liberty, as well as tolerance of others. Students are encouraged to reflect throughout the scheme of work on the role they can play in conflict resolution as well. Teachers can also bring the strands of each lesson together by asking students to complete a project throughout the course on the causes of conflict and potential solutions.

National Curriculum links

In terms of national guidance on KS3 and KS4 RE, this topic will provide a focus for students' 'learning about' people's practices and ways of life through exploring the impact of beliefs on ethics and the way in which people live their lives. Students are also encouraged to 'learn from' religion by considering their own beliefs, critically evaluating religious concepts and through developing the skills of interpretation, evaluation and communication. While the scheme of work has been prepared in line with the new GCSE specifications, it is equally suitable for younger students. Differentiated worksheets are available throughout to ensure that all students can achieve. At KS4, the topic could be part of a GCSE unit on peace and conflict or on human rights.

Find out more by visiting:

www.since911.com



Northern Ireland, Scotland and Wales

These materials can be easily adapted to fit the different curriculum requirements for Northern Ireland, Scotland and Wales.

Northern Ireland Curriculum

www.nicurriculum.org.uk

Education Scotland – Curriculum for Excellence

<https://education.gov.scot/curriculum-for-excellence/>

Welsh Government school curriculum for Wales

<https://hwb.gov.wales/curriculum-for-wales/>

Cross-curricular links

The lessons could also be taught as part of Citizenship or PSHE education and can be adapted to suit the timings of different schools. For schools that have less than one hour a week dedicated to the study of RE, it may be necessary to focus on Lessons 3 onwards to ensure that students have sufficient information for their exams.

The lessons promote literacy skills and students are encouraged to practise summarising key information each lesson. The lessons are underpinned by the values democracy, respect for law, individual liberty and tolerance, and heavily promote Spiritual, Moral, Social and Cultural (SMSC) development.

Teaching and learning

Controversial issues can be defined as those which are either very sensitive or where people can reasonably hold different views. The topics of these lessons meet both criteria and, as such, teachers need to be prepared to engage in difficult, but extremely important, discussions. These lessons focus on what is often described as being a conflictual pedagogy, which encourages students to focus on the nature of the controversy and consider how their own worldview affects the stance that they hold. Such pedagogies also emphasise the need for students and teachers alike to reflect critically on their own position, engaging in open ideological self-criticism and open discussion. Open discussion should be an integral part of each lesson, whether done in small groups or as a class. Once content has been provided and properly taught, teachers need only use questioning to ask for further clarification or, where appropriate, reasons and evidence in support of an opinion. While the teacher may offer their own opinion, they may need to play devil's advocate in order to ensure that different points of view are analysed and critique their own position throughout.

There are certain issues where teachers must not remain neutral. For example, teachers should not remain neutral about behaviours that are illegal. However, on other occasions, staff may prefer to not reveal their own opinion, but simply question students and present a wide range of alternative viewpoints.

Students may well say things that could cause offence. Teachers should think carefully about how they respond to student comments. If a student is clearly trying to say something inappropriate, then sanctions should be used. However, allowing students to discuss controversial issues openly so that contentious views can be addressed, may be the best way of reducing extreme attitudes.

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For example, if a student says something, without malice, that seems extreme, a better option may be to allow the class to explain why they disagree so that the view is not held without discussion. Rather than exclude particular views for being irrational or illiberal, the role of the teachers is to create a forum for discussion and to impart skills that can be used to debate ideas in a well-informed and respectful manner. Clear ground rules should be outlined so that students know they will need to re-phrase comments if offence has been caused and speak respectfully during discussions.

Other useful resources

<http://educateagainsthate.com/> - The government's website containing resources and advice on combatting extremism

<http://www.quilliamfoundation.org/about/faqs/> - Quilliam Foundation website containing definitions of Islamism, Jihadism and ideas for countering Islamist violent extremism

<http://www.re-silience.org.uk/> - REsilience website with ideas for how to address contentious issues in schools

<http://www.reonline.org.uk/> - RE Online website with information on the major faiths

Homework project

The lessons provided lend themselves to GCSE style exam questions, such as 'Explain religious attitudes to war' but homework could also be set as a project so that students can provide a more personal response to what they have learnt. Students can use the 'SINCE 9/11' website, including the image bank and timeline, as well as newspaper cuttings and their own art work to create a scrap book entitled, 'What causes conflict and how can we stop it?' They may also wish to present their ideas as a piece of art with an explanation to go with it or a presentation that can be given to the class.

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Lessons

Stage 1: What is conflict and what causes it?

Lesson objectives:

- To explain different examples of conflict that can take place on an individual or an international level
- To examine some definitions of conflict and what causes different types of conflict today
- To analyse different possible solutions to conflict

Recommended resources

On this website

- [What is conflict and what causes it?](#) (Powerpoint)
- [SINCE 9/11 timeline](#)
- Stage 1 Activity sheets (pdf)

Links to other websites

- <http://www.bbc.co.uk/news/world-africa-26875506> Summary of the Rwandan genocide
 - <http://www.bbc.co.uk/news/world-asia-pacific-14533879> Summary of the Tibetan and Chinese conflict
 - <http://www.mind.org.uk/information-support/types-of-mental-health-problems/schizophrenia/#.V45Ez7grK00> Information on schizophrenia
 - http://www.bbc.co.uk/history/the_war_in_afghanistan Summary of the Afghanistan war
- <http://www.bbc.co.uk/news/world-middle-east-26116868> Summary of the Syrian war

SMSC & BRITISH VALUES: Considering the rule of law and different groups who are affected by conflict

LITERACY & NUMERACY: Summary notes and reading / writing

RE CURRICULUM LINKS: AQA GCSE A Theme D (Religion, peace and conflict) and Theme F (Religion, human rights and social justice) / Edexcel GCSE B Religion, peace and conflict / OCR GCSE Peace and conflict

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Starter (5-10 minutes): What can cause conflict? Create a mini mind-map with as many ideas as you can think of e.g. arguments over politics. Use 'hands-down' questioning or other techniques to include as many students as possible in discussions. This is also a useful point to introduce objectives and ground rules for discussion of controversial issues.

Literacy (5 minutes): Take notes on different definitions, including terrorism. This can be modelled by verbally summarising the key points. Give students 5 minutes only to complete the task. Students should consider the claim made by writers such as Sam Harris that religion causes conflict.

Think/Pair/Share (5 minutes): Think of a time when you have experienced conflict. What caused it? Who was affected? Was it resolved and, if so, how? Students should share their ideas if they feel able with each other and, if they would like, the class.

Main activity – Case Studies (15-20 minutes): Ask students to read the different case studies and to sort the cards according to whether they represent individual/internal or international/ national conflict. There are differentiated versions of this worksheet available. What are the effects of conflict? How could they be resolved? What caused them? Teachers should make clear, using examples, what the difference is between individual conflict and conflict that may be experienced by communities.

Discussion (10 minutes): Why is it difficult to define the word 'conflict'? What are the different causes of conflict e.g. human rights violations? What could be done to prevent conflict? Students should be encouraged to reflect on what the main causes of conflict might be, including conflict around ethnic differences, religious ideologies and internal struggles that a person might experience. Having studied these case studies, students should be asked to consider the claim made by the scholars Sam Harris and Karen Armstrong to think about how accurate they might be. What role might religion play in a conflict?

Plenary (5-10 minutes): Complete the following sentences using the information you have learnt this lesson: (a) Conflict is... (b) Causes of conflict include... (c) Conflict could sometimes be prevented by... Over the course of this unit, students will consider the causes of conflict as well as potential solutions in more depth. However, this activity provides a useful starting point and provides students with the opportunity to reflect on their learning and make predictions about future lessons. Students could write their ideas on post-its to be shared on the board.

Homework project: At the end or start of the lesson, teachers should introduce the homework project. Students should use the 'SINCE 9/11' website and other newspapers and online resources to consider the following two questions:

- What causes conflict?
- How can we end conflict?
- How should people respond to 9/11?

Students might wish to consider 2-5 different examples of conflict that have been in the news recently, as well as the 9/11 attacks and subsequent war in Iraq. They can present their ideas in the form of a scrapbook with cuttings from newspapers or articles and pictures, with their own commentary throughout or at the end.

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Stage 2: Should we always have the right to free speech and to beliefs?

Learning objectives

- To explain different arguments for and against free speech
- To examine why there is discussion over the limitations of free speech, particularly where religion is criticised
- To evaluate the law on free speech

Recommended resources

On this website

- [Should we always have the right to free speech and to beliefs?](#) (Powerpoint)
- SINCE 9/11 Timeline
- Stage 2 Activity sheets (pdf)

Links to other websites

- <https://humanism.org.uk/>
British Humanist Association website
- <https://humanism.org.uk/campaigns/successful-campaigns/atheist-bus-campaign/> Summary of the Atheist Bus Campaign
- <https://www.youtube.com/watch?v=gVDIXqILqSM> Video of 'Happy' performed by British Muslims

Links

SMSC & BRITISH VALUES: Considering the rule of law, democracy, free speech and tolerance for different groups in society

LITERACY & NUMERACY: Summary notes and presentation skills

RE CURRICULUM LINKS: AQA GCSE A Theme D (Religion, peace and conflict) and Theme F (Religion, human rights and social justice) / Edexcel GCSE B Religion, peace and conflict / OCR GCSE Peace and conflict

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Starter (10-15 minutes): Ask students to look at the different examples, either on the board or printed copy. In each case, an example of where free speech is contested has been outlined. Ask students to decide whether they should have been allowed to say it / do it by putting a cross on each opinion line. They do not have to put a cross on either end but can, instead, opt to put a cross somewhere along the middle to show a level of uncertainty. During feedback, display the case studies so that the class can debate about where the cross should go on each. Students can be asked to explain their answers and think about what would happen if all of these were banned from being said. Why is it a human right to have free speech?

Main activity – Case Studies (15 minutes): Ask students to read the case study they have been given as a group. There are differentiated versions so that the most appropriate version can be picked for the class being taught. For ease of identification, each case study can be printed on a different colour. For each case, ask the students to consider which British Values are involved and how this case study might have affected those involved. Students can add their ideas to the discussion sheet ready for feedback.

Discussion (15 minutes): Are there times when our human rights should be limited? Why do you think this is? Groups give feedback to the class on the different case studies to help the class complete a chart, either together or through a spokesperson. This can also be done as a 'marketplace' activity where one representative from each group remains at the table to teach, and the other members of the class move clockwise around the room, spending a few minutes at each table to write down information about each case study. By the end of the time given, students should have completed a table covering all the various case studies.

Plenary (5-10 minutes): Debate whether free speech and the freedom of belief should be absolute as a class. Students should write down their own ideas as well as the ideas of others. Whilst a sheet has been provided for this, teachers may simply wish to ask students to write out the ideas in their books. Alternatively, this could be set as an exam style GCSE question.

Homework project: At the end or start of the lesson, teachers should remind students about the homework project. Students should use the SINCE 9/11 website and other newspapers and online resources to consider the following two questions:

- What causes conflict?
- How can we end conflict?
- How should people respond to 9/11?

Students might wish to consider 2-5 different examples of conflict that have been in the news recently, as well as the 9/11 attacks and subsequent war in Iraq. They can present their ideas in the form of a scrapbook with cuttings from newspapers or articles and pictures, with their own commentary throughout or at the end.

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Stage 3: How do religious people respond to conflict?

Learning objectives

- To outline some of the different religious attitudes to reconciliation and conflict
- To define the meanings of 'agape' and of 'jihad' and apply these to the issue of reconciliation and conflict
- To explain different religious attitudes using relevant scriptures and quotations

Recommended resources

On this website

- [How do religious people respond to conflict?](#) (Powerpoint)
- SINCE 9/11 Timeline
- Stage 3 Activity sheets (pdf)

Links to other websites

- <http://www.bbc.co.uk/religion/religions/christianity/christianethics/war.shtm> BBC Religions webpage on Christianity and war
- <http://www.bbc.co.uk/schools/gcsebitesize/rs/war/christianityrev1.shtml> Bitesize page on Christianity and war
- <http://www.bbc.co.uk/religion/religions/islam/islamethics/war.shtml> BBC Religions webpage on Islam and war. They also have a separate section on Jihad
- <http://www.bbc.co.uk/schools/gcsebitesize/rs/war/islamrev1.shtml> Bitesize page on Islam and war

Links

SMSC & BRITISH VALUES: Considering the meaning of tolerance and reconciliation

LITERACY & NUMERACY: Summary notes and interpretation of quotations; use of a Venn diagram

RE CURRICULUM LINKS: AQA GCSE A Theme D (Religion, peace and conflict) and Theme F (Religion, human rights and social justice) / Edexcel GCSE B Religion, peace and conflict / OCR GCSE Peace and conflict

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Starter (5 minutes): Look at the different conflict cards. For each, explain why it involves a ‘struggle.’ In this lesson, students are introduced to the concept of ‘Jihad.’ Since this is such a misunderstood topic, it is important that students understand the difference between ‘lesser’ and ‘greater’ forms of jihad and the meaning of an internal battle (the greater jihad). The starter is designed to help explain this more difficult concept of an internal battle. It is possible for teachers to begin the unit with this lesson if there is little time available.

Literacy (5 minutes): Students should consider definitions of holy war, as well as the definitions for agape and other religious concepts. These concepts will help them to explain a range of religious attitudes by the end of this lesson and at the end of the scheme of work. Verbally explain concepts such as agape, which is defined as unconditional, selfless love, that is often shown towards a stranger with no desire for anything to be returned. Students should, by this stage, be better at summarising key ideas but may need a little help with knowing which concepts are important to note down. Many exam boards also have questions that ask students to define key words and it may be necessary to include the definition for key words such as reconciliation provided by the examiner.

Think/Pair/Share (5 minutes): Now that students have been taught the basic key concepts, they should be asked to go back to their starter and label each example as being an example of Greater or Lesser Jihad. Ask students which type of Jihad they think is the hardest and why? Explain to students that the Prophet Muhammad is said to have announced that the time for the ‘lesser jihad’ is over and that the more difficult ‘greater jihad’ had begun – what do they think this means?

Main activity – Card Sort (15-20 minutes): Ask students to read the different cards. These are differentiated. They can cut out these cards and sort them onto the Venn Diagram. It is also possible to pre-cut these cards and hand them out, or ask students to summarise the ideas in their own words on the Venn Diagram. The cards should be sorted according to whether they are Christian, Muslim or both and then further divided according to whether they seem to suggest violence is acceptable or not.

Discussion (5-10 minutes): Use the discussion part of this lesson to consolidate learning. Ask students to recall different religious teachings that they have studied. Rather than have a discussion, teachers could also use a quick quiz or a series of questions to check understanding and recall of different theological concepts. Students should consider how religious people might respond to conflict with reference to theological evidence from the lesson.

Plenary (10-15 minutes): Ask students to complete a piece of extended writing using the scaffolds to explain different religious attitudes to conflict. Students can then peer assess answers. For this, teachers will need to print out a copy of the mark scheme for their exam board as these differ.

Homework project: At the end or start of the lesson, teachers should remind students about the homework project (full details in previous lessons).

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Stage 4: Is conflict justified from a religious perspective?

Learning objectives

- To define and apply 'Just War' criteria to case studies
- To analyse different religious attitudes to warfare and pacifism using some quotations and examples
- To evaluate whether religion is a source of conflict

Recommended resources

On this website

- [Is conflict justified from a religious perspective?](#) (Powerpoint)
- SINCE 9/11 Timeline
- Stage 4 Activity sheets (pdf)

Links to other websites

- <http://www.bbc.co.uk/religion/religions/christianity/christianethics/war.shtml> BBC Religions webpage on Christianity and war
- <http://www.bbc.co.uk/schools/gcsebitesize/rs/war/christianityrev1.shtml> Bitesize page on Christianity and war
- <http://www.bbc.co.uk/religion/religions/islam/islamethics/war.shtml> BBC Religions webpage on Islam and war. They also have a separate section on Jihad
- <http://www.bbc.co.uk/schools/gcsebitesize/rs/war/islamrev1.shtml> Bitesize page on Islam and war

Links

SMSC & BRITISH VALUES: Considering the rule of law, democracy, free speech and tolerance for different groups in society

LITERACY & NUMERACY: Summary notes and reading / writing

RE CURRICULUM LINKS: AQA GCSE A Theme D (Religion, peace and conflict) and Theme F (Religion, human rights and social justice) / Edexcel GCSE B Religion, peace and conflict / OCR GCSE Peace and conflict

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Starter (5-10 minutes): Ask students to number the squares on the Diamond 9 sheet for different reasons for war. Discuss their answers, either between pairs or as a class, by asking them to consider which reasons, if any, are the best for conflict? Which reasons are the most/least acceptable? Explain that some people may argue that there is never a justified reason for conflict, although governments tend to argue that some reasons, such as fighting for human rights, are justified.

Literacy (5 minutes): Explain why different theists have different responses to conflict, including the meaning of pacifism. Explain that, within the government, people vote in order to determine whether a conflict is acceptable. However, once elected, a government may act against what the general population believes. Here is a good place to introduce the public's response to the Iraq war and encourage students to research this as part of their homework project.

Discussion (5-10 minutes): Ask students again whether or not they think there are good reasons for fighting in a war. Ask students about recent wars and consider why terrorism has become so associated with religion. Students can recap the ideas learnt last lesson e.g. considering why the concept of 'Jihad' is often misused by terrorists.

Main activity – Case Studies (15 – 20 minutes): Hand out the information sheet to students about different examples of conflict. These have been differentiated for different student levels. Ask students to read about the different examples of conflict and consider what the underlying causes of these conflicts are. This activity can be broken down by asking students to do this first and rank each cause in order of importance. Students should then use the pie chart sheet to show what the main causes of conflict are. This can, again, be modelled to the class using one example. Each cause, such as ethnic hatred, should be represented as a segment of the pie chart and, beside it, students should write down their reasons for why they think it is, or is not, a significant cause of conflict. Key words should be explained prior to commencing the activity, including the definition of 'nationalism' which can be defined as, 'feeling a lot of pride about your country' or 'wanting independence for your country.' Once completed, students should be able to explain the extent to which they believe religion is a cause of conflict.

Discussion (5 – 10 minutes): Can terrorism ever be justified according to religion? This discussion has been included as an opportunity to address some of the media relating to religion and conflict. By asking students to consider whether terrorism meets the criteria for 'Just War' and explaining that most theists would argue it does not, students may begin to see that the causes of terrorism are far more complex.

Plenary: Ask students to explain their opinion on the causes of conflict and the extent to which religion is the root of conflict. This can be presented as a GCSE question by printing off the relevant mark scheme and adapting the sentence starters to suit. For instance, some exam boards require more points in evaluation questions to achieve higher marks.

Homework project: At the end or start of the lesson, teachers should remind students about the homework project (details of which are included in Stage 1 lesson notes).

Stage 5: How have different people been affected by terrorism?

Learning objectives

- To define extremism and provide some examples of how extremism has affected people
- To evaluate different religious attitudes to terrorism and explain how terrorist attacks have affected different people
- To analyse case studies to examine some of the issues surrounding 9/11 and other extremist attacks

Recommended resources

On this website

- [How have different people been affected by terrorism?](#) (Powerpoint)
- SINCE 9/11 Timeline and Image and Film bank
- Stage 5 Activity sheets (pdf)

Links to other websites

- <http://educateagainsthate.com/>

The government's website containing resources and advice on combatting extremism

Links

SMSC & BRITISH VALUES: Considering democratic processes, such as protesting, and the meaning of extremism

LITERACY & NUMERACY: Summary notes and reading / writing; use of a pie chart

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Starter (10 minutes): Ask students to consider different examples of extremism – what is the definition of extremism? This definition is heavily debated amongst scholars and students are not expected to be able to form a clear conclusion. Rather, students should explore the difficulties in defining the key term by considering what we mean by the term ‘extreme.’ Ask students which examples they all agreed were extreme and why.

Literacy (5 minutes): Give key definitions of extremism, terrorism and fundamentalism. At this stage, students should be good at summarising key points. Use this opportunity for some students who have written ideas down more quickly to ask why these definitions might be controversial.

Discussion (5 minutes): What is the difference between a terrorist and a freedom fighter? Ask students what they already know about these key terms as well as the events of 9/11. A key difference that the class might explore is that people termed ‘freedom fighters’ such as Nelson Mandela fought for human rights and tried not to kill civilians, whereas other people known as terrorists today often kill many innocent civilians. These activities can help students to explore some of the language around the Prevent and British Values agendas i.e. that behaviours are regarded as extreme when they threaten the rights of others. Post-its can also be used or ‘think/pair/share’ to encourage students to reflect on what they already know.

Main activity – Case Studies (15-20 minutes): A key part of understanding the impact of terrorism is to look at personal case studies. Rather than consider numbers, focus on particular examples so that students can see the impact of terrorism. Teachers should be aware that this activity is extremely sensitive and may upset some students. Using calming music and talking to students as they complete the activity can help but teachers should be aware that some students may need a more in-depth discussion to address how they are feeling. It is always a possibility that a young person in the class may have experience first-hand of a terrorist attack or know someone who has. For this activity, students should read the different case studies of individuals affected by the terror attacks as a ‘carousel’ activity. The case studies can each be printed on different coloured sheets of paper to make identification easier. Sheets can then be passed around the room every 5 minutes or students can be asked to move between ‘stations,’ completing an area of the chart before moving to a new area. For each one, students should explain how the person was affected and what their attitudes are. Case studies can be printed double-sided so that ‘stretch’ information is one side and ‘core’ information on the other.

Discussion (5-10 minutes): What are the different religious attitudes to terrorism and to 9/11? Ask students to reflect on different religious responses to the events. Ask probing questions to encourage students to recall ideas from the previous lesson so they can combine their learning with theological concepts already studied. Write religious responses on the board or ask students to note down ideas they had not thought of in preparation for the final activity.

Creation Task (10 - 15 minutes): Ask students to design a quick campaign speech to inform young people about the true nature of terrorism and what religious groups really think. This speech can be added to homework projects as a record of their learning. Students should consider:

- What different religious groups think about terrorism?
- What terrorism really means and why most people argue it has nothing to do with religion
- The importance of human rights post-9/11

Prompts should be given to students so that they are reminded to use theological concepts. For instance, highlighters could be given out to students so that they highlight any examples of religious teachings in their speech.

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Plenary (5 minutes): Ask students to explain how their understanding of the Twin Towers on fire picture, has changed over the course of their learning so far.

Homework project: At the end or start of the lesson, teachers should remind students about the homework project. Students should use the 'SINCE 9/11' website and other newspapers and online resources to consider the following two questions:

- What causes conflict?
- How can we end conflict?
- How should people respond to 9/11?

Students might wish to consider 2-5 different examples of conflict that have been in the news recently, as well as the 9/11 attacks and subsequent war in Iraq. They can present their ideas in the form of a scrapbook with cuttings from newspapers or articles and pictures, with their own commentary throughout or at the end.

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Stage 6: Why might reconciliation be more important than retribution?

Learning objectives:

- To outline the difference between forgiveness and retribution
- To apply scripture and quotes to support different religious attitudes towards the concepts of forgiveness and retribution
- To analyse how we might deal with and apply the concepts of forgiveness and retribution to the events of 9/11

Recommended resources

On this website

- Why might reconciliation be more important than retribution? (Powerpoint)
- SINCE 9/11 Timeline and Image and Film bank
- Stage 6 Activity sheets (pdf)

Links to other websites

- <http://www.bbc.co.uk/education/clips/zkxr87h>
BBC Education Clip about a mother who forgives her son's killers
- <http://www.bbc.co.uk/education/clips/zdt4wmn>
BBC Education Clip about a mother who does not forgive her daughter's killers
- <http://www.coventrycathedral.org.uk/ccn2/>
Website for the Community of Nails reconciliation project

Links

SMSC & BRITISH VALUES: Considering tolerance, reconciliation and forgiveness

LITERACY & NUMERACY: Summary notes and reading / writing

Starter (10 minutes): Show students the two video clips about mothers whose children have been murdered. Ask students to consider why it is difficult to forgive and why it might be important to forgive. These ideas can be discussed as a class, in small groups or in pairs and students should write down their thoughts on the sheet provided or in their books. Remind students of the definition of retribution and forgiveness. Differentiated sheets are included in the pack of activity sheets.

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Retribution = making people for their crimes; gaining revenge

Forgiveness = letting go of negative emotions; to grant relief; to give up anger

Literacy (5 minutes): Introduce the concept of reconciliation and explain that many people work towards settling their differences with individuals or groups that have wronged them. It is the process by which people learn to put aside their differences and stop arguing.

Many famous theists have shown a commitment towards reconciliation, including Martin Luther King and Nelson Mandela, and projects such as the Community of Nails, set up after extensive bombing in Coventry in 1940, try to settle differences between groups.

Discussion (5 – 10 minutes): Why is there controversy surrounding the mosque at Ground Zero? Students should read the articles and discuss the questions. The mosque was to be named Park 51 and would have included a Muslim community centre as well as prayer rooms. Its developers hoped to promote interfaith dialogue with the wider community and redevelop an area that had been affected by the terrorist attacks. In September 2015, it was announced that the owner of the site plans to build a luxury condominium building instead. Ask students to consider their thoughts on the mosque and why reconciliation might be difficult for the people of Manhattan. Students can discuss their ideas and write them on the sheet provided or in their books.

Main activity (15 – 20 minutes): Ask students to read the different religious and non-religious stories and quotations. These can be read as a class or give students the differentiated sheets so that they can work individually. Ask students to summarise the quotations. You may wish to limit the number they are required to explain to around 4 or 6. Use questioning to test their understanding of these key ideas:

- How many times does Jesus say we should forgive?
- Why do some theists argue it is not their place to forgive?
- How have different religious scholars and leaders responded to 9/11?

Plenary (10 minutes): As the final plenary, ask students to create a final letter or poster asking for a mosque to be built. Use the checklist on the PowerPoint to encourage students to use examples, quotations, detailed explanations and persuasive language. This piece can be added to homework projects or used as part of a display on 9/11 and the importance of forgiveness. You could encourage students to look up further examples of forgiveness and reconciliation, including the Community of Nails and the story of Nelson Mandela. They may also wish to look up case studies of people who have forgiven those responsible for 9/11.

Homework project: At the end or start of the lesson, teachers should remind students about the homework projects. Students should use the 'Since 9/11' website and other newspapers and online resources to consider the following questions:

- What causes conflict?
- How can we end conflict?
- How should people respond to 9/11?

Students might wish to consider 2-5 different examples of conflict that have been in the news recently, as well as the 9/11 attacks and subsequent wars. They can present their ideas in the form of a scrapbook with cuttings from newspapers or articles and pictures, with their own commentary throughout or at the end.

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