

The proposed syllabus is a 'menu' for ESOL learners working towards Entry 1, 2 or 3. It is not exhaustive. Below is a suggested list of topics which could be studied under this section.

The items in bold are those which have teachers' notes and learners' activities associated.

- **Religions in Britain**
- **Festivals and celebrations**
- **Faith schools**
- **Interfaith activities**
- **Building bridges case study**
- **Giving a talk on a religious theme**
- Interfaith organisations
- Faith leaders
- Faith organisations in Britain

Sources of the material used in this section

- www.statistics.gov.uk/cci/nugget.asp?id=954
- www.interfaith.org.uk/local/enviromental.htm
- www.interfaith.org.uk
- www.christianmuslimforum.org/downloads/Christian-Muslim-Friendship.pdf

Sources of other useful material

- Leaflets from local libraries.
- Leaflets/brochures from faith organisations and places of worship.
- Information from interfaith groups.
- Local interfaith websites.
- Faith organisations' websites.
- Religions and cultures: guide to beliefs, cultures and diversity for health and social care services. Booklet with sections on different religions on the UK. ISBN: 978 0 95475 790 8. For more information, see www.religionsandcultures.co.uk

Useful Websites

| Website | Web address | Description |
|---|--|---|
| BBC | www.bbc.co.uk/religion/religions | Has information on 20 religions and beliefs, including atheism. |
| Bolton Council of Mosques interfaith work | www.thebcom.org/ourwork | Information on interfaith work in Bolton. |
| The Christian Muslim Forum | www.christianmuslimforum.org/downloads/Christian-Muslim-Friendship.pdf | Booklet promoting Christian–Muslim friendship in Leicester. Interfaith work, church–mosque twinning and case studies. |
| Council of Christians and Jews | www.ccj.org.uk | Britain’s oldest national interfaith organisation for Jews and Christians. |
| Interfaith calendar | www.bbc.co.uk/religion/tools/calendar | Information on all religious festivals. Search by faith or month. |
| The Interfaith Network for the UK | www.interfaith.org.uk/index.htm | The Interfaith Network aims to promote good interfaith relations and gives practical information about how to find/set up an interfaith group. |
| Interfaith Youth Core | www.ifyc.org | Website for students from different religious traditions. Encourages them to work together to serve others. Promotes mutual respect, religious pluralism and confronts stereotypes. |
| London Interfaith Centre | http://londoninterfaith.org.uk | Information about the London Interfaith Centre, its aims, facilities and events. Articles on different faiths. |
| The Methodist Church ecumenical interfaith work | www.methodistchurch.org.uk/index.cfm | Information on different kinds of interfaith work around the country between churches and Christian, Jewish, Muslim and Hindu groups. |
| Three Faiths Forum | www.threefaithsforum.org.uk | Information about the organisation, news and events. |
| Woodlands Junior School | www.woodlands-junior.kent.sch.uk/Homework/Religion.html | Information on Christianity, Islam, Hinduism, Judaism, Sikhism and Buddhism. Also calendars of festivals, history of religion in Britain, and links. |
| Yorkshire and Humber Faiths Forum | http://yorkshireandhumberfaiths.org.uk | Information about the organisation, news and events. |
| YouTube | www.youtube.com/watch?v=5jAOlpdGjwc | Interfaith dialogue and discussion between students at an American University (a Jew, a Muslim, a Christian, a Hindu and a Unitarian). |

| Type of resource | Online or downloaded? | Level/adaptability |
|--|---|-------------------------|
| Text , some visuals, small amount of video (for example stories of people who came to England on the Kindertransport. | Online . | E3+ |
| Text-based . | Online or download information. | E2+ |
| Text-based with some photos . | Download PDF booklet. | E2+ |
| Text and photos . Videos of faith leaders. | Online with downloadable resources. | E1+ |
| Short, clear text . | Online with search facility. | E1+ |
| Website with search engine. | Online , with information to download. | E2+ |
| Text-based with articles and downloadable resources. | Online or download information. | E2+ |
| Text and photos . Search facility. | Online with downloadable resources. | E1+ |
| Text-based . Links to various interfaith organisations. | Online and/or download information. | E2+ |
| Text and photos . Video explaining what they do. | Online with downloadable resources. | E1+ |
| Though aimed at children, can be used with adults. Cheerful and readable resource. | Online . | Some of resource is E1+ |
| Text-based with photos . | Online with search facility and downloadable resources. | E3+ |
| Video . | Online . | E2+ |

All details were correct at time of publication

14.1 Religions in Britain

| Entry 1 | Entry 2 | Entry 3 |
|--|---|---|
| Find information in a chart or table. (Rt/E1.1a) | Read information from charts and tables. (Rt/E2.1b, Rt/E2.2a) Make comparisons about religions. (Sc/E2.3f) | Obtain information from charts and tables. (Rt/E3.2a) Make comparisons about religions. (Sc/E3.4f) |

Suggested procedure (Entry 2/3)

- Prepare brief descriptions of each of the main religions before starting this activity as it will be useful for reference. A good source is: www.bbc.co.uk/religion/religions
- Ask learners what they think the main religions in Britain are. Ask learners to estimate how many Christians, Muslims, Hindus, Buddhists, Sikhs, Jews there are in Britain today.
- Feedback: note the numbers they suggest on the board. Explain that the government carries out a national census every ten years; the last one was in 2001 and the next one is in 2011.
- Use this as an opportunity to explain the purpose of the census, and pre-teach key vocabulary, for example, *census, statistics, percentage, population, non-Christian, atheist*.
- Ask learners to work individually or in pairs to read the text and discuss the chart and questions on p.367.
- Feedback: discuss what happens with the information collected.
- Learners practise making sentences orally comparing religions, for example, *There are more Muslims than Hindus in Britain. There are not as many Buddhists as Jews. The most popular religion in Britain is Christianity.*
- Ask learners to look at the table on p.368 and answer the questions orally. This is an opportunity to develop numeracy skills, such as extracting information from tables, saying large numbers, writing numbers and percentages, working out percentages and making numerical comparisons.
- Learners write two or three comparative sentences based on the information.
- Ask learners to look at the questionnaire on p.369. Working in small groups with learners of different religions, they ask one another the questions and make notes of the answers.
- Feedback: discuss the fact that religions have a lot in common; for example, many have special rules regarding food and clothes, such as wearing the hijab, and learners may wish to discuss the way dress and traditions reflect beliefs/culture.

Differentiation

- Less able learners can work with stronger learners.
- Gap the table so that learners have to work out some of the percentages and/or numbers, or adapt it to create an information gap activity.
- Devise a True/False activity based on the information on p.367 or p.368.
- For learners who do not have a religion, ask them to talk about a religion that they know about.
- Use the table of statistical information on p.368 for listening comprehension.
- As preparation for the topic, adapt the questionnaire on p.369 and ask learners to complete it for themselves before the lesson.

Language points

Integrate the following specific language points:

- pronunciation of large numbers;
- syntax and language of comparison 'There are more... than', 'not as many... as';
- numerical language 'percentages', 'a third/quarter', 'comprised';
- prepositions, e.g. 'in April', 'in Britain', 'X% of people'.

Extension activities

- Learners find pictures of religious symbols and festivals.
- Research: learners each research one religion and report back, giving a mini presentation.
- Adapt the questionnaire on p.369 for learners to research and find pictures, for example, of places of worship and special clothes for particular religions.
- Learners work on their numeracy skills, e.g. create a bar chart using the information.

Additional materials needed

- Images to represent the different religions.
- Access to Internet and/or library.
- Calculators.

(p.368. Missing number: 3,059,108)

Religions in Britain

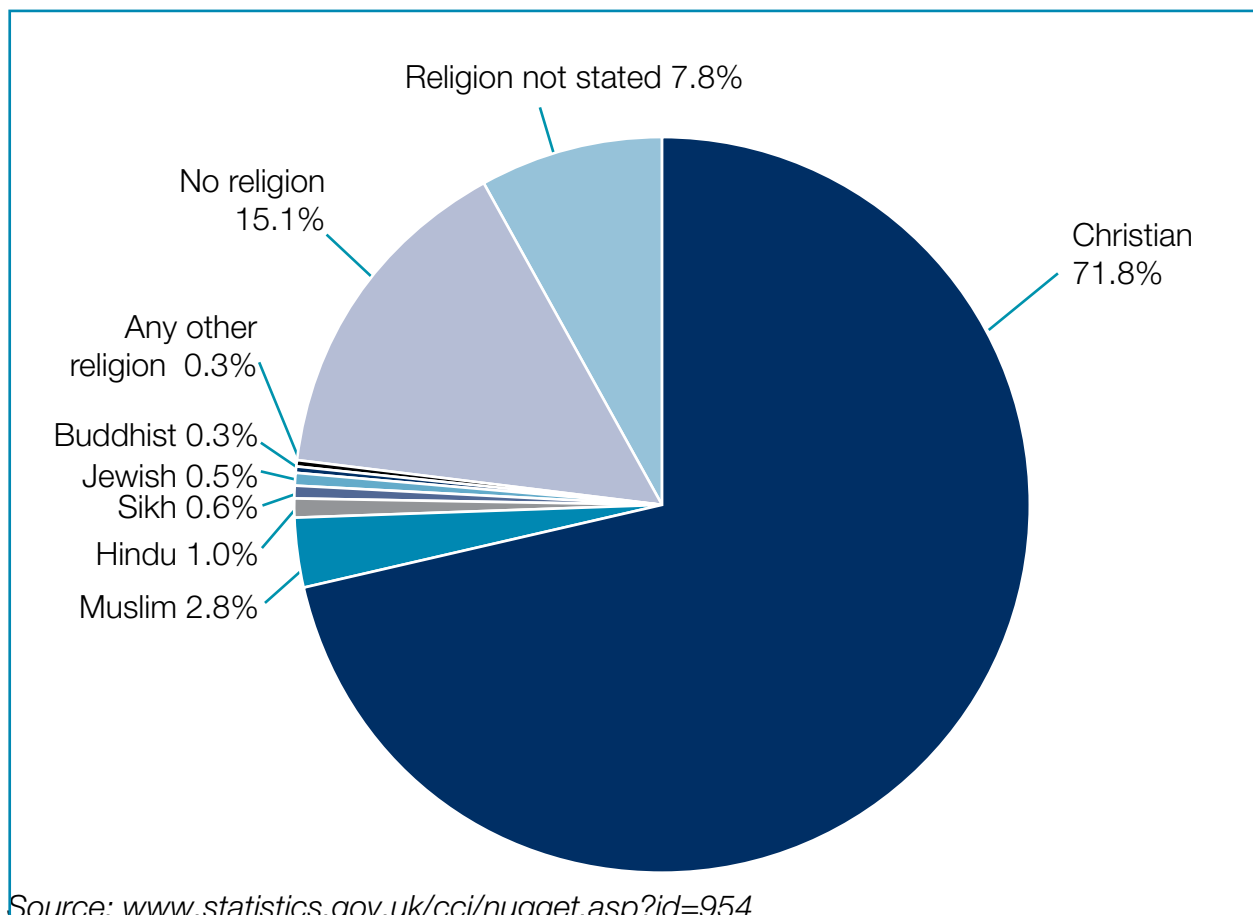
14.1

In the 2001 Census, more than 41 million people said that they were Christians, which was about 72 per cent of the population. Approximately 8.6 million people in Great Britain said they had no religion. This is about 15 per cent of the population. Nearly 8 per cent of people did not state their religion.

The chart below shows the percentages of the main religions in Britain in April 2001. Look at the chart and compare the different percentages of Muslims, Hindus, Sikhs, Jews and Buddhists, for example, 'There are more Muslims than Hindus in Britain'.

- Does any of the information surprise you?
- Why do you think so many people did not state their religion?
- What other religions do you think make up the 'Any other religion' category?

Religions in Britain (April 2001)



14.1 Religions in Britain

Statistical information

| Population of Great Britain by religion, April 2001 | | |
|---|------------------|---------------|
| | Total population | |
| | (Numbers) | (Percentages) |
| Christian | 41,014,811 | 71.8 |
| Muslim | 1,588,890 | 2.8 |
| Hindu | 558,342 | 1.0 |
| Sikh | 336,179 | 0.6 |
| Jewish | 267,373 | 0.5 |
| Buddhist | 149,157 | 0.3 |
| Any other religion | 159,167 | 0.3 |
| All non-Christian religious population | | 5.4 |
| No religion | 8,596,488 | 15.1 |
| Religion not stated | 4,433,520 | 7.8 |
| All population | 57,103,927 | 100.0 |

Source: www.statistics.gov.uk/cci/nugget.asp?id=954

- How many people are Hindu?
- How many people are Jewish?
- How many people do not have a religion?
- What was the total population of Great Britain in 2001?
- What is the total number of people who are non-Christian? (You will need to work this out.)

Now write two or three sentences comparing the numbers/percentages of different religions in Britain.

Religions in Britain

14.1

Questionnaire

Find out about different religions. Work in small groups and ask each other the questions. Write your answers in the space provided.

| Question | Answers |
|---|---------|
| 1. Does your religion have one god or more than one god? | |
| 2. Does your religion have a special place of worship? What is it called? | |
| 3. Is there a special day of rest? When is it? | |
| 4. Does your religion have a symbol? What is it? | |
| 5. Does your religion have a special book? What is it called? | |
| 6. Is there a festival in winter? | |
| 7. Do you eat special foods at festival times? What foods? | |
| 8. Do men have to wear special clothes or head-covering? | |
| 9. Do women have to wear special clothes or head-covering? | |
| 10. Are there any foods you are not allowed to eat? | |
| 11. <i>Write your own question:</i> | |

14.2 Festivals and celebrations

| Entry 1 | Entry 2 | Entry 3 |
|--|---|--|
| Read short texts about festivals. (Rt/E1.1b) | Find out information about festivals. (Sc/E2.2) | Describe and explain important features of a significant festival. (Sc/E3.4) |

Suggested procedure (Entry 2)

- Give out the task sheet (opposite) and ask learners to answer the first two questions – feedback as a whole class.
- Now ask learners to complete the grid below with information about one festival/celebration. They only need to read the text about that particular festival/celebration, not the whole text.
- When they have finished, learners compare notes.
- Using the grid on p.372 ask learners to prepare questions to ask each other to find out about other celebrations and festivals, either one they know about or one from the text.
- Learners mingle, or make small groups, to exchange information about festivals and make notes of the answers.
- Feed back as a whole class.

Differentiation

- *Simplify the texts for weaker learners or provide a glossary.*
- *Stronger learners can read more than one text and complete additional grids.*
- *Allow dictionary use.*
- *Gap the texts for stronger learners.*
- *Create a picture – word or picture – text matching activity.*

Language points

Integrate the following specific language points:

- question forms;
- festival/celebration vocabulary (for example 'procession', 'lanterns', 'sacrifice');
- passives (many examples in the text);
- descriptions of processes (for example, use of passives in formal writing versus 'you light a fire and you sing songs' in spoken English).

Extension activities

- Ask learners to research one of the festivals in more detail – they could use the Internet or interview other learners. (e.g: www.christmas-time.com/cp-hist.html)
- Ask learners to write a short narrative about a festival they celebrate or enjoy.
- Ask learners to design a new festival – for example 'Diversity Day'. What would this be like? What would people do?
- Ask learners to write menus/recipes for festival foods.
- Find some video/DVD extracts relating to a celebration or festival to use in class.
- Ask learners to design/exchange cards relating to a particular festival.
- Link festivals/celebrations with months of the year and seasons.

Festivals and celebrations

14.2

Reading for information

Read the names of these festivals and celebrations.
They are in alphabetical order.

- Bonfire Night
- Christmas
- Diwali
- Easter
- Eid ul Adha
- Eid ul Fitr
- Hanukkah
- Nowruz
- Vaisakhi
- Wesak

Which are Muslim, Jewish, Hindu, Christian, Buddhist or Sikh celebrations?

Which are not religious celebrations?

Choose one festival or celebration and read the text about it. Use the grid to record the information from the text.

| | |
|---------------------------------|--|
| Name of festival or celebration | |
| Who? | |
| When? | |
| Why? | |
| How? | |

(You will not always find information for every box.)

14.2 Festivals and celebrations

Asking for information

You are going to ask another person for information about a festival they celebrate or one they know about. Choose a person with a different background from yourself.

Prepare your questions and write them in the spaces provided. For example, *'What's the name of your festival?'* *'When is it?'*

Practise asking your questions and use intonation that shows you are interested in the other person's background.

| | |
|-------|-----------------------------------|
| What? | What's the name of your festival? |
| Who? | |
| When? | |
| Why? | |
| How? | |

Make notes of their answers in the spaces below.

| |
|--|
| |
| |
| |
| |
| |

Festivals and celebrations

14.2

■ Bonfire night

Bonfire Night is celebrated across the UK on 5 November. The date marks the failed attempt to blow up the Houses of Parliament by Guy Fawkes in 1605.

The intention was to kill King James I and everyone in government. The group wanted England to return to the Catholic faith. One of the group members had a friend in the Houses of Parliament and sent a letter to him, warning him to stay away. The letter was instead handed to the king.

Guy Fawkes and his friends rolled 36 barrels of gunpowder into the Houses of Parliament, and were waiting for the king to arrive when guards arrested them. They were tortured and executed.

■ Christmas

Christmas (25 December) is a Christian holy day that marks the birth of Jesus, the central figure of Christianity. However, many people believe that Christmas has its roots in ancient mid-winter festivals.

The *nativity* is the birth of Jesus as described in the New Testament of the Bible. Jesus was born to a woman called Mary who was married to Joseph, a carpenter.

Christmas today

Christmas remains the biggest holiday in the UK calendar. For practising Christians, it is an important religious festival. For many other people who celebrate Christmas, it is a largely secular holiday, with the main elements being Christmas trees, singing Christmas carols, sending cards and the exchange of gifts on Christmas Day.

■ Diwali

Diwali, the Hindu festival of lights, is the most popular of all the festivals from South Asia, and is also the occasion for celebrations by Jains and Sikhs as well as Hindus.

The festival of *Diwali* extends over five days.

The festival celebrates the victory of good over evil, light over darkness, and knowledge over ignorance.



14.2 Festivals and celebrations

Diwali UK

In the United Kingdom, as in India, the festival is a time for spring-cleaning the home and for wearing new clothes and decorating buildings with lights.



■ Easter

Easter is a Christian festival that takes place in either March or April each year. Christians remember that on *Good Friday*, Jesus died on the cross. His body was placed in a cave and a large rock was used to seal the entrance.



Two days later, on *Easter Sunday*, his followers returned to the cave to find that the rock had been rolled away and that Jesus had risen from the dead. After greeting his family and friends he ascended to *Heaven*.



On *Easter Sunday* it is traditional to give children chocolate Easter eggs.

■ Eid

Muslims have two Eid festivals:

Eid ul Adha (The festival of sacrifice)

This *Eid* is celebrated on the 10th *Dhul-Hijja* (last month of the Islamic calendar).

As with all festivals there are prayers and also presents.

The festival remembers the prophet Ibrahim's (Abraham) willingness to sacrifice his son when God ordered him to.

Eid ul Fitr

This is celebrated on the 1st of *Shawal*, the month which comes after the month of *Ramadan* (the month of fasting) in the Islamic calendar.



Muslims are not only celebrating the end of fasting, they're thanking Allah for the help and strength that he gave them throughout the previous month.



Everyone wears best or new clothes, and decorates their homes.

There are special prayers, gifts are exchanged and, of course, there is a special celebratory meal. This is eaten during the daytime and is the first daytime meal Muslims will have had in a month.

Eid is also a time of forgiveness, and making amends.

Festivals and celebrations

14.2

■ Hanukkah

Hanukkah or *Chanukah* is the Jewish festival of lights.

The festival begins on the 25th day of *Kislev* and is celebrated for eight days. In the Western calendar *Hanukkah* is celebrated in November or December.

The word *Hanukkah* means dedication and commemorates the Jews' struggle for religious freedom.



■ Iranian new year – Nowruz

Nowruz celebrates the new year in the Iranian calendar and is held on 21 March, the first day of spring. Iranians buy new clothes and prepare special food. They clean the house for the new year and give gifts of money and sweets.



■ Vaisakhi

Vaisakhi is celebrated on the 13th/14th of April.

Vaisakhi is the Sikh New Year festival and the anniversary of the founding of the *Khalsa* in 1699.

The festival is marked with street processions which form an important part of Sikh culture and religious celebrations involving singing and chanting scriptures and hymns.

The processions are led by traditionally dressed *panj piaras*.

The Sikh holy book will be carried in the procession in a place of honour.



■ Wesak

Wesak is the most important of the Buddhist festivals and is celebrated in May. It celebrates the Buddha's birthday and, for Theravada Buddhists, marks the day of the Buddha's birth, enlightenment and death.

The festival is celebrated with colour and gaiety. Homes are cleaned and decorated. In Thailand, for example, special *Wesak* lanterns are made of paper and wood. In *Theravada* countries during the festival, Buddhists will visit their local temple for services and teaching, and will give offerings to the monks.



14.3 Faith schools

| Entry 1 | Entry 2 | Entry 3 |
|---------|--|---|
| n/a | Express views and opinions on faith schools. (Sd/E2.1) | Discuss the advantages and disadvantages of faith schools. (Sd/E3.1d) |

Suggested procedure (Entry 2)

- Check that learners know what a 'faith school' is. Clarify that it is a state-funded school which can be primary or secondary. (In fact, the majority are either Church of England or Roman Catholic.)
- Ask learners to write 2 or 3 post-its, each with one reason why people send their children to a faith school. Learners put the post-its on a flip chart or board and group them under themes, e.g. better education, more discipline, learn more about their religion.
- Pre-teach key vocabulary, for example, 'standard of education', 'religious beliefs'.
- Put learners into pairs and give each pair a set of the argument cards, copied and cut up.
- Ask learners to sort the arguments into two piles – those in favour of faith schools and those that are not. Are any of them the same as they had thought of earlier?
- Pairs now join with another pair and they compare the way they sorted the cards.
- The group use one set of cards and discuss whether they agree or disagree with each of the statements. They can use the blank cards to add their own arguments.
- Ask each group to feed back and explain which argument they all agreed/disagreed with.

Differentiation

- Stronger learners can write their own statement cards.
- Learners can work in mixed level pairs/groups.
- Set comprehension questions based on the cards/text.
- Gap the cards/text.

Language points

Integrate the following specific language points:

- present simple for making general statements;
- modal verb forms, for example, *should*, *shouldn't*, *can*;
- language for expressing views and opinions, for example, '*In my opinion, ...*';
- language of discussion – agreeing, disagreeing, turn-taking.

Extension activities

- Find out how many faith schools there are in Britain and the number of schools for each faith from this website: www.teachernet.gov.uk/wholeschool/faithschools
- Learners find out about a local faith school and/or one for their faith.
- Learners read about faith schools and community cohesion: <http://news.bbc.co.uk/1/hi/education/8381090.stm>
- Learners watch a video clip from a debate about faith schools (Jonathan Dimbleby): www.teachers.tv/video/24057
- Read a short text about children attending a faith and non-faith school.

Additional materials needed

- Access to Internet.

Faith schools

14.3

Argument cards

| FOR faith schools | AGAINST faith schools |
|---|--|
| Faith schools provide a high standard of education and improve opportunities for all pupils. The pupils will do better in the future and they feel part of their community. | Faith schools do better because the parents support the school, not because of religion. If parents support their children's school, they do better whether the school is a faith school or not. |
| Faith schools are popular with parents. The parents feel happy that the government recognises the importance of their faith. | If we want to have a better society, children should get to know all kinds of people from different backgrounds and religions. This does not happen in faith schools. |
| Faith schools teach children to behave well and respect other people and their beliefs. | Faith schools separate communities. This can make children believe that their religion is better than other religions. |
| Faith schools provide a good religious education so that children do not grow up to be extremists. | Faith schools teach their own view of the world. Schools should encourage pupils to look at the facts and make up their own minds. |
| Religious groups should be allowed to run faith schools – it's religious freedom. | It is not fair that faith schools can choose which children to take, especially if it is a 'good' school. |
| | |
| | |

14.4 Interfaith activities

| Entry 1 | Entry 2 | Entry 3 |
|---------|--|---|
| n/a | Read information about interfaith organisations. (Rt/E2.1) | Read information about interfaith organisations. (Rt/E3.1a) Take part in a simulation and discuss an event. (Sd/E3.1c, Sd/E3/1d. Sd/E3.1e, Sd/E3.1f) |

Suggested procedure (Entry 3)

Part 1

- Set the scene by showing the picture of the tree planting ceremony in Nottingham: www.interfaith.org.uk/local/enviromental.htm
Alternatively, find a different picture of a local interfaith group, ceremony or project.
- Discuss what is happening in the picture and the possible reasons for the ceremony.
- Ask learners to read the texts on p.379 and answer the questions.
- Take feedback and check comprehension orally.
- Ask learners to discuss the final question in pairs/small groups.

Differentiation

- *Gap the text.*
- *Allow learners to work in mixed ability pairs/groups.*
- *Learners may find it helpful to discuss some aspects in their L1.*

Part 2: Simulation

- Ask learners to imagine that they are council members of the DRFF interfaith group. If possible, learners work in groups of six, each with a prepared role card (p.381).
- Use the material on p.380 to set up the simulation. Ask learners to think of one other event to add to the list. Give learners time to read their role cards and encourage them to elaborate on the information given.
- Check that learners understand the material, their role cards and that they need to reach a consensus. Nominate a chairperson.

- Monitor, assist and prompt as required during the discussion.

Differentiation

- *Simplify the role cards for learners with lower literacy levels.*
- *Use fewer cards if groups are smaller.*

Language points

Integrate the following specific language points:

- collocations, especially verb + preposition, e.g. *work towards, concerned with, learn about, care for;*
- lexis relating to religion and interfaith work;
- language for expressing views and opinions, making suggestions and making arrangements.

Extension activities

- Ask learners to find out about a local interfaith group and either write a short account about it or prepare a short talk.
- Ask learners to make a poster to encourage people to take part in an interfaith activity.
- Ask learners to write a letter or email to inform all the members of the DRFF group about the chosen interfaith activity.
- Watch a video of people talking about interfaith work: www.threefaithsforum.org.uk

Additional materials needed

- Dictionaries.
- Access to Internet.
- Information on local interfaith organisations and groups.

Interfaith activities

14.4

Read the texts below and answer the questions

The Interfaith Network for the UK was founded in 1987 to promote good relations between people of different faiths in this country. Its member organisations include representatives from the Baha'i, Buddhist, Christian, Hindu, Jain, Jewish, Muslim, Sikh and Zoroastrian communities; national and local interfaith bodies; and academic and educational organisations concerned with interfaith issues.

There are many local interfaith organisations around the country which work towards building good interfaith relations. They organise activities such as:

- talks and visits to places of worship to learn about each other's religions;
- organising projects and events;
- raising awareness and educating people about different religions;
- raising awareness of the importance of respect for other religions;
- advising local government, the Police, hospitals and other public services on religious issues and the needs of different faiths;
- helping at local multi-faith ceremonies and events;
- responding to any local incidents such as attacks on places of worship.

(Source: www.interfaith.org.uk)

Case study

Environmental projects

All faith traditions contain teachings about the importance of care for the earth and its creatures and interfaith environmental projects are always popular. An interfaith gardening working camp is now in its tenth year in Leicester and a number of local interfaith groups such as Rugby Interfaith Forum and Nottingham Interfaith Council have taken part in tree planting projects.

Nottingham Interfaith Council planted a group of trees to symbolise the different religions of Nottingham working together and benefiting the community. The Lord Mayor of Nottingham, Councillor Des Wilson, officially dedicated the trees at St Mary's Rest Garden, Bath Street, Nottingham, helped by children from nearby Sycamore Junior School and members of local faith groups.



© SocialStock

(Source: www.interfaith.org.uk/local/enviromental.htm)

- What is the purpose of an interfaith group?
- What kind of activities do they organise?
- Why did the Nottingham Interfaith Council plant trees?

14.4 Interfaith activities

Simulation

Daxford and Ressex Faiths Forum (DRFF)

The DRFF works in the Daxford and Ressex region to promote good relations between different faiths, encourage partnerships and to challenge injustice and discrimination.

'Interfaith week' is a big event which happens once a year. The Council of the DRFF need to decide which event to organise to celebrate it. You are one of the Council members and you are having a meeting to discuss this. These are some of the possibilities:

- An interfaith party, with food, dancing and songs from different faiths
- A 'Faith and the Environment' conference
- An interfaith sponsored walk for charity
- An exhibition about all the different faiths in the area
- A football match
-

First, decide who is going to be the chairperson. Take the role of one of the Council members and introduce yourself to the others.

Now discuss which event to organise and give reasons for your choice. Use your own ideas too!

When you have all agreed on the event, discuss what you need to do to prepare for the event. For example: advertising and publicity; cooking and preparing food; booking a venue; writing to the other members of DRFF, etc.

Interfaith activities

14.4

Role cards

Mark is Panjabi by ethnicity and was brought up in a Muslim society. He is Christian by faith and British by residence. Mark believes that he is a global citizen, responsible and accountable to people of all cultures and faiths. He is an Anglican priest and interfaith consultant to the Bishop of Daxford. His main work has been in the area of Christian–Muslim relations. He would like to organise an exhibition to display information about all the different religions in the area.

Ahmed is a Muslim and an interfaith enthusiast with 15 years' experience in this region. He is Governor of a church school, member of the local Christian–Muslim association, President of the regional Islamic Society of Britain and a member of the Faith Leaders Group in Ressex. He likes walking and would like to arrange an interfaith sponsored walk to raise funds for the victims of floods and earthquakes in Asia and South America.

Susan is a Buddhist. She is a graduate of London University and a mother of two. She has studied and practised Buddhism since 1987. She is an active member of the Standing Advisory Council for Religious Education and worked on the Daxford 'Revised Agreed Syllabus for RE' published in 2007. She enjoys bringing people together to socialise. She would like to arrange a big party to celebrate the different kinds of foods, music and dancing from the different religious traditions.

Prakash is a Hindu and he has 25 years' experience of interfaith work. He was part of the establishment of interfaith work in Daxford and involved in the Hindu temple, where he was the first treasurer. In the 1990s he was Secretary of the Hindu Cultural Society. Prakash is currently Chair of Primary School Governors, and an Assessor for the Duke of York Community Initiative Scheme. He is very concerned about the environment and global warming. He would like to arrange a 'Faith and the Environment' conference.

Surjit is a Sikh. She was born and brought up in India and worked as a librarian for the Directorate of Education before coming to this country. She came to Leicester in 1978 as a result of an arranged marriage and gained her PhD from Nottingham University. She worked as a librarian in Ressex for sixteen years and was involved in planning library services for the community as a whole. She has written books, reports and several research papers in her professional field. She would like to organise a display of stories and pictures from each of the religions in the local community.

Paul is Jewish. He has been the Rabbi of Daxford Synagogue since 1996. Paul was born in Australia and served congregations in Melbourne and Perth. He has been involved in interfaith activities wherever he has worked. In Perth, he was a member of the Council of Christians and Jews in Western Australia, and in Melbourne he was the Chairman of the Multifaith Association of South Australia. He believes sport is a good way to bring people together. He loves football and would like to arrange a football match for young people from the different religious groups.

14.5 Building bridges case study

| Entry 1 | Entry 2 | Entry 3 |
|---------|--|--|
| n/a | Listen to a short conversation about interfaith work. (Lr/E2.1c, Lr/E2.2a) | Listen to a short conversation about interfaith work. (Lr/E3.1a, Lr/E3.2a) |

Suggested procedure (Entry 2/3)

- Set the scene by discussing faith leaders and what they are called in different religions, e.g. priest, reverend, imam, rabbi, guru.
- Ask learners if they know the term 'interfaith' and elicit what they know about it. Clarify that it relates to 'involving persons of different religious faiths'. Explain that there are organisations that work towards promoting good relationships between people of different religious beliefs.
- Introduce the case study and read aloud (or play a recording of) the first text, which gives background information. Check learners' understanding.
- Ask the learners to think of questions the interviewer might ask Reverend Andrew Wingate and note them on the board. Compare these with the actual questions.
- Record the dialogue answers on tape and play it, several times if necessary. Ask the learners to listen and decide which question matches each response.
- Take feedback.
- Ask the learners to notice how tenses are used in the interview.
- Discuss different kinds of interfaith work that they know about or would like to find out about.

Differentiation

- *Stronger learners can make up their own questions before looking at the questions given in the box.*
- *Support learners to work in mixed level pairs/groups for this activity.*
- *Learners may find it helpful to discuss some aspects in their L1.*

Language points

Integrate the following specific language points:

- tenses: present simple, past simple, present perfect;
- use of the passive, e.g. '*... are invited*' '*... am warmly greeted ...*';
- question formation.

Extension activities

- Ask learners to find out about an interfaith organisation and either write a short account about it or prepare a short talk.
- Ask learners to make a poster to encourage people to take part in an interfaith activity, e.g. to combat racism.
- Watch a video of people talking about interfaith work: www.threefaithsforum.org.uk

Additional materials needed

- Dictionaries.
- Access to Internet.
- Photos of Masjid Umar mosque and St Philip's Church.

Building bridges case study

14.5

Case Study: Masjid Umar and St Philip's Church, Leicester

(Adapted from www.christianmuslimforum.org/downloads/Christian-Muslim-Friendship.pdf)

Masjid Umar is a mosque in Evington, Leicester, England. It is large and grand with four minarets and a great dome. It was opened in 2000. It is near St Philip's Church, which was built in the early 1900s. The Reverend Dr. Andrew Wingate came to Leicester in 2000 and he has developed a new education and training centre which promotes interfaith relations. It is called the St Philip's Centre.

This is an extract from an interview with Reverend Andrew Wingate. These are the answers – what questions did the interviewer ask him?

..... ?

'I moved in to Roundhill Road, near the mosque, at the time it was opened and soon got to know the President, Imam and some of the members.'

..... ?

'The mosque receives many groups of visitors and individuals through the St. Philip's Centre, nearly always at prayer time. Mosque representatives are invited to St. Philip's when important visitors come and the Bishop visits regularly. We also break the Ramadan fast together at Iftar meals.

Church and mosque are involved in Muslim-Christian dialogue groups It would be very good to have a joint social project but it has not happened yet.'

..... ?

'My personal relationship is very strong. When I go there, I know many people and I am warmly greeted to 'Andrew's mosque', as the President calls it. We are planning to have a course on Christianity for non-Christians.'

..... ?

'We have shown solidarity after major incidents. They have shown support when there has been vandalism, etc. to the church.'

Questions

1. How has it been helpful in times of difficulty?
2. How did the relationship start?
3. What have you done together?
4. How strong is the relationship?

14.6 Giving a talk on a religious theme

| Entry 1 | Entry 2 | Entry 3 |
|--|---|---|
| <p>Give a brief talk about festivals. (Sc/E1.4a and d)</p> <p>Listen to a brief talk and respond. (Lr/E1.2a and b)</p> | <p>Give a brief talk on a religious theme. (Sc/E2.3c, Sd/E2.1d)</p> <p>Listen to a brief talk and respond. (Lr/E2.3a and b)</p> | <p>Give a talk on a religious theme. (Sc/E3.4e, Sd/E3.1d)</p> <p>Listen to a talk and respond. (Lr/E3.6b)</p> |

Suggested procedure (Entry 1)

- Set the scene by showing pictures of different religious festivals and celebrations.
- Give a short talk (maximum 5 mins) about a religious festival you know about to model what you would like the learners to do. Use pictures to illustrate your talk. Check comprehension orally.
- Ask learners to choose a religious festival that they would like to talk about to the rest of the group.
- Refer back to *Section 14.2 Festivals and celebrations* if helpful.
- Ask learners to find some pictures of their chosen festival to illustrate their talk.
- Learners write answers to the questions on the opposite page to help them prepare their talk.
- Learners write prompts on cards to support them with speaking, rather than reading their text.
- Learners practise their talk with a partner.
- When they are ready, learners each give their talk to the group. Encourage questions and answers from the rest of the group.

Differentiation

- Some learners may prefer to talk about an aspect of their culture, such as weddings or birthdays, or secular festivals, rather than a religious topic.

- *Support learners to work in mixed level pairs for this activity.*
- *Learners may find it helpful to discuss some aspects in their L1.*
- *Learners with literacy needs may not write anything, or just write a few words.*
- *More advanced learners may want to give a talk on another theme covered in this section, such as faith schools or interfaith initiatives. Support them in the same way, with prompt questions, encouragement to find visuals and practice procedures.*

Language points

Integrate the following specific language points:

- present simple tense, e.g. *have, do, go, eat, see*;
- pronunciation of sounds, intonation and stress.

Extension activities

- Ask learners to write a paragraph about their chosen festival.
- Ask learners to make a poster about their chosen festival.
- Learners give a PowerPoint presentation on their chosen festival.
- Learners watch a video clip of a religious festival.

Additional materials needed

- Pictures of different religious festivals.

Giving a talk on a religious theme

14.6

Preparation sheet



Write your answers in the spaces.

| | |
|--------------------------|--|
| Name of festival | |
| When is it? | |
| Why do you celebrate it? | |
| What do you do? | |
| What do you eat? | |
| What do you wear? | |
| Where do you go? | |

