** **

### SCOTTISH INTERFAITH WEEK RESOURCES AND IDEAS

**FOR PRIMARY SCHOOLS**

**8th – 15th November 2020**

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## Ask Me Anything Show

Pupils are invited to send in questions to Interfaith Scotland’s volunteers from nine different faiths - Christian, Muslim, Jewish, Sikh, Hindu, Buddhist, Baha’i, Pagan, Church of Jesus Christ of Latter-day Saints - for a show called ‘Ask Me Anything’. Any and all questions are invited and a selection will be featured on the show. The volunteers will be interviewed for the show which will each last around 30 minutes. One video will be uploaded to the Scottish Interfaith Week youtube channel every weekday during Scottish Interfaith Week. The five videos will remain on our youtube channel for you to view again at a later date, but we would love it if you took part in watching one a day throughout the school week to mark SIFW and please let us know through social media what you thought!

* How did you join your religion?
* What does faith mean to you?
* Do you eat any special foods?
* How do you pray?

If any of your pupils would like to ask a question please email these to Frances Hume at info@scottishinterfaithweek.org and put ‘Ask Me Anything’ in the subject title. When the host asks the question, the pupil and school that submitted the question will be named. Please let us know if you would prefer to remain anonymous.

**Don’t forget to subscribe to the Scottish Interfaith Week youtube channel**

## Questions based on the video

**SLIDES 1 – 3: What is faith and interfaith?**

**0.00– 1.46**

1. **What is ‘faith’?**

Faith can be your religion, your belief or something that you believe in

1. **What is ‘interfaith’?**

Talking to people from different faiths and beliefs, making new friends, understanding, respecting and loving one another

1. **Name a belief that you have. It could be about your religion or a belief about how you should treat people/animals etc**

e.g. I believe we go to heaven when we die

 I believe animals should be treated kindly

**SLIDES 4 – 6: What do faiths have in common?**

**1.47 – 3.30**

1. **Name two things from the video that faiths have in common**

Prayer or meditation, holy books, meeting together, caring for others

1. **What is prayer and meditation and what’s the difference?**

Prayer is talking to God, meditation is (usually) sitting quietly and calming your mind

1. **Name two holy books from different religions mentioned in the video**

Bible (Christian) and Qur’an (Muslim)

1. **Name three places of worship mentioned in the video**

Mosque (Muslim), Synagogue (Jewish), Church (Christian)

1. **Did any of you see or take part in any online worship (songs or prayers) during lockdown**? (optional question)
2. **What ‘Golden Rules’ do you have at school (if any)?**
3. **What does the ‘Golden Rule’ say in all the holy books of different religions?**

Treat people the way you would want to be treated or don’t treat people the way you wouldn’t want to be treated

1. **Name three ways that you could follow the ‘Golden Rule’ by caring for others at school or at home**

**SLIDE 7: My Story**

**3.30-7.48**

1. **Frances met people from different faiths / religions in India. Have you met someone from another religion and what religion was that?**
2. **What religion are the boys in the red robes from?**

Tibetan Buddhist

1. **What time did they have to get up in the morning and what did they do when they got up?**

They got up at 6am to do chanting, called ‘puja’

1. **What religion is the girl wearing a headscarf from and what is the headscarf called?**

She is a Muslim and she is wearing a ‘hijab’

1. **How many times a day does the Muslim girl pray and where can she pray?**

5 times a day and she can pray inside or outside (as long as it is a clean place)

1. **What religion are the boys with the head covering from? Does anyone know what the head covering is called? (the name of the head covering isn’t in the video)**

The Sikh faith and the head covering is called a turban

1. **What are people given for free who visit the Golden Temple in Amritsar, India?**

They are given a free meal, usually a vegetarian curry

1. **What other religion did Frances meet people from in India? Most people in India are from this religion**

The Hindu religion

**SLIDE 8: Looking at Religious Objects**

**8.05– 12.29**

1. **Name two objects that Tibetan Buddhists use to pray / meditate**

Prayer flags, prayer wheels, ‘tingsa’ bells, singing bowl

1. **Why do some Muslim women wear a hijab (headscarf)? (to research)**

Different women have different reasons. They can include being modest, showing that all women are equal, showing people you belong to the Muslim faith

1. **When do Jewish men wear a ‘kippah’? (to research)**

It is worn by men in Orthodox communities at all times. Among non-Orthodox

communities most people who wear them usually do so only during prayer,

while attending a synagogue or in other rituals.

1. **What other examples of clothing or jewellery do some religious people wear?**

Sikhs – turban

Christians – cross necklace

**SLIDES 9 – 13: Interfaith Activities**

**12.30 – 15.20**

1. **Name all the interfaith activities from the video that you can remember**

Visiting places of worship, sharing food, football game, visiting spiritual places

1. **The video suggests visiting places of worship from different faiths. What places of worship do you have in your local area (and how might you visit them)?**
2. **The video suggests sharing food from different religions and countries. What food have you eaten from a different country?**
3. **At interfaith events usually only vegetarian food is served. Why is that?**

Some religions don’t believe in killing animals so their followers are vegetarians. So

that everyone can share the food at the event only vegetarian food is served.

1. **Can you think of any other activities that you might do to bring people together from different faiths?**

Celebrating festivals together, interfaith concert, quiz etc

1. **How many local interfaith groups are there?**

20

1. **Which local interfaith group is nearest to your school and how would you get in touch with them?**

Their email address is at <https://interfaithscotland.org/local-interfaith-groups>

1. **Would you like one of Interfaith Scotland’s volunteers to visit your school and tell you about their faith and you can ask questions?**

**SLIDES 14 – 15: Scottish Interfaith Week (SIFW)**

**15.20-18.00**

1. **What is the theme and dates for SIFW 2020?**

The theme is ‘Connecting’ and the dates are 8– 15 November

1. **What events might you put on at your school or in your community to mark Scottish Interfaith Week?**

Check out our Scottish Interfaith Week website for ideas here: <http://scottishinterfaithweek.org/resources>

1. **What events might you join in with?**

Have a look at the Scottish Interfaith Week programme for more details:

<http://scottishinterfaithweek.org/programme-2020>

## Dialogue Activities for the Classroom

Below is a list of activities that you might like to consider for use in the classroom. They can be adapted for different age groups.

#### Faith in the Local Community

Find out what places of worship are in your local community. Create a map of your local community, pinpointing all the places of worship. Around the outside post information about and photos of the places of worship. Think about any places of worship you might want to visit after lockdown and how you might go about this. Write to or invite some of the leaders of your religion from your local community to answer pupils’ questions.

**The Do’s and Don’ts of Dialogue**

Ask the class what they think dialogue is. Explain that dialogue is listening respectfully to understand another person’s point of view. It is not about debating or ‘winning points’ over another. Divide the class into groups of 4 – 6. On a sheet create two columns, one for ‘Dos’ and one for ‘Don’ts’. Hand a sheet to each group who should come up with as many ideas as they can think of in each column. On person from each group should give feedback to the whole group at the end. An example of ‘dos’ is ‘take time to listen to everyone’s opinion’. An example of ‘don’ts’ is ‘don’t make fun of other people’s beliefs’.

**One Minute Dialogue**

Give pupils an opportunity to try dialogue for themselves. They should get into pairs. This could be with the person next to them at their table or it could be in a circle with rotation for each question as outlined later. Ask the first person to speak for one minute on the first question (what makes you happy). After one minute, they should swop over and the second person of the pair should speak for one minute on the same question. The listener may ask questions but they are not allowed to interrupt – focus on good listening skills. Here is an example of questions below. You may think of others that are more appropriate for your class. You might want to start with one minute each and work up to longer as the questions progress.

1. What makes you happy?
2. What makes you sad?
3. What makes you angry?
4. What one thing would you change about the world and why?
5. What would make a better world for everyone and what would you do to change it?
6. Name someone you admire and the qualities this person has
7. Share a belief that is important to you and why. This doesn’t have to be a religious belief, it could be an ethical belief, for example the treatment of animals, or treating people with respect on social media.

If you decide to put pupils in a circle with rotation here are the instructions. Divide into two groups of equal number. One group stands or sits in a circle facing inward. The other group forms an inner circle facing outward so that each person is facing a partner to speak to. This could also be done as a line facing each other for smaller groups. Young people take it in turns to speak for one minute in pairs. The people on the inner circle are the first listeners. Then swop round so that those in the outer circle speak on the same topic. After each question the pupils in the outer circle rotate clockwise so that they have a new partner and start the process again.

**Planning an Interfaith Dialogue Event**

Ask pupils to imagine that they are setting up an interfaith dialogue in their local community. What would they need to think about in terms of the following:

1. **Invitations** – how will they invite people of different faiths in the community?
2. **Venue** – could be a place of worship to visit or a neutral space such as a library
3. **Food** – find out about the food laws of different religions. What could you serve so that everyone could have something to eat? A mix of vegetarian and vegan food would suit most people, plus kosher food for Jewish people. You could provide halal meat for Muslims in addition.
4. **Date/time** – try and avoid festival dates and holy days and times. The Jewish Sabbath is from sunset on Friday to sunset on Saturday. Christians, Hindus and Sikhs often have religious services on a Sunday morning in Scotland.
5. **Prayer space** – Muslims pray 5 times a day and appreciate a separate space for their prayers during an event
6. **Activities** – what kind of activities would they like to run? A music night? A quiz? Speakers from different faiths on a topic? What topic?

## The Golden Rule

## The Golden Rule to ‘treat others the way you want to be treated’ is found in the scriptures of all world religions. A handy poster quoting this in the scriptures of each faith is available to download at

## <http://www.minefieldsandmiracles.com/Downloads/GRposter.pdf>

1. Ask pupils to give examples of the Golden Rule in school, at home, with friends and in the community/world. What difference does living out the Golden Rule make to society?
2. In six groups research what one world religion teaches about our response to poverty or caring for the environment (one religion per group).
3. Find out about organisations set up by different religions that help people in need or that work to protect the environment, e.g. Christian Aid, Islamic Aid, Sikhs in Scotland

## It’s My Opinion!

Place a sign saying ‘AGREE’ on one wall of the classroom and a sign saying ‘DISAGREE’ on the other. Read out the following statements and ask pupils to stand anywhere between the signs depending on what extent they agree with the statement. Pupils must be ready to share the reasons for their opinion. If moving around the room is restricted you could ask people to stay in their seats and do a thumbs up, thumbs down or sign for unsure. Another option is to use ‘traffic light’ cards. Give each pupil a red, green and yellow card which they have to hold up to show their answer. Green for agree, yellow for unsure or in the middle, red for disagree. The statements are below. You can adapt these according to the age of your pupils.

1. My faith and beliefs are an important part of who I am
2. Religion is a cause of many of the world’s problems
3. I can trust what I read and hear about religion on the news and social media
4. People of different faiths share many of the same beliefs such as treating people the way you want to be treated
5. People should be allowed to wear religious dress or symbols in school
6. People without religion have no sense of right and wrong
7. Faith is a comfort to people in times of trouble
8. Non-religious people have more fun than religious people
9. Some people find religion threatening
10. Religious diversity should be celebrated