



Module 2: RESPECT OTHERS

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Module 2: RESPECT OTHERS

topic one – others' rights

teacher's notes - general approach

If this is the first time the class has looked at the concept of respect we suggest the best introduction would be topic one of **Respect Yourself** or some similar work. This will help to establish a community of respect in the classroom.

The suggested strategies under this topic concentrate on the aspects of respect that come into play in the building of personal (one-to-one) relationships. In each case there is the challenge to think for the other person rather than oneself. Respecting others has much to do with other people's right to be themselves, to have their own opinions and to be listened to.

The scenes on **resource sheet 1** pages 5, 6 & 7 are examples of material which could be helpful in doing this. **Worksheet 2** on page 4 **Listen for a change** gives questions which can be used either orally or for written answers and creative writing.

Having read this resource material, you may prefer to find different scenes on which to base the work. Whichever strategy you and the class decide to follow, it is expected that the following needs will come to light:

- Communication, understanding, give and take, humour, the showing of love/care, patience.

Also to emerge could be the potentially destructive forces in relationships such as:

- Impatience, selfishness, intolerance, anger, demand.

On **worksheet 1** page 3 there are suggestions for three strategies that could be followed. If the whole class are given copies, they can have a part in deciding which they would find most helpful and interesting to follow. The strategies are all based on the scenes on **resource sheet 1** pages 5 to 7 which are taken from the video **The Three Rs of Family Life***. Similar strategies could also be followed if you have chosen to base the work on different scripts. If, however, the class is familiar with drama improvisation you could suggest the activity overleaf.

improvisation

This activity will need to be done in a hall if all the pairs are to work together at the same time. The noise level will rise so it is important to be watchful to make sure that real creativity is taking place. An alternative would be to ask the class to prepare in pairs and then perform their scenes in turn to the whole class. In this case they will need to know how long they have to prepare.

The pairs should act out various domestic scenes containing elements of conflict and dramatising what happens when there is lack of respect. They would need to decide:

- what their relationship is
- what age they are
- what they are quarrelling about
- where they are
- what their characters are

You could suggest that each scene ends with one of them leaving banging the door behind them.

At the end of each scene each pair could consider questions 1 to 3 on **worksheet 2** page 4 as a way of identifying what is happening during these conflicts.

When you think they have had long enough on this, stop them and consider with them the words in question 4. These can then help in the creation of a final scene presenting some solutions to the couple's dilemma when, instead of one person walking out, she/he asks, "What's happening to us?" thus opening up real communication.

In order to make all the acting exercises worthwhile you could suggest an audience to whom well thought out scenes could be performed to provoke creative discussion and challenge set attitudes.

In conclusion, whatever strategy has been chosen, it will be important to identify the changes in behaviour and attitudes when respect is applied to a relationship. This can lead to the application of respect between the pupils in the classroom and beyond. Criteria for monitoring respect within the community of the classroom should be drawn up.

* *The Three 'R's of Family Life* produced by Family and Youth Concern

HOME SWEET HOME

R3-M2-worksheet 1

strategy one -

- View the dramatised scenes in Part two of the video **The Three Rs of Family Life***. These take 2½ minutes to play all the way through.
- Discuss the questions on the **worksheet** page 4, either in pairs or as a class.
- Re-view the video before completing the answers in writing.

strategy two - Using the scripts on the resource sheet:

- Divide into pairs and read each scene in parts.
- Keeping in character, answer questions 1 to 3 on the **worksheet** page 4.
- Using the answers for question 4, together write a continuation of script C showing ways each person will need to change to make their relationship better.
- Act this scene to the class. Think out with them which other groups in the school would be helped by seeing it in order to understand why respect is needed in relationships.

strategy three -

- Two people read/act script A to the class. They stay in character while the others in the class discuss with them the answer to question 1 on the worksheet.
- Another pair then reads/acts script B - "The Banging Door" series. They stay in character while the class discusses with them the answers to questions 2 and 3.
- The whole class works in pairs on question 4 and then as many pairs as time allows act out in turns an improvised conversation continuing from the end of script C using the elements underlined to bring about changes in the relationship.
- After the scenes have been performed, identify the elements which have been brought into the relationship because greater mutual respect is being shown.

* *The Three 'R's of Family Life* produced by Family and Youth Concern

HOME SWEET HOME

R3-M2-resource sheet 1

SCRIPT A

Lucy is struggling to prepare a meal with baby crying for attention. Saucepan boils over as she is picking up some toys. Trevor comes in. He is wearing a football scarf and hat.



TREVOR: *(singing)* WE ARE THE CHAMPIONS! Come on love, I've only got a few minutes for my dinner.

LUCY: What?

TREVOR: I've got to get off in a tick or I'll miss the kick-off.

LUCY: You're going to football this afternoon?

TREVOR: You know I am. It's the big match.

LUCY: You've only just got in from the pub.

TREVOR: You know I always have a drink with the lads on a Saturday morning.

LUCY: And what about me, stuck here with the baby getting your dinner? I wish I had time to go out on a Saturday morning.

TREVOR: Oh come on, love. Don't nag or I'll miss the kick-off. Now, what's for dinner?

LUCY: You promised to start decorating the hall this week-end. What about that?

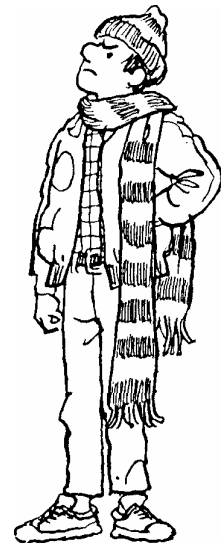
TREVOR: I never did. The weekend of the big match? Come on, let's eat.

(Sits at table, picks up knife and fork and bangs them on the table)

LUCY: *(shouting)* I'm not your slave. Get your own dinner.

TREVOR: All right, maybe I will. There's other places to eat than here, you know.

(Trevor goes out and slams the door)



SCRIPT B The banging door series

scene one

Trevor and Lucy in the kitchen with the baby. Trevor is trying to comfort the baby Lucy is clearly dressed for a night out.

TREVOR: You can't go out tonight. I've got the lads coming round for a game of cards.

LUCY: I'm going out whether you like it or not.

(slams the door)

scene two

Lucy is doing some work. Trevor is reading a newspaper.

LUCY: And another thing, Trevor, you've been promising to fix the light in the bathroom for weeks. I don't know how you think...

TREVOR: *(getting up)* I'm not staying here to be nagged. I'm going to the pub.
(slams the door)

scene three

Trevor has brought the lawn mower into the kitchen and has bits all over the table where he is working on it.

LUCY: If this mess isn't cleared up by the time I get back Trevor, there'll be trouble.
(slams the door)



SCRIPT C

Trevor is in the kitchen preparing a meal. Baby is still screaming. Lucy is wearing a nurse's uniform.

LUCY: You'll have to hurry, Trev. I've got to be at the hospital in half an hour.

TREVOR: Night shift doesn't start till ten.

LUCY: I know but Sister Rosemary's gone off sick so I've got to go in early to cover for her.

TREVOR: Oh great! So I'm supposed to get the tea because my wife's working night shift to say nothing about looking after her (pointing at the baby).

LUCY: Look, don't blame me. You knew when we took on the mortgage I'd have to work.

TREVOR: Yes, but not night shift.

LUCY: How else am I supposed to look after a kid, run the house and do every damn thing?

TREVOR: Well it's not very nice for me is it, getting in from work and having to start tea? And the mortgage wouldn't be so bad if you hadn't bought the dishwasher and the microwave.

LUCY: How do you think I can work and run a house if I don't have the things to do it with?

Baby starts to yell. Trevor picks her/him up. Then realises he has got food from his apron over the baby

LUCY: Give her to me. (pause - looks at Trevor) What's happening to us Trevor?





Module 2: RESPECT OTHERS

topic two – close relationships

teacher's notes - general approach

In all relationships we need to have our own space which may be a physical area or a feeling inside ourselves. This is especially true of teenagers, who are trying to find their own identity. However, at the same time they are keen to be part of the crowd, to be wanted and to be loved. Thus some relationships become too close and too intense, and often sexual. Many young people have problems over this, so this topic looks at these one-to-one relationships.

The activities below aim to help the pupils to think out the part that respect for the other person plays as a relationship deepens. These activities give you and the class a choice of approach to the question of building close and healthy one-to-one relationships of mutual respect.

activity one

To initiate the thinking about the need we each have for our own space, you could use these or similar questions.

1. Where/how do you find your own space?
2. Is it always a particular place?
3. Is there anything you like to do which gives you space?
4. Do you feel that you have to do everything with your best friend?
5. How do you think you can respect the space of your best friend?

There are further questions on **worksheet 3** on page 10 **This space reserved**. These could be discussed in small groups with each person writing their own answers on the **worksheet**. The interview on **worksheet 5** page 12 **Still driving together after sixty years** may help in answering question five. Later some of the ideas could be pooled and discussed with the whole class.

activity two

Worksheet 4 on page 11 **Will it stand?** likens a boy/girl relationship to a tree. There are various points from the analogy of the tree which could be brought out. Some are:

- the roots both support and feed a tree; if the food is not good, poor fruits will appear
- if the roots are not deep and strong, the tree will blow over in the first gale
- in nature, procreation takes place when a tree is mature, not when it is at the start of its growth
- the growth of a tree takes time and the roots need to be strong enough to hold a tall tree.

What does all this mean in considering the growth of relationships? In the modern world everything seems to have to happen **now**. In nature, and we are part of nature, growth must take its course in order to be healthy.

Having labelled the tree individually, the words and the concepts explored could be used to create an agreed classroom tree: a collage or painting in co-operation with the art department could be one way. This would be a helpful reminder of the importance of giving oneself and the other person in a close relationship the time and space to grow in character and maturity before becoming involved too deeply, either emotionally or sexually.

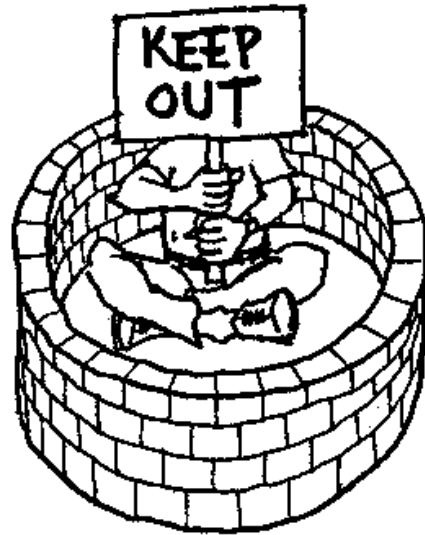
activity three

Young people form close relationships which they hope will last but often do not. Many reasons can be given for break-up of relationships, but this activity suggests a way the class can find out, from those who have formed long-lasting relationships, what has helped to keep them together. The group/s will need **worksheet 5** on page 12 **Still driving together after sixty years**. If they read this, it will give them ideas for questions to ask, from which they can get ideas of their own.

When the interviews are completed, the class will need to work out how to record and assess the findings. Two suggestions are made for this on page 13.

THIS SPACE RESERVED

- 1 Describe in words, or draw a picture of, what you think of as your own space.

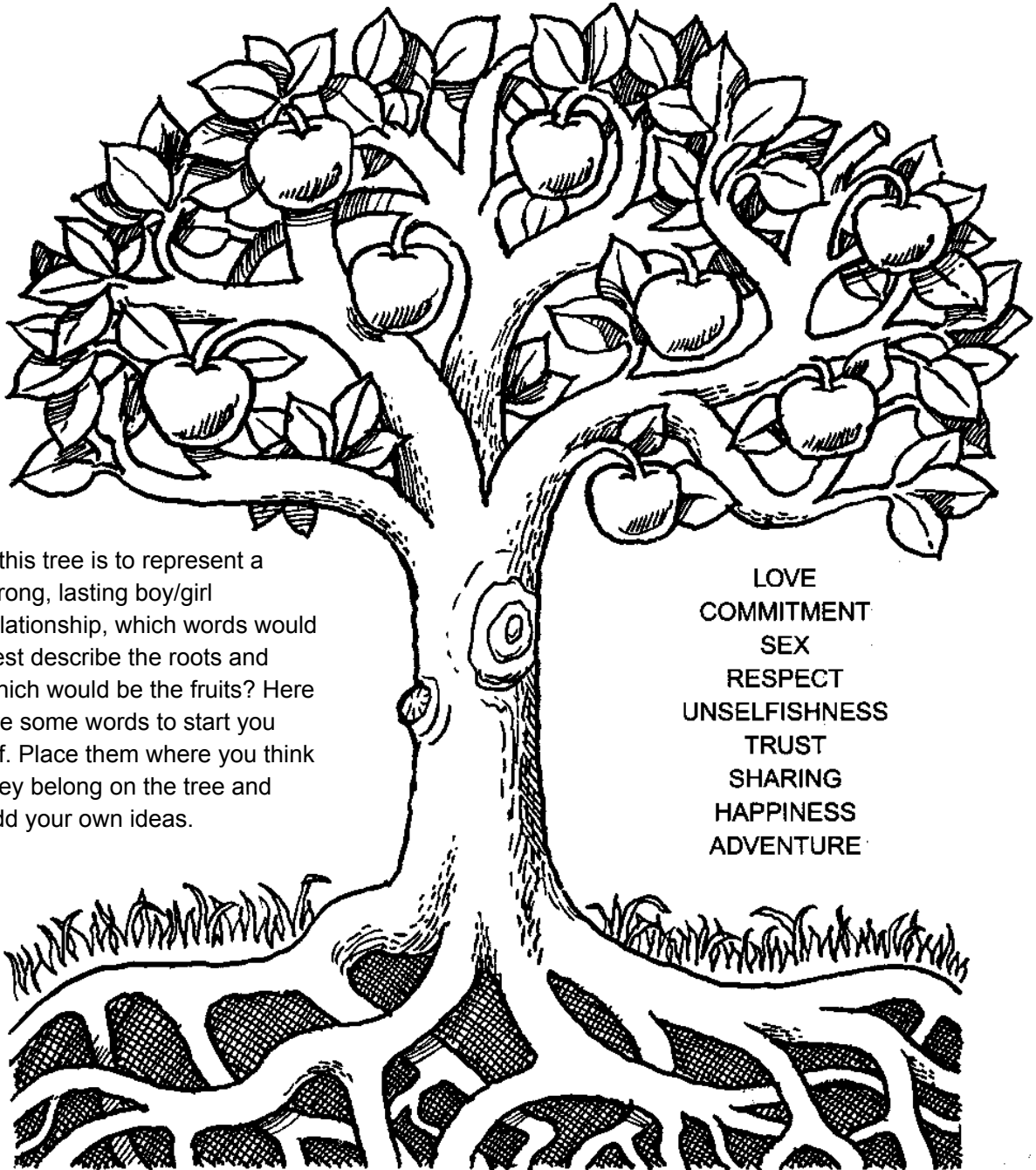


- 2 How do you feel when other people do not respect your space? How would you like others to behave?
- 3 In what ways do we invade other people's space?

Read the resource sheet **Still driving together after sixty years.**

- 4 How can we form close relationships while at the same time respecting each other's space?

WILL IT STAND?



If this tree is to represent a strong, lasting boy/girl relationship, which words would best describe the roots and which would be the fruits? Here are some words to start you off. Place them where you think they belong on the tree and add your own ideas.

LOVE
COMMITMENT
SEX
RESPECT
UNSELFISHNESS
TRUST
SHARING
HAPPINESS
ADVENTURE

STILL DRIVING TOGETHER AFTER SIXTY YEARS



- INTERVIEWER: How old were you when you first met?
- GLADYS: I was seventeen and Sam was my driving instructor. After I passed my test he kept coming around to my home to "see if I was still the excellent driver he had made me". I didn't like him at first but my mother did! Two years later we got engaged and when I was twenty-one we got married. The first year of marriage was the worst year of my life but I wouldn't be without him now.
- INTERVIEWER: What do you think were the roots that made your relationship strong enough to last more than sixty years?
- SAM: Promises are important roots for a lasting relationship. We decided to make a promise to each other in front of God and our friends to stick together for life. When things were difficult I would remember the promise I made to Gladys and knew I could not break it.
- INTERVIEWER: How did you settle quarrels?
- SAM: Gladys is stubborn and I am quick-tempered, but any difficult situations were usually put right with humour or giving ourselves a cooling-off period. We've always been equal partners. I cannot ever remember telling Gladys to do something. We always ask each other to do things. That's because we respect each other.
- GLADYS: There's got to be lots of give and take. I made my home and husband my priority. I did a lot of things outside the home but I aimed to get back before he did and if we went out in the evenings we did things together like going dancing and out with friends. We had many visitors, because we've always liked to be with others. Sam liked golf and football so, on some week-ends, he would go off to those. I sometimes went but not often. I loved gardening, so we'd plan it together and then I'd do the work!
- SAM: To keep a good relationship you need to be outward-looking. It's no good just living for each other. You always need something to look forward to and to plan for together. You mustn't take yourself too seriously either.

- INTERVIEWER: What else do you need to keep things going?
- SAM: You need lots of patience, understanding, loving and caring. When I first retired I resented the fact that I needed to pay for an extra hour in parking fees to allow for all the chats Gladys had with the friends she unexpectedly met while we were out shopping. It used to annoy me so much because it seemed a waste of time and money. Gradually I've begun to relax and quite enjoy our outings myself now!
- GLADYS: I'm always in the driving seat now because Sam's eyesight is not good but he still thinks he's the instructor. I just ignore him. (*They both laugh.*)

Can it last?

Having read the interview with Gladys and Sam, plan in pairs what questions you could ask one or two couples like this to find out how their marriages have lasted. As you see from this interview, just one or two questions were enough to get them talking but the interviewer had some others up her sleeve such as:

- Have you had any bad times? What helped you get through them?
- Does your love for each other give you love to share with others?
- Do you like each other as well as loving each other?

You will think of other questions.

When you have the result of your interviews

either

- look at the relationship tree and decide how you would now label the roots and fruits; you may want to change some and add new ones.

or

- pool what you have discovered from your interviews with the whole class, create a class visual aid which will help you to remember what you have learnt about what is needed to create a strong lasting relationship.



Module 2: RESPECT OTHERS

topic three – bullying

teacher's notes - general approach

Bullying, one of the most destructive consequences of a lack of respect for others, often goes unchecked because of the victims' fear. The most effective way of dealing with this problem is to work out an agreed school policy with pupils, teachers and parents. Clearly defined procedures need to be known by all and consistently followed.

There is a great deal of material now available on this subject so the activities included in this topic concentrate on how bullying shows up the need for respect between people and what happens when this breaks down.

Two activities, based on the same resource, are suggested as a choice of starters for this project. They are based on the same resource.

There are also suggestions on some steps to monitor and prevent bullying that can be taken after the chosen activity.

activity one - drama

Read to the class the episode from *A Kestrel for a Knave* on **resource sheet 2** page 18 and then divide them into groups to act out improvisations of the scene themselves. There are questions on **worksheet 6** page 16 **Who has the power?** which could help in thinking out the main issues raised and discussed in their acting groups.

Out of this, other improvisations may be possible, dramatising the sort of bullying they have experienced and exploring strategies the victims can use to take the power away from the bullies.

The best of these scenes could be performed at a school assembly.

activity two

Divide the class into small groups giving each the **resource sheet 2** page 18 **He's had enough, sir** and **worksheet 6** page 16 **Who has the power?** so that they can read the episode together and then consider the answers to the questions raised.

They could be encouraged to consider the best way of communicating their findings to the school. One way could be through posters perhaps entitled **Bullies watch out!** giving clear steps of action for people to take if they are bullied or see bullying happening.

monitoring and preventing of bullying

Encourage the class to brainstorm in small working groups about how bullying can best be dealt with in the school. They may be helped by the questions given on **worksheet 7** page 17 **Bullies beware!** They should draw up recommendations offering any resources they have created during their previous activity.

This activity could lead to initiative being taken for meetings with staff and senior pupils to establish a whole school policy.

Follow-on research projects

These projects could be done particularly with more able pupils through a study of history and present world events. They could relate what they have learnt on a personal level to an exploration of the most effective ways of combatting the bully in the wider community and among nations.

Topics that could be considered are

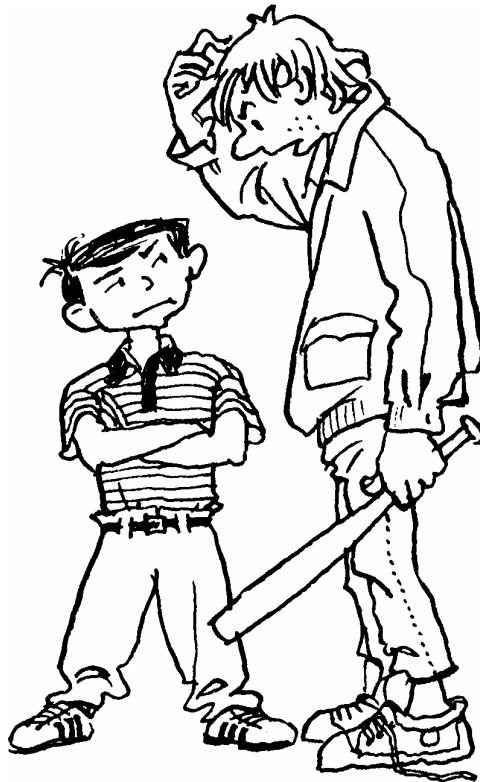
- The need for justice backed by force to protect the weak against the strong; the innocent against the dictator, (e.g. actions of the United Nations.)
- The effectiveness of non-violent action as lived and promoted by Mahatma Gandhi and Martin Luther King rendering bully tactics ineffective.
- The elements needed in the peace-building process after war has taken place in order that bullies find it more difficult to re-assert their power, (eg. after World War 2 in Europe, or the more recent Cambodian experience.)
- An examination of the outcome of civil and militant struggles as in South Africa and Ireland where bullying has eventually had to give way to the establishment of a democratic process of political negotiation.

WHO HAS THE POWER?

R3-M2-worksheet 6

From reading the episode from *A Kestrel for a Knave* and from your own experience, what do you think?

- a Are bullies cowardly or brave?
- b What are bullies trying to achieve?
- c What gives bullies their power?
- d How can a person being bullied take the power away from the bully?
- e Why did the pupils join in with the bullying?
- f Did the teacher respect his pupils? How do you know?
- g If you were one of the three guard boys what would you think of Billy by the end of this event? Why?



BULLIES BEWARE!

- 1
 - a) What sort of people are bullied?
 - b) How can they be helped?

- 2 What should be done if we see bullying?

- 3 What should someone do if she/he is bullied?

- 4 People are often scared of "telling on" bullies, especially if they are the ones being bullied. What could be the solution to this?

- 5 Who should be involved in finding a solution when bullying is identified?
 - The bully/ies?
 - The person/people bullied?
 - Parents? Whose?
 - Teachers? Who?
 - Pupils? Who?

- 6 What is the best way of letting everyone know what is going to be done about bullying if it takes place?

HE'S HAD ENOUGH, SIR

R3-M2-resource sheet 2

This episode from *A Kestrel for a Knave* tells of an incident after a football match in which the side captained by Mr Sugden, the games teacher, had lost because Billy Caspar, who hated football, had let in a goal. It takes place in the shower-room where Billy has been cornered by Sugden at one end and three boys placed by him at the other.

"He's had enough, Sir"

The cold water made Billy gasp. He held his hands out as though testing for rain, then ran for the end. The three guards barred the exit.

"Hey up, shift! Let me out, you rotten dogs!" They held him easily so he swished back to the other end, yelling all the way along. Sugden pushed him in the chest as he clung his way round the corner.

"Got a sweat on, Caspar?"

"Let me out, Sir. Let me come."

"I thought you'd like a cooler after your exertions in goal."

"I'm frozen!"

"Really?"

"Gi' o'er, Sir! It's not right!"

"And was it right that you let the last goal in?"

"I couldn't help it."

"Rubbish, lad."

Billy tried another rush, Sugden repelled it, so he tried the other end again. Every time he tried to escape the three boys bounced him back, stinging him with their snapping towels as he retreated. He tried manoeuvring the nozzles, but whichever way he twisted them the water still found him out. Until finally he gave up, and stood amongst them, tolerating the freezing spray in silence.

(continued on next page)



When Billy stopped yelling the other boys stopped laughing, and when time passed and no more was heard from him, their conversations began to peter out, and attention gradually focused on the showers. Until only a trio was left shouting into each other's faces, unaware that the volume of noise in the room had dropped. Suddenly they stopped, looked around embarrassed, then looked towards the showers with the rest of the boys.

The water had cooled the air, the steam had vanished, and the only sound that came from the showers was the beat of the water behind the partition; a mesmeric beat which slowly drew the boys together on the drying area.

The boy guards began to look uneasy, and they looked across to their captain.

"Can we let him out now, Sir?"

"No!"

"He'll get pneumonia."

"I don't care what he gets, I'll show him! If he thinks I'm running my blood to water for ninety minutes, and then having the game deliberately thrown away at the last minute, he's another think coming!"

There were signs of unrest and much muttering amongst the crowd:

"He's had enough, Sir"

"It was only a game."

"Let him go."

"Shut up you lot, and get out!"

Nobody moved. They continued to stare at the partition wall as if a film was being projected onto its tiled surface.

Then Billy appeared over the top of it, hands, head and shoulders, climbing rapidly. A great roar arose, as though Punch had appeared above them hugging his giant cosh. Sugden saw him.

"Get down, Caspar!"

Billy straddled the wall and got down, on the dry side. There was laughter - (and gnashing of teeth). The three guards deserted their posts. Sugden turned the showers off, and the crowd dispersed. Billy planed the standing droplets off his body and limbs with his palms, then hurried to his peg and dabbed himself with his shorts. His shirt stuck and rattled down his back when he pulled it on, and the damp seeped through the light grey flannel, staining it charcoal.

From *A Kestrel for a Knave* by Barry Hines
(Michael Joseph, 1968). © Barry Hines.



Module 2: RESPECT OTHERS

topic four – respect for property

teacher's notes - general approach

In many communities young people seem to have little respect for other people's property. Vandalism quickly discourages all efforts to improve the environment.

In this topic we will try to see how better attitudes could be created. The first step helps the pupils to understand how it feels to be a victim. There may be some in the class who have been victims, either through having their belongings stolen or broken or through their homes having been burgled. They could be encouraged to share their feelings and reactions.

The second step is to consider that respecting people's property is a way of showing respect to the people themselves, for many people feel that the things they own are part of themselves.

To give a choice of approach for you and the class to follow there are alternative activities for this topic.

Some means of monitoring whether the class is adopting new attitudes should also be created. Suggestions for this are made in **activity three**.

Strategy

Start the lesson by taking something (the more valuable the better!) from three or four of the noisiest or strongest members of the class. Do not say anything to them. Put these objects where you keep your own belongings. Do this with no comment and then carry on with the lesson as if nothing had happened.

How exactly you do this will depend on you and the class, but the idea is to take these pupils by surprise and get them thinking. You may find a better way.

If you are not following this with **activity one** you will need to find another opportunity to discover how some people felt about having the things taken from them.

activity one

Divide the class into groups of four, making sure that those from whom you have taken something are in different groups. Let them do question 1 on **worksheet 8** page 22 **Whose is it anyway?** Discuss in groups why they feel some actions are worse than others and what is being felt by the victims of your "theft". Their findings should be recorded on the **worksheet** under question 2.

Next let them read **resource sheet 3** on page 24 **You can't let them get into your life** and answer question 3 on the **worksheet**.

Don't forget to give back the things you took!

activity two

Make groups of two or three people. Let them take a walk around the building and mark on a plan of the school the areas where there is: a) graffiti b) litter and c) broken objects.

On returning to the classroom, they should discuss in their groups and write their answers to these questions which could be written on the board.

1. Why do these things happen?
2. What can be done about improving the situation?
3. What is your group prepared to do about it?

activity three

For this activity **worksheet 8** page 22 will be needed.

either

The class could draw up a code of practice in terms of respect for other people and their property One way could be to divide into small groups to decide on five guidelines they are all willing to follow, which can be written down on the **worksheet**. Pool these ideas and draw up a ten point code of practice for the whole class. If the class has already drawn up a code of practice under R3M1 these ten points could be added. They may also decide there should be sanctions for those who deliberately fail to keep the code. If so they need to draw these up together.

or

Some might like to write an article for a teenage magazine.

WHOSE IS IT ANYWAY?

Grade the following actions from 1 to 5, with 5 being the worst:

- Borrowing a computer game from a friend and not returning it
- Burgling a house
- Deliberately breaking a school chair
- Vandalising a cemetery
- Setting fire to a rubbish bin in the street
- Writing graffiti on someone's front door
- Breaking a window of a neighbour's house when playing with a ball
- Trampling over flower beds in a public park

How did your group decide on these grades?

Read the story **You can't let them get into your life.**

Imagine you are Bob or Margaret arriving back from holiday to find your home and personal belongings smashed up or stolen. How would you feel? What would you do? Why?



either

Discuss in your group the **five** guidelines that you are prepared to follow on treating other peoples' property and write them below.

1.

2.

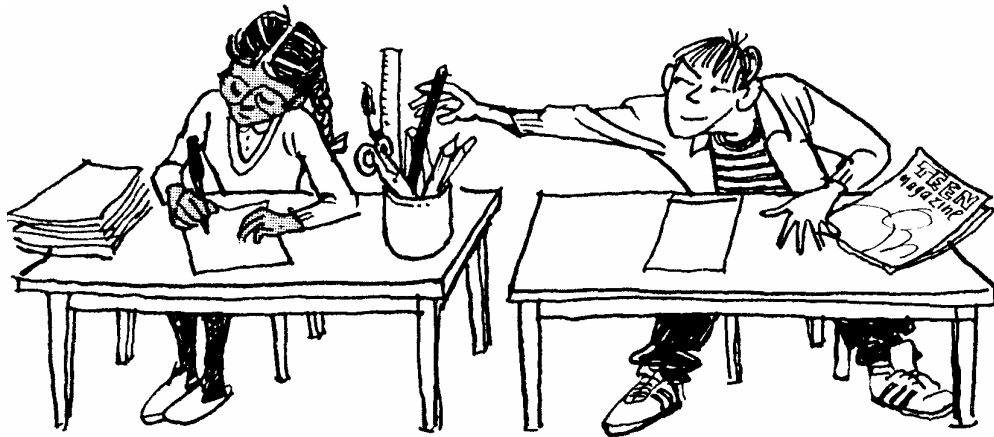
3.

4.

5.

or

Write an article for a teenage magazine helping people your own age to respect other people's property.



YOU CAN'T LET THEM GET INTO YOUR LIFE

Margaret Hill returned with her husband Bob from a New Year holiday to find their home had been burgled.

"We drew into the drive and our neighbour was standing there crying," recalls Margaret. "She told us someone had been in our house."

"It was dreadful - the thieves had taken a knife to my new three-piece suite and bed and slashed them to pieces. Everything else was dumped in the middle of the floor..."

"They took two televisions, a music centre, the word processor, a camera and jewellery that had been left to me by Bob's mum. They also slashed the covers of all his suits in the wardrobe. Why on earth would anyone do that?" asks Margaret incredulously.

"They'd obviously been in the house a long time because they had helped themselves to beer and had used my ornamental china mug for coffee... It still hurts to talk about it.

"I wish I could have been angry like my husband," explains Margaret. "I just kept on thinking 'Was it someone we know?' I don't think I have had a good night's sleep since, although I feel better now we have a burglar alarm.

"I also asked the local parish priest to re-bless the house to get rid of the awful feeling the thieves left behind... I didn't want them to drive me from my home. I'm happier now, but I'm more vigilant than I used to be. These people come into your home, but you can't let them get into your life."

From *Woman's Own*





Module 2: RESPECT OTHERS

topic five – **what is sacred?**

teacher's notes - general approach

Respecting others in a multi-faith community demands tolerance and sensitivity. This is borne out of an understanding of what others hold dear, what others think is important and, above all, those things and places that are held sacred.

For some pupils the word sacred may have little, if any, meaning. Ways into this dimension of life may therefore lie in exploring their own feelings about certain valued personal possessions or thinking of places which have a particular significance for them because of some experience which has lifted their spirit above the ordinary.

Resource sheet 4 page 29 **Quite suddenly** gives two illustrations of this. The devotional atmosphere in places of worship can similarly lift the spirit of worshippers.

strategy - preparation

To introduce this topic you could show the class something of value to you beyond the material explaining why. Then ask them either to bring something which holds similar value for them to the next lesson or to identify such an object at home and write about or draw it, on a large piece of paper.

It would also help to have artefacts associated with various religions. The best way would be for them to be brought in by members of the class in addition to their personal object, but teachers' resource centres often have examples you can borrow.

activity one

In order that the objects can remain anonymous, there should be a table on which they can be placed during the lesson, or a display board for any papers.

The first aspect to consider would be the reasons why these belongings are of value to their owners. Questions that could be explored together are on **worksheet 9** page 27 **Beyond price**.

If the questions have been answered in writing these could be shared with the class before looking at and talking about the specifically religious artefacts.

activity two - religious artefacts

An explanation of their meaning/function should be given (if possible by the class members who brought them in). Perhaps more research will be called for after this. The illustrations on **worksheet 10** page 28 give an opportunity to identify some of the major religious artefacts/symbols and space to add those they have found out about from each other.

activity three - visits to places of worship

It would help to increase the class's understanding and respect if visits could be arranged to some places of worship.

In preparation they could

- a) walk around the local area making a note of places of worship, cemeteries, war memorials etc. especially noticing whether they find them well looked after; in class or group discussion ask them what conclusions they draw from what they have found.

and/or

- b) read the two excerpts from *Walkabout* on **resource sheet 4** page 29 **Quite suddenly** and then create a poem, piece of prose or artwork expressing a similar personal experience; awe and wonder are very close emotions to those experienced through much religious worship.

The class will benefit most from the visits if:

- they are told about, and expected to abide by, the accepted codes of behaviour when they are there.
- they can observe worship taking place so that they experience the spiritual dimension of the use of the building by believers.
- they can hear from believers about the significance of the building to them personally and what they would consider sacred. All this should be possible if arrangements are made with those concerned in a spirit of openness and respect.

The class could make a very real contribution to creating trust and understanding between people of various faiths in their community. To do this they could reconsider their original findings in the local area in the light of their experiences and then decide how best to show increased respect in their own behaviour, and raise the awareness of others to this need.

BEYOND PRICE

Put a circle around your answer.

Is your chosen object valuable to you because:

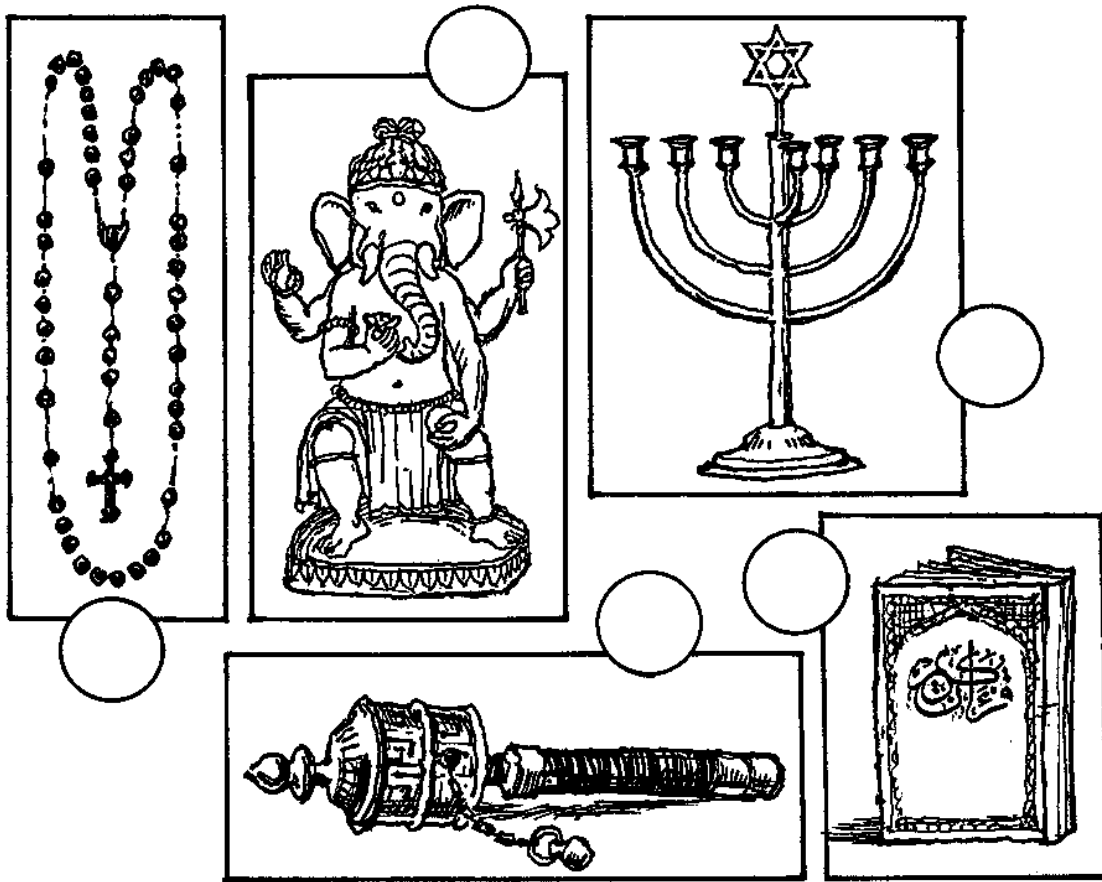
- | | |
|-----------------------------------------------|--------|
| somebody special gave it to you? | YES/NO |
| you have had it for a long time? | YES/NO |
| of the reason it was given to you? | YES/NO |
| you bought it with your own money? | YES/NO |
| it is something you have known all your life? | YES/NO |

If there are other reasons write them here.

How would you like others to treat this object? Why?



RELIGIOUS ARTEFACTS



Match these religions with the illustrations above.

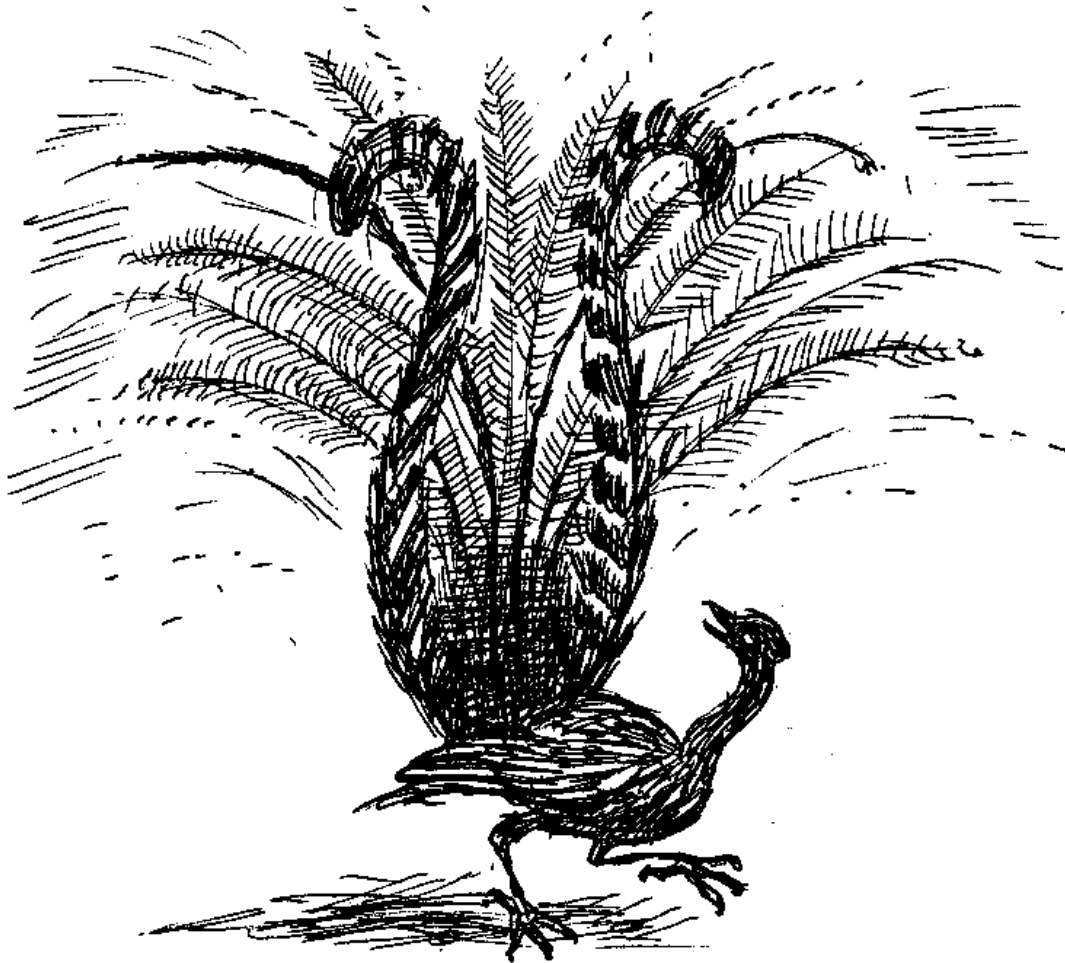
- 1 CHRISTIAN 2 MOSLEM 3 BUDDHIST 4 HINDU 5 JEWISH

Find out why these objects are special.

What makes something sacred?

How should we treat things which are thought of as sacred?

QUITE SUDDENLY



They saw a bird. An ordinary rather sad-looking bird, with big eyes, pointed beak and long, straggling tail...Quite suddenly the bird raised its head; drew himself erect and, with a stiff-legged goose-step, strutted into the centre of the clearing. Then he started to sing. And in an instant all his drabness was sloughed away. For his song was beautiful beyond compare: stream after stream of limpid melodious notes, flowing and mingling, thrilling and soaring: bush music, magic as the pipes of Pan. On and on it went; wave after wave of perfect harmony that held the children spellbound. At last the notes sank into a croon, died into silence. The song was over. But not the performance. For now came a metamorphosis too amazing to be believed. The drab brown bird with its tatty, straggling tail disappeared, and in its place rose a creature of pure beauty. The drooping tail fanned wide; its two utmost feathers swung erect to form the frame of a perfect lyre; and in between spread a mist of elfin plumage, a phantasmagoria of blue and silver, shot with gold, that trembled and quivered with all the beauty of a rainbow seen through running water. Then, hidden behind his plumage, the lyre bird again burst into song. And as he sang, he danced; prancing joyfully from side to side, hopping and skipping to the beat of a high-speed polka. And every now and then his song broke off, and was interspersed with croaking chuckles of happiness.

Then as suddenly as his performance had begun, it ended. The feathers drooped, the polka came to a halt, the singing died. And he was just another bird, scratching the earth for food.

Then, quite suddenly, as the children rounded a shoulder of granite, they stopped: stopped dead in disbelief. For in front of them rose a whole hillside aglow with shimmering colour: every shade of the spectrum sparkling, flickering, and interchanging: kaleidoscope of brilliance rioting in the midday sun. Mary's eyes widened, her mouth fell open. "Jewels, Peter! Jewels! Millions and millions of them."
But they weren't jewels. They were even more beautiful.

As the children approached the hill they heard a low, high-pitched rustling: soft vibrating hum that trembled the air. Then, to their amazement, the blaze of colour began to move: shimmering, palpitating, rising and falling, as the butterflies opened and shut their wings. Suddenly, like bees, they swarmed - disturbed by the children's approach - and in a great rainbow-tinted cloud went swirling south: south for the Victorian plains.

The hill lost its magic. The sun streamed down. The children plodded on.

From *Walkabout* by James Vance Marshall
(Michael Joseph, 1959).
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1959

