**YEAR 9 SOW RE TERM 2 UNIT ON ALEVISM WEEK 1 RELIGION AND IDENTITY**

|  |  |  |  |
| --- | --- | --- | --- |
| **Title Religion and Identity**  Learning Objective  Blooms Taxonomy | **Main Body**  Starter – Look at different commercial and religious symbols, identify them and ask what they mean to the class.  Plenary - | Group work  Subject specific skills | Consolidation through home work |
| Aim:  To introduce this half -unit  To introduce Alevism as a religion  Objective: to examine Alevism as a religious identity and what it means to your understanding of who you are.  Summary of what Alevism is and what has been learnt about it and topic for next week. | Identify the symbol that means most to you and discuss its meaning for you.    Identify the symbol for Alevism and explain what it means. Describe the story attached to pir sultan, locating the religion as oppressed and an oral tradition.  RESPECT Statement  Watch the clip about Alevism on youtube . Ask class to identify anything they don’t understand and what they have learnt about Alevism to them  Feedback key points about Alevism and religious identity and go through homework.  Talk to class about experience of the lesson. | Discussion of symbols and their significance.  Brief presentation from Group 1  Diversity policy  Q/A session identifying what the class knows and what it wants to know about Alevism from the clip. | Draw the symbol for Alevism and describe its significance for Alevism.  What role do symbols play in your life? What symbol matters most for you and why? What does it represent about you?  Write notes on what you have found out about Alevism.  Would you describe yourself as religious? What does it mean to you and can you see any similarities and differences between your religion/ no religion and Alevism.  Find out where Alevism is practised as a religion. |

**YEAR 9 SOW RE TERM 2 UNIT ON ALEVISM WEEK 2 PHILOSOPHERS OF ALEVISM**

|  |  |  |  |
| --- | --- | --- | --- |
| **Title: Philosophers of Alevism**  Learning Objective  Blooms Taxonomy | **Main Body**  Starter – Putting Alevism on the map  Plenary Core values of Alevism | Group work  Subject specific skills | Consolidation through home work |
| Aims:  To locate Alevism as a world religion and its key values, people and principles  To identify the importance of Ali and the seven masters  Objective: To learn about Alevi philosophy and way of life | Ask class to identify countries where Alevism is practised as a religion  Brief presentation about importance of knowledge in Alevism  Present slide on Ali and seven masters… | Give class individual maps to locate countries where Alevism practised.  Provide picture of tree of knowledge and provide post-its to write on core values. | Research one of the following philosophers of Alevism:  Ali  Begin glossary of concepts  Alevism |

**YEAR 9 SOW RE TERM 2 UNIT ON ALEVISM WEEK 3 FORMS OF EXPRESSION OF ALEVISM**

|  |  |  |  |
| --- | --- | --- | --- |
| **Title: Forms of Expression of Alevism**  Learning Objective  Blooms Taxonomy | **Main Body**  Starter – Brainstorm Why is music so important? What functions does it perform?  Plenary | Group work  Subject specific skills | Consolidation through home work |
| To explore Alevi symbols and forms of expression through music, poetry and dance  To discuss the impact of culture and what it means in our lives. | Q/A on importance of music to class.  Play saz music and ask class what they feel listening to it? Can they understand the lyrics?  Brief presentation on the saz and importance of story-telling to pass on religious beliefs.  Present a segment of a semah dance and teach the class to perform it. This might be done for assembly to present what has been done in class. Explain the routine.  Present poem by Yunus Emre – If you break someone’s heart… | Group discussion of poem. What does it mean? | Write a song or poem or dance routine that expresses what is important about Alevism  This may be done individually? or in groups to be performed next week  Research the activities and roles of the cem ceremony. Get different groups to research different roles. |

**YEAR 9 SOW RE TERM 2 UNIT ON ALEVISM WEEK 4 THE CEM CEREMONY**

|  |  |  |  |
| --- | --- | --- | --- |
| **Title The Cem Ceremony**  Learning Objective  Blooms Taxonomy | **Main Body**  Starter – Visit to Cemevi  Plenary – importance of rituals to religions | Group work  Subject specific skills | Consolidation through home work |
| Objective:  To examine the rituals of the Cem ceremony and the role of it in conflict resolution and sharing.  To think about religion as a means of settling conflict and what it offers in relation to other forms of conflict resolution. | Role play conflict resolution prior to starting the session.  Show clip of cem ceremony  Introduce rituals of the Cem and importance of sharing - Lokma  Identify students to perform one of key ceremonies  Pick groups to perform their poems/ dance/ songs - Lokma | In groups, role play mediating a conflict between members of the group  In groups discuss the roles | What does it take to resolve conflict between people?  What roles do rituals play in religion and life? Are they necessary for religions to have their own rituals.  Go back to previous unit on Islam and identify similarities and differences between Alevism and Islam. |

**YEAR 9 SOW RE TERM 2 UNIT ON ALEVISM WEEK 5 ALEVISM AND OTHER WORLD RELIGIONS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Title**  **Relationship with World Religions**  Learning Objective  Blooms Taxonomy | **Main Body**  Starter – What are the similarities between Alevism and other religions?  Plenary Defining Religious rights | Group work  Subject specific skills | Consolidation through home work |
| Aims:  To locate Alevism in relation to other religions and to recognise that religions are connected and evolve.  To identify the intersection of religion and politics. Should minority religions expect political discrimination against them in their own or other countries?  Objective: to identify similarities and differences between Alevism and Islam and the rights of different religions to be expressed in different countries.  To discuss how religions might co-exist and what political freedoms they should be allowed. | Locate Islam on the original map of Alevism and colour in Islam in a different colour.  Identify the history of oppression of Alevis in Turkey through massacres, refusal of recognition of Alevism as a national religion, discrimination against Alevis in terms of freedom to identify as Alevi, to worship publicly….  Listen to one of the protest songs about the discrimination Alevis experience. What emotions does the song identify?  Draw up a set of rules about the practice of minority religions in countries where there is an official religion. What is the national religion in Britain? Should religion be a private matter or should all nations be secular. | What are the differences between them  Debate the rights and wrongs of oppressing people of a different religion. Does a nation have a right to give priority to one religion?  Produce a charter of religious rights and freedoms, which includes the right not to allow any religious rights in public to tolerating religious differences | Write notes on the key ways the Alevis have been oppressed in Turkey.  Identify the main arguments for the case your group presented.  Write up and explain your rules |

**YEAR 9 SOW RE TERM 2 UNIT ON ALEVISM WEEK 6 Religion and Social Justice**

|  |  |  |  |
| --- | --- | --- | --- |
| **Title Religion and Social Justice**  Learning Objective  Blooms Taxonomy | **Main Body**  Starter – What is wrong with discrimination?  Plenary Defining discrimination and justice | Group work  Subject specific skills | Consolidation through home work |
| Aims: To identify the role of Alevism in challenging oppression and promoting social justice  Objective: To examine what Alevism and world religions can do to promote social justice | Discuss meaning of the following saying from Haci BEcktas Veli  ‘Alevism is thinner than hair and sharper than a sword’  Describe meanings associated with this.  Watch video on becoming ‘turab’ as model for Alevi treatment of others  Watch video clip on peace  Look at how justice is served  Identify Alevi responses to discrimination from their experience in Turkey. |  |  |