

Clyde Waterfront Education curriculum resources

Lesson/project idea

'Arts and Culture'

Title	Curricular area	Age group
Magazine on inspirational figures: Guru Nanak	RME	Lower Secondary
Lesson/project focus Lesson: Leadership qualities: religious and secular leaders - Guru Nanak Project: Making a magazine of people who shaped our world	Interdisciplinary Learning Opportunities Language	Cross cutting themes Curriculum for Excellence; Enterprise in Education; Study Skills
Short Description The pupils collate articles to present their research in a magazine entitled: 'People who shaped the world' which is circulated to a focus audience.		
Description The PowerPoint-based lesson encourages pupils' to identify leadership qualities and introduces Guru Nanak and his teachings on Sikhism. Pupils are given the opportunity to explore the relevance of Nanak's teachings to contemporary society and to recognise that Nanak's teachings were opposed to social norms in the society he lived in. The homework activity provides pupils with an opportunity to develop study skills and learn about a person who has influenced our world. The magazine presents the research in an attractive way and effectively collates pupil work.		
Aims of learning <input type="checkbox"/> To meet learning aims e.g. to find out about Guru Nanak's life and teachings; to apply Nanak's teachings to contemporary society <input type="checkbox"/> Achieve and identify capacities of Curriculum for Excellence (i.e. make reasoned evaluations) <input type="checkbox"/> To gain knowledge and understanding of an influential person		
Broad Outcomes of learning Subject knowledge gained and enhanced: know that Guru Nanak is the founder of Sikhism; have knowledge of, and evaluate Guru Nanak's fundamental teachings <input type="checkbox"/> Developed employability skills: analysing and evaluating <input type="checkbox"/> Pupils have developed 4 capacities of CfE: - Confident individuals with openness to new thinking and ideas and able to make reasoned evaluations - Confident individuals able to develop and communicate their own beliefs of the world		

- Responsible citizens with respect for others and able to understand different beliefs and cultures

- Effective contributors able to apply critical thinking in new contexts

CfE Experiences and Outcomes

Religious and moral education: Experiences and outcomes

Learning through religious and moral education¹ enables me to:

- recognise religion as an important expression of human experience
- learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions and viewpoints independent of religious belief
- explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- recognise and understand religious diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from my own
- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon my own moral values
- develop my beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
- develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
- make a positive difference to the world by putting my beliefs and values into action
- establish a firm foundation for lifelong learning, further learning and adult life.

Values and Issues

Learners can demonstrate their development and understanding of moral values through participating in events and projects which make a positive difference to others.

Resources for research

- Guru Nanak PowerPoint
- Guru Nanak worksheet
- Books (from school library, public library, classroom)
- Internet e.g www.biographyonline.net, www.beliefnet.com/index/index
- www.time.com/time/time100/

Resources for project

- Guru Nanak PowerPoint
- Guru Nanak worksheet
- Blank sheets of A4 paper (one for each pupil)

Relevance to curriculum

Supports Other World Religions
Supports the purposes of CfE
Supports Citizenship

¹ Religious education has a statutory position in Scottish education, relating to schools but not to pre-school centres.

How to develop an *enterprising* lesson

Developing confident individuals

How will you put this into a *real* context for learners to learn?

- Pupils produce a magazine containing their articles based on their research and learning
- Magazine is circulated to a focus group - audience
- Pupils put their learning into a real context by applying religious values to contemporary society
- Pupils study individuals who have made a difference in the lives of others

Developing responsible citizens

How will you give *responsibility* to learners for their learning?

- Independent learning was demonstrated through analysing and applying religious values to contemporary society
- Pupils made decisions (self and with group) about the relevance of religious teachings to contemporary society
- Pupils find out about an influential figure and produce a magazine article about the figure
- Pupils take on responsibilities to achieve the objectives given to them in lesson 2 by working effectively as part of a team

Developing effective contributors

How will you develop *relationships*?

- Pupils worked together to evaluate the leadership skills of four famous leaders
- Pupils' knowledge and understanding of different beliefs and cultures was developed through participating in the lesson and satisfactorily partaking in the activities
- Pupils worked together as part of a team to achieve learning objectives
- Pupils are made aware of the qualities and skills which are imperative to good leadership

Developing successful learners

How will you *reflect* on this learning

- Summative assessment: contributions paired and group work; and to whole class feedback
- The impact of using this approach to learning was shown by pupils' ability to evaluate the teachings and apply them to contemporary society

Developing lifelong and employability skills

How will you establish links with external partners in order to put this into a real context and make this more relevant for young people?

Employers/business:

- Owner/managers: Provide information and advice about leadership skills
- Journalists could talk to pupils about research skills
- Publishers could talk to pupils about publishing

Local community

- invite someone from local Sikh community to talk.
- Local Libraries-encourage pupils to use resources available to them there

Families were involved through the work pupils did at home

Is there an opportunity to highlight career opportunities?

- Pupils could reflect on the leadership skills identified and apply them to their own skills, or consider how they could develop them.
- Career opportunities in the publishing, writing and journalism industry could be highlighted.

Reviewing the process

If this is a lesson idea, how could you involve other curricular areas?

Social Studies

Geography – India

History – India in the 15th century, historical influential figures

Modern Studies – India today, contemporary influential figures

Art

Producing part of a visual resource

Languages

Reports, creative writing, poetry, research

Could it be incorporated into an activity/project with a higher profile (for example, presentation, competition, production of materials, event)?

- The pupils could organise to get their magazine published, using the links they made with a publishing company
- The pupils could take part in an assembly about influential people by displaying and explaining their work

Brief outline of plan for delivery

Sequence	Input and content	Teacher activity	Learner activity
1	<p>Guru Nanak PowerPoint:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leadership qualities <input type="checkbox"/> Good or bad leaders? <input type="checkbox"/> Brief introduction to Sikhism <input type="checkbox"/> Aims of Lesson <input type="checkbox"/> Nanak's message <input type="checkbox"/> Nanak's message in context <input type="checkbox"/> Nanak: a rebel with a cause-standing up for what you believe in <input type="checkbox"/> Reflection <input type="checkbox"/> Homework Task 	<ul style="list-style-type: none"> <input type="checkbox"/> Introduce topic and distribute worksheet (PowerPoint could be used without the worksheet) <input type="checkbox"/> Work through the PowerPoint with class. Explain tasks and manage feedback and reflection <input type="checkbox"/> Allocate pupils an inspirational figure to research e.g. Martin Luther King, Ghandi, Nelson Mandela, Bob Geldof <input type="checkbox"/> Explain the homework (allow sufficient time for completion and offer times and days where you will be available to assist any pupils who are having difficulties) 	<ol style="list-style-type: none"> 1. Ongoing Activity: answering worksheet questions as class proceed through the PowerPoint 2. Activity 1: List qualities that a good leader has. Participate in feedback 3. Activity 2 (pair or group work): are these people good or bad leaders and why? 4. Activity 3: copy each of Nanak's teachings onto a card and sort them in order of importance (evaluation skills) 5. Activity 4: apply Nanak's teachings to the contemporary world-what would the world be like? (speculation and evaluation) 6. Read the homework task and complete at home
2	<p>Making the magazine</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Show examples of relevant books or magazines which might help to give pupils ideas on how to order their magazine and what to include (e.g. contents, index, front cover) <input type="checkbox"/> Split pupils into 4 groups: Group A responsible for the front cover Group B responsible for the contents Group C responsible for the index Group D responsible for gathering the individual articles and editing them <input type="checkbox"/> Assist pupils in creating the magazine by providing support and advice 	<ol style="list-style-type: none"> 1. Work as part of a team to complete group task effectively: Group A responsible for the front cover Group B responsible for the contents Group C responsible for the index Group D responsible for gathering the individual articles and editing them

3	Distributing the magazine	<input type="checkbox"/> Facilitate the audience possibilities to receive copies of the magazine <input type="checkbox"/> Assist with co-ordinating production and distribution of copies of the magazine	1. Decide who should receive copies of the magazine – religious leaders, museums, local community, primary schools, parents, etc 2. Organise to gain funding to print required number of copies
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