



**Key Questions/Success Criteria:**

- What is prejudice and discrimination?
- How does prejudice and discrimination effect groups and individuals?
- What can we do to increase awareness of prejudice and discrimination?
- How can we challenge and overcome prejudice and discrimination?

KEY VOCABULARY	DEFINITIONS
<b>Prejudice</b>	Prejudice is when a person has a preconceived idea about someone. The idea tends to be unfavourable and is not based on facts.
<b>Discrimination</b>	Discrimination is acting upon a prejudice and treating a person differently. Discrimination can be positive or negative.
<b>Racism</b>	The hatred or intolerance of another race or races.
<b>Stereotype</b>	An untrue generalisation of a person or people.
<b>Empathy</b>	Putting yourself in someone else's shoes.
<b>Sexism</b>	When a person is treated differently or discriminated against because of their gender.
<b>Homophobia</b>	Discrimination against a person because of their sexuality. For example, being gay or lesbian.
<b>Equality</b>	Everyone being given equal status, rights and opportunities.
<b>Equality Act 2010</b>	Law making it illegal to discriminate on the grounds of age, race, disability, sexual orientation, gender or faith in the UK.
<b>Islamophobia</b>	Discrimination against a person because they are Muslim.
<b>Xenophobia</b>	Treating someone differently because they come from a different country.
<b>Disability Discrimination</b>	When a person is treated differently or discriminated against because of their disability.

KEY SKILLS	SENTENCE STARTERS
<b>Define</b>	Examples include subject specific vocabulary such as Prejudice, Xenophobia etc.
<b>Describe</b>	One way the media is often biased is ... An example of a form of discrimination is ...
<b>Explain</b>	Religion is often perceived as sexist because ... One way to challenge racism is ....
<b>Evaluation</b>	It could be argued that... This is often debated because... This could be controversial because...
<b>Justify</b>	This is a well-formed argument because... This is a particularly convincing argument because...



**LESSON WHAT IS PREJUDICE AND DISCRIMINATION?**

LESSON	WHAT IS PREJUDICE AND DISCRIMINATION?	Novice (✓)	Advanced (✓)	Expert (✓)
	<p><b>Beginning of the scheme of learning.</b> Complete the tick box columns. When you look back at your answers after the lessons it will help you see what you have learned.</p> <p><b>End of the scheme of learning – In a different colour pen complete the tick box columns.</b> <b>What progress have you made with your learning?</b></p>			
1) What is prejudice and discrimination?	<ul style="list-style-type: none"> <li>✓ Discrimination can be <b>positive or negative</b> as sometimes certain groups need to be favoured in order to achieve equality e.g. Police trying to recruit more female officers.</li> <li>✓ <b>All</b> people experience pre-judging at some time in their lives. However, some have been victimised, attacked, even killed because of <b>prejudice</b>.</li> </ul>			
2) What are the effects of racism?	<ul style="list-style-type: none"> <li>✓ One reason that <b>racism</b> still exists today is the legacy of the <b>slave trade</b>. It was based on the belief that people of colour were of less value than others, and so could be bought and sold.</li> <li>✓ This historic prejudice and <b>attitude of superiority</b> (not equality) and leads to <b>injustice</b> (not justice) and must continue to be challenged.</li> </ul>			
3) Is sexism still evident in today's world?	<ul style="list-style-type: none"> <li>✓ In many areas of life, men and women are treated differently. For example, in the workplace the language used, pay and opportunities available can differ greatly.</li> <li>✓ Religion is another area where <b>gender</b>s are often treated differently in terms of roles, clothing, and leading worship.</li> </ul>			
4) Extended writing task.	<ul style="list-style-type: none"> <li>✓ As part of this unit to must complete a practice extended writing task. The statement you will be asked to consider is <b>'Racism is a much bigger problem than sexism.'</b> Discuss.</li> <li>✓ You will need to think of reasons for and against this statement and reach a <b>conclusion</b> showing you have evaluated <b>evidence</b> for both viewpoints.</li> </ul>			
5) How can we overcome homophobia in society?	<ul style="list-style-type: none"> <li>✓ Members of the <b>LGBTQ+ community</b> have faced and overcome prejudice and discrimination even though sexual orientation is <b>not a choice</b>.</li> <li>✓ <b>All religions</b> advocate (promote or teach) a language of love and acceptance for all. This means that all religions show <b>respect</b> and <b>tolerance</b> to the LGBTQ+ community.</li> </ul>			
6) Will religious discrimination always exist?	<ul style="list-style-type: none"> <li>✓ <b>Islamophobia</b> has grown in Britain partly due to the way the media portrays the religion and the rise of armed groups such as ISIS.</li> <li>✓ People are sometimes <b>not given</b> the full facts by the media or there is anti-Muslim <b>bias</b> in the way the story is reported.</li> </ul>			
7) How can we increase awareness of disability discrimination?	<ul style="list-style-type: none"> <li>✓ Disability discrimination can take different forms including <b>being ignorant about what being 'disabled' really means</b> or people failing to treat those with disabilities as <b>equal</b>.</li> <li>✓ Often disabled people struggle for acceptance in society as they are pitied or portrayed as <b>victims</b> in film and TV programmes.</li> </ul>			
8) Assessment and reflection.	<ul style="list-style-type: none"> <li>✓ It is important to be able to <b>reflect</b> upon your own work so that you can improve and <b>move forward</b> with your learning.</li> <li>✓ Think about the quality of the work and the <b>language</b> used – have different views been given including their own? Have examples been given? Have you <b>explained</b> your points?</li> </ul>			

**Challenge Tasks.**

<b>Lesson</b>	1) What is prejudice and discrimination?	2) What are the effects of racism?	3) Is sexism still evident in today's world?	4) How can we overcome homophobia in society?	5) Will religious discrimination always exist?	6) How can we increase awareness of disability discrimination?
<b>Challenge Task</b>	<p>Research article 1-4 of the UN Declaration of Human Rights.</p> <p><b>Write a newspaper article about the protection these articles provide including your own researched examples.</b></p>	<p>Modern Slavery still exists in the UK with an estimated 13000 victims per year.</p> <p><b>Write a summary report in your own words explaining what modern slavery is and how we can overcome it.</b></p>	<p>If we reject gender discrimination in every other part of society, why do we accept it in religion?</p> <p><b>Write a response to this question in the form of an essay considering different viewpoints and reaching a conclusion.</b></p>	<p>Hidayah is a charity setup for the needs of LGBTQ+ Muslims.</p> <p><b>Write an information sheet and/or fact chart about the work they do and why it is so vital.</b></p> <p><a href="https://www.hidayahlgbt.co.uk/">https://www.hidayahlgbt.co.uk/</a></p>	<p>Some believe the answer to ending conflict between different religions is to encourage interfaith dialogue.</p> <p><b>Design a building that would be ideal for people of all faiths to come together and use. How would you promote interfaith dialogue?</b></p>	<p>Awareness of disability discrimination is growing as we become a more inclusive society but there is still further progress to be made.</p> <p><b>Design a board game to educate teenagers about disability discrimination and how to overcome it.</b></p>
<b>Skills</b>	Analysis	Comprehension	Evaluation	Knowledge	Synthesis	Application

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# KS3 Philosophy and Ethics - Knowledge Organiser.

## Year 8 Unit 2: What other faiths are in our community?



### Key Questions/Success Criteria:

- What are the challenges faced by minority faiths in the UK?
- Why might minority faiths such as Jainism face prejudice and discrimination?
- How can better understanding of other faiths lead to integration?
- How can I work collaboratively with others to produce an effective presentation?

KEY VOCABULARY	DEFINITIONS
Minority group	A smaller group in society, often lacking the advantages of a more dominant group.
Integration	The successful coming together of a group.
Assimilation	Taking on some of the characteristics or qualities of a local area e.g. supporting the local football team.
Dialogue	Conversation to resolve a difference or problem
Community	A group of people living in the same place.
Critical thinking	Examining and questioning what you see, think, read or learn before forming a judgment or opinion.
UN Declaration of human rights	A document which outlines the basic rights and freedoms everyone is entitled to.
Ahimsa	Non-violence and respect for all life.
Karma	The belief that the actions that we do have consequences (good and bad.)
Reincarnation	The belief that when a person dies, although their body is gone, their soul can be reborn.
Moksha	Escaping from the cycle of birth, death and rebirth.
Religious tolerance	People allowing others to think or practice other religions and beliefs.

KEY SKILLS	SENTENCE STARTERS
Define	Examples include subject specific vocabulary such as ahimsa and religious tolerance.
Describe	One difference between Jainism and Hinduism is ... An example of a form of religious intolerance is ...
Explain	It is difficult for Jains to integrate into UK society because ... The UN declaration of Human Rights is important because ...
Evaluation	It could be argued that... This is often debated because... This could be controversial because...
Justify	This is a well-formed argument because... This is not a convincing argument because...

LESSONS	WHAT OTHER FAITHS ARE IN OUR COMMUNITY?			
Beginning of the scheme of learning. Complete the tick box columns. When you look back at your answers after the lessons it will help you see what you have learned.	End of the scheme of learning – In a different colour pen complete the tick box columns again. What progress have you made with your learning?	Novice (✓)	Advanced (✓)	Expert (✓)
1) What are the key teachings of Jainism?	<ul style="list-style-type: none"> <li>✓ <b>Jainism</b> was founded in India by Nataputta <b>Mahavira</b> (599-527 BC) who Jains call <b>Jina</b>, which means <i>spiritual conqueror</i>.</li> <li>✓ Jains believe in <b>reincarnation</b>. This means that when a person dies, although their body is gone, their soul can be reborn. <b>Rebirth</b> is dependent on <b>karma</b> which can be positive or negative.</li> </ul>			
2) What challenges do Jain's face integrating into society?	<ul style="list-style-type: none"> <li>✓ Jainism has a strong tradition of <b>tolerance</b> for all faiths based on the teaching of <b>ahimsa</b> which leads to a deep respect for all life and for many to be vegetarian.</li> <li>✓ Often because of this, Jainism is seen as a branch of Hinduism <b>but is its own religion</b> with its own customs and traditions such as there are no <b>deities</b> to worship in Jainism.</li> </ul>			
3) How can better understanding of other faiths lead to integration?	<ul style="list-style-type: none"> <li>✓ Jainism and Hinduism are both <b>ancient</b> religions that originated in India. They share <b>traditions</b> and beliefs about reincarnation, karma, ahimsa (non-violence), dress, fasting and festivals.</li> <li>✓ Learning about different faiths helps everyone to <b>understand</b> and <b>accept</b> diverse views and focus on our similarities rather than our differences. This can prevent <b>prejudice</b> and <b>discrimination</b> and help minority faiths feel more accepted.</li> </ul>			
4) Extended writing task.	<ul style="list-style-type: none"> <li>✓ In this lesson you will complete an extended writing task. The statement you will be asked to consider is '<b>Everyone deserves to be treated equally.</b>' <b>Discuss.</b></li> <li>✓ You will need to think of reasons for and against this statement and reach a conclusion showing you have evaluated evidence for both viewpoints.</li> </ul>			
5) How can we overcome religious intolerance?	<ul style="list-style-type: none"> <li>✓ Harrow is a <b>diverse</b> area where people of all religions co-exist together peacefully and is an example of successful <b>integration</b>. Britain has a proud tradition of welcoming <b>religious minorities</b>.</li> <li>✓ All religions have a central belief in tolerance and respect which is found in scripture and provided the basis for the <b>UN declaration of Human Rights</b></li> </ul>			
6) How can I produce an effective report?	<ul style="list-style-type: none"> <li>✓ In this lesson you will produce your final <b>report</b> outlining and explaining your <b>proposal</b>.</li> <li>✓ Consider the <b>learning objectives</b> and <b>purpose</b> of the report before deciding on what to include.</li> <li>✓ Use all the available <b>evidence</b> as part of your <b>decision-making</b> process and explain how you arrived at each <b>solution</b>.</li> </ul>			



**Challenge Tasks**

Lesson	1) What are the key teachings of Jainism?	2) What challenges do Jains face integrating into society?	3) How can better understanding of other faiths lead to integration?	4) How can we overcome religious intolerance?	5) How can I produce an effective presentation?
Challenge Task	<p>Should non-religious beliefs such as 'ethical veganism' be given the same protections as religious beliefs?</p> <p><b>Write a response to this question in the form of an essay considering different viewpoints and reaching a conclusion.</b></p>	<p>Freedom of religious expression is guaranteed by article 18 of the UN declaration of human rights. Should all religions be allowed to practice their faith how they want, even if this conflicts with other beliefs about equality?</p> <p><b>Design a board game to educate teenagers about the UN Declaration of Human Rights.</b></p>	<p>The 'Kindertransports' are an example of when Britain took a leading role in protecting religious minorities. What were they and what impact did they have? Have attitudes to migrants changed this then? Why/why not?</p> <p><b>Create a questionnaire asking the public about their knowledge of and attitudes towards migration both modern and historic.</b></p>	<p>Research how the principles of non-violence have influenced some of the world's most iconic figures from Martin Luther King Jr to Mahatma Gandhi. Can you explain why this principle is successful in bringing about lasting change? What are the effects on protest movements today?</p> <p><b>Write a newspaper article considering the impact of non-violence.</b></p>	<p>Re-imagine your presentation as a TV programme with each episode addressing the three problems. How would you go even deeper into the issues? What would you include?</p> <p><b>Research the problems further to create your TV programme and produce a plan for the series.</b></p>
Skills	Evaluation	Application	Analysis	Comprehension	Synthesis

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**Key Questions/Success Criteria:**

- What is government and why is it needed?
- What rights and freedoms should the government protect?
- What duties do citizens owe to a legitimate government, if any?
- When may a government be legitimately overthrown, if ever?

KEY VOCABULARY	DEFINITIONS
<b>Politics</b>	The activities to do with the governance (ruling) of a country or area.
<b>Philosophy</b>	The 'love of wisdom.' It involves questioning what we know, think and do
<b>Philosopher</b>	Someone who studies or writes about the meaning of life e.g. Plato, Marx, Machiavelli and Rousseau.
<b>Society</b>	People living together in a community.
<b>Citizen</b>	Someone who lives within a state or nation.
<b>Government</b>	The group of people with the authority/permission to rule a country or state e.g. the Conservative party.
<b>Justice</b>	Being treated fairly in society.
<b>Liberty</b>	Being free within society – government does not decide your behaviour or politics opinions
<b>Magna Carta</b>	A document signed in 1215 by King John of England that gave certain political and legal rights to some people.
<b>Social Contract Theory</b>	An agreement between society and the government. This means both sides could help to decide how people live.
<b>Socialism/ Communism</b>	When all money and resources is shared equally amongst the citizens of a country. There is no private ownership.
<b>Capitalism</b>	When private owners run different part of a country's trade and industry to make profit (money).

KEY SKILLS	SENTENCE STARTERS
<b>Define</b>	Examples include subject specific vocabulary such as Social Contract Theory and Capitalism etc.
<b>Describe</b>	One difference between Capitalism and Communism is ... A quality of a perfect leader would be ...
<b>Explain</b>	It would be acceptable to overthrow a government when... Magna Carta is important because ...
<b>Evaluation</b>	It could be argued that... This is often debated because... This could be controversial because...
<b>Justify</b>	This is a well-formed argument because... This is not a convincing argument because...

LESSON		WHAT IS POLITICAL PHILOSOPHY				
<b>Beginning of the scheme of learning.</b> <b>Complete the tick box columns.</b> When you look back at your answers after the lessons it will help you see what you have learned.		<b>End of the scheme of learning – In a different colour pen complete the tick box columns. What progress have you made with your learning?</b>		Novice (✓)	Advanced (✓)	Expert (✓)
<b>1) What do we mean by Political Philosophy?</b>	✓ <b>Political philosophy</b> is the study of important questions about the <b>state, government, politics, liberty, and justice.</b> It discusses how a <b>society</b> should be set up and how we should act within a <b>society.</b> ✓ Ancient Greek philosophers such as <b>Plato</b> and <b>Aristotle</b> were amongst the first to discuss these ideas.					
<b>2) What are the qualities of a good political leader?</b>	✓ <b>Niccolo Machiavelli</b> was a renaissance <b>philosopher</b> who wrote about the qualities of a good political leader. He believed that a political leader needs the qualities of a <b>lion</b> and a <b>fox.</b> ✓ He argued a leader must combine the <b>strength of the lion</b> with the <b>cunning of the fox:</b> he must always be vigilant, ruthless, and prompt, striking down those that oppose them without warning.					
<b>3) Practice extended writing task.</b>	✓ As part of this unit to must complete a practice extended writing task. The statement you will be asked to consider is <b>'An ideal political leader rules with fear not love.'</b> <b>Discuss.</b> ✓ You will need to think of reasons for and against this statement and reach a conclusion showing you have evaluated evidence for both viewpoints.					
<b>4) What should be the relationship between citizens and government?</b>	✓ <b>Philosophers</b> such as <b>Jean-Jacques Rousseau</b> and <b>John Locke</b> believed the best way to organise and run <b>society</b> was through agreement between the government and its <b>citizens.</b> ✓ This means both sides should help to decide how people live. Examples include, deciding what laws exist, what jobs people do and how much <b>liberty</b> we should have.					
<b>5) Which works better Communism or capitalism?</b>	✓ <b>Communism/Socialism</b> is a philosophy developed from the ideas of <b>Karl Marx</b> along with <b>Friedrich Engels.</b> In political philosophy, it is the opposite of <b>Capitalism.</b> ✓ In a Capitalist system there are different classes (sets or groups) in <b>society</b> which exist in a <b>hierarchy (order).</b> Those at the top have a lot more money from these businesses. They can employ the people who are considered to be of a lower class.					
<b>6) Why are human rights important?</b>	✓ Many philosophers in history have argued that because of our nature as humans we are entitled to certain <b>rights.</b> ✓ In 1948 the United Nations created the <b>UN Declaration of Human rights.</b> Any <b>political system</b> has to <b>respect</b> these rights – they are <b>universal</b> and <b>unalienable.</b>					
<b>7) Assessment and reflection</b>	✓ It is important to be able to <b>reflect</b> upon your own work so that you can improve and <b>move forward</b> with your learning. ✓ Think about the quality of the work and the language used – have different views been given including their own? Have examples been given? Have they explained their points?					

## Challenge Tasks.

<b>Lesson</b>	<b>1) What do we mean by Political Philosophy?</b>	<b>2) What are the qualities of a good political leader?</b>	<b>3) What should be the relationship between citizens and government?</b>	<b>4) Which works better Communism or capitalism?</b>	<b>5) Why are human rights important?</b>
<b>Challenge Task</b>	Ancient Greece is often seen as the first “democracy.” Imagine you are a citizen of Ancient Greece during the time of Plato and Aristotle.  <b>Write a summary report in your own words explaining yours rights and how this would differ to other countries at the time.</b>	Should political leaders be above the law?  <b>Write a response to this question in the form of an essay considering different viewpoints and reaching a conclusion.</b>	Social Contact Theory has had a deep and lasting impact on many European nations including France and the UK. Research this impact as well as how capitalism and communism have impacted America and Russia.  <b>Design a board game to educate teenagers about different forms of government.</b>	Some philosophers believe the 20 <sup>th</sup> Century is defined by the struggle between communism and capitalism.  <b>Create a questionnaire asking your peers about their knowledge of and attitudes towards communism and capitalism.</b>	Research article 20 of the UN Declaration of Human Rights. Consider modern peaceful protest movements such as Extinction Rebellion and Black Lives Matter.  <b>Write a newspaper article about the protection this article provides, and the impact protest movements can have in bringing about change.</b>
<b>Skills</b>	<b>Comprehension</b>	<b>Evaluation</b>	<b>Application</b>	<b>Analysis</b>	<b>Synthesis</b>

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**KS3 Philosophy and Ethics - Knowledge Organiser**  
**Year 8 Unit 4: Why are some people inspirational?**

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**Key Questions/Success Criteria:**

- ➔ What makes someone inspirational?
- ➔ How have personal convictions driven people to overcome adversity?
- ➔ Why is it important to stand-up to injustice and inequality?
- ➔ Why do these people continue to inspire us today?
- ➔ How do I write and present a persuasive speech?

KEY VOCABULARY	DEFINITIONS
<b>Inspiration</b>	A feeling of hope and encouragement. It often comes through the actions and words of others.
<b>Personal Conviction</b>	Something a person strongly feels or believes in.
<b>Humanitarian</b>	Someone who seeks to improve the lives and welfare of all human beings.
<b>Civil Rights Movement</b>	The struggle of African-Americans to achieve political and social freedom and equality.
<b>Segregation</b>	The act of separating people based on race.
<b>Peaceful Protest</b>	Action and resistance using non-violent methods such as boycotts and marches.
<b>Human Rights</b>	Basic rights and freedoms that belong to every person in the world from birth and are protected by law.
<b>Climate Emergency</b>	The situation in which urgent action is required to reduce or halt climate change and avoid potentially irreversible environmental damage to the planet.
<b>Activist</b>	A person who campaigns for social change or against injustice.
<b>Equality</b>	Being equal in status, rights and opportunities.

KEY SKILLS	SENTENCE STARTERS
<b>Define</b>	Examples include subject specific vocabulary such as segregation, equality etc.
<b>Describe</b>	One key quality of an inspirational person is ... An example of a peaceful protest is ...
<b>Explain</b>	A reason to support my viewpoint is ... There is no right or wrong answer because ....
<b>Evaluation</b>	It could be argued that... This is often debated because... This could be controversial because...
<b>Justify</b>	This is a well-formed argument because... This is a particularly convincing argument because...

LESSONS		WHY ARE SOME PEOPLE INSPIRATIONAL?				
<b>Beginning of the scheme of learning. Complete the tick box columns. When you look back at your answers after the lessons it will help you see what you have learned.</b>		<b>End of the scheme of learning – In a different colour pen complete the tick box columns again. What progress have you made with your learning?</b>		<b>Novice (✓)</b>	<b>Advanced (✓)</b>	<b>Expert (✓)</b>
<b>1) What makes someone inspirational?</b>	<ul style="list-style-type: none"> <li>✓ There are many reasons why a person could be considered inspirational. Many people in history from Emmeline Pankhurst to Greta Thunberg have inspired others through their actions.</li> <li>✓ Some of the most inspirational people in history have been driven by their <b>personal convictions</b> and commitment to standing-up to injustices.</li> </ul>					
<b>2) How effective is peaceful protest?</b>	<ul style="list-style-type: none"> <li>✓ Martin Luther King was a Christian Baptist minister and social activist, who led the <b>Civil Rights Movement</b>. He campaigned for equal rights for all African Americans until his death by assassination in 1968.</li> <li>✓ Martin Luther King is considered by many to be an <b>inspirational</b> figure because he was committed to using <b>non-violent</b> methods of protest.</li> </ul>					
<b>3) Why is education a human right?</b>	<ul style="list-style-type: none"> <li>✓ Article 26 of the <b>UN Declaration of Human Rights</b> 1948 states that “<i>Everyone has the right to education. Education shall be free, at least in the primary and secondary stages.</i>”</li> <li>✓ <b>Malala Yousafzai</b> campaigns for the right of all to receive an education. However, many people around the world are denied access to education due to poverty, conflict, lack of funding and gender.</li> </ul>					
<b>4) Why do some people have to fight for equality?</b>	<ul style="list-style-type: none"> <li>✓ During the Taliban era, in Afghanistan women were not allowed to work or study. They were required to wear the burka at all times in public and non-Muslims such as Sikhs had to wear yellow to identify them as Sikh.</li> <li>✓ When <b>Dr. Honaryar</b> was expelled for being a Sikh, she decided to champion the cause of <b>women’s rights</b>. After the defeat of the Taliban, Dr. Honaryar was the first Sikh member of the Afghan parliament.</li> </ul>					
<b>5) Can one person really make a difference?</b>	<ul style="list-style-type: none"> <li>✓ It is easy to feel like <b>one can person can’t make a difference</b>. The world has so many big problems, and they often seem impossible to solve. However, <b>even the smallest action can have an impact</b>.</li> <li>✓ People such as <b>Greta Thunberg</b> show that even the youngest members of society can make a difference. At the age of just 16, she started an international youth movement against <b>climate change</b>.</li> </ul>					
<b>6) Who is the most inspirational figure we have studied?</b>	<ul style="list-style-type: none"> <li>✓ This unit will be assessed through a presentation. This is an important opportunity to build key skills in public speaking as well as a chance to work together as a team.</li> <li>✓ In groups, you will be asked to prepare a response to the following question: “<b>Who is the most inspirational figure we have studied?</b>”</li> </ul>					
<b>7) and 8) Speech Writing and Reflection</b>	<ul style="list-style-type: none"> <li>✓ Consider the learning objectives and <b>purpose</b> of the project before deciding on what to say. Your speech should be <b>persuasive</b> and include techniques from <b>AFOREST</b>.</li> <li>✓ Reflect upon how well you worked on your speech. Consider the question, “<b>If I did this task again, what could I do differently to make it better?</b>”</li> </ul>					

## Challenge Tasks

<b>Lesson</b>	What makes someone inspirational?	How effective is peaceful protest?	Why is education a human right?	Why do some people have to fight for equality?	Can one person really make a difference?
<b>Challenge Task</b>	<p>Read the article about what makes a person inspirational.</p> <p><a href="http://www.goinginternational.com/2010/10/05/what-makes-someone-inspirational/">http://www.goinginternational.com/2010/10/05/what-makes-someone-inspirational/</a></p> <p><b>Write a chapter for a textbook for students aged 7 outlining what makes a person inspirational. Include examples of people that we have studied.</b></p>	<p>There are many examples throughout history of successful non-violent protest movements such as the “singing revolution” in Estonia and Gandhi’s campaign against British rule in India.</p> <p><b>Research the significance of these other protest movements and write a newspaper article about them.</b></p>	<p>‘There are more important human rights than education.’ Discuss.</p> <p><b>Write a response to this statement in the form of an essay considering different viewpoints and reaching a conclusion.</b></p>	<p>All over the world today, individuals and groups are campaigning tirelessly on behalf of those who do not enjoy the same freedoms we often take for granted.</p> <p><b>Research the work of the charity Amnesty International. Write a summary report on their work including example case studies.</b></p>	<p>Access this website and listen to the audio clip.</p> <p><a href="https://www.youtube.com/watch?v=vGzBcBZrOSw">https://www.youtube.com/watch?v=vGzBcBZrOSw</a></p> <p><b>Makes notes about how one person can inspire others through even the smallest actions.</b></p>
<b>Skills</b>	Application	Synthesis	Evaluation	Analysis	Comprehension

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