

Unit Overview: How do journeys change people?

Approximate duration: 6 lessons

Key Questions	Concepts	Learning Outcomes: Students should:	Possible Teaching & Learning Activities	Resources
<p>What journeys do we make?</p> <p>Is life like a journey?</p> <p>How could a journey change someone?</p> <p>Why do Muslims go on Hajj? What makes Makkah a holy or sacred place?</p> <p>Is Hajj the most important pillar?</p> <p>What effect does going on Hajj make to a person and the people around them?</p>	<p>Beliefs, teachings and sources</p> <ol style="list-style-type: none"> 1. Interpreting teachings, sources, authorities and ways of life in order to understand religions and beliefs. 2. Understanding and responding critically to beliefs. <p>Practices and ways of life</p> <ol style="list-style-type: none"> 1. Exploring the impact of religions and beliefs on how people live their lives. 2. Understanding that religious practices are diverse, change over time and are influenced by cultures. <p>Values and commitments</p> <ol style="list-style-type: none"> 1. Understanding how moral values and a sense of obligation can come from beliefs and experience. 2. Evaluating their own and others' values in order to make informed, rational and imaginative choices. 	<p>Identify the impact of different types of journey, e.g. physical, spiritual, emotional (level 4)</p> <p>Discuss how some people would use the metaphor of life as a journey (level 4)</p> <p>Identify places that are considered to be holy and sacred, and explain what is similar and different about them and why people go there (level 5)</p> <p>Give reasons from a range of Muslim people for going on Hajj and explain why this is considered to be essential in Islam (level 6)</p> <p>Evaluate the importance of Hajj for a range of Muslim people (level 5)</p> <p>Evaluate ways in which a Hajji has an effect on their own and other people's lives, and whether this is affected by tradition, custom or culture (level 7)</p> <p>PLT - Independent enquirers PLT - Team workers PLT - Creative thinkers PLT - Effective participants</p>	<p>List and then categorise types of journeys people make, e.g. for pleasure, for work, spiritual & protest</p> <p>Plot the journey of life and the important changes which occur. Discuss how these changes affect an individual</p> <p>Discuss the reasons why Muslims go on pilgrimage to Makkah. Show visual images of pictures of people on Hajj or use extracts from video/DVD programmes. Role play the stages of hajj.</p> <p>Diamond 9 exercise (Reasons for making Hajj)</p> <p>Write a news report for television on the Hajj: covering a) what Muslims do; b) why they do it; c) how it affects them/makes a difference</p>	<p>Channel 4 programmes covering Muslims travelling on Hajj or the BBC2 programme The Monastery – extracts are useful/BBC schools programme on Hajj</p>

Assessment: What effect does going on Hajj make to a person and the people around them?

AT1 – Strand B – What people do and how they live their lives

Redbridge Levels of attainment

Level 4	I can explain one impact that going on Hajj has made to a Muslim person
Level 5	I can explain some of the similar and different feelings Muslims have reported that going on Hajj has had on their lives and on the lives of people around them
Level 6	I can explain the key beliefs held by a variety of Muslim people about the impact of going on Hajj, and interpret what is similar and different in their responses and compare them with my own thoughts
Level 7	I can show the connections between the Muslim teachings and practice in the life of a Muslim. I can explain how tradition and culture has an effect on what Muslims do, and how they understand the world around them