



# EuropePlus

## R2

## BOX OF VALUES

Religious Discrimination

This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

VALUE	Religious Discrimination
PARTNER	ICS SPERONE PERTINI

### Value introduction

Religious discrimination is treating individuals differently because of their religious beliefs and practices. It also includes treating individuals differently because of their lack of religious beliefs or practices.

It includes things like being denied opportunities, harassed, or excluded based on one's religion or lack thereof. In this sense, it is important to respect everyone's beliefs and create an inclusive environment to prevent this kind of discrimination.

### LEARNING TOOLS

<p>GAME</p>	<p>Title: Guess Who? Topic : Religious Discrimination , Empathy and Stereotypes</p> <p>Description /Topic Religious Discrimination Stereotypes Empathy</p> <p>20 students Time 50 minutes MATERIALS Coloured cardboards Images of religious symbols.</p> <p>OBJECTIVE Understand and accept the world's different religions, promoting knowledge, respect and religious tolerance.</p> <p>Description: the class is divided into two teams of 10 students. 20 cards are prepared. On each card there is a religious symbol of a religion. 4 cards for each religion. The facilitator chooses the religion to be guessed. Each player holds 2 cards with two different symbols. Each team can ask 2 questions to guess the religion secret. After each question the facilitator can only answer YES or NO. After the answer of the facilitator the students eliminate the card that does not correspond to the characteristics described. Players can have a guess when they think they have guessed the religion. The guessing team earns a point. If the hypothesis is wrong all the cards will be back in play.</p>
<p>CASE STUDY</p>	<p>There are two Muslim students and one Chinese in the class who are sometimes teased because they do not want to participate (because of their religious beliefs) in lessons and activities proposed by the school. As part of a Civic Education project, the study of the world's main religions is discussed and one of the activities is the “Guess Who”</p>

THEATRE PLAY

Title: **There is no longer any religion** (this exclamation expresses indignation or astonishment at episodes or facts that go against the mentality and traditional customs.

The characters are the personification of the world's most widespread religions and what they believe in :

1. Christianity: brotherhood, forgiveness, turn the other cheek, Christmas holidays, Easter, resurrection, miracles, trinity
  2. Islam: Allah, testimony of faith, prayer, charity, fasting, pilgrimage
  3. Buddhism: truth, compassion, wisdom, meditation, ethics There is no external cause for events of fate, homo faber suae fortunae
  4. Hinduism: life, death and reincarnation (cycle) Karma
  5. Judaism: God omnipotent, omniscient, infinitely good. 613 precepts. Forbidden to eat pig, hare, rabbit and camel.
- Free will, charity, love of neighbour, social justice, fairness, rigour and compassion, respect for life. Every person has a responsibility towards themselves, their neighbour, the environment and the world.

PLOT

**SCENE I**

The play introduces a group of characters representing different religions who are involved in entertaining and stimulating conversations. They meet each other to celebrate the start of summer holidays after a year of hard work and share their plans for the summer. Each character enters the scene sure that they represent the best religion in the world. The dialogues highlight their unique perspectives and misunderstandings due to other religions lack of knowledge.

**SCENE II**

However, tensions decrease when a new character, The Earth, appears, emphasising the importance of respect for different cultures and religions for a peaceful coexistence and the social development. Earth emphasises that respecting different religions

promotes tolerance, inclusion and open-mindedness and creates a climate of harmony and social cohesion. It also contributes to building positive intercultural relations, overcoming prejudices and conflicts. Preserving cultural and religious diversity is essential to keep community identities and traditions alive, enriching the global culture.

**SCENE III**

The play ends with all religions holding hands to form a circle around the Earth, symbolising unity and the importance of mutual respect and understanding to build an inclusive and sustainable society, capable of facing contemporary challenges and to promote peace.