



Lesson: Zero Hunger & Sikh Langar



ACTIVITY OUTLINE



Starter: students discuss what they think the most important room in their house is. This could be done on a post it and should explain their choices. There is an extension task that links these ideas to religious beliefs.

Students will then be introduced to beliefs about the Gurdwara. There is a video clip, and a floor plan to fill in as students watch the clip. Again, there is an extension task.

Discuss the ideas of equality and respect with students. Think about how these ideas are shown as a class, as a school, and link this to how you might treat someone who is hungry or starving. Building upon this, students should answer questions about the gurdwara, linking what they've learnt to the ideas of equality, respect and the treatment of people who are starving or hungry. There is then a peer teaching opportunity.

Paired groups of students will become experts in the langar and Khalsa Aid, representing Sikhs reducing hunger in the local community and the global community respectively. There is an associated peer teaching worksheet to support this activity, with additional questions students can use to assess their own understanding and the understanding of their pair.

Finally on Slide 15, there is an evaluation question to support building skills towards GCSE appraisal questions. This has a writing prompt support sheet to aid students if necessary. This is recommended for students in year 7 or lower ability learners in higher years.

Plenary task – students should answer this individually. Review for questions and misconceptions that could be used as a starter in the next lesson, if appropriate.



CURRICULUM OUTCOMES



Religious Education:

Students understand what the Gurdwara is, and why the different elements of it are important to Sikhs.

They evaluate how worship in the Gurdwara represents equality and respect.

Students examine how Sikhs work to reduce hunger in their local communities and around the world.

Students analyse these ideas, developing and explaining their own understanding.



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GLOBAL LEARNING OUTCOMES



ZERO HUNGER



Students can identify some top causes of global hunger.

Students can understand that refugees and internally displaced people are particularly vulnerable to hunger.

SMSC/ British Values - Reflect on our own beliefs and our respect for the life, feelings and values of others. Investigate moral and ethical issues and offer reasoned views. Understand and respect the beliefs and practices of others.

Hunger locally and globally

Action



Many different religious and non-religious organisations are working both locally and globally to fight hunger and to combat the root causes of hunger. Could you get involved, either practically by cooking or distributing food, or by campaigning, either at a local or global level? There are lots of different roles, check some of them out to see whether there is anything that you could do.

Khalsa Aid is seeking volunteers of all faiths and none to support their project called Langar Aid which distributes food across the UK <https://langaraid.org/volunteer/>

