



RE

What really matters in relation to 9/11?

This topic focuses on some of the key lessons that can be learnt from 9/11. Through exploring the concepts of "conflict", "forgiveness", "justice" and "conflict resolution", students deepen their knowledge and understanding of the different ways in which people are encouraged to be a force for good in the world.

Topic overview

Students look at the causes of different conflicts and examples of violent extremism before examining in more detail some of the events surrounding 9/11. They explore the part that particular interpretations of religion and beliefs played in the attacks on the USA before using the responses to 9/11 of survivors, the bereaved and religious leaders to consider the roles played by religion and belief in conflict resolution.

In the final stage of the topic, the students work in small teams to produce introductory material for the school website or front-of-school display to commemorate an anniversary of 9/11. The aim is to introduce students in other year groups to the key factors that account for the impact of religion and belief on the events of 9/11 and beyond.

The topic is divided into different stages rather than individual lessons. This ensures greater flexibility for teachers and takes account of the significant differences that exist in the length of lessons from school to school.

National Curriculum links

RE

In terms of national guidance on KS3 and KS4 RE, this topic will provide a focus for students' learning ABOUT people's practices and ways of life in:

- exploring the impact of religions and beliefs on how people live their lives
- understanding and responding critically to beliefs and attitudes.

It will provide a focus for students' learning FROM people's values and commitments in:

- understanding how moral values and a sense of obligation can come from beliefs and experience
- evaluating their own and others' values in order to make informed, rational and imaginative choices.

Through their study of this topic, students will develop increasingly sophisticated skills of interpretation, application, evaluation and communication of evidence and opinion.



Find out more by visiting:
www.911educationprogramme.co.uk

9/11 London Project



Leading education
and social research
Institute of Education
University of London

RE – What really matters in relation to 9/11? – Cont.

Key Stage 3 or Key Stage 4?

This topic could be undertaken as a KS3 unit exploring, for example, how people's values and commitments might be demonstrated in the lives of individuals and communities. At KS4, the topic could be part of a GCSE unit on peace and conflict, religion and multicultural society, forgiveness and reconciliation, or justice and equality.

Northern Ireland, Scotland and Wales

These materials can easily be adapted to fit the different curriculum requirements for Northern Ireland, Scotland and Wales.

Northern Ireland Curriculum

www.nicurriculum.org.uk

Learning and Teaching Scotland – Curriculum for Excellence

www.ltscotland.org.uk/understandingthecurriculum

Welsh Government school curriculum for Wales

<http://wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales>

Cross-curricular links

There are opportunities through this topic to make links to some of the other subject topics, particularly the following:

- **Citizenship – How do we deal with terrorism?**

This aims to develop students' understanding of the causes and consequences of 9/11 by looking in part at how governments deal with terrorism and the implications of this for the rule of law, justice, the potential contradictions between personal freedom and national security.

- **History 3 – How has 9/11 shaped your world?**

This focuses on some of the consequences of 9/11, especially in terms of the lives of different people – including the students' own lives.

In addition, some of the proposed activities help to develop aspects of the following PLTS: team working and creative thinkers.



Find out more by visiting:

www.911educationprogramme.co.uk

9 11 London Project



Leading education
and social research
Institute of Education
University of London

RE – What really matters in relation to 9/11? – Cont.

Lessons

Stage 1: Exploring the concepts of “conflict”, “forgiveness”, “justice” and “conflict resolution”.

Recommended resources

On this website

- **Image & film bank**
- **Understanding concepts** (PDF)

Links to other websites

- **BBC Learning Zone video – A Controversial New Mosque to be Built in New York:**
www.bbc.co.uk/learningzone/clips/a-controversial-new-mosque-to-be-built-in-new-york/10740.html

Begin the topic with an explanation of the key question – **What really matters in relation to 9/11?** – especially in relation to the words “really matters”. Make clear to the students that they will be investigating different aspects of the events around 9/11 but their ultimate task will be to identify and explain what they think are the **most important** lessons to be learnt.

Set out the intended outcome of the topic: for the students to produce, over the next few lessons, introductory materials (written and/or filmed) for the school website or display to commemorate an anniversary of 9/11. The aim of these materials will be to help students from other year groups understand some of the issues emanating from this unique event.

Go on to ask the students what they can remember about 9/11 – it may be helpful to show them some iconic images from 9/11 to jog their memories (use the **Image & film bank** for appropriate images). Ask them what other events involving violent extremism can they think of?

Show the students a short news film clip of a conflict about building a new mosque near Ground Zero – see **Recommended resources**. Ask the students to note down the reasons for the conflict along with the different views of those involved. Through discussion, explore this further and ask them to consider what factors might make the conflict better or worse. Take the opportunity to introduce the notions of forgiveness, justice and conflict resolution.

Set up an activity that looks into certain concepts and how they are understood. Using the **Understanding concepts guidance notes** (PDF), help students build up their initial ideas around the concepts of “conflict”, “forgiveness”, “justice” and “conflict resolution”. Encourage them to draw on the discussions about 9/11 and other conflicts from earlier in the lesson. At the end, ask a member of each group to feed back the comments on their sheets to the whole class and compare the different views expressed. Keep the resulting comment sheets for use later in the topic.



RE – What really matters in relation to 9/11? – Cont.

The lesson provides opportunities for students to think about the events around 9/11. By recalling what they remember about that day and other incidents of violent extremism, they realise they are dealing with matters of life and death that could affect them personally at some point in their lives.

In exploring the four key concepts, students start to gain an understanding of the complexities surrounding different conflicts. They are also encouraged to listen to the views of their peers and, in light of this and other evidence, begin to form and express their own views.

Stage 2: Using drama to explore how beliefs and values feature in some local conflicts.**Recommended resources****On this website**

- **Case study: Using religious symbols in school** (PDF)
- **Interactive timeline** (Flash)

Remind the students of the topic question – **What really matters in relation to 9/11?** – and explain that they are going to make use of some of the concepts explored in the previous lesson.

Organise the class into small groups and provide them with copies of **Case study: Using religious symbols in school** (PDF). This case study is about a recent dispute that took place within a local community in the UK. Ask the students to read the case study and then to consider in their groups what part people's beliefs and values played in the dispute and what part beliefs and values could play in resolving it. Get each group in turn to feed back their views to the rest of the class.

If there is time, you could ask the students to repeat the same exercise but using a local small-scale conflict or dispute that they have heard about. This will help them to explore the part that people's beliefs and values may have played in the course of the conflict.

Still in small groups, ask the students to select one of the examples – either from the case study or their own – and script a two-minute drama reconstruction of the story. Get them to choose **five key moments** in the story and freeze the action at those points. Ask each group to record those moments and devise captions to go with these. They could either use digital cameras to do this or produce their own drawings. The captions should raise questions of belief and value, as indicated in the case study. Leave sufficient time for the groups to provide brief feedback on their dramas to the rest of the class and collect in their work, as they will need to use it later in the topic.

An alternative to using drama would be to ask the student groups to describe or illustrate the five key moments in the story on paper and add in their own captions to go with these.

Conclude this stage of the topic by using the **Interactive timeline** to introduce the students to a brief outline of the events surrounding 9/11 and begin to reveal some of the links to religion and belief. Explain that in the next few lessons they will investigate the extent to which religion and belief had a vital impact at each stage of the series of events.



RE – What really matters in relation to 9/11? – Cont.

The activities in this lesson involve students directly in the examination of some of the forces that lead to conflict and confrontation. Through the dramatic reconstructions, they identify potential causes of small-scale conflict, how things can escalate and what may be needed for resolution to take place. In devising captions relating to key values, students work creatively together to identify points of contention in some matters of religion and belief. It is intended that they will get a sense of how beliefs and practices are a vital part of many people's identity.

Stage 3: Investigating what religion might have to do with violent extremism.

Recommended resources

On this website

- **Photo sequence of conflicts and protests** (PowerPoint)
- **Flash cards: Causes of violent extremism** (PDF)
- **Interactive timeline** (Flash)
- **List of values in religion/belief** (PowerPoint)

Show the students the **Photo sequence of conflicts and protests** (PowerPoint) across the world. Ask them to identify where and how religion and belief has been involved in the different examples of conflicts. Point out the potential of strongly held religious and political commitments to contribute to conflict AND to be part of conflict resolution.

Provide the students with **Flash cards: Causes of violent extremism** (PDF), along with copies of the **Photo sequence of conflicts and protests**. Ask them to discuss in small groups whether a combination of these factors is needed to produce a violent extremist, or whether one or two factors alone might be enough. What could be done to prevent such factors taking hold? Suggest that families, communities, governments and education may have a role.

Re-introduce the **Interactive timeline** (Flash), along with a **List of values in religion/belief** (PowerPoint). Keeping this list displayed, ask the students to vote for the value or values they think were uppermost at each key event in the story of 9/11. Allow time for the students to give reasons for their choices. Keep a record of the students' votes for use later in the topic.

By participating in the discussion activities, students are inevitably engaged in a consideration of the complexities of human behaviour and motivation. The intention is not that they should come up with simplistic solutions but that they reach the realisation that there is a mix of factors involved in bringing an individual to a point where they are involved in violent extremist behaviours. They consider both (a) what might be the most potent mix of factors that could lead someone to violent extremism, and (b) what might be done by individuals, society and religious communities to prevent such an outcome and its consequences.



RE – What really matters in relation to 9/11? – Cont.

Stage 4: Reflecting on people's responses to 9/11
Recommended resources
On this website

- **Thoughts for the day** (PDF)
- **Image & film bank: Interview with Susan Retik**
- **Image & film bank: Interview with Mohammed Razvi**

Links to other websites

- **BBC – 60 Second Sermons - Forgive Your Enemies:**
www.bbc.co.uk/learningzone/clips/60-second-sermons-forgive-your-enemies/2867.html#
- **Wikipedia – 7 July 2005 London bombings:**
http://en.wikipedia.org/wiki/7_July_2005_London_bombings
- **BBC Newsnight – clip featuring some of those affected with their recollections of events and how they have been affected subsequently:**
www.bbc.co.uk/news/uk-13308371
- **BBC – Julie Nicholson's account (she lost her daughter on 7/7) of the 7/7 bombings inquest:** www.bbc.co.uk/news/uk-12642256
- **Tribute WTC Visitor Center:**
 - **Reflection sheet 5 – Empowering women globally:**
www.tributewtc.org/programs/pdfs/Tribute_Toolkit_Web_Versions_web_reflect5.pdf
 - **Reflection sheet 6 – Being Muslim in New York after 9/11:**
www.tributewtc.org/programs/pdfs/Tribute_Toolkit_Web_Versions_web_reflect6.pdf
- **9/11 Memorial – interviews with Jarret Brachman and Bill Braniff:**
www.911memorial.org/middle-east-history-and-security-2

Start the lesson by showing the class the BBC film clip **60 Second Sermon – Forgive Your Enemies** (see **Recommended resources**). Invite the students in small groups to discuss the question at the end of clip: “Could you do the same?” (I.e. forgive someone who had hurt you badly.) At this point, you could also ask them to consider the responses of people affected by other terrorist acts of violence, such as the London bombings of 7/7. There are a number of useful resources for the London 7/7 bombings including the following:

- **Wikipedia – 7 July 2005 London bombings**
- **BBC Newsnight – clip featuring some of those affected with their recollections of events and how they have been affected subsequently**



RE – What really matters in relation to 9/11? – Cont.

- **BBC – Julie Nicholson’s account (she lost her daughter on 7/7) of the 7/7 bombings inquest**

The links to these resources can be found in **Recommended resources**.

Conclude with a brief class discussion giving each group the opportunity to put forward their views.

Explain that in order to further explore the key question about what really matters in relation to 9/11, the class will be investigating different responses to acts of violent terrorism in this session.

Play the **interviews** of Susan Retik and Mohammad Razvi on the **Tribute WTC Visitor Center** website (see **Recommended resources**). Ask students to work in pairs or threes; half of the class will focus on the post-9/11 work of Susan Retik and the other half on Mohammad Razvi. Hand out the **reflection sheets** from units 5 and 6 of the **Tribute WTC Visitor Center** materials (see **Recommended resources**) and ask students to engage with the personal experience questions. There are five questions on each sheet, so assign a different question to different pairs or threes. After some discussion time, ask students to feed back briefly on their reflections. Ask them how religion and belief feature in the work of these two individuals.

If there is time, you can also play the interviews with Jarret Brachman and Bill Braniff on the **9/11 Memorial website** (see **Recommended resources**).

Finish the session by reading aloud the **Thoughts for the day** (PDF) sheet, consisting of readings taken from the Radio 4 daily slot, “Thought for the day” (which features reflections from a faith perspective on issues and people in the news; these extracts are taken from the period following 9/11). These could be read aloud by students. Ask them to reflect on how these statements are being put into action by individuals like Susan Retik and Mohammad Razvi.

This session provides students with the opportunity to engage with the personal stories of some of those most directly affected by the events of 9/11. The focus is on the way in which some individuals attempted to turn a tragedy into an opportunity to build bridges between very different communities. Students are invited to reflect on the responses of religious leaders to 9/11; in doing so, they build their own increasingly sophisticated picture of how different beliefs and values can affect the ways in which people respond to times of great difficulty.



RE – What really matters in relation to 9/11? – Cont.

Stage 5a: End product – creating a school display on what can be learnt from 9/11.**Recommended resources****On this website**

- **Hints and tips for students on producing your display** (PDF)

Links to other websites**References to help with the students' project:**

- **Biography Channel:**
 - **Profiles of 9/11 – some of the post-9/11 projects:**
www.biography.com/profiles-of-9-11/timeandhealing.jsp
 - **Brief biographies of five of the terrorists involved in 9/11:**
www.biography.com/profiles-of-9-11/terrorists.jsp
- **Quilliam Foundation – definitions of Islamism, Jihadism and ideas for countering Islamist violent extremism:** www.quilliamfoundation.org/faqs.html
- **BBC – Julie Nicholson's account (she lost her daughter on 7/7) of the 7/7 bombings inquest:** www.bbc.co.uk/news/uk-12642256

Remind the students of their work so far: investigating the concepts of “conflict”, “forgiveness”, “justice” and “conflict resolution”, exploring some of the beliefs and values that may be involved in conflict situations, examining possible causes of involvement in violent extremism, and reflecting on examples of responses to such extremism.

Explain that the task for the next couple of lessons is to produce some introductory material for the school website or front-of-school display to commemorate an anniversary of 9/11. The aim is to introduce students in other year groups to the key factors that account for the impact of religion and belief on the events of 9/11 and beyond.

Assign small groups of two or three to work on **one** of the following topics, under the general heading of “9/11: What really matters?”:

- **EXTREMISM:** What makes someone turn to and away from violent extremism?
- **CONFLICT:** What beliefs and values are involved in causing and resolving conflict situations?
- **VICTIMS AND SURVIVORS:** How do people respond to the suffering caused by violent extremism?
- **HEARTS AND MINDS:** How do we begin to build bridges between ourselves and those seen as different, separate or opposed to us?



Find out more by visiting:www.911educationprogramme.co.uk**9 11 London Project**

Leading education
and social research
Institute of Education
University of London

RE – What really matters in relation to 9/11? – Cont.

Provide the students with **Hints and tips for students on producing your display** (PDF) to help them produce their display materials; you could also show them some references to help with any additional research (see **Recommended resources**).

Ensure that the students draw on their learning from the last few sessions and start by selecting the key points they want to make about their assigned topic.

Stage 5b: End product – creating a school display on what can be learnt from 9/11.

Recommended resources

Links to other websites

- **REsilience** – “Building confidence to handle contentious issues in RE”:
www.re-silience.org.uk

Give the students sufficient time to complete their display materials and remind them of the need to provide a justification for their own views.

Provide support to the student groups by encouraging creative responses to the key question, and the use of evidence and referenced opinion to justify their findings.

A programme of support for teachers when addressing contentious issues, particularly where such issues are sometimes used to justify extremism and violence, can be found in **Recommended resources**.

The completed materials should result in a valuable resource for the school display on 9/11, demonstrating good levels of understanding of some highly complex issues. These could be evaluated in relation to RE attainment statements.