# **Disposition:** Creating Inclusion, Identity and Belonging?

## **Lesson:** One

### **Question/LO:** How can names show belonging and identity?

| **Dimension of learning** | **Activities** | **Resources** |
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| Learning from experience  *To explore why Sikh boys have the name “Singh” and Sikh girls have the name “Kaur”* | Ask pupils to work in pairs, tell their partner what they think their name means and why do they think their parents gave them the name (e.g. for religious reasons or perhaps they were named after someone famous?)  Play a probability game – like flipping a coin, rolling a dice…. What’s the probability of…? | The Arts Society, Birmingham, has made films, richly illustrated print resources and activities for KS2, available free of charge.  School Visits to Places of Worship in Birmingham  <https://birmingham-faith-visits.theartssociety.org/sikh> |
| Learning about religious traditions and non-religious worldviews | Discuss the Sikh belief of “Hukam” (God’s will) or whether it is random chance?    During a Sikh naming ceremony, the Sikh holy book; the Guru Granth Sahib is opened at random and the first letter on the left hand page is used for the first letter for the child’s name.  Children to try this and open a book, find the first letter on the left hand page and think of names beginning with that letter.  In pairs:   * Describe the qualities of a lion and a princess. * Why do you think names are important? * Do you like your name? * What else would you add to your name to describe your qualities? E.g. John the brave.   **Rastafari**  The language and words that you use with your friends are part of who you are, your identity. Language is also important to Rastafaris. In the 1940s Rastas started to develop their own language known as ‘Dreadtalk’ or ‘Iyaric’. It is seen as an expression of rejecting certain words because of their association and sounding like others for example, not using ‘HELLo’ because the root of the word is in the word ‘hell’.  This in turn echoes the belief that words have power and the sounds and meanings of the words are seen as being very close.  Listen to the pronunciation of ‘Irie’ in this clip:  Try it out!  In the Iyaric language certain features of words are replaced with ‘I’ to show the presence of the divine or Jah (God) within the universe and in what you do. It also provides a sense of inclusion and uniformity for all who use the language:  I - instead of me  I and I – showing the unity of the person with Jah (God)  Iman – the inner self  Irie – positive emotions  Irator – Creator  Iration – Creation  Hello – Io because HELLo is too much like the word ‘hell’  Overstand – understand - raising over your awareness  Can pupils think of any companies who start their products with ‘I’ for uniformity - although these are NOT linked to the Rastafari tradition! (Apple – IPhone, IMac, IPad etc).  With this new language Rastafari toolkit try constructing some sentences!  Start with “Hello my name is….” | A resource, “What happens during a Sikh naming ceremony?” will have downloaded into the same folder as this lesson plan.  KS2\_Y6\_Unit\_04\_Aut\_Wk\_01\_of\_03\_R123\_Resource\_Sikh\_naming\_  ceremony\_v2  Rites of Passage – Naming Ceremonies  Mandy Ross  978-1403439895  Looking at Religion – My Sikh Life  Kanwaljit Kaur Singh  978-0750249577  Sikhs in Britain  Fiona MacDonald  978-0749658830    The facts about Sikhism  Alison Cooper  978-07500251075  <http://www.sikhs.org/names.htm>  https://www.youtube.com/watch?v=J0fIw3s2wSY  This information may also be useful:  https://www.wikihow.com/Speak-Rastafarian-English |
| Learning from faith and non-religious worldviews | Does your name help to define you?  As a class generate a list of positive qualities. Ask pupils to choose one to be associated with their name. Also ask pupils to select positive quality to add to the name of another pupil. Ensure each pupil is given a positive characteristic. Pupils can use writing and decoration to respond to self-chosen quality and one seen by someone else.  Does anyone see themselves differently, as a result? | n/a |