# Title: The Role of Women

**Key Questions** Have we ever been annoyed when we thought a situation was unfair?

What do the followers of T\* mean by justice and fairness?

When do I need to show fairness/justice to others?

Does justice/fairness for me hinder justice/fairness for others?

Can we think of any examples of people who are modest?

What do T\* teach about the need for modesty?

How can modesty help to improve my relationships with others?

Are there times when it is inappropriate to be modest? Should I feel empowered to talk about my achievements?

**Key Concepts:** relationships and families, religious teachings about the nature and purpose of families in the 21st century, sex, marriage, cohabitation and divorce. Issues related to the nature and purpose of families; roles of men and women; equality; gender prejudice and discrimination. How varied interpretations of sources and/or of teachings may give rise to diversity within traditions

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| **Learning objectives** | **Activities** | **Resources** |
| LO: to consider the religious views on the role of men and women and consider the implications of this is the 21st century. | Look at some sexist jokes.  Ask the students to discuss:  Do they make you laugh?  Are they funny?  Are they appropriate?  Where do the ideas behind them come from?  Ask students to think about their own families and discuss:  What roles do different people have within it.  Who puts the bins out?  Who looks after the money?  Who does the washing?  Is this different to who did those jobs when your parents were little?  Why might things have changed?  Ask students to look at these scripture passages and discuss:  What do they teach about the roles of men and women?  **“11**A woman should learn while listening quietly and being completely willing to obey. **12**I don’t allow a woman to teach a man or tell him what to do. She must listen quietly.”  Bible 1 Timothy 2:11-12  **“26-27**You were all baptized into Christ, and so you were all clothed with Christ. This shows that you are all children of God through faith in Christ Jesus. **28**Now, in Christ, it doesn’t matter if you are a Jew or a Greek, a slave or free, male or female. You are all the same in Christ Jesus. **29**You belong to Christ, so you are Abraham’s descendants. You get all of God’s blessings because of the promise that God made to Abraham.” Bible Galations 3 26-29  “Divorced women remain in waiting for three periods, and it is not lawful for them to conceal what Allah has created in their wombs if they believe in Allah and the Last Day. And their husbands have more right to take them back in this [period] if they want reconciliation. And due to the wives is similar to what is expected of them, according to what is reasonable. But the men have a degree over them [in responsibility and authority]. And Allah is Exalted in Might and Wise.”  Qur’an 2:228  “Whoever does an evil deed will not be recompensed except by the like thereof; but whoever does righteousness, whether male or female, while he is a believer - those will enter Paradise, being given provision therein without account.”  Qur’an 40:40  “Man is born from a woman; within woman, man is conceived; to a woman he is engaged and married. Man is friends with woman; through woman, the future generations exist. When his woman passes away, he seeks another woman; to a woman a man is bound. So why call her bad? From her, kings are born. From a woman, woman is born; without woman there would be no one at all.” Guru Granth Sahib 473  Using internet resources look at different religious views on family life.  Choose one of the religions. Design a guidebook for families that helps them to fulfil their religious duties and gender roles.  Read an article about former Prime Minister David Cameron and his views on Muslim women.  Ask students to discuss:  How do the ideas David Cameron expresses make them feel?  Do you agree or disagree with him? Why?  Now look at some women’s responses to him.  Discuss in pairs:  How does this make you feel?  Do you agree or disagree with them why?  Alternatively you may wish to look for contemporary news articles about gender discrimination.  Ask the students to quietly reflect upon the following questions:  Is it ever right to make one group of people feel like they are worth less than others?  Are you always brave enough to do what you want to do? How can you change this? | Find some that are appropriate for your setting.  <http://www.bbc.co.uk/education/guides/zj8qn39/revision/3>  <http://www.bbc.co.uk/education/guides/zk9whyc/revision/3>  <http://www.bbc.co.uk/education/guides/zrc86sg/revision/3>  <http://www.telegraph.co.uk/news/uknews/terrorism-in-the-uk/12104556/David-Cameron-More-Muslim-women-should-learn-English-to-help-tackle-extremism.html>  <http://www.telegraph.co.uk/women/politics/traditionallysubmissive-how-30000-british-muslim-women-like-me-t/>  <http://www.huffingtonpost.co.uk/2016/03/09/muslim-women-english-language-integration-extremism_n_9415904.html> |