



## World Religions

<b>Level, age of students:</b>	14 – 16
<b>Subject:</b>	World Religions / Religious Education
<b>Subject involved:</b>	History
<b>Aims:</b>	SS to understand what (the value of) profession means through this term: „we are in the right place in the world”
<b>Suggested # of students per group:</b>	10-15
<b>Time of the main activity:</b>	20 min
<b>Material:</b>	board, marker, smartphone/tablet
<b>Competences:</b>	Language/communication competence, digital competence, personal/social competence
<b>Preparatory actions if any:</b>	-
<b>Expected results:</b>	SS to see that the complexity of life needs both material and spiritual aspects.
<b>Expected difficulties:</b>	SS are easy to lose focus as they may think this topic is too general, that is why they are to be helped by specific texts from different religious backgrounds.
<b>Follow up (if any):</b>	Next lesson to focus on Christianity through the disciples of Jesus.





TIME	PROCEDURE (T: TEACHER; SS: STUDENTS; O: OTHER)	METHODS
3'	<p><b>I. PREPARATORY ACTION</b></p> <p><b>Aim:</b> To experience what profession means in different religions and what values are attached to it, and what does the term mean „we are in the right place in the world”?</p> <p><b>1) Job and profession in religions</b></p> <p>⇒ T: What jobs are considered valuable in different religions? Let us brainstorm and create a mindmap on professions!</p> <p>⇒ Ss may say words like this: pastor/teacher/social worker/doctor/nurse/etc.</p> <p>⇒ T: may provoke them: soldier, businessman, servant...?</p>	<p>Brainstorming: Mindmap</p> <p>(board/marker)</p>
2'	<p><b>II. MAIN ACTIVITY</b></p> <p><b>1) Interpretation of texts from three religions</b></p> <p>⇒ T: CHRISTIANITY/HINDUISM/ISLAM</p> <p>⇒ Choose one out of three (on a piece of paper) and based on the text provided below – and they may also look it up online –, they will see what the attitude towards work in different religions is.</p> <p>⇒ T: Instruction to the texts: Make a short scene based on the text given to you and play it to the others (at least show a live sculpture)!</p>	<p>Small groups</p> <p>Smartphone/Tablet</p>





<p>10'</p>	<p><b>2) Interpretations of texts</b></p> <p>„There was a noblewoman who, whenever she received a servant, placed a broom in front of her, and if she did not pick it up, she was dismissed, because she who does not pick up the broom, does not pick up the barrel either. And this is true in all professions. For those who have a vocation, do not take any small thing for granted. [...] However, you have to get used to being presumptuous even in small things at an early age, because she will be of no use to someone if she does not learn this. (Martin Luther: Table Talks)</p> <p>„Most foreigners talk about four casts, although more than three thousand exist (or at least existed till the 70s) – changing, dividing, growing, disappearing. When we talk about four, those are actually classes. <b>brahmins</b> (priests and teachers), <b>kshatrias</b> (officials and soldiers), <b>vaishas</b> (tradesmen) and <b>shudras</b> (servants). The others are – outcasts/<b>untouchables</b>/harijans.” (<i>Antal Halmos: India and Nepál</i>)</p> <p>„Al-Ghazali also mentions the Prophet’s Companion `Umar ibn Al-Khattab, who used to stress this point further by telling people, “Never should anyone of you think that du`aa’ (supplication) for sustenance without work will avail him, for heaven never rains gold nor silver” (The Book of Provision, Chapter 1).</p>	<p>Presentation of the group, correction of the teacher if necessary</p> <p>Small groups (based on # of SS: 4 groups)</p> <p>Source to Christianity:  <a href="https://kerdemtudasbazis.hu/kereszteny-munkaetika/">https://kerdemtudasbazis.hu/kereszteny-munkaetika/</a>  <a href="https://swiatowe-religie.pl/chrzescijanstwo/">https://swiatowe-religie.pl/chrzescijanstwo/</a></p> <p>Source to Hinduism:  <a href="https://mek.oszk.hu/04200/04290/html/vallasok.htm">https://mek.oszk.hu/04200/04290/html/vallasok.htm</a>  <a href="https://swiatowe-religie.pl/hinduizm/">https://swiatowe-religie.pl/hinduizm/</a></p> <p>Source to Islam: <a href="https://islamonline.net/en/the-concept-of-work-in-islam/">https://islamonline.net/en/the-concept-of-work-in-islam/</a></p>
<p>8'</p>	<p><b>III. INTEGRATION</b>                  ⇒ T: What should be the attitude a Christian towards work based on the Luther-text?</p>	<p>Frontal work</p>



# CAREER COUNSELLING



# PRACTICAL APPROACH

	<ul style="list-style-type: none"> <li>⇒ T: What should be the attitude of a Hindu towards work based on the (still existing?) caste-system?</li> <li>⇒ T: What should be the attitude of a Muslim towards work based on what the prophet said?</li> <li>⇒ Ss: Answers based on the texts and the small scenes (live sculptures)</li> <li>⇒ T: How can someone feel that he/she is at the right place in the world? E.g., a shudra Hindu, a jobless Muslim, or a lazy Christian maid?</li> <li>⇒ T: Focus on the value of the work regardless of the quality, as all different types of work are important, because in all the Immortal gives strength to us, mortals to do our jobs.</li> <li>⇒ T: We are going to feel ourselves in the right places in the world if we do             <ul style="list-style-type: none"> <li>⇒ what we like,</li> <li>⇒ what is useful to society,</li> <li>⇒ what we know (we have talent of)</li> <li>⇒ what we get paid for</li> </ul> </li> </ul> <p>Conclusion: I can feel that I am in the right place in the world if at least 3 conditions are valid out of these 4. If only 1 or 2, then I am not...</p>	
	<p><b>IV POSSIBLE HOMEWORK ON PROFESSIONS:</b></p>	<p><a href="https://www.gamestolearnenglish.com/hangman/#jobs">https://www.gamestolearnenglish.com/hangman/#jobs</a></p>

