



1. Title: Religious discrimination in Europe

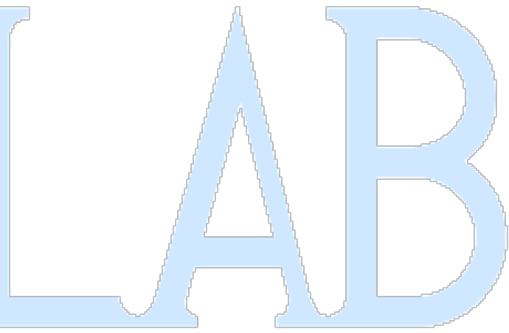
2. Knowledge and didactic objectives

The students can understand that despite the progress that has been made throughout history to achieve religious tolerance, discrimination on the basis of faith is still present. Students, therefore, will learn about the long path of religious tolerance; the discrimination still taking place and the possibility of reflecting on these issues in order to put forward proposals for religious tolerance.

Thanks to this activity, they learn to dialogue with different religious and cultural positions in an atmosphere of respect, comparison and mutual enrichment. They learn to read and understand sources and documents, how to rework and expose the topic; they can find the relationships between facts and phenomena distant in time and space; to relate to the municipal administration as active, participatory citizens; and also use a specific, clear and precise language.

3. Timing

- First activity: 1 to 2 hours*
- Second activity: 2 to 3 hours*
- Third activity: 3 hours*
- Fourth activity: 4 hours*
- Fifth activity: 4 hours*
- Sixth activity: 2 hours*
- Total: 16 to 18 hours*



4. Grouping of students

Individual study, small groups and large group.

5. Historical thinking skills





Establish historical significance; Identify continuity and change; Analyze cause and consequence; Take historical perspectives, Understand the ethical dimension of historical interpretations, Use primary source evidences.

6. Development or sequence of the activity

First activity: With a brainstorming students can relate about facts of religious discrimination (what is religious discrimination, if they heard or read episodes of religious discrimination, why, etc.). The teacher can write down on the blackboard the interventions and give the exact definition of religious discrimination and maybe other examples of discrimination.

Second activity: The teacher shows to the classrooms the ministerial documents and/or other international charters of rights. Students, divided in small groups (every group works on a source), have to find the articles that talk about religious tolerance. The teacher in this moment is a guide.

Third activity: back in the large group, students explain each other the principles of religious tolerance they had found. They can also make a poster or other product of the topic.

Fourth activity: reflecting historically about the long journey of religious freedom (for example, European wars of religion, French Revolution), students are invited by the teacher to reflect about contemporary religious discrimination, especially in a local dimension (for example, no places of worship for some believers, the school canteen does not have meals for some religious believers, for example).

Fifth activity: Students, guided by the teacher, draft a project in which they try to overcome the discrimination they had detected.

Sixth activity: The teacher makes contacts with power (local administration, school director, municipality council, etc.) to allow students to show and submit their project. We hope the local administration accepts the proposal in order to overcome obstacles to religious freedom.

7. Assessment techniques and instruments

At the end, the evaluation will take into account the skills of each student.



The level of knowledge, skills, abilities and skills acquired; commitment and perseverance in work; interest in the discipline; active participation in educational dialogue; ability to personal re-elaboration of contents will be evaluated.

8. Complementary resources

Visit to religious heritage elements, press news, videos and documentaries can be added to the sequence of activities.

9. Annexes

- <https://europa.eu/eurobarometer/surveys/detail/2251>
- [https://www.cde.ual.es/wp-content/uploads/2021/11/KJ0121401ENN.en .pdf](https://www.cde.ual.es/wp-content/uploads/2021/11/KJ0121401ENN.en.pdf)
- <http://www.nicolodegiorgis.com/hidden-islam-2014/>
- <https://www.mcba.ch/collection/le-massacre-de-la-saint-barthelemy-vers-1572-1584/>
- <https://www.un.org/en/about-us/universal-declaration-of-human-rights>
- <https://www.elysee.fr/en/french-presidency/the-declaration-of-the-rights-of-man-and-of-the-citizen>
- <https://digitallibrary.un.org/record/195831>
- <https://www.worldhistory.org/image/14972/religions-in-europe-in-the-16th-century/>
- <https://fra.europa.eu/en>
- <https://www.pewresearch.org/fact-tank/2018/10/29/east-west-divide-within-the-eu-on-issues-including-minorities-gay-marriage-and-national-identity/>

Disclaimer

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