# **Disposition: Participating and Willing to Lead**

## **Lesson:** One and Two

### Question/LO: What is good about taking part? Why are leaders needed? How can people help to make the world a better place?

| **Dimension of learning** | **Activities** | **Resources** |
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| Learning from experience | Play a simple game where one (or two) pupils leave the room while a leader is chosen. The leader will perform an action that everyone else needs to copy eg clapping, waving, patting head etc. Once everyone is following, the leader then changes the action and everyone continues to follow them. Invite the pupil(s) to return to the classroom. Can the leader be identified by just watching? Once the leader is spotted, give different pupils a turn in each role.  Ask the pupils: What was good about taking part? Why was it necessary to have a leader? Would the game have worked if the followers didn’t join in?  Discuss with pupils how they can participate in the school community. As they get to the top of the school, their role often changes from participation to leading. What experiences do the pupils have of leading? | n/a |
| Learning about religious traditions and non-religious world-views | Explore the Mitzvah Day website <https://mitzvahday.org.uk/>. This is a day that takes place in November each year. Jewish-led, the idea brings together people of all ages, faiths and backgrounds, to volunteer side-by-side, building relationships.  Either give pupils access to the vision page or print out a copy for them. What are the reasons for Jewish people setting up this initiative?  Explore with the pupils the three key concepts that underpin Mitzvah Day. *(It is not so important for pupils to be able to recall the Hebrew terms, but it is valuable if they can understand the implication of the translations)*  1. *Tikkun Olam*The Hebrew translates as ‘repairing’ or ‘perfecting’ the world to instil a shared responsibility in the welfare of society at large – helping others, looking after the environment, and addressing diverse human rights.  What do pupils think needs repairing in the world? What could it feel like to help to repair the world?  2. *Gemilut Chasadim* The Hebrew literally means ‘acts of loving-kindness’ which knows no bounds and not only teaches the art of giving but also not to expect to receive something material in return. Acts of kindness are engraved in a Jewish way of life, where individuals give selflessly of their time and of themselves. Every year on Mitzvah Day, thousands do just that, through projects based on the principle of doing acts of kindness.  Can pupils think of any acts of loving-kindness that they have seen, where people do something thoughtful without expecting reciprocation?    3. *Tzedek* The Hebrew translates as ‘righteousness’ and ‘justice’ and, can manifest itself through social action and acts of loving-kindness; not because it feels good but because the Jewish faith commands that it is the right thing to do.  How do pupils understand justice? What examples of justice can they think of?  Select suitable projects for groups of pupils to investigate. There are many on the site: projects offer a range of art and crafts activities such as making dog toys for animal rescue centres, eco-projects such as tree planting and litter picks, friendship projects such as visiting care homes, collection projects such as food collections for local food banks, clothing collections, stationery collections, appreciation projects such as writing letters to hospital workers, support staff, fire service workers etc. cooking projects to make food to be donated to night shelters and refuge centres, upcycling projects and care projects such as making and distributing essential supplies to rough sleepers.  In groups pupils investigate their given project. What do people do? How it is beneficial? Can they detect at least one of the three principles that might underpin it? They present their findings to the class.  Question: Why do some Jewish people think it is important to be leading this initiative? What are the consequences of their work? How do the others who get involved in the projects feel?  Has the class been inspired by any of the possibilities? Is there a project that the class would like to initiate? Can pupils plan to lead and participate in a small project in your context? | <https://mitzvahday.org.uk/>  <https://mitzvahday.org.uk/vision-mission/>  This is a really good source of ideas and video clips of projects.  [Available Projects - Mitzvah Day](https://mitzvahday.org.uk/get-involved/available-projects/) Some projects are more appropriate for pupils to look at than others and many involve younger people. |
| Learning from faith and non-religious world-views | Question: What is my responsibility to others? How can I help the world to be a better place? | n/a |