# **Disposition: Responding to suffering**

## **Lesson:** One

### Question/LO: Can we recognise when others are hurt or in pain?

| **Dimension of learning** | **Activities** | **Resources** |
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| Learning from experience | Produce a mind map of things that hurt people - either as a group or a class task. | n/a |
| Learning about religious traditions and non-religious world-views | PREVIEW THE VIDEO. The first part examines people trafficking and needs sensitive unpacking by the teacher.  Watch the video. At St. Paul and St Barnabas’ youth group, young Christians Sadeh and Rachel perform their own drama to raise awareness of the suffering caused by people trafficking. In the second part, Islamic Relief is shown alleviating suffering after disasters worldwide. Somaya and Hamza show us how clothing donated in Birmingham and sponsorship work helps thousands and we see this in action in Pakistan after an earthquake.  Revisit the mind map to include other elements of suffering which were prompted in both film clips.  Explore with the children the varied nature of suffering (e.g. a ‘small’ emotional loss maybe more painful than a ‘major’ physical experience of pain).  Question: Why do some Christians and Muslims react to the suffering of others in these ways? | A video, ‘Being regardful of suffering’ will have downloaded into the same folder as this lesson plan.  KS2\_Y6\_Unit\_07\_Sp\_Wk\_01\_of\_03\_  R123\_Video\_Being\_regardful\_of\_  suffering\_v1 |
| Learning from faith and non-religious world-views | Question: How do I respond to the suffering of others? How would I like to respond? | n/a |
| Learning to discern | Question: Is it ever possible to take the suffering of others too much to heart? When does the suffering of others cause me suffering? When is it too much for me? | n/a |