# **Disposition: Being Reflective and Self-Critical**

## **Lesson:** One

### Question/LO: Are we always perfect people?

| **Dimension of learning** | **Activities** | **Resources** |
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| Learning from experience | Ask the question, what is perfection?  Talk to the pupils about what they think is ‘perfect’ behaviour. See if they can come up with the idea that the behaviour will change depending on the circumstances.    Look at different situations and think about what you would do in each one.  What is their perception of perfect behaviour?  (e.g., a sports match is great for shouting but would this work at a carol concert, etc.).    Give children 4 different scenarios and get them to draw or describe a perfectly behaved participant in each one. Give the children support through a word bank.    In many religious traditions, the concept that only God is perfect is so strong that artists will deliberately include a tiny error in order not to compete with God’s perfection (e.g., Islamic designs & Traditional Northern American Quilts).  Create a class in groups or individually two-character profiles one of a perfect person, and the other of a completely imperfect person. To conclude: Put the two profiles at each end of the classroom, Ask pupils to stand somewhere on the line reflecting on whether they think they are closer to being ‘perfect’ or ‘imperfect. The teacher should join in, too! Reassure pupils that people do not often sit at each end, but most come somewhere in the middle. | Pictures    Word bank ideas |