# **Disposition: Being Temperate, Self-Disciplined and Seeking Contentment**

## **Lesson:** One

### Question/LO: Who do we allow to shape our behaviour? Who do Humanists use as a behavioural role model?

| **Dimension of learning** | **Activities** | **Resources** |
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| Learning from experience | What influences your behaviour?    Raise awareness of our ‘natural tendency’ to protect/defend ourselves, save ourselves, justify ourselves/be seen to belong to our peer group.  What would you do if...?  Teacher comes in and wrongly accuses someone of something dreadful/several people or whole class. Let class react.  Admit it was a false accusation to see how they would react. How did they feel? How did they react?  Produce a mind map of their reactions. Use words, colours, thoughts and feelings.    Explore an historic stress situation (e.g. The Titanic was sinking and there were not enough life-boats or when Malta was under siege in WWII and there was not enough food).  Ask the pupils to discuss how people might react in such a situation before telling them what actually happened.  In small groups discuss: the following situations. What would you do if… and why would you behave in that way:  You caught a group of classmates spraying graffiti at breaktime  You saw a large group of older pupils picking on an unpopular pupil  You were left alone in the sweet aisle of a supermarket or shop  On the way back home you find a mobile phone on the ground.  Ask groups of pupils to feedback their responses. Draw out the concept of what shapes our behaviours – for each of the above draw out whether it was peer pressure, fear of punishment, being taught the right thing to do, fear of what authority figures (teachers or parents) might say.  Explain to the pupils that the Ring of Gyges is a story told by the philosopher Plato. The ring grants the owner the power of invisibility (a little bit like Harry Potter’s invisibility cloak).  Watch the following account in the video from the start until 2 minutes 22 seconds:  Now ask the pupils to revisit the scenarios above and to imagine that they would not be seen. Would they behave any differently? If yes – why? If not – why? | <https://www.youtube.com/watch?v=TfVmW6sNux8> |
| Learning about religious traditions and non-religious world-views | **Humanism**  Explain that for Humanists, it is important to accept personal responsibility for your own actions. You should not try and get away with something even if you were not seen. Humanists believe we should reason and think clearly about our actions. Empathy is also something Humanists take into account – think about if other people behaved the way that you did – how would you feel? We should think of others before we act. We should always try to be disciplined and good.  If you have time you could share the following resources with pupils and discuss the questions at the end: What reasons might a humanist give to be good? How might a humanist decide what is the best thing to do in a given situation?  https://understandinghumanism.org.uk/wp-content/uploads/2021/10/Being-good-7.pdf  Write a list of rules for your class thinking about using the Golden Rule and thinking what if everyone behaved in that way… What would you do? Share your best idea with the rest of the class. | n/a |