# **Disposition:** Being Hopeful and visionary

## **Lesson:** One

### Question/LO: What needs changing in our world? Can we imagine the world being different to the way it is now? What do Humanists believe about making the world a better place? What do they do to make the world a better place?

| **Dimension of learning** | **Activities** | **Resources** |
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| Learning from experience | Is our world a good or bad place to live? Discuss with pupils what their thoughts are about what is good about the world, and what difficulties there are (eg poverty, war, injustice, illness, flooding, violence, climate change) Make two lists together. Do pupils have ideas about which are caused by people in some way? Do people just have to accept the bad things in the world, or is it possible to imagine a different world?  Some people have visions that the world can be different. Ask pupils to imagine a set of concrete steps. There may be some near the school. Do they use those steps? Do they bother to look at them? It can be hard to imagine them being more interesting. Show pupils an artwork entitled ‘Heaven on Earth’ by Iranian artist Shirin Abedinirad. What responses do pupils have to this image? Does it remind people not to just look down, but to look up and see something better?  A short activity here could be for the pupils to draw some grey steps and use their imaginations to make them more interesting. Explain that in the three lessons, pupils will be finding out about groups and individuals who did not want to just accept the world as it is but want to change it for the better. | <https://www.shirinabedinirad.com/portfolio/heaven-on-earth/> |
| Learning about religious traditions and non-religious world-views | In the first lesson, the focus is Humanists. Humanists believe that we have one life and so should make the most of it. Humanists think that human beings are responsible for improving the quality of their lives and making a fairer and a better world. There is the importance of treating people equally, not differently according to gender, race, nationality, sexuality, disabilities or religion or belief. Each of us can contribute in some way.  One of the phrases used to illustrate these thoughts is, ‘Think for yourself and act for everyone’.  Discuss with pupils what do you think this means?  Ask pupils in pairs to create an ‘action’ (in a Charades style) for this phrase ‘Think of yourself and act for everyone’, for example you might point to your head, for thinking and then open up your palms to denote ‘everyone’.  Ask the pairs of pupils to demonstrate their action symbols to each other as a class. You could even have a class ‘vote’ on which is considered the best. | Resources:  You may find the following resources for Understanding Humanism useful:  Society:  <https://understandinghumanism.org.uk/wp-content/uploads/2021/11/Society-overview-7.pdf>  <https://understandinghumanism.org.uk/wp-content/uploads/2021/10/What-are-humanist-goals-for-society-.pdf>  One Life:  <https://understandinghumanism.org.uk/area/the-one-life/> |