# **Disposition: Participating and willing to lead**

## **Lesson:** One

### Question/LO: What is good about taking part? How do Humanists think we can make a difference?

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| **Dimension of learning** | **Activities** | **Resources** |
| Learning from experience  Explore team membership in a practical and fun way | Pupils play a team game of some description, e.g. tug of war or team challenges, such as getting across a space on a bench. Consider taking this lesson outside or into the hall, otherwise use tabletop team games or a quiz.    Talk to the pupils about this experience, drawing on their feelings. Consider how it felt to win or lose, what they liked about being in their team, and how the teams were chosen.  Did someone come forward as the leader?  Would it be different if not part of a team?  Discuss the School Experience: we are all part of a school. Discuss that a school isn’t just a building, it is also the people in it. How could it work without certain people? Everyone has a role in the school to make it work, e.g. consider what would happen if the caretaker didn’t turn up. | n/a |
| Learning about religious traditions and non-religious world-views | Explain that this story sums up what Humanists think about participating and making a difference. Humanists think people should be kind and try to support each other whenever they can  Read a version of the ‘Starfish on the Beach’ story or watch the film  Discuss with pupils   * What would have happened if the people had not thrown the starfish back? * How can one person make a difference when there is so much to do? What are the problems of starting something like this on your own? What are the benefits? * What would you have done? | ‘Starfish on the Beach’ Written and Illustrated by Tom and Lindy Schneider  https://www.youtube.com/watch?v=ka\_xR4NBh0c (until 3.04mins) |
| Learning from faith and non-religious world-views | Explain that within a ‘group’, club or organisation people will play different parts -for example a school: your headteacher is good at seeing the overall picture of how well teachers are teaching, how well pupils are behaving; the kitchen staff make you a good lunch; sports coach is good at teaching you particular games and skills; someone in the school office is good at organising…each one is different, carrying out different roles to play their part in making your school run smoothly.  Think of a group or club that you belong to. It might be a sporting club, connected with a hobby or a religious group. Each person in that group or club will play their part. What part do you play? What is your school contribution? |  |
| Learning to discern | n/a | n/a |