# **Disposition:** Being Temperate, Exercising Self Discipline and Cultivating Serene Contentment

## **Lesson:** Three

### **Question/LO:** What do Christianity and Islam teach about the consequences of misbehaviour?

| **Dimension of learning** | **Activities** | **Resources** |
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| Learning about religious traditions and non-religious world-views  *Begin to understand the choice of fasting as a sign of willingness to put God first by controlling one’s feelings (e.g. Ramadan).* | **Christianity:**  In Christianity some Christians observe a 40 day fast during the period of Lent (immediately before Easter). This is not usually a complete fast but just involves giving up rich food. Today the most likely things people give up are chocolates, sweets and cake but some people will also give up other pleasures such as tea or Facebook. The idea behind Lent is for Christians to give up those things that interfere with their relationship with God. Some Christians in today’s Birmingham think that social networking can do just that. Traditionally in England rich food such as eggs and butter were avoided during Lent, which is why on Shrove Tuesday people cook and eat pancakes to use up butter and eggs before the fasting begins.  **Islam:**  Islam teaches that misbehaviour has unpleasant consequences and often leads to someone getting hurt physically, mentally, or emotionally. The best way not to misbehave is by controlling one’s feelings, particularly anger. This is called self-control. During the Holy month of Ramadan, Muslims practice ‘self-control’ and ‘think before you act’ through fasting.  The fasting in Ramadan is the fourth pillar of Islam. Recap the five pillars of Islam listed below;  ***Teacher Information***  *1.Shahadah (Belief in one Allah and Mohammad ﷺ the last prophet of Allah)*  *2. Salah (Five daily prayers)*  *3. Zakah (Charity)*  *4. Sawm (Fasting)*  *5. Hajj (Pilgrimage)*  *The five pillars of Islam help each Muslim to form a personal relationship with Allah (God) and understand the central principles of Islam; equality, justice and human dignity.*  In Islam fasting is a chosen behaviour that helps Muslims to focus their relationship with Allah (God) and gives them empathy towards those people who are less well off than themselves. Such empathy helps Muslims to help those who are less well than themselves in a way that maintains their dignity. All Muslims try to Fast in Ramadan. Ramadan is the ninth month of the Islamic calendar. Fasting means that Muslims do not eat or drink anything in the daytime between dawn and dusk. This requires a lot of self-control.    Look at what children normally eat and drink during the day and the routines involved. (Draw, write, list etc.) Ask the children to imagine how they might feel to go without those meals.  Watch video clip.  Discuss the feelings that Muslims try to control in Ramadan. For example, when someone is hungry, would they get angry easily? Ask pupils how they can control anger, e.g. stay quiet etc.  **Teacher Information:**  *There is no fixed age from which a Muslim begins to fast. However, it is expected that every committed Muslim will fast from puberty provide they are in good physical and mental health. Some young Muslims may begin to fast at an earlier age; this is usually with the agreement of their parents. Physical and emotional changes in the body such as pregnancy, illness, travel and an advanced age are considered valid reasons for an individual not to fast. It is customary to give to charity for each missed fast. Some Muslims will consider their fast postponed and engage with it at a later date. In the case of someone whose work might be impaired by fasting, for example, a doctor or airline pilot, the individual may choose to postpone the fast. As above it is customary to give to charity for every missed fast.* | <https://www.youtube.com/watch?v=f7pBGqMvN0o>  This is an animated film explaining the five pillars of Ramadan to children.  Birmingham SACRE take no responsibility for this external resource. Teachers should be aware that You Tube carries advertising the content of which may be unsuitable for your class.  <https://m.youtube.com/watch?v=75idez5Yxz4> (use the clip around 50 seconds into the film).  SACRE point out that this film contains advertising. It is a simple animation about the Children’s Ramadan Fasting Campaign.  Birmingham SACRE take no responsibility for this external resource. Teachers should be aware that You Tube carries advertising the content of which may be unsuitable for your class.  <https://www.youtube.com/watch?v=KgGtt-BmVx4>  This is an animated film about Ramadan set to a simple song.  Birmingham SACRE take no responsibility for this external resource. Teachers should be aware that You Tube carries advertising the content of which may be unsuitable for your class. |
| Learning from faith and non-religious world-views | Discussion:  How does fasting during Ramadan help Muslims to find peace?  How does observing Lent (giving things up) help Christians to change their behaviour?  How can thinking of others affect how I behave?  Is there a right way to behave, e.g. treating others how we would like to be treated ourselves? | n/a |
| Learning to discern | Discussion:  If I only think about myself and how I behave, could I forget to think about other people, and how they feel? | n/a |