# Title: How do I decide? What do Bahai’s do?

**Key Questions:** Why should we follow rules? Who/what should make the rules? Why should believers be reflective? When and why do believers take time out to be reflective? What rules for life do T\* teach? Why can it be a good thing to have rules to follow?

**Key Concepts:** influences, morality, absolute morality, relative morality, conscience

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| **Learning objectives** | **Activities** | **Resources** |
| Be able to explain when and how/why Baha’i followers take time to be reflective and to consider when we can/should be reflective in our own lives | * Put the quote from Socrates on the board: “*The unexamined life is not worth living”* and play something like the Wicked Song. Do students agree with Socrates or the song “learn to live the unexamined life”? * What do we mean by reflection? Students to brainstorm what is meant by reflection and agree a common definition. * Organise students into two concentric circles- give them a topic/dilemma e.g. you have been given a pay rise how much money should you give monthly to charity, should you vote in the general election, how should you deal with someone who is bullying you etc. Set a timer – each student to discuss the topic/issue with the person in front of them, one circle then moves round and students discuss the topic/issue with their new partner and so on. At the end ask students to make a decision on the topic/issue – could be a class vote or an individual decision. * Discuss the benefits of sharing/discussing/reflecting upon issues with other people * Introduce/reiterate the Baha’i faith – The Baha'i calendar is centred on months each lasting 19 days. At the end of each month Baha'is meet for a 'feast'. It is an important time for the community to meet, worship and socialise together. The first part of the gathering (which normally happens in someone's home in the UK) is a chance to worship. The second part of the feast is marked as 'consultation' a time to discuss a reading and to think and reflect on what has been read and what others have said. What do students notice about how the session is “led”, what about the children? * Students to write a diary entry for a Baha’i teenager after attending a worship session. * Create a collage of different speech bubbles showing how people might reflect on/respond to a particular issue. * Return to the Socrates quote – how do students feel now? | Socrates quote and something like the Wicked song: Dancing through life and lyrics  Timer  Download includes film: Unity: The 19 Day Feast  On line code  6\_3\_6\_VIDEO.  Originally for primary schools, you may want to pause the film before the ‘Call to Action’ at the very end.  Further information at  <http://www.bahai.org> |