# **Disposition: Responding to Suffering**

## **Lesson:** One

### Question/LO: Can we recognise when others are in hurt or in pain?

| **Dimension of learning** | **Activities** | **Resources** |
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| Learning from experience | Question: What kind of things hurt people?Talk briefly about the obvious causes of hurt, such as physical pain, and then move on to name calling etc. What different responses can people have?Describe a scenario where a child is running fast in the playground and trips over. Invite pupils to identify different reactions people may have, e.g (pleasure)‘They deserved it!’(indifference) ‘So what?’(sympathy) ‘That’s a shame’ (but glad it wasn’t me)(empathy) Recognise how they feel e.g. hurt an probably embarrassed.When a range of reactions has been gathered explain the difference between different kind of responses. Also ask what actions are likely to accompany each.How can our responses help and support each other when they are hurt? | A video ‘Responding to Suffering’ will have downloaded into the same folder as this lesson plan.KS2\_Y4\_Unit\_08\_Sp\_Wk\_01\_of\_03\_R123\_Video\_Responding\_to\_Suffering\_v1 |
| Learning about religious traditions and non-religious world-views | Watch the film. At St Paul’s and St Barnabas’ youth group, young Christians Sadeh and Rachel perform their own drama to raise awareness of the suffering caused by people trafficking for modern day slavery.Question: What of the 4 reactions do the children display? Why did they behave in that way?Question: How do Humanists respond to people in need? Explain that Humanists believe that human beings are responsible for making the world a better place. They believe that if we want to change the world, we need to work towards that ourselves. We need to take practical action to support others in need. Because of this belief, Humanists are involved in lots of charity work in many different areas of life.You may find it of interest to read the ‘motivation and goals’ information sheet.Share the ‘Humanists’ in action information sheet with pupils. Pupils to work in groups. Delegate one of the charities or causes to each group of pupils. Ask each group to research further about ‘their’ charity (the name, their aim, the people they support/help; the type of work that they are involved in). Ask pupils to share their findings with the rest of the class. | Motivation and Goals: https//understandinghumanism.org.uk/wp-content/uploads/2021/10/Humanist-motivatons-and goals-.pdfHumanists in action: https//understandinghumanism.org.uk/wp-content/uploads/2021/10/Humanist-in-action-7-.pdf |