

Respect for life: How and what to think about it
Ethics, Grade 3, w/c 18-11-13
Maria Kasmirli

A. Toys and animals (Group work)

i) Tick which of the following are ok to do with your favourite toy. Please explain your answer.

1. Play with it
2. Be careless with it
3. Take it everywhere with you
4. Hide it away in box and forget about it
5. Colour it
6. Talk to it
7. Yell at it
8. Love it
9. Think about it only when you feel like it
10. [Other – add your own]

ii) Tick which of the following are ok to do with your favourite animal. Please explain your answer.

1. Play with it
2. Be careless with it
3. Take it everywhere with you
4. Hide it away in box and forget about it
5. Colour it
6. Talk to it
7. Yell at it
8. Love it
9. Feed, water, and look after it only when you feel like it
10. [Other – add your own]

iii) Now think about a plant (for example, a pot plant in your house or a tree in the garden) and how you would treat it. Would you say a plant is more like a toy or an animal?

B. Sticker the Magical One (Class discussion)

1. What is upsetting about the story?
2. Is it sometimes ok to treat animals selfishly? When?
3. Can we learn things from animals? If so, what?
4. Can we really imagine what life is like for other creatures?

C. Respect for life (Class discussion)

1. Can animals understand that we should respect them?
2. Should we respect some living things more than others? Is it ok to treat a bacterium or a cockroach differently from the way we treat Humphrey? Explain your view.
3. Do we have more duties to Humphrey than to a hamster we might see in a pet shop? If so, why?
4. Can living things ever have any duties to us? Which living things, if any, might have duties to us?

Notes

- This handout will be used in both Ethics sessions this week.
- The handout is meant to serve as a guide. The aim is to encourage pupils to think for themselves, form their own views, and begin to offer reasons for their views. The lessons will be successful if pupils start to identify principles underlying different cases and begin to make connections and draw distinctions, both individually and in group and class discussion.
- The handout is an only an aid to discussion. This is why it starts at a rather basic level and gradually gets harder. We may not cover the entire handout and the order of the questions may change, depending on how students' ideas develop.
- Students will not be instructed but guided. They will be helped to form their own views and to defend them in discussion, and if they raise questions that are more interesting than the ones on the handout, we will go with those!