

## Module 1: WHO SAYS?

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## **Module 1: WHO SAYS?**

Topic one: **types of authority**

### **to the teacher**

The aim of this topic is to help pupils understand the things which influence their lives. They may not recognise some of these. They may be ashamed of some. Do they go along with the crowd? What are the things they are willing to make a stand on? What are they out for?

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### **topic development**

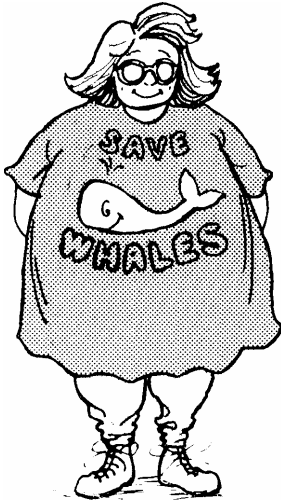
Use **worksheet 1** page 2 - **How do you choose?** - As this includes designing a personal T shirt, it could be a cross-curricular venture between yourself and the C.D.T. or Art Department.

**or** Provide large sheets of paper on which each pupil can lie to have his/her outline drawn by a friend. These outlines should then be filled in with pictures or words which mean something to them personally.

Use the results of this work to draw out in discussion the influences on their lives:

- What they see on T.V.
- Influence of pop stars or sporting heroes/heroines
- The dictates of fashion
- Peer-pressures. Are they willing to act, dress or think differently from their friends?
- What they hear/see at home or in school

Help the class to see how much these things affect their lives, some for good and others less helpfully. They can then be aware that they have a choice.



## HOW DO YOU CHOOSE?

T-shirts come with all sorts of designs. Some are souvenirs from different places. Some have serious or funny messages. Others have pictures of people and some just have patterns.

### What kind would you wear?

Any kind?  Favourite team or pop singer(s)?

One from a place you've visited?

Funny message?

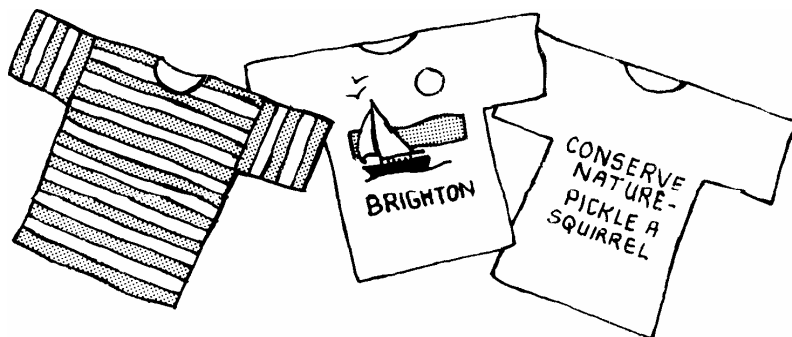
Serious message?

Do you have a T-shirt with a message? Yes?

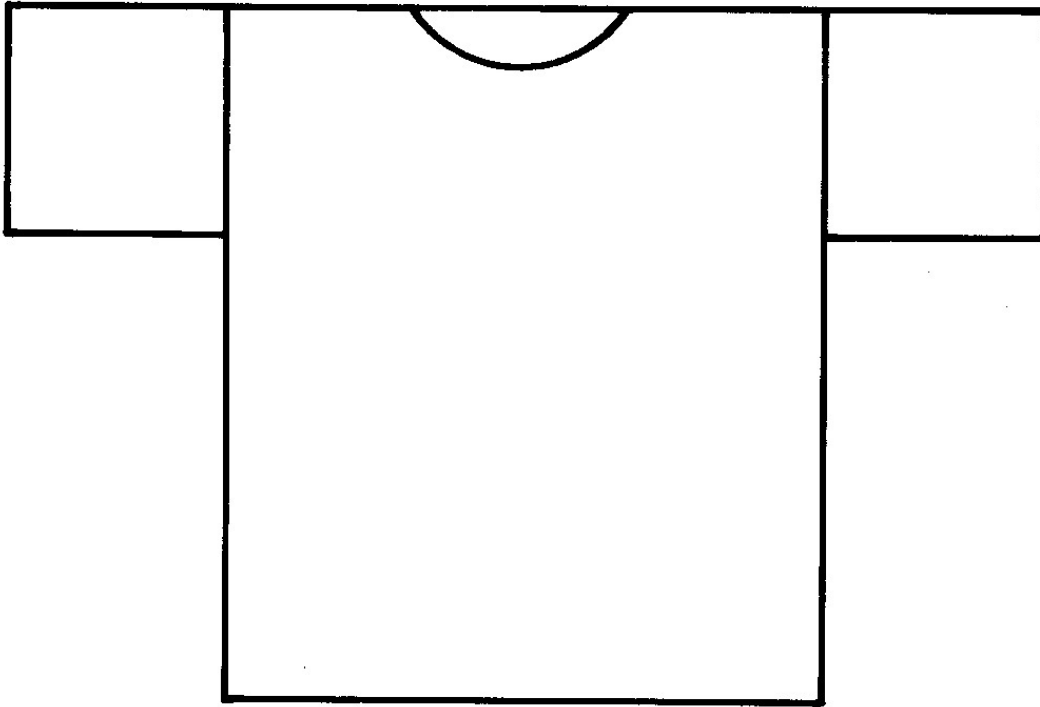
No?

Write down some of the things you've seen on T-shirts.

What is your favourite message on a T-shirt? If you haven't seen one that you like, make up the message you would like to see on T-shirts. It could be serious or funny.



Design a T-Shirt which shows other people what is most important in your life. You can use words, pictures or patterns, but remember that the best designs are simple ones.



## Module 1: WHO SAYS?

Topic two: **types of authority** (continued)

### to the teacher

Authority is often thought of merely in terms of teachers, parents, police etc. but there are many types of authority which make up the fabric of society. They derive from the following:

**Expertise** such as doctors or solicitors.

**By appointment** such as school principals etc.

In each of these cases the people have to earn the respect and trust of others but still have authority invested in them.

**Consensus** - agreement by the majority to obey rules for the mutual benefit of all concerned eg, in sports or the Highway Code.

Through the following activity the pupils will be led to explore:

- **What decides and forms our attitudes?** This is important as pupils may not always be aware how these are formed.

Some of this may be written work, but a discussion will probably yield the best results, if you are clear where it should lead. Pupils should be helped to form positive attitudes.

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### topic development

Ask the class to give examples of a) people they expect to obey them, e.g. younger brothers or sisters, and b) examples of authorities they voluntarily accept.

- referees or umpires in sport.
- doctors - because we need their help we usually accept the advice they give.
- conductor of band or orchestra if we play in one of these.

Have a general class discussion on what decides our attitude to authority:

- our experiences?
- our prejudices?
- what we hear other people say?
- what attitude we think we ought to have?

How do people earn our respect?

How can we gain others' respect?

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### **activity**

Some people choose to put their whole life under one particular authority e.g. if they go into the armed forces.

Hand out the **Oath of Allegiance** (page 8) and **worksheet 2** with the questions about it on pages 6 & 7.

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### **project work**

A higher authority?

The piece on Lord Shaftesbury (page 9) can be read as an example of someone whose life made a great impact on the society around him and about whom it was written, "... he devoted., .the great power of his mind to honouring God by serving his fellow men." (Eros Monument, Piccadilly Circus, London).

Pupils could then be encouraged to find out what motivated such people as:-  
William Wilberforce, Elizabeth Fry, Martin Luther King...



## Whose authority?

The dictionary says that authority is the 'power or right to enforce obedience'.

Read '**The Oath of Allegiance**' which is taken by men and women joining the Royal Air Force.

1. This oath gives a number of people the authority to command members of the Royal Air Force. List three of these people.
  - a)
  - b)
  - c)
  
2. What does 'as in duty bound' mean to you?
  
  
  
  
  
  
  
  
  
  
3. Who are the Queen's 'heirs and successors'?
  
  
  
  
  
  
  
  
  
  
4. Can you think of people who have put themselves under the authority of an organisation like the R.A.F. or a religion? Who?

Imagine you are a member of some group activity such as:-

a sports team/club


an orchestra

a mountain expeditionary force or.....

In the space below write and illustrate an **Oath of Allegiance** which you would be prepared to obey.



the Royal Air Force Oath of Allegiance




The Oath  
of Allegiance

*I, ....., swear by Almighty God  
that I will be faithful and bear true  
allegiance to Her Majesty Queen Elizabeth The Second,  
Her Heirs and Successors, and that I will as in  
duty bound, honestly and faithfully defend  
Her Majesty, Her Heirs and Successors, in Person, Crown and  
Dignity against all enemies, and will observe and obey  
all orders of Her Majesty, Her Heirs and Successors,  
and of the Air Officers and other Officers  
set over me.*

Attested at .....

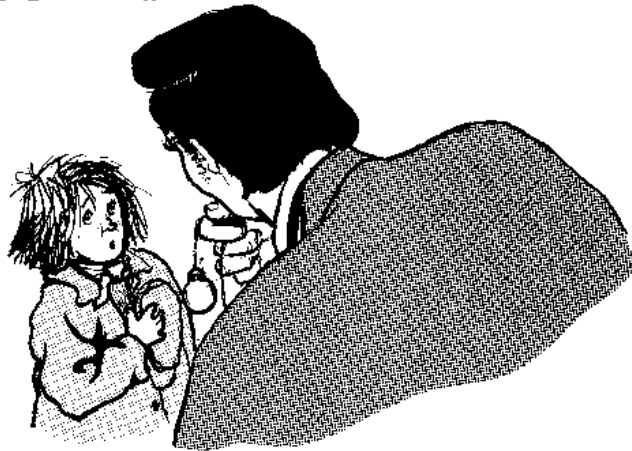
on the ..... day of.....

.....  
Attesting Officer



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# The rugged pioneer



One day in the middle of the last century a horse-drawn cab drew up in front of a tall London house and two men got out. They dumped a wriggling sack on its doorstep and then jumped quickly into the cab and made off.

When the strangely moving sack was brought in and opened, it was found to contain a frightened small boy with a gold watch. It was one that had been stolen from Lord Shaftesbury a few days previously. The little boy was trembling. Would this tall man call the police or order a beating? But Shaftesbury knew all about the terrible conditions under which many East London children lived.... He looked at the boy. This gold watch was given me when I was about your age by the best friend I ever had', he told him. 'I am not going to ask how you came by it, but I am going to help you get some schooling and start a new kind of life.' He was as good as his word. (1)

Shaftesbury's principles were so universal that he became the champion... of all social reform... As the historian Bredy says, 'Whenever Britons organised themselves to improve the health of children or the physical comfort of adults:... to shorten hours of labour and to provide Saturday half-holidays; to tear down slums and build decent houses, to suppress dens of vice and open up parks or recreation grounds;... to suppress grog shops and provide ample supplies of pure water - there stood Shaftesbury in the midst, a rugged pioneer, with jacket and waistcoat off, sleeves rolled up, and shoulders to the wheel.' In many fields he was the original pioneer, in others he came in to encourage others...

On his continual 'perambulations' through the darkest streets of London, he met thousands of unfortunates - men, women and children. Though he could not always remember their names, he never forgot his promises to them - or their needs.

**On the Eros Monument, which was erected in his memory, with pennies collected in factory, mill and mine, is an inscription written by Gladstone:**

*During a public life of half a century he devoted the influence of his station, the strong sympathies of his heart and great power of his mind to honouring God by serving his fellow men, an example to his order, a blessing to his people and a name to be by them ever gratefully remembered. (2)*

(Excerpts from (1) "Stories of Great Lives" edited by D.M. Prescott, Blandford Press, 1965, and (2) "Brave Men Choose" by Garth Lean, Blandford Press, 1977.)

## Module 1: WHO SAYS?

Alternative topic two – drama activity: **types of authority** (continued)

### to the teacher

Through this drama activity it is intended that pupils should be led to explore the different sources of authority in their lives and society as a whole.

The dictionary definition of **authority** is, "The power or right to demand obedience".

Whether people accept or reject authority often depends on:-

- their experience
- their prejudices
- what they have heard other people say

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### topic development

Having divided the class into groups, give each a different scenario either orally or in written form. Appoint a director for some of the groups, leaving the others without. Give them not more than five minutes to prepare their scene for performance in front of the class. While this is going on, note the acceptance or rejection of the appointed directors and the way in which those with no previously appointed director organise themselves.

### suggested drama scenarios (next page - 11)

Ask each group to perform what they have prepared.

After as many scenes have been performed as the time allows, draw out from them what they learnt about authority from their particular scene. There may be one or two groups who have not been able to decide what to do in the given time of five minutes. The experience of those groups for whom you appointed a director will be somewhat different from the others. Were they more or less successful? Why?

Is there any alternative to one person being in authority in any given situation? What is it?

What gives us/others the right to assume authority?

## drama scenarios

Parent/s are going out for the evening leaving the eldest looking after the others. Each brother/sister has a particular bedtime. One has a lot of homework to complete. What happens?

A disco in a cafe. Everyone is enjoying the party when the manager announces that a phone call has been received saying that a bomb has been placed in the building. Everyone is asked to leave quickly and quietly. Some persuade themselves that it is a hoax and light-heartedly refuse to leave immediately. What happens?

A group of trainees on high wires/trapeze at a circus. They are given certain rules by those in charge. One or more are deliberately disobeyed. What happens?

**A** has done something which all her/his friends think is mean. **B** calls them together and orders no one to speak to **A** until an apology is forthcoming. One person disobeys because he/she wants to find out why **A** did what he/she did. What happens?

A teacher has been involved in a car accident on the way to school. There is no teacher to take over for the first lesson so the class is asked to organise themselves for that period and go to the next-door teacher if they need any help. One or two of the class will not co-operate. What happens?

## Module 1: WHO SAYS?

### topic three – rules and laws

#### to the teacher

The aim of this topic is to help pupils understand the need for rules and laws and the importance of reaching a consensus.

For the purposes of this project the definitions sought are:

**a rule** - a regulation that is made for the good of that community.

**a law** - passed by Parliament which, if disregarded, may result in court action, fines or imprisonment.

Example: If you ride a bicycle up the school drive, when it is not allowed, you might get a detention. If you drive a car up on a one-way street, you could be caught by the police and taken to court.

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#### topic development

**a** Introduce **worksheet 3** (pages 13/14)

In a democracy laws are drawn up and discussed by members of Parliament. This exercise will help you to think about which laws you think are important.

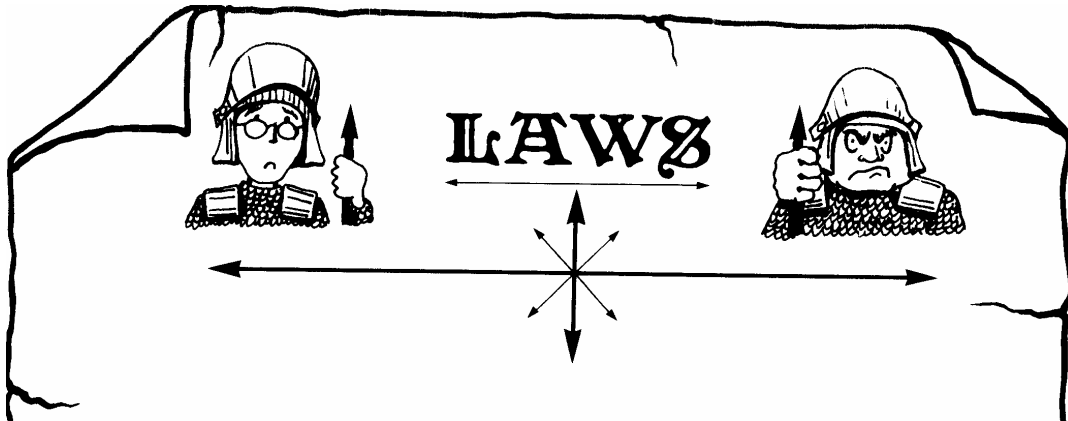
The pupils should answer question 1 on their own.

**b** Divide the class into groups to answer questions 2,3,4,5 and 6.

**c** Bring the class together in order to agree the final 10 laws which will preferably be those on the lists of more than half the groups. These should be written on the worksheet.

**OR** A mock Parliament could be held to pass one or more of these laws. To do this will take some research and preparation on behalf of the pupils.

N.B. It is essential to emphasise that the laws chosen do not in any way invalidate those which do not eventually feature.



You are drawing up laws for a country.

1. List **five** of the most important.

- a)
- b)
- c)
- d)
- e)

2. In your group compare the laws you have written.

3. Which of the laws suggested by others are you prepared to add to yours?

4. Which are you not prepared to accept? Why?



## Module 1: WHO SAYS?

topic four: drama activity – **rules and laws**

### to the teacher

The aim of these class drama exercises is to explore the application of written and unwritten rules/laws.

Elements that should be drawn out of these exercises are their application to:-

- personal behaviour
- group activity
- society

Each pupil should be encouraged to examine his/her own opinions in the light of this experience and to express conclusions either verbally or in writing.

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### topic development

The following scenes can be done by the whole or half the class without much preparation on their part.

- Form a queue with one person/a group coming in and trying to get ahead of others. Do this in two ways:
  - a) The queue jumper is being thoroughly selfish.
  - b) The queue jumper is in a hurry because of some urgent situation involving someone else's welfare.

### discuss

What difference was there in the attitude of the people in the queue? What difference was there in the way the queue jumper/s approached those in the queue?

- A group of friends drive into a car park where, after some discussion, they decide not to buy a ticket. (The decision is not unanimous.) On their return they discover they have collected a fine. What should those who thought the original decision was wrong do now?

### discuss

What would happen if everyone tried to cheat official authorities? What should those who thought a fee should be paid do if no ticket were found on the car?



**Choose one of the following which both illustrate the same point.**

- A group on a school outing are occupying all the seats in a train carriage when an elderly person gets on. There are two seats which are supposed to be given up if someone like this needs it.
- In a place where there are clear **NO SMOKING** notices, one person lights up. Show how other people react.

**discuss**

Often such rules are made to remind the public to think for others. Why are such notices necessary? Should there be such rules? Why? Are there such rules in the school or in the town? What is the best way of persuading people to obey rules?

- Some pupils have asked a teacher to help them with something in the lunch hour.
  - a) The teacher arrives at the arranged time but the pupils arrive late.
  - b) The pupils arrive on time and the teacher arrives late.

**discuss**

What is the difference in the way the situation was resolved? This is a personal matter. No written law is being broken but if we give our word do we reckon to stick by it? Under what circumstances do we sometimes break our word? What do we owe to the person to whom we gave our word? What do we feel when others break their word to us?

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**alternative topic four - project work**

**to the teacher**

Worksheet 4 - **Who Says?** (page 17) - gives a choice of activities the pupils can do at home. They are being asked to look out for the application of rules or laws in board games or from road signs etc. and are given some questions to answer. This could lead to a presentation to the class or a montage for the classroom wall. You may wish to limit the choice to two or three of those suggested. It would be most effective if not everyone did the same project!

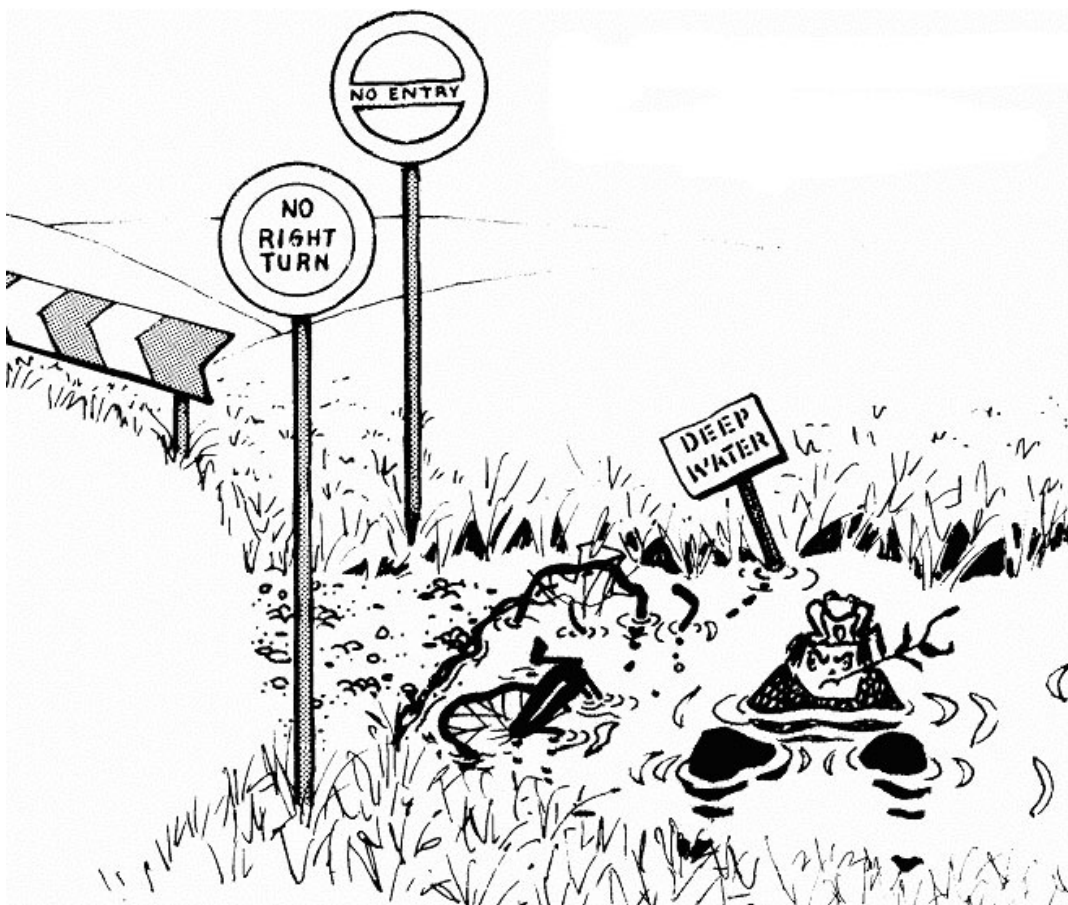
# WHO SAYS?

## choose one of the following

- Look out a board game. Read and write down 10 rules. Are they all important if the game is to work? Why?
- From the Highway Code list some important rules for cyclists. What would happen if these were disobeyed?
- Find and read the Ten Commandments in the Bible. (Exodus Chapter 20) Either write them in your own words or find a modern translation. Which ones still appear in our laws today or in what we believe is the right way to treat people?
- Discuss with your parents the rules they had as children and compare them with the rules you have at home now. Write the two lists down.
- In newspapers look for the laws that are being discussed in parliament or are mentioned in articles about people who have broken laws. Cut the articles out and stick them on a sheet of paper, writing beside them which laws they are.
- On the way home look out for any laws/rules you see indicated in public places and make a note of where they are. When you reach home, draw them and explain what they mean and why they were there.

## answer the following questions

- a) What are the differences between rules and laws?
- b) What have you learnt about how rules and laws are used?
- c) Why are rules and laws necessary?



## Module 1: WHO SAYS?

topic five – **right and wrong**

### to the teacher

This activity should lead the pupils to a deeper understanding of the moral law which underlies much of our culture and ensures the freedom with responsibility which is enjoyed in a democracy.

The quotations below which are used for this topic are taken from a book by C.S. Lewis in which he says that such phrases or accusations can quite often start a quarrel because each person is trying to prove he/she is in the right and that the other is wrong.

"It looks," he says, "very much as if both parties had in mind some law, or rule of fair play or decent behaviour or morality or whatever you like to call it, about which they really agreed. And they have. If they had not they might, of course, fight like animals, but they could not quarrel in the human sense of the word. Quarrelling means trying to show the other man is wrong. And there would be no point in doing that unless you and he had some sort of agreement as to what Right and Wrong are; just as there would be no sense in saying that a footballer had committed a foul unless there was some agreement about the rules of football."

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### topic development

Without any previous discussion, give each of the following phrases to a group or in pairs and ask them to create a scene around it.

It would be best to leave comment until the end of all the scenes.

- 'How'd you like it if someone did the same to you?'
- 'That's my seat, I was there first.'
- 'Leave him alone, he isn't doing you any harm.'
- 'Why should you shove in first?'
- 'Give me a bit of your orange; I gave you a bit of mine.'
- 'Come on, you promised.'

**OR** read the passage from C.S. Lewis **Fair Play** (resource sheet 3 - page 20).

## **Discuss**

What excuses are given to explain their behaviour by those to whom these remarks are made?

Why do they feel it necessary to make excuses?

What are they taking for granted in expecting certain behaviour from each other?

What makes something right or wrong and how do you know?

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## **introduction to topic six**

This topic can be found on pages 26/27. It consists of a story to be read with questions to answer orally or in written form.

The aim of this topic is to help clarify the reality and application of conscience and the moral and spiritual guidelines which need to be considered in this context.



Everyone has heard people quarrelling. Sometimes it sounds funny and sometimes it sounds merely unpleasant; but however it sounds, I believe we can learn something very important from listening to the kind of things they say. They say things like this:

"How'd you like it if anyone did the same to you?" - "That's my seat, I was there first" - "Leave him alone, he isn't doing you any harm" - "Why should you shove in first?" - "Give me a bit of your orange; I gave you a bit of mine" - "Come on, you promised." People say things like that every day, educated people as well as uneducated, and children as well as grown-ups.

Now what interests me about all these remarks is that the man who makes them is not merely saying that the other man's behaviour does not happen to please him. He is appealing to some kind of standard of behaviour which he expects the other man to know about. And the other man very seldom replies: "To hell with your standard." Nearly always he tries to make out what he has been doing does not really go against the standard, or that if it does there is some special excuse. He pretends there is some special reason in this particular case why the person who took the seat first should not keep it, or that things were quite different when he was given the piece of orange, or that something has turned up which lets him off keeping his promise. It looks, in fact, very much as if both parties had in mind some kind of Law or Rule of fair play or decent behaviour or morality or whatever you like to call it, about which they really agreed. And they have. If they had not, they might, of course, fight like animals, but they could not quarrel in the human sense of the word. Quarrelling means trying to show the other man is in the wrong. And there would be no sense in trying to do that unless you and he had some sort of agreement as to what Right and Wrong are; just as there would be no sense in saying that a footballer had committed a foul unless there was some agreement about the rules of football.

Each man is at every moment subjected to several different sets of laws but there is only one which he is free to disobey. As a body, he is subjected to gravitation and cannot disobey it; if you leave him unsupported in mid-air, he has no more choice about falling than a stone has... That is, he cannot disobey those laws which he shares with other things; but the law which... he does not share with animals or vegetables or inorganic things is the one he can disobey if he chooses.

I know that some people say that the idea of a Law of nature or decent behaviour known to all men is unsound, because different civilisations and different ages have had quite different moralities.

But this is not true... If anyone will take the trouble to compare the moral teaching of say, the ancient Egyptians, Babylonians, Hindus, Chinese, Greeks and Romans, what will strike him will be how very alike they are to each other and to our own.

**Excerpt taken from pages 15 & 16 of 'Mere Christianity' by C.S. Lewis (Fontana Books paperback published by Collins)**

## Module 1: WHO SAYS?

alternative topic five – **universality of right and wrong**

### to the teacher

This activity will help to establish the universality of certain basic ideas of right and wrong. It should lead the pupils to a deeper understanding of the moral law which underlies much of our culture and ensures the freedom with responsibility which is enjoyed in a democracy.

From **worksheets 5 & 6** (pages 22 & 23) emphasise:

- The age-span of these truths - from several centuries B.C. (e.g. Ancient Jewish, Hindu scriptures) through to the present day
  - their wide geographic spread
  - the common agreement on things which are right and wrong
- 

### topic development

Give class **worksheet 5** (page 22) and **worksheet 6** (page 23) and **resource sheet 4** (pages 24/25).

Answers to map question on worksheet 5 are:-

1. Norsemen
2. Greeks
3. Confucius
4. Hindus
5. Australian Aborigines
6. Founder of Buddhism
7. Mohammed
8. Jesus
9. American Indians

### when completed, discuss

- What do you notice about what different religions say about the same subjects?
  - What situations are caused in the world because people do not follow these ideas?
  - Does the way we live affect the people around us? Does it matter if we lie or cheat or are unkind?
- 

### please note

Introduction to **topic six** is to be found on **page 19**



**Put the following by the correct number under the map:**

- Greeks
- The Founder of Buddhism
- Hindus
- Jesus
- Norsemen
- Mohammed, who wrote the Koran
- Confucius
- American Indians
- Australian Aborigines

# WHAT'S RIGHT?

From **illustrations of right and wrong from world religions** (resource sheet 4) answer the following questions:

1. What do the Buddhists say about honesty?
2. What do the Hindus say about your thoughts?
3. What does the Koran say about loving people?
4. What does Confucius say about how to treat people?
5. What is the American Indians' attitude to less fortunate people?
6. What does the word 'reproach' mean?
7. How do you think these people knew that all these things were either right or wrong?



## illustrations of right and wrong from world religions

# honest



Do not steal. (**Ancient Jewish - Exodus 20, v15**)

Choose loss rather than shameful gains. (**Greek-Chilon**)

Let him not steal nor tell a lie. (**Buddhist**)

Those in whom there is no deceit, untruth or bad faith, who live in steadiness, purity and truth, theirs are the radiant regions of the sun. (**Hindu - Upanishads**)

Then throw off falsehood, speak the truth to each other, for all are parts of one body. The thief must give up stealing and instead work hard and honestly with his own hands that he may have something to share with the needy. (**Christian - St. Paul**)

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Do not commit adultery. (**Ancient Jewish - Exodus 20 v14**)

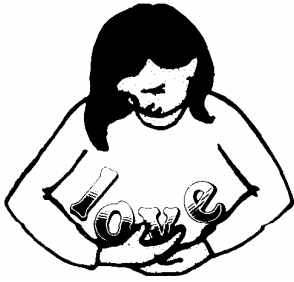
I saw in Nastrond (hell)... beguilers of others' wives. (**Old Norse**)

Let one therefore keep the mind pure, for what a man thinks he becomes. (**Hindu - Upanishads**)

The thoughts of an impure heart are topsy-turvy for it sees reality upside down. (**Buddhist scriptures**)

A weak person goes where he is smiled at. (**African - Herero**)

Sin neither openly nor in secret. (**Muslim - Koran**)



Love thy wife studiously. Gladden her heart all thy life long. **(Ancient Egyptian)**

Every good man, who is right-minded, loves and cherishes his own. **(Greek - Homer)**

Return love for great hatred. **(Taoist)**

Requite evil with good and he who is your enemy will become your dearest friend. **(Muslim-Koran)**

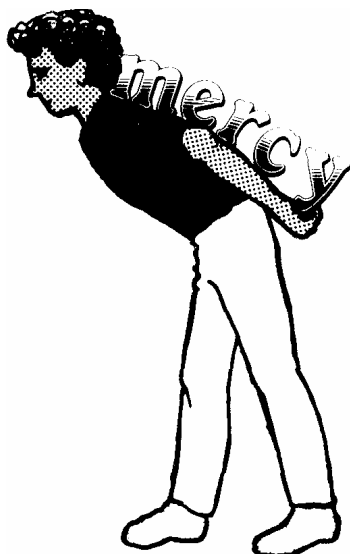
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Never do to others what you would not like them to do to you. **(Ancient Chinese - Confucius)**

Men were brought into existence for the sake of men that they might do one another good. **(Roman-Cicero)**

If a man in authority makes you go one mile, go with him two. **(Christian - Matthew 5 v 41)**

Whenever the soul has thought of 'I' and 'Mine' it binds itself with its lower self as a bird with the net of a snare. **(Hindu - Upanishads)**

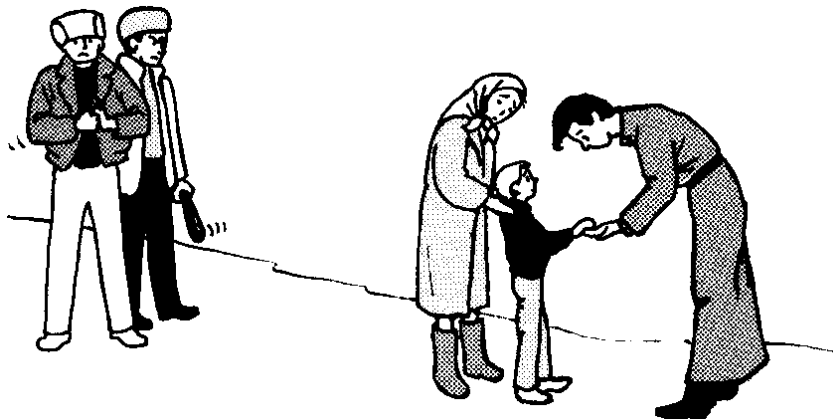


You will take care of widows, orphans and old men, never reproaching them. **(American Indian)**

In the Dalebura (nomadic) tribe a woman crippled from birth was carried by the tribes-people in turn until her death at the age of 66yrs.. 'They never desert the sick'. **(Australian Aborigine)**

# FATHER JERZY POPIELUSZKO

R1-M1-resource sheet 5



In October 1984 the body of Father Jerzy was dragged from a reservoir in Poland. These words were written about him after the news was heard.

*To the mother of a murdered son  
you were a son,  
to the families abandoned and forsaken  
you were a brother.*

*to the old  
you were a reminder of their once noble  
youth,  
to Warsaw and to Poland  
you gave a hope and a heart.*

So why was he murdered and by whom?

Jerzy was born in a remote village near the USSR border where the conditions were very primitive. Their house had two rooms, only one of which was heated by a stove; all the family slept in this one room in winter. There were five children. They all had to help in the home and in the fields.

When he was 18 years old Jerzy went to study for seven years. He had chosen to become a priest. Most people would think that was a safe job. It was far from safe in Poland at that time. The government was trying all the time to destroy the church. It did not want the people to listen to any ideas but those of communism.

After his training and two years of compulsory military service Father Jerzy worked in two churches. He was never strong and was in hospital twice with serious illness. His ill health meant he should have led a quiet life,

but he was always involving himself with others' needs.

Father Jerzy was invited to preach on basic human rights all over Poland. He is specially remembered for the way he helped the workers in the factories of Warsaw giving them great spiritual and moral support. One Sunday in August 1980 he was asked to take a religious service for the men on strike inside the steel works. From then until his death he stood by these men as they fought for fair treatment. Also, to help people express their feelings for Poland, he started a special 'Mass for the Fatherland'. Each month people from all over the land came to take part in the worship.

The authorities began to attack Father Jerzy although his only crime was to preach love and forgiveness. His small flat was damaged, his car followed. Though the workers set a watch to protect him, he was arrested and charged with having arms and anti-government papers. This was not true and he was released. After that he was often arrested and questioned but this did not stop him from doing what he believed to be right.

On 19th October 1984 his car was stopped by the secret police. Father Jerzy was bundled into the boot. He was tortured for several hours, badly beaten, tied up and thrown into a reservoir.

In killing him his enemies believed they could kill the truth for which he stood but eventually it was courageous living like this which broke the stranglehold of fear and dictatorship in Poland.

**Discuss or write the answers to the following questions**

1. If you have told lies and someone starts telling the truth, how do you feel? What do you do about it?
2. Who were Father Jerzy's friends?
3. What ideas did he try to spread?
4. Why did he make enemies?
5. Imagine you were a friend of Father Jerzy. What would you have advised him to do after he was released the first time? Why?
6. Do you think he would have taken your advice? Why?

People like Father Jerzy who have been imprisoned under dictatorships are called "Prisoners of Conscience" because their only "crime" has been to obey their consciences. What does this mean? In Father Jerzy's case his conscience was guided by the fact that he was a follower of Jesus. He had therefore decided to live the way Jesus lived and to follow his teachings such as:-

"It is said, 'You should love your neighbour and hate your enemy' but I say, love your enemies and pray for those who persecute you."

This comes from the Bible in Matthew Chap.5 starting from verse 21. Why not read this and then write down the things that would change if you and your friends lived out what is written there.

**how about it?**

If you are of a faith other than Christian, see what is in your scriptures which can help to guide your conscience and therefore your actions.

## Module 2: WHO CARES?

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## Module 2: WHO CARES?

Topic one: **personal attitudes**

### to the teacher

The aim of the topic is to help the pupils to see how much they consider other people in their everyday lives.

---

### topic development

**Quick fun quiz** Give the pupils paper on which to write numbers 1-5. Stress that what you want is their immediate **honest** response and not necessarily the "right" answer. Using the **quiz** on page 4, read out the questions orally, with the pupils writing down the letter of the option chosen with little time to consider.

Give points for answers as follows:

<b>1</b>	a:1	<b>2</b>	a:1	<b>3</b>	a:1	<b>4</b>	a:1	<b>5</b>	a:2
	b:2		b:3		b:0		b:0		b:3
	c:3		c:1		c:3		c:3		c:0

### Assessment of the quiz

If you have scored:

<b>under 9</b>	Congratulations, top marks, your honesty shows exactly where change can start.
<b>9-14</b>	You are fairly honest but there is room for improvement all round.
<b>15</b>	Unbelievable, you are either a saint or a fraud!

### With the quiz situations as a background discuss the following questions:

- Do they ever think of doing something for another member of their family which would surprise or please him/her?
- If their answer is yes, when was the last time and what did they do? How did they feel?
- If their answer is no, what could they do and when will they do it?
- When an argument starts at home is it ever because of their selfishness?
- Do they get angry when they can't get their own way? Why?

**Give out worksheet 1 (page 3) Who cares? on which there are three questions the pupils should answer in writing.**

## **Activity**

### **"Do be an angel"**

Ask the pupils to write their names on a small piece of paper. This should be folded in half and put into a box.

Then explain that sometimes people say, "Do be an angel and...". Here's their chance! They are all going to be someone else's angel for a given period of time (several days.) This means that they have to find ways of being kind to the person whose name they are going to pick out of the box. However, angels are unseen. Their aim must be to care without the person suspecting. The more kind and caring they are normally the easier they will find this exercise and vice versa! No one must tell anyone else whose angel he/she is.

When you've given the full explanation let them each pick out a name, read it to themselves and immediately throw it away in the waste-paper basket. (You may want to include your name in order to participate in the exercise.)

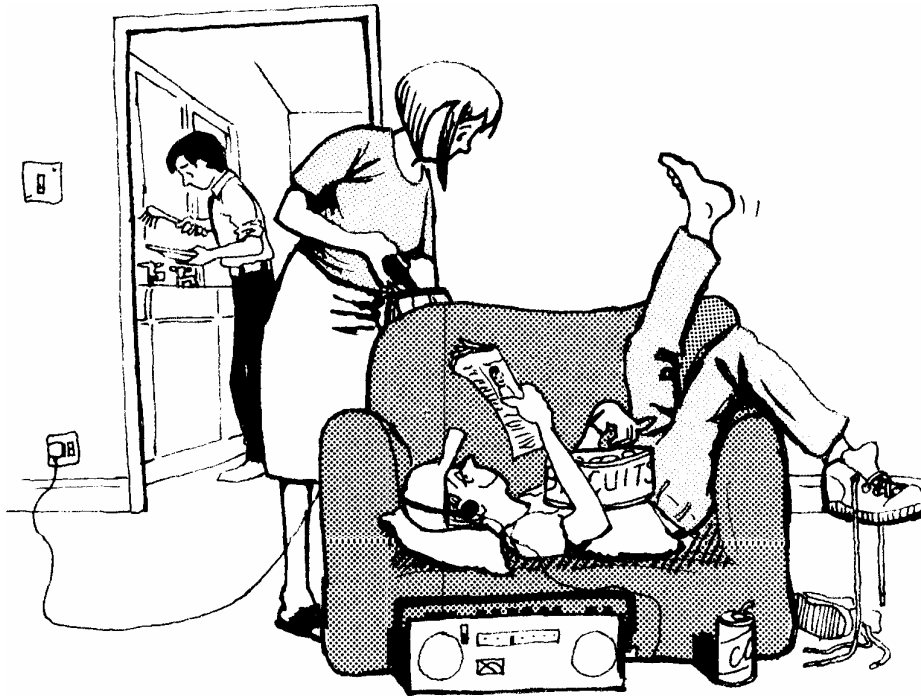
At the end of the given period the identity of angels can be revealed.

### **Guidelines for discussion**

- How many guessed who was their angel?
- How many angels were undetected?
- Where angels were undetected, were people aware of extra kindnesses being done?
- What were the major difficulties experienced?
- Did anyone try being kind to everyone so as not to be detected? How successful was this?

# WHO CARES?

- 1 If every member of your family lived less selfishly what changes would there be in your home?
- 2 What do you think your family finds most difficult about you?
- 3 In what ways could **you** start to care more at home?





## quiz

- 1 Do you think of your home as**
  - a) a boarding house?
  - b) a place where you can be yourself?
  - c) a place where you can look after the people you love?
  
- 2 If there is washing-up to be done do you**
  - a) say you've got homework to do ?
  - b) do it without being asked?
  - c) sit quietly hoping someone else will offer?
  
- 3 If someone in the family decides that you should all eat healthy food rather than what you like, do you**
  - a) eat it under protest?
  - b) sniff it and then refuse to eat it?
  - c) eat it and enjoy the new experience?
  
- 4 If you are asked to tidy and clean your room, do you**
  - a) throw everything under your bed?
  - b) conveniently be too busy to do it?
  - c) enjoy doing it and finding all the things you'd lost?
  
- 5 If it is the birthday of a member of the family, do you**
  - a) buy something you hope will be shared with you?
  - b) buy something he/she really wants if possible?
  - c) forget all about it?



## **Module 2: WHO CARES?**

alternative topic one: **personal attitudes** (continued)

### **to the teacher**

This topic looks at the rights and responsibilities of citizens and how these affect the kind of society in which we live.

---

### **topic development**

We often hear about people demanding their rights for higher wages, better care from the National Health Service or the right to be heard on some issue about which they feel strongly. Someone from a minority group whose people were feeling threatened and continually demanding their rights, said to his people, "No one can take away from me the right to be responsible". Discuss this with the class. Do they agree? What does this mean?

Ask the pupils to write down what they consider to be five of their basic rights as citizens and then to write down five basic responsibilities.

### **when they have completed these two lists, ask them**

- Which list did they find most difficult and why?
- What happens in countries where the citizens have no basic rights? Dictatorship? Totalitarianism?
- What happens in countries where basic rights exist but where citizens do not take responsibility for the way society goes? Anarchy? Dictatorship?
- What can responsible individuals do to help bring about a more caring society?

After a full discussion on these points the pupils should write a description of what they would consider a really caring society referring to their original lists of rights and responsibilities. They should also include any ideas they have about steps they can take to be more responsible themselves.

## Module 2: WHO CARES?

topic two – drama activity: **personal attitudes** (continued)

### to the teacher

This topic should help pupils to understand the meaning of care and to see more readily where this quality is needed in the family, the school and the local community.

---

### topic development

Ask the pupils what words they associate with **care**: e002Eg. love, selflessness etc. and write them on the board.

Also draw up a list of several kinds of people who may need special care eg. people with disabilities, those who are unhappy etc.

### role play

Divide the class into groups of 5-6. Give one of the role play suggestions to each group. Let them choose the roles they are each going to play.

If you have plenty of floor space, spread the groups out and ask them to act out the scene showing care. After a few minutes, stop them and ask them to do it showing lack of care. They could also swap roles and repeat the scene if time allows.

**or**

If your classroom situation does not allow for this method, give the groups about five minutes to discuss how they are going to do the scene as well as choosing roles. Then ask one group to do their scene in front of the rest of the class with some of them showing care towards the person/people needing it and others not. When the scene is complete, ask each person what he/she felt in the role chosen. Let the class comment and then ask a second group to do a scene until as many as possible have done them.

### Role play suggestions

- One of you has just heard that someone you love has died and you tell your friends.
- It is one person's birthday and he/she comes into a room where friends are gathered.

- One of you is ill and friends come to visit.
- A group of people walking down a street accidentally knock into a blind or elderly person who is carrying a load of shopping which spills out onto the street.
- You are working on a project together but one of you is finding it very difficult to understand what to do.
- It is a Saturday morning at home. One of the family is cooking the lunch but the rest of you know that he/she is not well.
- Two of you are standing together in the playground when you notice a group bullying someone.

### **discussion questions**

How did those who **needed** care feel

- a) when they were given it?
- b) when they were not given it?

How did those who **gave** care feel?

How did those who **refused** to give care feel?

What reasons were given for not doing the caring thing?

Does offering help ever depend on who needs it? Why?

Caring goes beyond personal relationships. In one school in India a class put notices saying **I care** near taps that were often left on when there was a serious shortage of water to remind people of their responsibility.

Discuss whether or not members of the class would do or say anything if they saw either of the two following situations take place.

- 1) You see someone emptying rubbish from his/her school bag in a corner of the playground. It is a windy day!
- 2) One of your friends has taken a large plateful of food to eat but leaves a lot of it untouched.

Are there any situations in school which could do with more care? What can be done?

## Module 2: WHO CARES?

topic three: **personal attitudes** (continued)

### to the teacher

This topic gives the opportunity to increase the sensitivity of the pupils to those who have particular difficulties or are different in some obvious way. As a result they might understand themselves and others better. It is important to remember that whatever the perceived problems there is still the need in everyone to be accepted for him/herself.

People with disabilities have particular needs which are often misunderstood. The following are definitions given by the World Health Organisation.

**disability** Any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being.

**handicap** A function of the relationship between disabled persons and their environment. Handicap is the loss or limitation of opportunities to take part in the life of the community on an equal level with others.

Thus for some people their disability may be that they cannot walk but their main handicap could be other peoples' prejudice, that provision is not made for their wheel-chairs, or even their own view of themselves.

---

### topic development

Outward appearances can be deceptive. It might be helpful to talk about this to see if members of the class have experienced being pre-judged by others resulting in them not being able to be fully themselves.

**Follow this discussion with:**

**exercise 1**

**Materials needed:** several blindfolds.

Working in pairs, blindfold one person. Now the sighted person should help the other to find his/her way around the room. If space is limited one or two pairs can do this while the rest of the class watch carefully.

**When exercise is complete discuss:**

**those who were blindfolded**

- How did you feel while you were doing this?
- What could have been done or said which would have made things easier for you?

**those who were helping**

- How did you try to help?
- Did it work? Why?

**those who were watching**

- What did you feel watching those who were blindfolded?
- Did you laugh? Why?

**exercise 2**

**Materials needed:** safety pins, sticky tape.

Pin dominant arm to side or tape together two or three fingers of each hand.

When all are disabled in some way, you should ask them to do some normal task like getting out a book or drawing a margin. **As they carry out this task be very strict and impatient at their slowness etc.** Discuss afterwards how they felt. Angry? Frustrated? Why? What has this taught them about feeling at a disadvantage, and about what others' impatience, intolerance and lack of understanding can do?

Topic four develops this topic further.

## Module 2: WHO CARES?

topic four: **personal attitudes** (continued)

### to the teacher

As in topic three, this topic gives the opportunity to increase the sensitivity of the pupils to those who have particular difficulties or are different in some obvious way in order that they might understand themselves and others better. It is important to remember that whatever the perceived problems there is still the need in everyone to be accepted for him/herself.

The quotes from young people with disabilities (**resource sheet 1** - page 13) give valuable insights into their thinking and real needs which are often misunderstood.

If topic three has not been done, it would be helpful to talk about the fact that outward appearances can be deceptive. See if the pupils themselves have experienced being pre-judged by others because they appeared to be different in some way and how this affected them. Then move on to A. If needed, the World Health Organisation's definitions of disability and handicap can be found at the beginning of **topic three**.

---

### topic development

- A Give the class **worksheet 2** on page 12 - **What is my attitude?** When they have answered questions 1-5c they should pool their ideas in small discussion groups with a report back to the class if time allows.
- B Return to the worksheet and answer questions 6-10.
- C Give them **resource sheet 1** (page 13) '**I have feelings**' on which they will find answers to the same questions given by a group of teenagers with various physical disabilities.
  - What do they notice are the differences?
  - What is the same?
  - Does anything surprise them?
  - Would they now answer any of questions 1-5c differently? Which ones and why?

- D Read the following passage and ask the class to guess the disabilities of the author.

*When the moon rose, trembling with excitement, we got down into the lake by means of a rope ladder. There we were, four alone with ourselves and perfection of water and moonlight! The air was quite cold; but the water was deliciously warm and our joy knew no bounds. Then what a scramble we had up the ladder to see who could get to her blanket first! We were up at dawn. As we came out on the deck a storm of gulls burst from the island, veering and wheeling above the lake, in whose golden arms day, like a mermaid, was combing out the bright strands of her hair. At that hour there were great flocks of gulls shaking the sleep out of their wings before diving into the water for their breakfast. It was a magnificent picture - worth lying awake to see, and we had slept lightly, so as not to miss anything. Many years have passed since, but that happy night in the old houseboat is as bright in my remembrance as the stars which filled the sky.*

(*Midstream* by Helen Keller, who was both blind and deaf, published by Hodder & Stoughton, 1929.)

If you wish to read more about this remarkable woman the editors recommend *Helen and Teacher*, by Joseph P. Lash, published by Alien Lane, 1980.

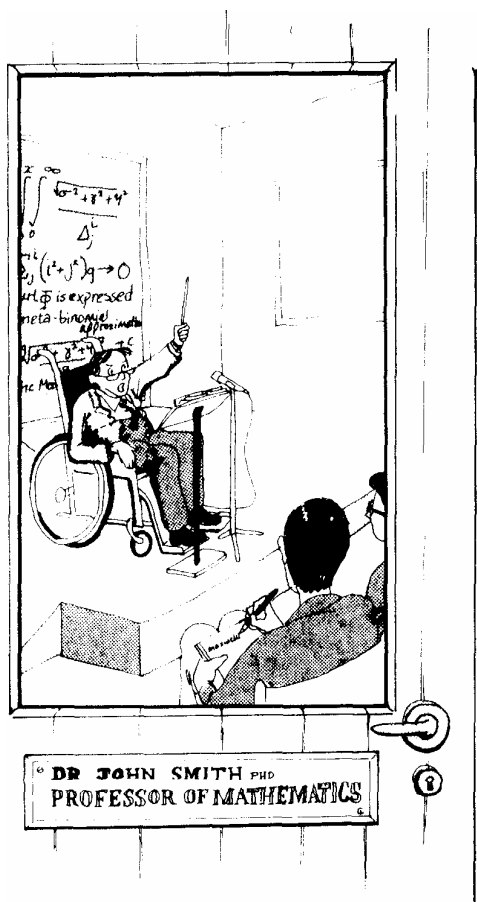
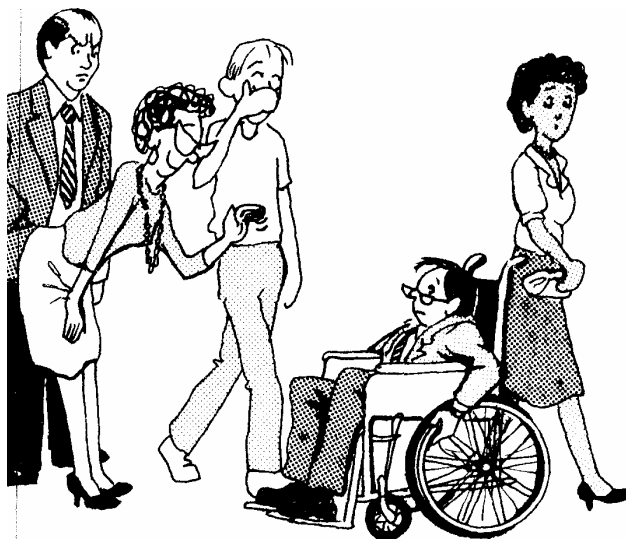
Encourage the class to write in prose or verse what they have learnt through this topic.



# WHAT IS MY ATTITUDE?

Answer the following questions on a separate paper.

1. How do you feel when you see a person with obvious disabilities?
2. What difficulties do you have when meeting disabled people?
3. Why are people with disabilities often treated as if they were stupid?
4. What are the difficulties a disabled person might have to overcome in relation to other people's reactions and in society as a whole?
- 5a. Do you have any particular difficulties to overcome in doing what is asked of you in school?
- 5b. How does this affect the way you see yourself and how others treat you?
- 5c. How do you try to overcome this handicap?

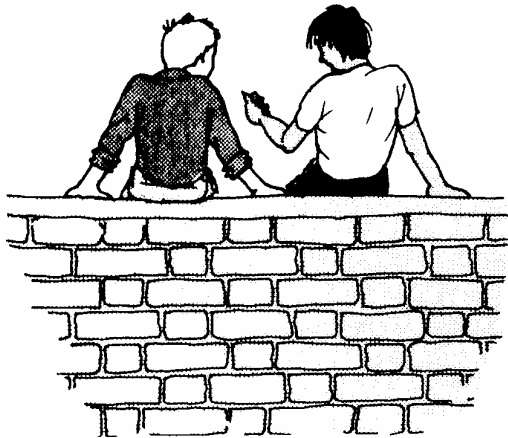


Some teenagers who are learning to live with disability were asked the following questions. Answer them yourself and then compare your answers with theirs which you will be given.

6. What is a real friend?
7. Do you need others' help? If so in what ways?
8. What do you want to be and do in your life?
9. What do you find most difficult?
10. What gives you the greatest happiness?

# I HAVE FEELINGS

These are the answers given to questions 6-10 on your worksheet by teenagers who are learning to live full lives with a disability. Read them and see whether you would now answer any of the questions on the worksheet differently.



## 6. What is a real friend?

'Someone who will look beyond your disability and see you for what you are.'

'A wheel-chair is a real friend.'

'Someone you can talk to if you have a problem. Someone you can trust.'

'A person who knows what you go through each day and you can tell your problems to.'

'A person that you can share your problems out openly and they don't think you are bonkers. Also a friend is someone who shares things with you.'

'Someone who understands me and understands what it is like in a wheel-chair.'

## 7. Do you need others' help? If so in what ways?

'Probably it is when I am dressing and cannot do the top button and cuffs in the morning.'

'If I have a bleed or hurt myself I might need help to have a transfusion or to wheel myself in my wheel-chair.'

'Yes, wash, dress, be lifted, exercise, toilet - mostly I am dependent on other people.'

'The same ways as most people do; but understanding as well as physical help is the greatest need I have.'

'Yes to help me get up hills and be pushed long distances in my chair.'



"I need help to get me up hills.."



"I'd like to work in computers..."

## 8. What do you want to be and do in your life?

'To get married, have children, give my family a rest and give them something special to say Thank you.'

'I would like to be a normal child and do what a normal child does.'

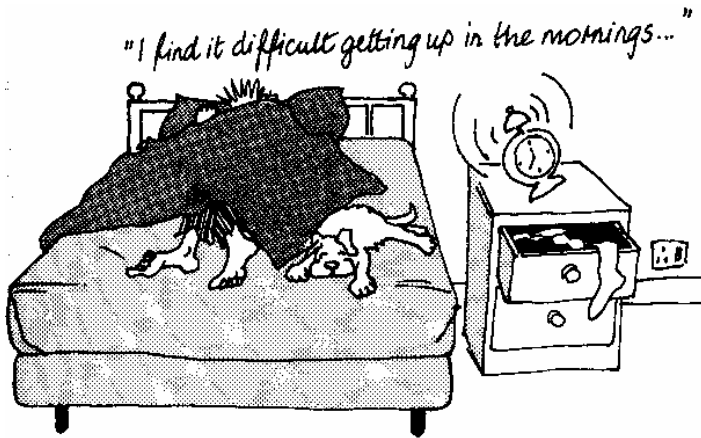
'I want to be a champion table tennis player.'

'I want to live in a town with other people.'

'I'd like to work in a library or work with computers.'

'I want to be a vet and bring happiness to a lot of animals because they need more help than we do.'

'I would like to be able to help people with problems.'



**9 What do you find most difficult?**

'I find it difficult to walk up stairs that have a lip sticking out over the edge because I get my foot stuck. It is also difficult to get up and down stairs if there is only a handrail on the right-hand side.'

'Going shopping with friends and resisting the temptation to yell at everyone who stares, "I am human, I have feelings."

'To get a boyfriend and to walk long distances.'

'Trying to show my emotions.'

'Getting up in the morning. If I have to let a girl go that I like, I find that a downer.'

**10 What gives you the greatest happiness?**

'That I could get a good job and people would be able to take more notice. Also see Liverpool win all the football trophies possibly excluding the World Cup.'

'Playing for a wheel-chair basketball team and supporting Liverpool football team.'

'Having a relationship with boys.'

'Seeing other disabled people getting on in life.'

'Play-fighting with my father.'

'Knowing that whatever happens I will wake up in the morning and it will be a new day. I'll have a bash at living.

Making others happy makes me happy. Feeling useful makes me feel happy.'



*"It would give me great happiness to see Liverpool win..."*

The editors wish to thank pupils of Lord Mayor Treloar College, Alton, Hampshire for answering the above questions.

## Module 2: WHO CARES?

topic five: **in the community**

### to the teacher

This is a project which will require two lessons and information gathering by the class in between. The aim is to find out about the caring professions and the people who do voluntary work, why they do it, what it involves and what they gain from it.

Over the page you will find the details of some nationally known caring agencies. Before the lesson, it might help to know which of these operate in your local area.

---

### topic development

Discuss with the class about the caring professions. What are they? e.g. Nursing and other branches of the medical profession, social work, the fire service, "lollipop" men and women...

What picture of them is given by:

- a) films and television?
- b) people you know?
- c) local newspapers?

### project work

Each member of the class is to interview someone who works in one of the caring professions or does some kind of voluntary work which serves the community. You may have to help the pupils to decide who they are going to interview.

**or**

A visit could be made as a group, to a local hospital or similar institution to see how the caring professions work and to interview people there.

Draw up questions with the class so that they can be written in the space at the top of the **questionnaire** on page 17 (**worksheet 3**) in preparation for the interview.

If the pupils are going out on their own it would be advisable to have the questionnaire stamped with the official school stamp to validate it for those being interviewed. An extra sheet of paper may be needed for long answers.

The questions should draw out:

- why people do these jobs
- what is involved
- how much time they give to it (if a paid job whether they stick to a set number of hours)
- what they gain from it
- what qualities are needed for this type of work

### **follow up topic**

Draw together what has been learnt, especially about people's motives and the personal qualities needed for these jobs.

Make a display or book using the questionnaires with pictures from the local newspapers or photographs taken personally.

---

### **national headquarters of some caring organisations**

Age Concern England  
Room FW 60 Pitcairn Road  
Mitcham  
Surrey CR4 3LL

Associations of Local Voluntary Organisations for the Deaf  
4 Court Hall  
Kenton  
Devon EX6 8MA

The Samaritans  
17 Uxbridge Road  
Slough SL1 1SN

Alcoholics Anonymous  
61 Great Dover St.  
London SE1 4YF

British Red Cross  
9 Grosvenor Crescent  
London SW1X 7EJ

Carers' National Association  
29 Chilworth Mews  
London W2 3RG

Royal National Institute for the Blind  
224 Great Portland Street  
London W1N 6AA

# QUESTIONNAIRE

---

Interview with .....

by .....

school .....

---

**questions**

Teacher's signature..... Date.....

## Module 2: WHO CARES?

topic six: **in the community** (continued)

### to the teacher

The aim of this topic is to help the students to take a good look at their neighbourhood and to develop a pride in where they live and/or go to school. If this pride is developed, they are more likely to take responsibility for how things are.

A member of staff responsible for pastoral care in a Scottish school, which was in the midst of a big council housing estate, decided to help the pupils in their first year to have a pride in their new school and to discover that it was a good community to which to belong. To do this, he stressed that every pupil had something unique and of value to contribute and they were deliberately encouraged to find out what this was. As time went on he became aware that vandalism was growing less in the school and concluded that it was partly as a result of this policy.

---

### topic development

Give out **worksheet 4** (page 20) **My neighbourhood**.

Ask the pupils to put a circle around the things in the picture they think are making it a good neighbourhood to live in and then put circles, **of a different colour**, around the things they think are spoiling the neighbourhood.

When this is done, use it as a lead into a discussion.

### discussion guidelines

- What things in the picture are making it a good neighbourhood to live in? What things are stopping it from being a good area to live in? Why?
- Are things happening in the picture which also happen around where they live?
- Do they ever throw litter in the street? Why?
- What does a dirty place say about the people who live there?
- What does a friendly, safe area say about the people who live there?

Divide the class into four and give each group one of the following to discuss. After a few minutes let them share their conclusions with the rest of the class.

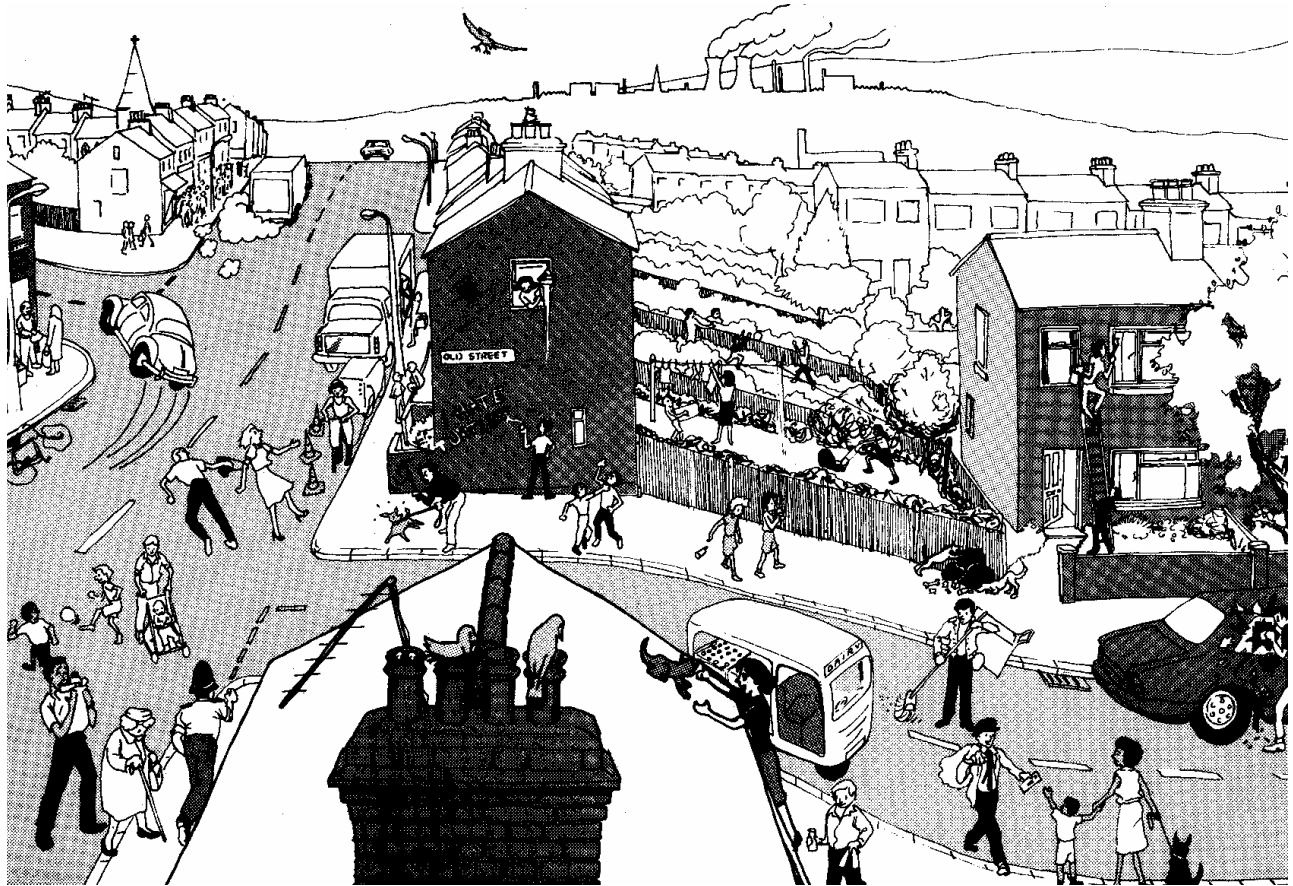
These questions are also printed on **worksheet 4** so that they can be duplicated and given to the groups in writing if you wish.

- What connection is there between the way people treat each other and how much they care about their surroundings?
- Why do people put graffiti on walls and vandalise other peoples' property?
- If you could choose any area in which to live what would it be like? Include the kind of people you would like to have as neighbours.
- How can caring people improve the quality of the environment for everyone? Do you think a pleasant environment encourages people to behave more responsibly? Why?

Discuss with the class what they can do to improve their surroundings and become better neighbours and when they will start. (A combined effort can often be successful when individual attempts fail.)

Another activity could be to combine with the English and Art departments in taking the class out to use their eyes and ears and then record what they have experienced in pictures or writing. This will reveal what they appreciate and what they dislike about their neighbourhood and help to motivate them to bring about the changes they would like to see.





**discuss**

- 1 What connection is there between the way people treat each other and how much they care about their surroundings?
- 2 Why do people put graffiti on walls and vandalise other people's property?
- 3 If you could choose any area in which to live, what would it be like? Include the kind of people you would like to have as neighbours.
- 4 How can caring people improve the quality of the environment for everyone? Do you think a pleasant environment encourages people to behave more responsibly? Why?

## Module 2: WHO CARES?

topic seven: **in the community** (continued)

### to the teacher

This activity is to help the pupils

- a) to realise that ordinary people can make a difference to society
- b) to encourage them to think what they could do in their own community by examining one experience of a group in the United States.

The most significant aspect of this is that it is about young people who changed their own attitudes and behaviour instead of waiting for social conditions to change or for others to make a start.

N.B. This story is not about racial conflict. It took place solely within the black community It can therefore be compared with any situation where there are problems.

---

### topic development

Give the class **worksheet 5** on page 22 **What can I do?**

After the questions have been answered in writing, find out who ticked which of the five options in question 1. Talk about these attitudes and what they achieve. Which methods of bringing about change have they identified? How effective do they think they are, and why?

Hand out **resource sheet 2** on page 23 **Endangered species** (a newspaper article) for them to read.

### question guidelines

Which ways of ending violence and other wrongs are suggested by the experience of the young people in the article?

What did they do to start the ball rolling?

What do the pupils think was written in the letters of invitation to draw such an enthusiastic response from their enemies?

It is important that the pupils now think through where these things apply to their community. Are there practical steps they could take?

### Give the following as written work:

What problems can you identify in your community? These may not be as serious as the situation written about in the article **An Endangered species** or they may be worse, but the point is what you and your friends can do about it. Write down the ideas you have.

After this work is completed, encourage them to share their ideas with each other and help them to initiate some positive action.



# AN ENDANGERED SPECIES

Teenage violence in the mainly black areas of Atlanta in the USA seemed by 1988 to be unstoppable. It was fuelled by a sense of hopelessness and discrimination and, in many areas, by deprivation and a severe increase in drug use and gang wars. Black young men were increasingly being seen as an endangered species because so many were being killed on the streets.

A small group in one of the city's foremost black high schools began to ask themselves whether they were condemned to this cycle of violence or whether there was something they themselves could do.

With considerable courage, they sent an invitation to the students in the same classes in a school which was their chief rival and opponent. To their surprise and alarm, forty turned up.

The meeting, however, was not only peaceful, it was astonishingly productive. The combined group decided that, for their part, they would end the fighting and make this stick in their respective schools. It began almost immediately to take hold, as the younger boys began to follow the lead of their seniors.

Wanting to stick together, the original group decided to band together in an organization they called Black Teens for Advancement (BTA). Although this was restricted to males, the girls did not want to be left out and formed their own organisation.

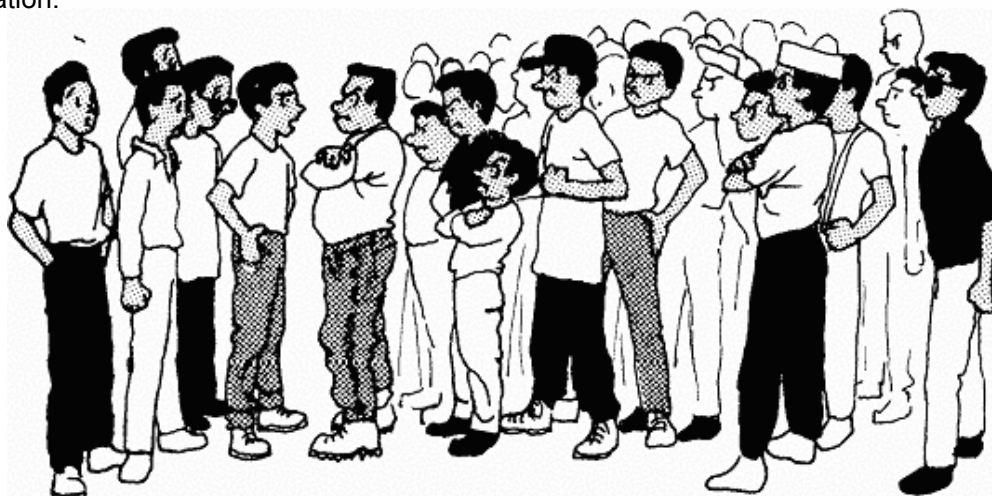
Starting from their base in the two schools in South-East Atlanta, BTA found that they were being invited to speak about what they had begun. More than 2,000 students from the twenty three high schools are now taking part in the meetings and programmes.

One of their teachers, Edward Johnson, whom the students asked to be their adviser, said "This organisation aims to save the community from the dangers of alcohol, drugs, sexual immorality and low academic standards, which are destroying black youth in America at an alarming rate." Crime and violence in the Atlanta school system has decreased by forty per cent since the activity of BTA, according to Lt. Collier of the Atlanta Department of Public Safety.

Edward Johnson said, "These men are totally committed to the idea that they have a mission - to save the children - and a reason - to do God's will. I am equally committed to them and their dreams."

Andrew Young, for eight years the mayor of the city, spoke of "a city too busy to hate." His young constituents are picking up his words and making them a reality not only in the glittering business district, but in the much tougher and deprived areas.

*Polestar no. 83 Aug/Sept 1990*



## Module 3: WHAT FOR?

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## Module 3: WHAT FOR?

Topic one: **individual purpose**

### to the teacher

This topic will need to extend to a second period with homework and other preparation between.

The significance of personal names, both historically and culturally, make this topic ideal as a multi-cultural exercise, particularly with classes where there are different cultural backgrounds represented. Cross-curricular work with the R.E. department would also be appropriate in connection with the study of Rites of Passage or the first chapters of Genesis (naming of animals).

It is important that through this topic on personal names, each member of the class begins to develop a sense of individual identity, self-worth, dignity, and thereby recognises that he/she has a unique contribution to make to society.

Names are far more important than would appear at first sight. Our names indicate who we are and to which family we belong. They also give a sense of continuity by connecting us with the past and taking us into the future. We will be remembered in the future by our names.

---

### topic development

Ask the class the following:

- Why do we need names?
- Why do we feel strange on the first day at a new school?
- Why do we get annoyed when someone, who should know our name, forgets it or mixes us up with someone else?
- Do any of the class have nicknames? Why do we give people nicknames? Do they know any famous people with nicknames? How did they get them?

Read to them the excerpt from *Roots* on **resource sheet 1** (page 6) **A naming ceremony**. Discuss why the naming was so important to Omoro.

Give the pupils **worksheet 1** (page 3) **What's in a name?** which has some simple basic questions on this subject. When they have completed the first side, discuss particularly what they have written under **d** and **e**.

Read the class the following simple story and then ask several in turn to re-tell it without using names. What were the difficulties?

*Jane and Betty went out to the shops because Jane wanted a new T-shirt. They walked along together making an odd pair as Jane was tall and thin and Betty was short and fat. On the way they caught up with old Mrs. Bates who was struggling along with a heavy load of shopping so Betty offered to carry it for her. When they reached her house they waited while she got out her key and then Jane pushed open the door so that Mrs. Bates could get in with the shopping Betty had returned to her.*

The pupils should now write the paragraph entitled **I am** on **worksheet 1** (page 4) which should not include their name but a description of their character and physical appearance which they think will identify them to others. If possible each of these should be typed out before the next lesson. The originals should have their names on them for your information only.

#### **Preparation for next lesson:**

- a) Number each description and place the correct numbers by the names on a list of the class.
- b) The descriptions should be placed on desks around the classroom at the beginning of the lesson.

Explain that the class should go around and try to guess to whom each description belongs, writing down on a piece of paper the number and then the name of the ones they guess. When this is completed, read out the correct names and numbers and see how many have been correctly identified. Finally the pupils should find and collect the description of themselves writing their names on it.

Follow this with some of the facts found on **resource sheet 1** (page 5) **Names** which will help to launch them into the research suggested on the second side of the **worksheet**.

#### **project work**

If the school is a multi-cultural community a piece of research could be done by the whole class. They could ask fellow pupils around the school the questions on **worksheet 1** (page 4) and correlate their findings.

# WHAT'S IN A NAME?



- a) Who are you?
- b) Did you write anything other than your name? Why?
- c) What does giving your name tell another person about you?
- d) Do you like everyone knowing your name or are there some people whom you would not like to know your name? Why?
- e) Put a tick if the statement is correct for you and a cross if it is not.
- I know the names of everyone in my class.
  - I know only the names of my best friends.
  - I know the names of the people who are good at things.
  - I know the names of those who get into trouble.
  - I know most of the teachers' names.
  - I only know the names of the teachers who teach me.







# NAMES

In some tribal traditions names are chosen from nature, from religion or from an event connected with the birth.

It is still the practice in many countries to choose first names from religious scriptures.

During the Middle Ages in Britain a person had no other name than this - no surname.

The surname developed as it became necessary to distinguish people even further as the population increased.

- 1) It associated people with a place such as **Atwood, Atfield, Atwell**.
- 2) Sometimes it identified the children with their father as below.

	<u>father</u>	<u>son</u>
In England by adding <b>son</b>	Robert	Robertson
In Scotland by adding <b>mac</b>	Donald	MacDonald
In Ireland by adding <b>fitz</b>	William	Fitzwilliam
	<b>o</b>	Neil
In Wales by adding <b>ap</b>	Rhys	O'Neil
		ApRhys (This has now changed to <b>Price</b> )

- 3) Trade names were also used such as **Baker, Cartwright, Smith**.

In India the surname still tells a great deal about a person including the caste, village from which the family originally came, and often the religion. If westerners go to India their names will indicate that they are from a Christian culture whatever their personal beliefs.

In most religions there is a naming ceremony which usually takes place when a child is still quite young. There are also traditions concerning the person/people who choose a child's name; why they choose it and how. This is illustrated by the excerpt from *Roots* on the next page.

# A NAMING CEREMONY

R1-M3-resource sheet 1

By ancient custom for the next seven days, there was but a single task with which Omoro would seriously occupy himself: the selection of a name for his first-born son. It would have to be a name rich with history and with promise, for the people of his tribe - the Mandinkas -- believed that a child would develop seven of the characteristics of whomever or whatever he was named for.

When the day arrived, the villagers gathered in the early morning before the hut of Omoro and Binta .... As Binta proudly held her new infant, a small patch of his first hair was shaved off, as was always done on this day, and all of the women exclaimed at how well formed the baby was. Then they quieted as the jaliba began to beat his drums .... the alimamo turned to prayer over the infant, entreating Allah to grant him long life, success in bringing credit and pride and many children to his family, to his village, to his tribe, and finally the strength and spirit to deserve and to bring honour to the name he was about to receive.

Omoro then walked out before all the assembled people of the village. Moving to his wife's side, he lifted up the infant and, as all watched, whispered three times into his son's ear the name he had chosen for him. It was the first time the name had ever been spoken as this child's name, for Omoro's people felt that each human being should be the first to know who he was.



The drum sounded again: and now Omoro whispered the name into the ear of Binta, and Binta smiled with pride and pleasure. Then Omoro whispered the name to the arafang, who stood before the villagers. 'The first child of Omoro and Binta Kinte is named Kunta!' cried Brima Cesay. As everyone knew, it was the middle name of the child's late grandfather.

One by one the arafang recited the names of the Mauretanian forefathers of whom the baby's grandfather, old Kairaba Kinte, had often told. The names, which were great and many, went back more than two hundred rains.

Out under the moon and stars, alone with his son, Omoro completed the naming ritual. Carrying little Kunta in his strong arms, he walked to the edge of the village, lifted his baby up with his face to the heavens, and said softly 'Behold - the only thing greater than yourself.'

*From "Roots" by Alex Haley. Published by Arrow Books ISBN 0099522004*

## Module 3: WHAT FOR?

topic two: **individual purpose** (continued)

### to the teacher

Human beings need motivation if they are to achieve anything. Throughout history there have been individuals whose lives have been driven by forces such as hate, greed, fear, lust for power, personal ambition. There have also been those who have chosen to be motivated by the equally powerful forces of disinterested love and compassion. This topic identifies and examines these motivating forces and their consequences.

**Drama activity** page 13 **part 1: Motivation** can be used as an introduction to this topic.

---

### topic development

Give out **worksheet 2** (pages 9/10) **The driving force** and ask pupils to complete the tasks set there.

Discuss with them what they have discovered about what motivates them.

Can the class think of people they have heard about who have love as their motivation? e.g.

- people helping to feed and give medical help to those who are starving
- a person who has decided to forgive someone they have every reason to hate.
- parents looking after a seriously disabled child

Read **resource sheet 2** (page 11) **For the love of her baby**.

Ask:

- What would have happened if Mithu had remained angry and blamed others for her situation?
- What was Mithu's motivation?
- What do you think were her greatest achievements?

Can they think of people in history who have had hate, revenge or lust for power as their motivation?

Read **resource sheet 3** (page 12) **Caught in the riots**. Discuss the actions of Sushobha Barve who had the courage "to help rebuild what seemed so totally broken down", when faced with others who were determined to destroy.

What motives can the class identify through this story, e.g. blame, self-righteousness, guilt, indifference, arrogance, prejudice, regret, humiliation, bitterness?

Give the class a few minutes to discuss the following in small groups:

- Why is it important that we recognise what makes us do what we do?

Finally draw out their conclusions. Help them to realise that their motivation will influence their daily choices and the direction their lives will take.

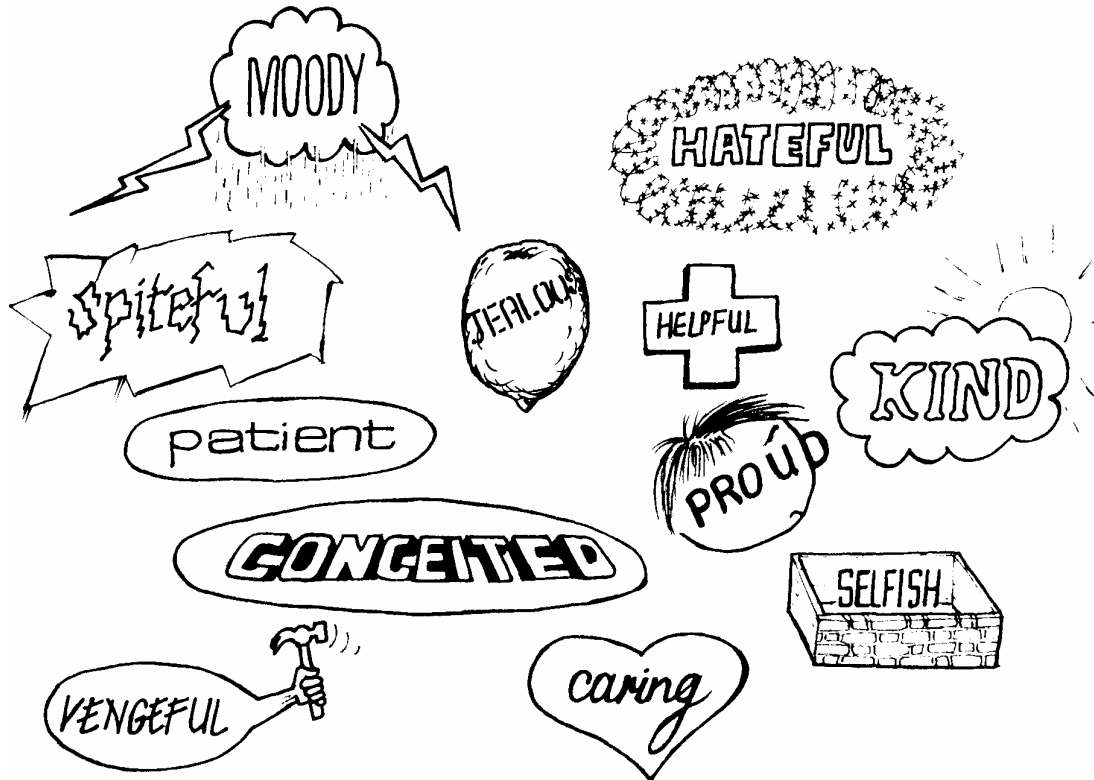
### **recommended for further reading**

*Marie, A story from Enniskillen* by Gordon Wilson with Alt McCreary This is the story of Gordon Wilson and his daughter from Northern Ireland - an example of someone who chose love rather than hate as his motivation.

# THE DRIVING FORCE

R1-M3-worksheet 2

- Use colour **A** to highlight those words you think describe people who love others.
- Use colour **B** for all the others.
- Write similar words of your own in the space below, indicating with the appropriate colour whether they show a loving or unloving attitude.



What kinds of things go on in your community because people are being hateful, jealous, selfish, spiteful, proud or greedy?

Choose words from those illustrated on the first page of this worksheet to fill in the blanks.

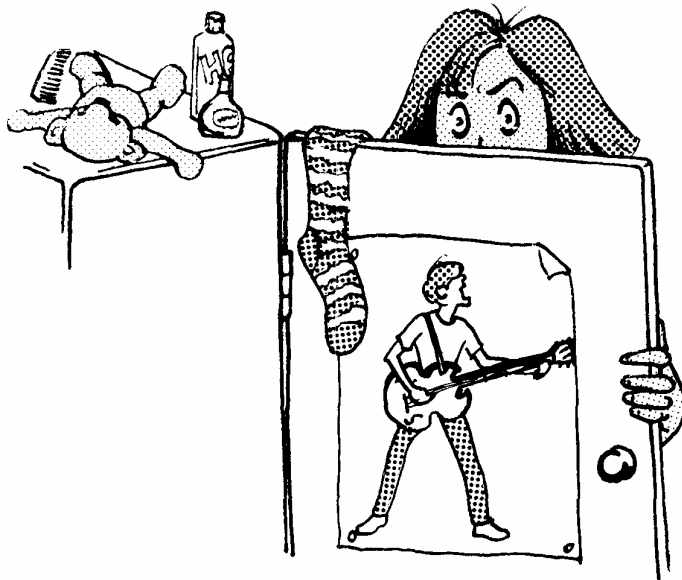
I am .....

I am never .....

Fill in these blanks with your first name.

.....is patient and kind: .....is not  
jealous or conceited or proud, .....is not ill-mannered or  
selfish or irritable; .....does not keep a record of wrongs;  
..... is not happy with evil, but is happy with truth  
.....never gives up.

His/her faith, hope and patience never fail.



When this paragraph was written by a man called Paul about two thousand years ago, **love** was written where you have written your name! Read it again like that. You could put this paper up on the inside of your bedroom cupboard door to act as a reminder.

# FOR THE LOVE OF HER BABY

At the end of a normal and happy pregnancy the day of birth came and, sadly, damage was caused to the brain of the baby at the time of delivery, resulting in her having cerebral palsy. Mithu and her husband were told that their daughter, Malini, would be a 'vegetable' for the rest of her life. Angry and absolutely unwilling to accept this verdict, they sold up everything and left India for Britain where they found caring, detailed help and support.

Malini developed a delightful, out-going personality with a wonderful sense of humour. She had a razor-sharp mind trapped in a body which would not obey her commands. Mithu loved her very much and wanted to give her the best chance of a full life. So to prepare herself to meet her daughter's particular needs, she took training and then gained experience by working in a hospital. Malini was six years old when they returned to India.

On their arrival Mithu discovered that there were no schools for children like hers. She now had to decide either to accept the situation as it was or take things into her own hands and do something about it. She set about raising financial support and eventually found a building in Bombay in which to start the first school for Spastics (those suffering from cerebral palsy) in India.

Her love drove her to discover where other similarly disabled children were and to offer them education too. This was far from easy. In India at the time it was a disgrace to have a disabled child so they were kept out of sight and never mentioned by their families. However within a few years there were 70 pupils in the new school.

Twenty years later old prejudices and misunderstandings are gradually disappearing. Schools have been started all over India by teachers trained in the first school. Children like Malini, from the richest to the poorest families, are being given the same opportunities to overcome their disabilities.

Malini and others have now been through university and she is running her own business. But it could have been a different story.

Despair at her daughter's situation could have driven Mithu into feeling sorry for herself. She could have returned with Malini to Britain to give her everything, forgetting the fact that there were so many others whose needs would never be met. But her love was the kind that grows and spills over to include others, inspiring, encouraging and bringing hope where there was none before.

*Mithu Alur is the Founder-President of  
The Spastic Society of India*





# CAUGHT IN THE RIOTS

R1-M3-resource sheet 2 (continued)

I and another Hindu woman were on a train from Bombay to north India on the day Mrs Gandhi (the former Indian Prime Minister) was assassinated by two Sikh bodyguards. The train was stopped by angry villagers who came looking for Sikh passengers. I confronted the mob and tried to reason with them. They got angry and assaulted me, and the two innocent Sikh passengers in my carriage were dragged out, badly beaten up, then set on fire. When our train left, we thought them dead.

This shook me to the core. I felt angry at what our people had done and at what we had allowed to happen in our country. I blamed politicians and many others whom I felt were responsible. And also I felt guilty at not being able to protect innocent people. Then, one night I had the thought that as long as I had blame, anger and guilt in my heart, I would neither be able to help the Sikhs, who felt deeply wounded and humiliated, nor the non-Sikhs, who were feeling self-righteous and to an extent guilty.

Then I decided that I must accept the responsibility for what had happened – that people like me had contributed to the tragedy because of our attitudes of indifference, arrogance and prejudice. Once I had accepted this in my heart, I began to see what I could do as an ordinary individual to help rebuild what seemed so totally broken down. So I wrote to Sikhs across India, most of whom I had not even met - journalists, politicians, generals in the army, police officials, ordinary housewives and students. Later I met many of them personally. To all of them I spoke of my experience on the train and expressed regret at the deep wounds and humiliation felt by their people. It helped to heal many a heart.

Three months after this incident, we had a message that the two passengers whom we had thought dead, might be alive. So I undertook the same journey from Bombay to north India to find out the truth, visited the families and found the two men were indeed alive, They were still recovering from their serious burns and fractures and it was a joyous meeting with them and their families. When I said how sorry I was that we had not been able to protect them, they said, "In fact we feel sorry that you had to suffer because of us." They also said that perhaps God had given them a gift of new life so that they could do something about bridging the gulf between their community and others. The fact that these men, who had every right to be bitter, were totally without bitterness remains a challenge to me.

When we Hindus begin to understand the fears, hopes and aspirations of the minority groups within India, then I believe we will also understand what our neighbours feel about us. Our only hope lies in people giving up retaliation in the spirit of forgiveness.

*by Sushobha Barve from "For a Change"*

## Module 3: WHAT FOR?

drama activity: **individual purpose** (continued)

### to the teacher

The following drama exercises illustrate the themes of **motivation and purpose** in individual activity and group interaction which are considered throughout this module. They can be used as needed to complement the worksheets for **topics two** and **five** particularly.

---

### topic development

#### 1 **motivation** - related to **topic two**

The points which need to be drawn out as the following exercises proceed are:

- How does the motivation of the person affect the way he/she does the simple moves given?
- What difference is there when there are more people on stage? What happens? Why?
- Which motives can be identified as positive/constructive and which as destructive? Which are able to make others more at ease or happier and which pull others down and make the atmosphere worse?

Place a chair in the centre of the 'stage' area. Choose a confident pupil to come up and give her/him directions to go from the left of the 'stage' to sit on the chair centre. Then to get up and go to an imaginary window on the right of the 'stage'.

Having done the moves as directed by you, whisper one of the motives from **a** to him/her. The moves should then be repeated showing that motivation. Other pupils could be asked to do the same moves with different motivations from list **a**.

- a) you are bored; you are curious; you are eager; you are excited; you are worried; you are feeling lazy; you are determined.
- b) you want to show you care; you are being patient; you are jealous; you want to be helpful; you are feeling spiteful; you are being selfish; you are angry.

From now on the pupils can be directed by each other as you demonstrated, giving only two moves at a time. They may need motive suggestions from you to start with but will soon be able to suggest their own.

When they understand what is expected you can involve more than one person on stage at a time but keeping one 'director' for each group. At this point use the phrases from **b** as relationships are bound to develop. Sometimes the people on stage can have the same motives as each other and at other times different ones. Note with the class what difference this makes.

---

## 2 purpose - related to topic five

The main objective is to illustrate the need for and the result of having a goal and a purpose and the benefits and importance of having a common purpose when trying to achieve something with others.

- a) Drawing from the following phrases which suggest purpose, ask several people to come to the 'stage' area and act out one of them. Do not tell them where to go on stage.
- you are trying to get there as quietly as possible
  - you want to see who is coming
  - you want to get there without being seen.
  - you want to get there as soon as possible

What happened? Was there confusion? What was missing? They had one purpose but no direction, no goal, nowhere to go.

- b) Choose a 'director' and two people to whom he/she should give different moves. You should then give them each a different purpose either from the phrases above or your own.
- c) Let them experiment with carrying out their moves with a common purpose.
- d) Have two people 'on stage' to be given the same two moves. These should be carried out:
- with a different purpose
  - with the same purpose
- e) Have larger groups 'on stage'. Now small groups within the larger one can be treated as the individuals were before, having the same moves as each other (doing things together). Again experiment with different purposes and then a common purpose.

Discuss what difference it makes when the purpose of each person/group is different and when it is the same. As groups grow larger interaction will take place as their paths inevitably cross.

## Module 3: WHAT FOR?

Topic three: **individual purpose** (continued)

### to the teacher

In order to want to be responsible and to find a purpose there needs to be a good reason. Those people who have made a mark on history, like Martin Luther King, have had a dream, a concept, a vision of the sort of world they wanted to build. This topic takes his 'I have a dream' speech and challenges the young people to think through what kind of world they want to use their lives to create.

---

### topic development

Divide the class into small groups giving each pupil a copy of **resource sheet 4** (page 18) **I have a dream** and **worksheet 3** (page 16) **dreams**. Give them time to read and discuss the speech and to answer questions 1-4.

There are references on the resource sheet which may need some explanation:

**Martin Luther King** - was a black American Baptist minister. He became a leader of the Civil Rights movement and led millions of people in a non-violent movement that broke the system of segregation in the Southern states of America.

There are references in the speech to:

- a) The American Constitution - "We hold these truths to be self-evident..."
- b) The Bible - "every valley shall be exalted..."
- c) American national anthem - "My country 'tis of thee..."
- d) Various of the states of America - Georgia, Mississippi etc.

After the group discussions pupils should read **Dare to Dream** on **resource sheet 5** (page 19) and then write his/her answers to questions 5-7.

Having expressed in writing their 'dreams' of the sort of world they would like to see and the sort of people they think it will take, have a final class discussion. Find out if the individual 'dreams' have any common themes? What ways are there of turning them into reality?

# DREAMS

1. Write down four things which Martin Luther King wanted to happen.
  
  
  
  
  
  
  
  
  
  
2. Did he think/hope his dream would be realised in his lifetime? Give your reasons.
  
  
  
  
  
  
  
  
  
  
3. What happened to Martin Luther King? Why do you think this happened?



4. Imagine you are in the crowd listening to this speech. What does it make you want to do?

Read the poem **Dare to Dream**

5) What is your 'dream' of the sort of world you would like to see in the future?

6) Write down what gaps you see between the kind of person you are and what you would need to be to make your 'dream' a reality.

7) What can you do to bridge these gaps?

# I HAVE A DREAM

The following is an extract from a famous speech made by Martin Luther King, the American civil rights leader who was assassinated in 1968:

I have a dream that one day this nation will rise up and live out the true message of its creed: "We hold these truths to be self-evident; that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a desert state sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.

I have a dream today

I have a dream that one day the state of Alabama, whose governor's lips are presently dripping with words of interposition and nullification, will be transformed into a situation where little black boys and black girls will be able to join hands with little white boys and white girls and walk together as brothers and sisters

I have a dream that one day every valley shall be exalted, every hill and mountain made low, the rough places will be made plain and the crooked places will be made straight and the glory of the Lord shall be revealed and all flesh shall see it together.

This is our hope. This is the faith with which I return to the South. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day when all of God's children will be able to sing with a new meaning "My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the pilgrim's pride, from every mountainside, let freedom ring"

And if America is to be a great nation this must become true.....

When we let freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up the day when all of God's children.... will be able to join hands and sing in the words of that old Negro spiritual. "Free at last! Free at last! Thank God almighty, we are free at last!"



## **Dare to Dream**

*Dare to dream that the world can be different,  
Dare to dream that hopes can come true,  
Dare to walk the road of freedom.*

*No job too hard to tackle,  
No goal is an open space,  
No one walking completely alone,  
No one beyond God's grace.*

*Dreams don't come true just by dreaming.  
Is a dream just a castle of air?  
Dreams need purpose and passion.  
Dreams need people who care.*

*So pick up your dreams  
And make them happen.  
Keep going till they come true.  
Dare to walk the road to the future.  
Dare to say, "This will I do".  
Dare to dream.*

**Nancy Ruthven**



## Module 3: WHAT FOR?

Topic four: **goals and aims**

### to the teacher

All over the world human beings organise themselves into groups of varying sizes: families, clans, tribes and nations. We are basically gregarious creatures. Groups consist of people who share a common characteristic, whether of origin or interest. People band together for survival and company, for security and a sense of belonging. The family has been found as a basic unit in every human society that has been scientifically studied. Basically human beings feel a need to be together and to communicate with each other. However, it is sometimes difficult to have real communication, nor is it always easy to get on with people in the same group.

This topic gives the pupils the opportunity to experience working in a group, discovering its advantages and disadvantages, and to talk through how to overcome some of the difficulties.

---

### topic development

The work in this topic is done entirely in groups.

Ask the class to form themselves into four groups giving them no indication of how many you want in each.

Give each group one copy of **worksheet 4** (pages 21/22) **Where do I belong?** They should begin by filling in together question 1 a-g. This asks them questions about the group they have formed. When they have done this, find out from each group why and how they got together.

Then ask the groups to answer the rest of the questions on the worksheet which deal with wider social groupings.

At the end of the lesson discuss how easy or hard it was for the members of the groups to work together. How did they overcome any difficulties?

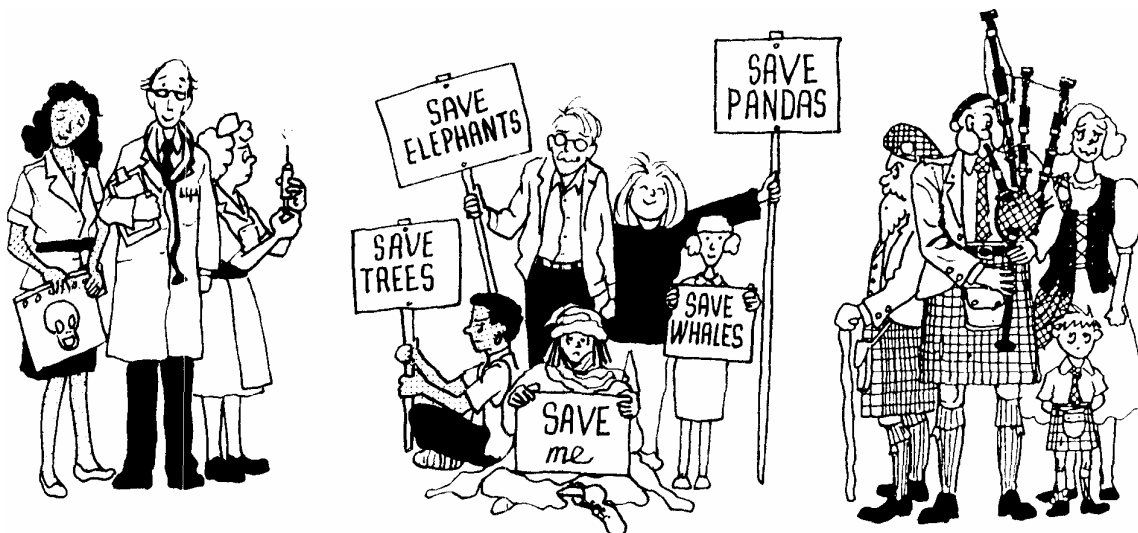
What do they think are the important factors which help a group to work together?

# WHERE DO I BELONG?

- 1 a How many are in the group? .....
- b Are you particular friends of each other?.....
- c Did one person organise you to form the group?.....
- d Are you all good at the same school subjects?.....
- e Do you all live near each other?.....
- f Is your group bigger or smaller than the others?.....
- g Why?.....

2 What is a family?

3 What is a clan or tribe? Write down any names of clans or tribes which you know and say which country they come from.





## Module 3: WHAT FOR?

Topic five: **goals and aims**

### to the teacher

This topic will take more than one lesson. It looks at the problems in the world and, in the light of these, the need for the pupils to think out how they are going to use their lives. This will involve their goals and purpose in life and their careers.

The problems in the world are so vast that we often think there is nothing that can be done, but the adventure for the next generation may be to identify and deal with the human element in difficult situations. So often peoples' attitudes are the stumbling blocks in finding solutions. There is, more often than not, some link between how individuals find answers and the way nations could.

Self-esteem is needed for any aim in life to be found. When I feel I matter - to God, to my family, to my community, to the nation and to the world - it follows that they matter to me.

Pupils can begin to think about what careers they are going to pursue and how they are going to use their lives. People take up a career for many reasons: for a higher standard of living; because they enjoy that work; because it gives them power and status; or because they want to help other people. It is a very individual choice. However the question that may need to be asked is not, "What should I do in the future?" but "What needs to be done?"

There are many people whose faith leads them to believe that each individual has a part in God's plan for the world - a part which is specific for each individual and which no one else can fulfil. Students in school who start to search for and decide on clear goals and an overall purpose will not only find greater fulfilment in life, but will have a real stake in the future and in the way the world goes. It is important that decisions are made because, however small they may be, "Big doors swing on small hinges."

**Drama activity 2** (page 13) could be used as an introduction to this topic.

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## topic development

Give the class **worksheet 5** (pages 25/27) **From getting to giving** and look through the lists one at a time with them. They should mark those they respond to and add any ideas of their own.

Display a **world map** and have some current newspapers for the class to look at. Ask them the following questions, writing down the main points on the board:

- Where is there starvation and homelessness in the world today?
- Where are there conflicts?
- What are they about?
- What is being done to try to solve them?

The pupils should now answer questions 1-4 on the **worksheet** which will help them to relate their own experience to problems in the world.

When this has been done, discuss the answers with the class.

Give out **resource sheet 6** (page 28) **He went to help** so that the class can answer questions 5-8 on the **worksheet**. This is a story of a young man who used his time and training to help in a developing country.

Moving from the choice of career and training towards the consideration of an overall purpose in life, it would be helpful to look once more at the topic **Dreams** (pp 16-19) and for each to re-read what he/she wrote at that time or to do that exercise now. Vision for the future and goals are essential elements of finding a purpose in life.

Finally return to the **worksheet** and answer question 9.

# FROM GETTING TO GIVING

## check lists

### The most important things in my life are

(cross out those that are not true for you and add others that are)

good friends  
being popular  
doing things for others  
good food  
holidays  
having a good laugh  
having a good cry

something worthwhile to do  
happiness in the family  
being alone  
keeping busy  
a belief in God  
making music  
taking part in sport

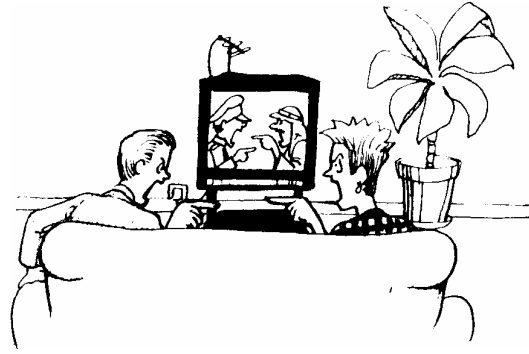
### What I want most for the future is

(cross out those which do not apply to you and add others which do)

happy family life  
job that brings in money even if it's boring  
job that gives me real satisfaction  
chance to travel  
adventure  
to get married  
to help others in trouble  
to learn more about God and his plan for my life  
to tackle something that seems impossible  
to help turn enemies into friends  
to be famous  
to have friends I can trust



**World problems often seem very big and far away. Yet they can be reflected in our own lives.**



- 1) Do you have quarrels at home? What are they about?
  
  
  
  
  
  
  
  
  
  
- 2) How can you end a quarrel and become friends again?
  
  
  
  
  
  
  
  
  
  
- 3) In what ways are you greedy and selfish?
  
  
  
  
  
  
  
  
  
  
- 4) How can you help the needy people of the world? What does the answer to question 3 have to do with this?
  
  
  
  
  
  
  
  
  
  
- 5) What did Peter gain from his time in the village?

6) What ideas do you have about your career?

7) What training do you need for this?

8) Have any of your ideas changed since reading about Peter's experience? If so, in what ways?

9) What is going to be your purpose in life from now on?



# HE WENT TO HELP

R1-M3-resource sheet 6

For two months in 1990 I had the unforgettable experience of living in a small Tanzanian village, Tunguli. I was one of only two 'Westerners' there.

I had felt a calling for a long time to use my training as an engineer for development work and here was my first chance. I was a 'partner in development' in a small village health centre established and run by the Anglican church in the nearest town, 180 kms away. The clinic was conceived as an expression of God's care for the people of Tunguli and I felt privileged to be a channel of this care through helping to set up water and electricity supplies for the clinic.

It is hard to describe how it felt to be completely stripped of the infrastructure we are used to in Europe - roads, communications, a ready supply of materials, information, power, easy food, piped water. Here was life at its most basic.

My first job in the village was to work with a team of skilled local builders to construct ten water tanks to harvest the plentiful rainfall. As a result the village women would no longer have to spend several hours each day carrying water from the village well up to the clinic. Men and women worked hard in all weather conditions - burning sun, torrential rain, early morning cold. Children spent all day crushing rocks with hammers and men supplied the workers with bananas, sugar cane and sweet potatoes from their fields.

In Tunguli I experienced Tanzanian hospitality and welcome in a new way. In a village where famine is a constant threat and malnutrition ever present, it meant immeasurably more to me to receive gifts of fruit, chickens, eggs and beans than it could ever mean to receive the most expensive gifts back home.



However little we thought we possessed, we were living like kings in comparison with those around us. We had a limited supply of power, courtesy of a solar battery charger. This allowed us a short period of radio/tape use and a few hours of light at night to read. How much we take for granted!

Most of all, we take survival for granted. The other job I undertook was the installation of a solar-powered blood and vaccine fridge. The Tanzanian doctor in charge of the clinic has estimated that this will help them to cut infant mortality significantly, perhaps by 95 per cent.

My year in Tanzania seemed to strengthen and confirm the calling I feel to overseas development. Now I intend to get further qualifications in energy technology with a view to returning to the 'two-thirds' world with more to offer.

*by Peter Baynard Smith from 'For A Change'*

## Module 1: FAMILY

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## **Module 1: FAMILY**

topic one: **needs of the young**

### **to the teacher**

The aim of this topic is to identify the needs of the young and to see the part parents play in meeting these needs. It has been proved that very young children need plenty of contact with their parents if successful bonding is to take place.

---

### **topic development**

Give the class **worksheet 1** (page 2) **Earliest experiences**. Ask them to fill in the first page.

Discuss the ideas they have added at the end of the sheet and draw out their personal experiences with pets or knowledge they have gained from watching nature programmes on T.V.

Now ask them to complete the second page of the **worksheet**.

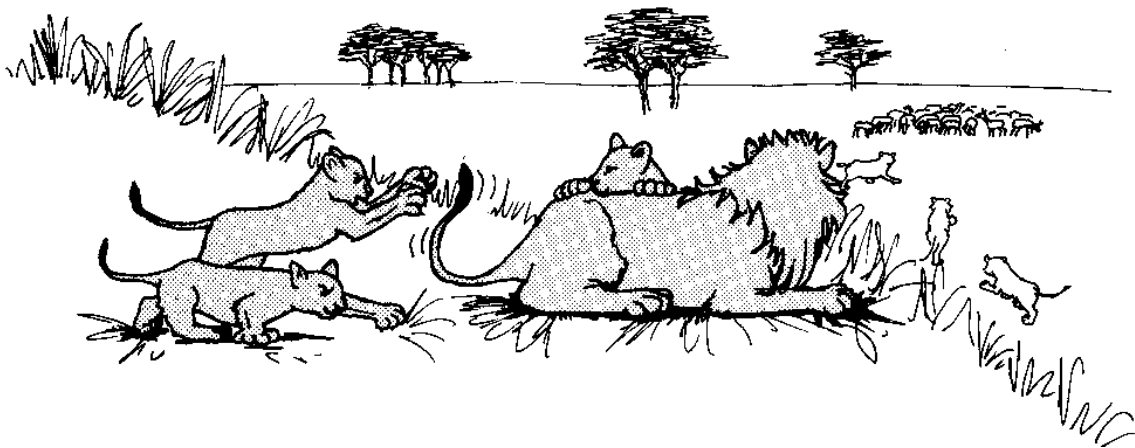
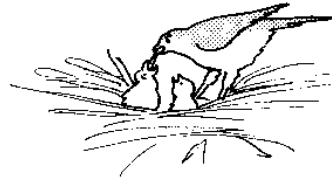
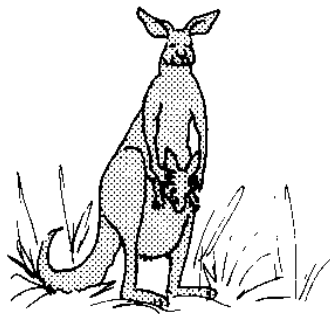
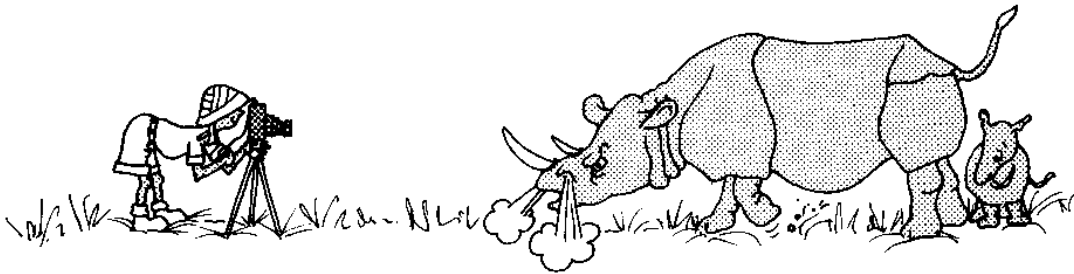
It would be helpful to look at their accounts of their earliest memories to see if there are some needs identified in them which have not been thought of before. A final paragraph should then be written on a separate paper starting with:-

**to be a good parent I will have to ...**

# EARLIEST EXPERIENCES

R2-M1-worksheet 1

Look at the pictures below and write by them what the parents are doing for their young.



Write below any other things you can think of that parent animals do for their young.

What 'nests' do human parents provide for their babies?

What else do human babies need from their parents?

What do young children need?

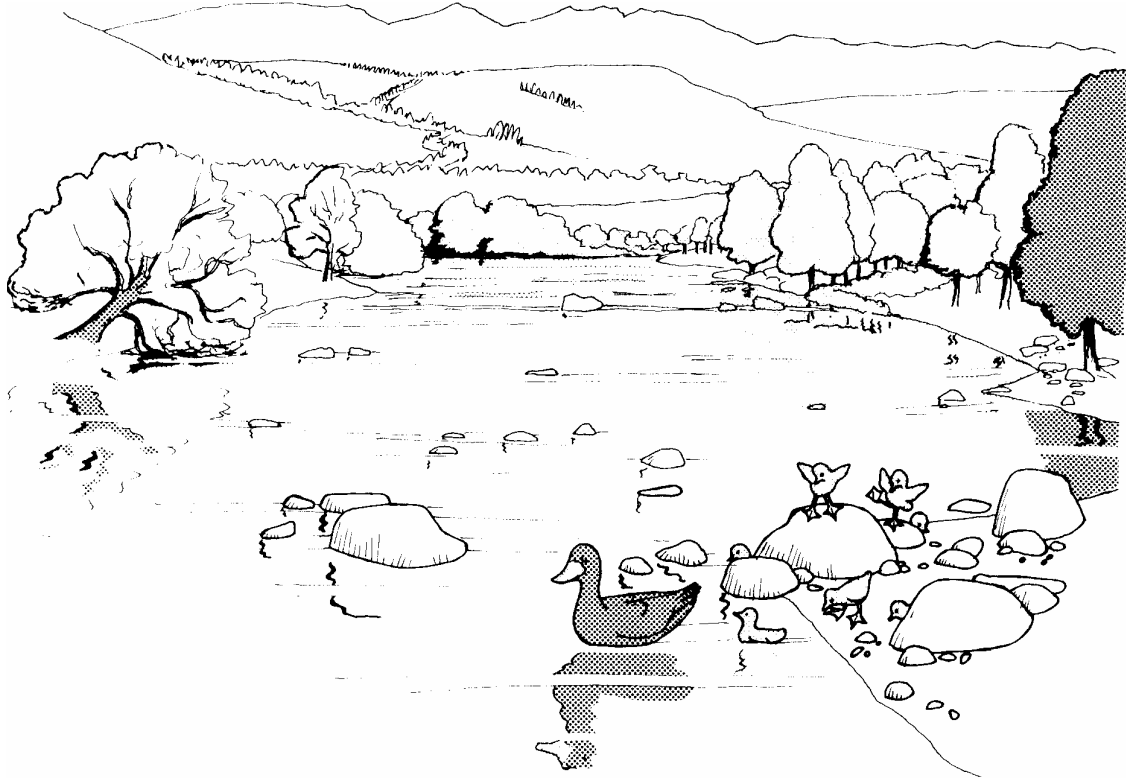
Lion cubs learn to catch their prey from their parents - what do young children learn from theirs?

Birds cannot become independent until they can fly - what must young children learn and experience to become independent of their parents?

**Write My earliest memory is....**

# IMPRINTING IN ANIMALS

R2-M1-resource sheet 1



The term 'imprinting' is used to describe the bonding of animals to a member of their family. This may be the mother to a youngster or a young animal to its parent.

## **birds**

In some birds imprinting is a matter of life and death because, for example with ducks and geese, the young have to be led to food. If they stray, they stand much more chance of being killed by a predator. In young ducklings, the first moving thing seen is followed. This is normally the parent, but ducklings have been known to become imprinted to toys, boxes with ticking things inside, and even to human beings. No matter to what a bird becomes 'imprinted', the attachment lasts for a long time. This is not found in young birds whose food is brought to them in the nest.

## **mammals - goats**

Careful studies of maternal imprinting in goats have been carried out by P.H. and M.S. Klopfer of Duke University, U.S.A. It was found that contact with the young (kid) **directly after birth** is essential for the mother (the doe) to show normal maternal care. If this contact is denied the doe will reject her kid, even if it is returned to her after only an hour's separation. However if the doe is allowed to be with her kid **first** and then separated for an hour or more, she re-accepts it but will not accept a kid which is not her own.

### **mammals – monkeys**

'Harlow and his colleagues (working at the University of Wisconsin, U.S.A.) used artificial surrogate mothers made of wire netting and towelling to investigate the components of nursing behaviour. Furry objects are preferred by the baby monkeys. If separated from the surrogate mother, the isolated youngster spends long periods of time rocking and holding on to itself. Harlow also showed that young monkeys in captivity, isolated from their mothers, were usually not able to mate in later life or to bring up their offspring if they did.' \*

In the wild young monkeys and their mothers remain together for a few hours after birth and then recognise each other easily. The mother always knows her own young and will not let other adults handle it for long periods. In many groups of monkeys there are other members of the group who will accept the youngster if the mother dies. If this happens the young monkey shows no sign of being deprived.

\* Dr M.R.A. Chance *Mothers and their infants* 'Science Journal', Jan. 1971

### **human beings**

During pregnancy most parents develop specific expectations about what their baby will be like. The most common of these is to do with the sex of the baby. When the baby is born, however, the parents soon begin to examine the child and relate its features, colour of hair etc. to other members of the family. If a new baby is placid or noisy it may be likened to an existing member of the family and so on. There is no evidence to suggest that a mother will reject her baby just because she is separated from him/her for hours or, in the case of a difficult birth, for days.

Human babies are born with instinctive reactions. They will cling to a finger but are not able to support their weight on their legs. They 'root' with the head to find food at their mother's breast. They cry when they want attention.

Bonding develops in humans when feeding and holding makes a mother and child recognise each other more and more as time goes by. It has been demonstrated in homes for neglected or deserted children that the development of the senses of such children and their responses to other human beings is retarded when compared with children who have had normal, loving physical contact as babies.

The relationship between a human parent and his/her child takes many years to mature. It is not an immediate relationship although the response of loving parents is immediate.

## Module 1: FAMILY

topic two: **being an adult**

### to the teacher

A dictionary definition of **adult** is: 'having reached maturity; fully developed'. This refers to physical development. However the statement made by many young people 'I want to be treated as an adult' implies more than this. It is saying something about equality of treatment.

The aim of this topic is to help the pupils to see what is entailed in becoming more adult in attitude and behaviour. Among other things, it is adult to:

- try to see things from other people's point of view
- think for others and be less selfish and self-concerned
- be responsible for the consequence of actions taken

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### topic development

Give the class **worksheet 2** on page 8 **I want to be treated as an adult** and ask them to answer numbers 1 to 5 so that they have the chance to think out what 'adult' or mature behaviour means. It can then be used with the following as a basis for discussion.

Hold a class discussion asking them the following question and then reading each incident in turn.

Which of these attitudes was 'adult' and which 'childish'? Explain your answers.

- 1) Two small children were about to cross the road. The elder took the other's hand, carefully looked both ways to see that all was clear, and then they crossed.
- 2) A teenager did not like the dinner all the family were given and went into a sulky mood because she was not allowed to have something different.
- 3) A father wanted to watch a football match on television when the rest of the family was watching a film. Because they would not switch over, he stormed out of the house in a temper, banging the door.
- 4) A little girl, under five years old, kept calm when her mother had epileptic fits and 'phoned the father at work.

From these discussions, let each pupil make a list of qualities under the two headings **childish** and **adult** on their worksheets.

Give each pupil **resource sheet 1** on page 9 **Dear diary** to read. Ask them to underline in different colours the **irresponsible** attitudes and the more **responsible** attitudes illustrated in this story.

Divide the class into small groups to talk over what they think of the story on the **resource sheet** and to discuss the answers to questions 7, 8 and 9 on the **worksheet** before writing down their own conclusions.

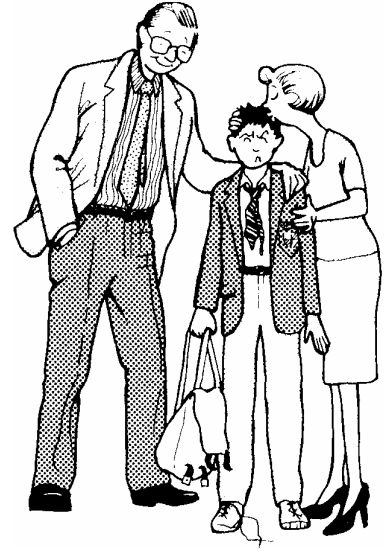


# I WANT TO BE TREATED AS AN ADULT

1) Have you ever said these words? If so, does it mean:

- I want to do what I like?
- I want to be more responsible for myself?
- I want to be free to make my own decisions?
- I don't like being told what to do?

Tick the ones which apply to you. If you think it means something else write it below.



2) One bone of contention in families is often who makes the decisions. How are the decisions concerning you made in your family?

3) Are the adults in your family ever unreasonable? If so, in what way?

4) Are you ever unreasonable? If so how?

5) Think of an adult you know and respect. Are there any ways in which you would like to follow his/her example?

6) From your discussion make a list of qualities under these two words:

**childish**

**adult**

7) Childish behaviour is accepted in children but something different is expected of an adult. What is expected and why?

8) What behaviour and attitudes will you have to change if you are to be treated as an adult?

9) How can adults encourage more adult behaviour in people of your age?

## Dear Diary

Sept 10th

Worried sick about my Mum. The doctor told her to stop work but she won't. She says it's her money keeps us going. Why can't Dad see she's ill? All he cares about is beer. The twins are o.k. but I was late for school again. Such a rush seeing to them now they've started school. I fainted in class again - embarrassing.

September 12th

After English today Mr Wells asked me to go with him to the staffroom for something. He asked me what was up. "People don't faint twice in a week for nothing." I blurted it all out. Told him how worried I was. First he was quiet. Then he said, "Do you believe in God?" What a question! I said yes I thought so. Then he said that he did and sometimes when he was quiet he got unexpected ideas and that when he carried them through ~~unexpect~~ good things happened. He didn't know what either of us could do but he suggested that we be quiet in case one of us got an idea worth trying.

So there and then we stood quiet. I didn't hear a voice or anything but I did get an idea - go home everyday straight from school and prepare the tea. It's not going to be easy because it'll mean less time with my friends. But Mum won't have so much to do when she gets home. She's going to let me give it a go.

Nov 8th

I've been rather tired lately and too lazy to write in here for ages. Tracey and Edward have been ever such good friends. They come home with me most days and often help me with the veg for tea. They are good with the twins too. I'm determined not to give up. ~~It's~~ It's easier now I know more what to do. Actually Dad sometimes comes home a bit earlier and once or twice he hasn't been drinking. Mum's looking really bad now. I wish she would quit work.

Dec 14th

It's been a whole week that Dad has come home EVERY DAY straight from work!!! He hasn't gone out drinking with his mates either. Yesterday

when we called out that tea was ready no-one came. I went up to the twins' room and found Dad there with them building a house out of beds, sheets and chairs. What's come over him I wonder!

Jan 11th

My birthday! I'll never forget today I got a card from Dad. Inside he wrote THANK YOU. When I asked him what for he wouldn't say but Mum said that she and Dad have decided that she should quit work and she's given in her notice. It'll mean we have less coming in but they think it's worth it. I didn't know what to say at the time but it's such a relief.

Jan 13th

Told Mr Wells what's happened. He noticed I was cheerful yesterday! Perhaps I'll try and get a Saturday job - better than a paper round but even that would bring in something. Dad's going to join the works band. I hope he doesn't make a fool of himself!!!

This is the true story of a pupil in a Staffordshire school.

## Module 1: FAMILY

topic three: **communication**

### to the teacher

In this topic the pupils should be encouraged to look at the need for good communication in the family. So often people start to make an effort to communicate when it is almost too late; for instance, when some issue comes to a head and feelings are high. The situations in this topic are ones which could cause considerable trouble if not properly talked through with all concerned.

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### topic development

Divide the class into 5 groups to discuss the following situations. Give each group a different one. (They are reprinted on **resource sheet 4**, page 15, for copying.) They should be considered from all points of view, not just their own as teenagers.

1. A teenager wants to be a trend-setter, having an unusual kind of party where the fun does not depend on a lot of booze. It has been decided to talk about it as a family. What do they come up with?
2. A family has been to the same place for summer holidays ever since the children were young. They are now teenagers and want to do something different. What compromise can they reach so that all can have an enjoyable time?
3. The main bread-winner in the family has been made redundant. What can all the others do to support that person and help to keep things going through the difficult time ahead?
4. One of the grandparents who live nearby has died leaving the other alone and needing regular help for which he/she cannot afford to pay. The family has room to have him/her living with them but the grand-parent wants to remain as independent as possible. Obviously adjustments will have to be made whatever happens. What would be a good solution to this?
5. The parents have found that they hardly ever have a really good talk together as a family. They blame the T.V. and are considering throwing it out. Is this the best course of action or is there some other way? If so what is it?

**While the discussions are going on**, listen in on each group, taking note where there is good communication and the places where it is being dominated by one person etc.

**After about ten minutes**, ask each group to read out their situation and tell the class the conclusions they have come to or the difficulties they had. Others in the class may well be able to give helpful suggestions before going on to the next.

**Ask the groups** whether they were satisfied with the level of communication they were able to achieve and how this could have been improved. Here you can say what you noticed as you went round.

**In discussing these issues what difficulties had to be overcome by the family in order to find solutions?**

**Give each pupil worksheet 3** (page 12) **Talk to me** and ask them to answer the questions on the first side of it. Now give each of them **resource sheet 3** (page 14) **Listen to the children** to read. They can then answer the questions on the second side of the worksheet.







From a Swedish journalist:

One day my husband and I had had a row. My daughter came to me in the kitchen and said, 'Mum, can't you forgive Daddy?'

To my shame I had to admit that this time it was just one time too many. 'I am bitter and I can't.'

She leaned over the kitchen table and said very steadily and intently, 'But Mum, you just say, "Forgive me." That's all. It's so simple. Just one word. Forgive. Well, I know it is difficult at first, but then when you have said it, it is very simple and wonderful.'

I sat there, my heart stone dead.

She asked, 'Couldn't you make some coffee?' We often drink what we call 'reconciliation coffee'. Slowly I went to the stove, stiff and sour. She heard her father coming downstairs and she looked at me, standing full of tension in the middle of the kitchen. He stopped in the doorway, looking hesitatingly at me. I said slowly (it was really difficult), 'Do you want some coffee?' This meant, 'Forgive me.'

He rushed to the stove, embraced me happily and said, 'Yes, thank you!' and there was our little girl jumping up and down shouting, 'I did it, I did it! I said to Mum to do it.' And she took a ginger biscuit, broke it in three pieces and we silently ate a piece each, knowing all was well - thanks to her.

From *Listen to the Children* by Annejet Campbell



1. A teenager wants to be a trend-setter, having an unusual kind of party where the fun does not depend on a lot of booze. It has been decided to talk about it as a family. What do they come up with?
2. A family has been to the same place for summer holidays ever since the children were young. They are now teenagers and want to do something different. What compromise can they reach so that all can have an enjoyable time?
3. The main bread-winner in the family has been made redundant. What can all the others do to support that person and help to keep things going through the difficult time ahead?
4. One of the grandparents who live nearby has died leaving the other alone and needing regular help for which he/she cannot afford to pay. The family has room to have him/her living with them but the grandparent wants to remain as independent as possible. Obviously adjustments will have to be made whatever happens. What would be a good solution to this?
5. The parents have found that they hardly ever have a really good talk together as a family. They blame the T.V. and are considering throwing it out. Is this the best course of action or is there some other way? If so what is it?

## Module 1: FAMILY

alternative topic three – drama activity: **communication**

### to the teacher

In this topic the pupils should be encouraged to look at the need for good communication in the family. So often people start to make an effort to communicate only when some issue comes to a head, feelings are high and it is almost too late. The situations in this topic are ones which could cause considerable trouble if not properly talked through with all concerned.

---

### topic development

Ask the class what makes for good communication between friends; parents and children; brothers and sisters.

Write these on the board.

Discuss:       When is it easiest to communicate? Why?  
                  When is it most difficult? Why?

Let them write a short description of the sort of person they find it easiest to talk to.

### drama activity

Much can be communicated in silence. Ask two people to act out the following scene.

Two members of a family arrive home having had a flaming row that morning. They are refusing to talk to each other as they are still angry and unforgiving. Something starts them talking to each other again.  
Show how this happens.

Ask the class what was communicated in that silence?  
How convincing was the ending?

If there are others who would like to try out another way to end the scene, let them also act it out and then discuss the alternatives.

Can they think of experiences in their families where silences have been full of meaning? Moods? What happens? What have they learnt from the above scene which could help the next time it happens in their family?

Make a copy of **resource sheet 4** (page 15) and cut it up so that each situation described can be given to a different group.

- Divide the class into 5 groups. Ask them to cast themselves as members of a family. Give each group one situation from **resource sheet 4** and give them 5 minutes to prepare to act out the scene.
- Ask the first group to act out their scene. While it is going on the rest of the class should make a note of whether there is good communication particularly between the generations.
- When the scene is over ask the class what they noticed about the communication in the 'family' and also ask if they have any alternative solutions to the problem posed.
- Ask the 'family' whether they were satisfied with the level of communication they were able to achieve and how this could have been improved.
- In discussing the issues raised in the scene, what difficulties had to be overcome by the 'family' in order to find solutions? Did anyone have to change his/her attitudes?

What have they learnt about the part of listening in effective communication throughout these exercises?

## Module 1: FAMILY

### topic four – promises and trust

#### to the teacher

When promises are made, the element of commitment comes in. It can often be easier to break promises than keep to the commitment. This topic highlights our dependence on others keeping their promises and the need for individuals to honour theirs in order to create and maintain trust. This can be particularly important in family relationships.

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#### topic development

Ask the class if they realise how much their everyday lives depend on other people keeping their word to them.

Give them these examples.

- We go into a shop to buy a bag of crisps of a certain flavour. We cannot tell from the outside of the packet what flavour they are. We rely on what is written on it.
- When we put a stamp on a letter, we expect it to be delivered to the right address in a reasonable period of time.

Ask them for other similar situations.

Give them **worksheet 4** (page 19) **Promises, promises, promises** and ask them to answer questions 1-3.

Give them the **resource sheet 5** page 21 **Marriage promises**. These are the promises made by couples in the marriage ceremonies of different religions. They may not go along with them but it is a fact that a very large number of people across the world still make these commitments to each other and keep them.

When they have read these, ask them to fill in the rest of the worksheet.

# PROMISES, PROMISES, PROMISES

R2-M1-worksheet 4

Commitment is continuing to do something whether you feel like it or not because you have promised or given your word.

1) If you say, 'I'll be in by ten o'clock', what does it do to the person to whom you gave your word?

a) if you keep it?

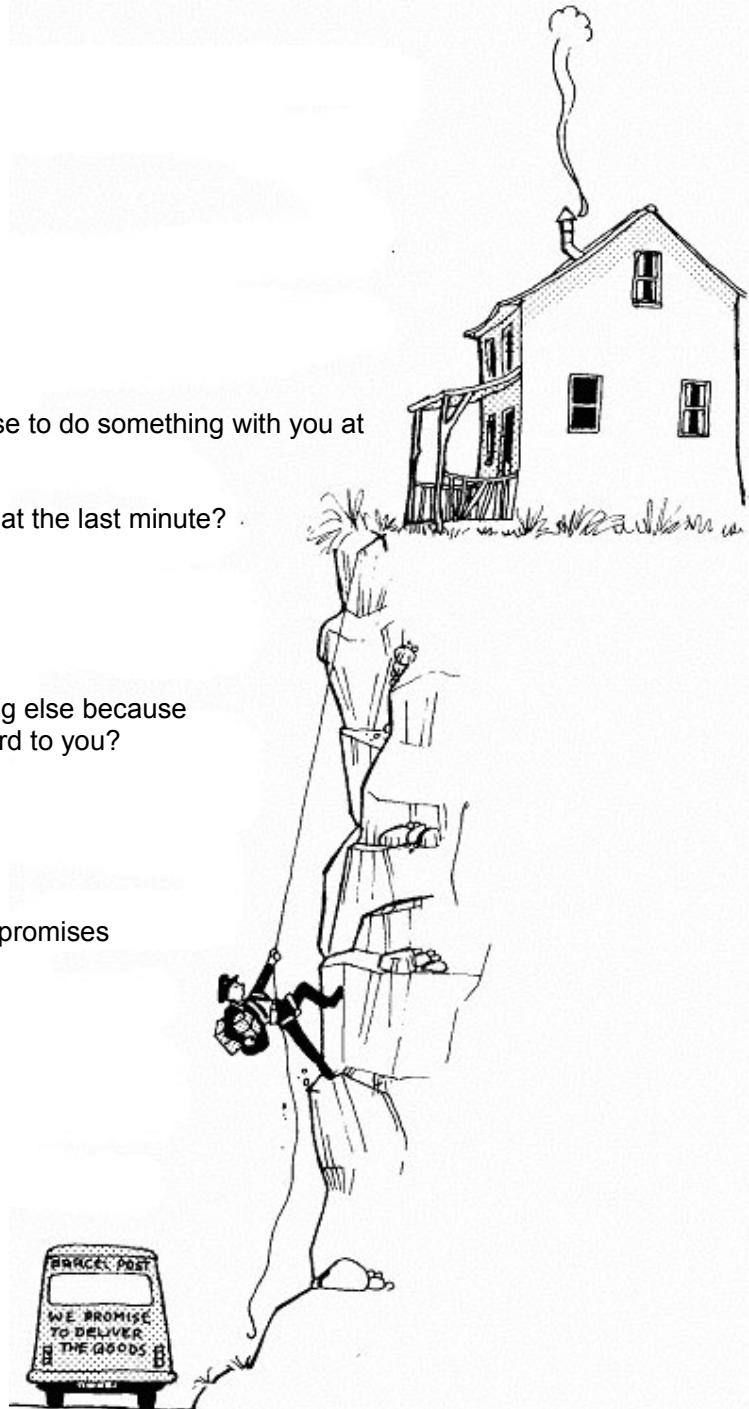
b) if you don't?

2) If members of your family promise to do something with you at the weekend, how will you feel if

a) they change their minds at the last minute?

b) they turn down something else because they have given their word to you?

3) Why can people who keep their promises be trusted more than others?



**4)** If a couple say they will be faithful to each other, what do you think they will feel if

a) one of them breaks this promise?

b) they both keep the promise?

**5)** The promises I would be prepared to make to the person I love and want to marry are...

**6)** I break my promises when...

**7)** Are you going to keep your promises? Why?

# MARRIAGE PROMISES



In many marriage ceremonies, promises or vows are made. These may not always be said in words, but may be implied by acts of the ceremony. Sometimes these promises are made between the families rather than between the individuals.

## **Buddhist**

The ceremonies vary in the different countries. However in Sri Lanka, these traditional vows are taken:

*Towards my wife I undertake to love and respect her, be kind and considerate, be faithful, delegate domestic management, provide gifts to please her.*

*Towards my husband I undertake to perform my household duties efficiently, be hospitable to my in-laws and friends of my husband, be faithful, protect and invest our earnings, discharge my responsibilities lovingly and conscientiously.*

## **Christian**

In the marriage service, the bride and the bridegroom make the following vows to each other:

*I take you to be my wife/husband, to have and to hold from this day forward; for better, for worse, for richer, for poorer, in sickness and in health, to love and to cherish, till death us do part, according to God's holy law; and this is my solemn vow.*

Then when the ring/rings are given they say:

*I give you this ring as a sign of our marriage. With my body I honour you, all that I am I give to you, and all that I have I share with you, within the love of God, Father, Son and Holy Spirit.*

### **Hindu**

In the wedding ceremony, the bridegroom makes vows of faithfulness and promises to care for his wife and to share with her. The vows are taken while the couple walk round a sacred fire. When the bridegroom has made his vows, the bride makes only one promise - that of implicit obedience. Like Sita in the Ramayana, wives are expected to be loving, faithful, loyal and willing even to share the misfortunes of their husbands.

### **Jewish**

The couple stand under a canopy and the groom says, *'I will be a true husband to thee. I will honour and cherish thee, I will work for thee; I will protect and support thee.'*

The groom puts a ring on the bride's first finger and says, *'Behold thou art consecrated unto me by this ring according to the Law of Moses and Israel.'* However, the Jewish Law recognises the marriage relationship as reciprocal. Accordingly, just as the husband agrees to be faithful to his wife and to look after her, so too is this implied as binding upon the bride when she accepts the ring from the groom and agrees, of her own free will, to enter into the marriage relationship.

### **Muslim**

Marriage in Islam is very much the combining of two families as well as two people.

Marriage is a civil contract transacted before God, but Islam recognises no distinction between the religious and the secular. When the contract is signed, the girl is taken from her parents' house direct to her new one. There is usually music on the way. Then the man is paraded through the town to announce the new marriage.

### **Sikh**

Sikh weddings must always take place in the presence of the Guru Granth Sahib (a holy book). The groom sits in front of the book and the bride takes her place on the left hand side of the groom. The couple agree to the marriage by bowing to the Book. They are tied together with a scarf and then walk around the Book, while a special hymn is sung. This hymn not only gives advice to the couple, but stresses the importance of the union between God and man. As well as being the joining together of two people, it is the joining together of two families.





## **Module 1: FAMILY**

topic five – **peacemaking**

### **to the teacher**

Peacemaking is an art much needed in the world today. Although the family is the smallest unit in society what is learnt there could have much wider implications. The quotes on worksheet 5 are answers from teenagers who were asked what family arguments were usually about.

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### **topic development**

Give each pupil **worksheet 5** (pages 24-25) **Why argue?**

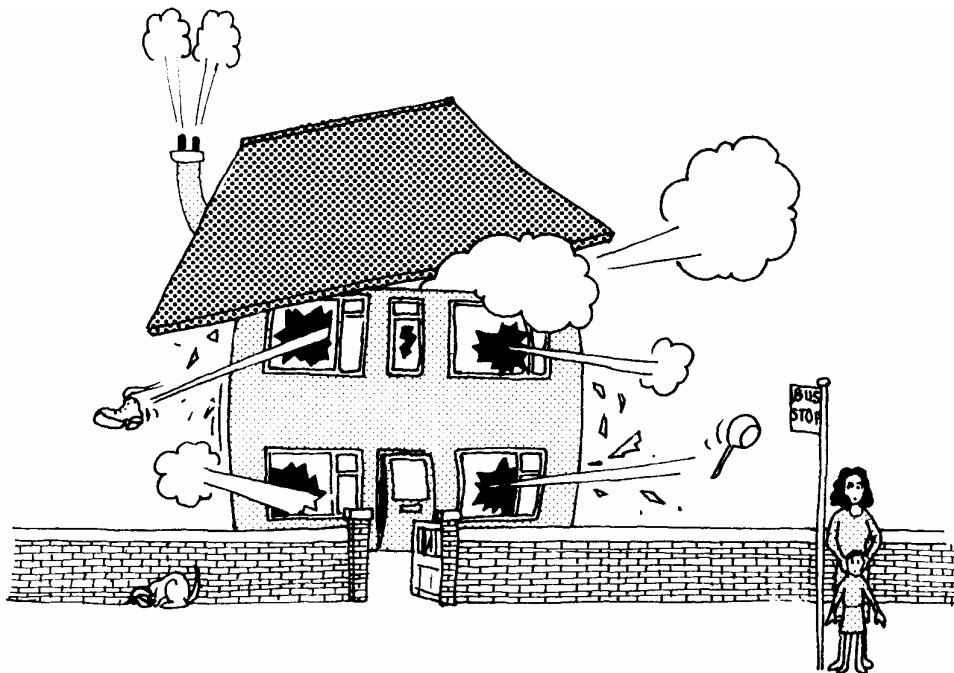
Divide the class into small groups to read what Andrew said about family arguments and the question with it. Give them time to discuss this between themselves. When you think they have had sufficient time, ask them to write their answers individually on the **worksheet**.

Continue in the same way with the next quotes from Anne and John with the questions that follow and lastly with Cornelius' opinion.

When they have completed these answers, ask what advice they would give to someone who is trying to be a peacemaker either between two enemy countries or warring factions within a country? They could get examples of such people from the newspapers and write their ideas in the form of a letter.

Help the class to draw from their own experience and from their answers to the questions on the worksheet.

# WHY ARGUE?



**Andrew** says that arguments start *'probably because a family cares too much or too little.'* What do you think he means? Do you think it is true? Give examples to explain your conclusions.

**Anne** says *'Arguments usually take place because parents don't want us going out, or about what time I should be home.'*

**John** says *'I think the arguments are because the child likes to be independent and thinks he or she is right and parents think they are always right, which isn't the case.'*

Do you think you can be given too much freedom? Why?

What is a good way of dealing with situations so that teenagers can be more independent without the parents worrying?

**Cornelius** says *'Arguments take place when the person you are arguing with doesn't understand or accept your point of view.'* When reading the newspapers you will notice that politicians and other people often accuse others of the same thing.

What is the best way you know of getting someone to listen to your point of view?

## Module 1: FAMILY

alternative topic five: drama activity – **peacemaking** (continued)

### to the teacher

Although the family is the smallest unit in society, what is learnt there has much wider implications. This topic takes the common experience of the family quarrel as a starting point to explore the art of peacemaking. Similarities can be found between that and what goes on between nations. Many of the things learnt at home, both good and bad, can help in the preparation for adult life and wider responsibilities.

---

### topic development

Prepare pieces of paper – 3 or more marked X  
1 marked PEACEMAKER  
1 marked NEIGHBOUR

Place in a box.

Divide the class into groups of 5 or more and give them a few minutes to decide who they are in the family and what they are going to quarrel about or give them one of the following suggestions:

- someone came in too late the night before.
- someone has told a lie.
- someone has taken a piece of clothing belonging to someone else and worn it for a date.
- the children's rooms need a good clean out and they are not co-operating.

Let each member of one group take a prepared paper, look at it and then return it to you. Do this for each group. The neighbours should identify themselves, but do not take part in the first scene. The others should not indicate what was on their papers so that the peacemaker is not revealed.

They should now act out the quarrel scene in turn with the person who has picked the **peacemaker** paper in each group eventually trying to stop it.

### **After all the scenes discuss**

- Were any of the peacemakers successful? Why?
- Did an apology take place?
- Did anyone admit he/she was wrong?
- What part did listening/not listening have?

The family has a long-standing feud with their neighbour – let them decide what this is about in each group or give them one of the following suggestions.

- the neighbour's children play loud music late into the night.
- they think the neighbour has been telling lies about them to others.
- something has gone missing and they are convinced it was taken by one of the family next door.
- the neighbours are different in some way.

### **The neighbour also needs to decide why he/she is coming to this house in spite of the feud.**

Ask them now to repeat their quarrel scenes. This time the argument is cut short by the neighbour's knock on the door. What happens?

#### **Discuss:**

Did the family forget their own quarrel and pull together? Why?

Did the visit of the neighbour bring an end to the feud between him/her and the family? If so how?

If the feud is still on in some groups, discuss with the whole class what it would have taken to end it.

### **After this exercise, draw up with the class a list of things which help in the process of peacemaking.**

Finally, encourage them to think through whether there are situations in their own lives which are similar to those acted out in the topic. There may be some simple and practical way by which they can initiate the peaceful end to a quarrel or feud they are involved in, but this should be written down individually rather than discussed in class unless there is some common involvement.



## Module 2: FRIENDS

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6		worksheet 2 – <b>Mending situations?</b>
7	topic three	to the teacher
9		worksheet 3 – <b>All I want is love</b>
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15		worksheet 4 – <b>Be yourself</b>
17		resource sheet 2 – <b>Facing the truth</b>
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## Module 2: FRIENDS

topic one – **one to one**

### to the teacher

This topic examines what we value in our friendships, the qualities which create them and help them to last. Each member of a group of friends has something special to contribute. It is through our relationships with other people that we achieve our full human stature. In this topic the building of friendship is likened to the building of a house.

You will need to give each member of the class an A4 sized sheet of paper for **The House of Friendship** activity as well as a smaller piece for the fun quiz.

---

### topic development

Ask the class:

What do we mean by friendship? Do we need friends?

What happens to people who have no friends? Has anyone had that experience?

Help them through these questions and others, to explore the different kinds of friendships they have experienced or would like to experience.

### Quick fun quiz

Give the pupils the small piece of paper on which to write the numbers 1 - 5. Stress that what you want is their immediate **honest** response and not necessarily the 'right' answer. Read out each statement and the choices. Give them time to write down the letter which most closely represents what they would do in the circumstances described. You may need to read each statement and choice a couple of times. Do not give them time to consider in any depth.

1. **I like people when**
  - a they are fun to be with
  - b they always agree with me
  - c they include me as one of their group
  
- 2 **I choose as friends people**
  - a with whom I can get my own way
  - b with whom I can be myself
  - c whose good opinion I want

- 3 **The best way of keeping a friendship is**  
 a shutting out everyone else  
 b always doing what my friend wants  
 c keeping confidences
- 4 **Being good friends with a person of the opposite sex means**  
 a kissing and cuddling a lot  
 b being honest with each other  
 c always trying to please him/her
- 5 **I am guided by my friends**  
 a always, in what I wear, whether or not I can afford it  
 b sometimes, in what I do, whether or not I think it is right  
 c never when I think what they suggest is wrong

Ask them to tick or cross the following answers and tot up their total.

**1a 2b 3c 4b 5c**

**Assessment of the quiz:**

If you have scored:

<b>under 2</b>	Your honesty can help you to be a better friend than you are
<b>2 - 4</b>	You are a good friend but there is room for some improvement
<b>5</b>	Amazing! You are either a saint or a hypocrite

Give out the blank piece of A4 paper to each person. On the board or flip chart draw a class **House of Friendship** as you take each step of this process with the class.

Make clear that the house should take the whole page with the narrow side at the top and bottom:

**one:** draw a long narrow space at the bottom of the page which is the foundation stone within which each person should write his/her name on their own paper. You can write the name of the class on yours.

**two:** draw two outside walls, divide that space into half horizontally and draw in a couple of windows and a door.

**three:** ask the class to draw bricks and write in them the values or qualities they reckon to bring to their friendships with others. Give them plenty of time to do this on their own. It is important that obvious peer pressure does not come in here.

**four:** elicit from different members of the class words they have written and fill bricks on the house you are drawing on the board. Write every word suggested until your bricks are full. If a member of the class or you feel explanation is called for then discuss it and encourage the class to come to an agreement before adding it. Remember this is the class friendship house not yours.

**five:** ask them now to fill in bricks on the upper floor with values and qualities their friends bring to them.

**six:** again ask for words which you can add to the class house.



**seven:** what holds the bricks together? Cement - what is the cement of a good friendship? It may have several ingredients. What holds these dry ingredients together? Water (communication - interaction if these have not already been mentioned.)

**eight:** draw the roof. A roof is needed on a house to protect it from the damage of rain, snow, storms and even too hot sun can cause. What are some of the things which can cause damage to friendships? Draw arrows like rain coming onto the roof and name each one as the class make their suggestions. Encourage them to write these onto their drawing.

**nine:** What can now be placed into the roof as protection/insulation? Write these in the space between the house floors and the roof.

**ten:** every house has doors and windows. What are they for? Ask each person to consider whether theirs are going to be open or closed? Why? Ask them to write over the page why they want to keep them closed or open or even sometimes one and sometimes the other with an explanation.

They could also write now what they have learnt about friendship from this activity and what they want to change in their own relationships. A small group discussion may be helpful after this so that they can learn from each other's experience and decisions.

**We suggest that the Class House of Friendship is, (if necessary copied and) put up on the classroom wall as a permanent reminder of their agreed values.**



## Module 2: FRIENDS

topic two – **one to one** (continued)

### to the teacher

Sometimes friendships break up. This topic looks into the reasons why this happens and how friendships can be mended. Forgiveness is a very important element in this. However, there is also the need, at times, for friendships to change, as young people discover who they are and what interests them. This change of friendships is healthy, but it is sad if anger and bitterness are caused by it. If you are doing this topic in an R.E. lesson you could talk about drawing on God's wisdom for solutions and scriptural examples of friendships.

Before the lesson, you will need to make enough copies of page 7 for the number of groups into which you will divide the class, as well as **worksheet 1** (page 5) **Fragile - handle with care** for everyone.

---

### topic development

Divide the class into groups of about five people. Ask them to discuss and then answer question 1 on **worksheet 1** (page 5) **Fragile - handle with care** using their own experience.

When the groups have obviously finished this, give each a copy of **worksheet 2** (page 6). Ask them to talk over each suggestion and decide from their own experience whether it would work and why. They can add their own ideas.

They should then answer question 2.

When there has been enough time, bring the class together and let each group read out their lists. See what agreement there is on the way to mend friendships and discuss the importance of forgiveness.

Then discuss as a class whether it is a good idea to change friends and why they do. How can this happen without bad feeling?

Finally, possibly to be done at home, they should consider question 3 on the worksheet.

# FRAGILE – HANDLE WITH CARE

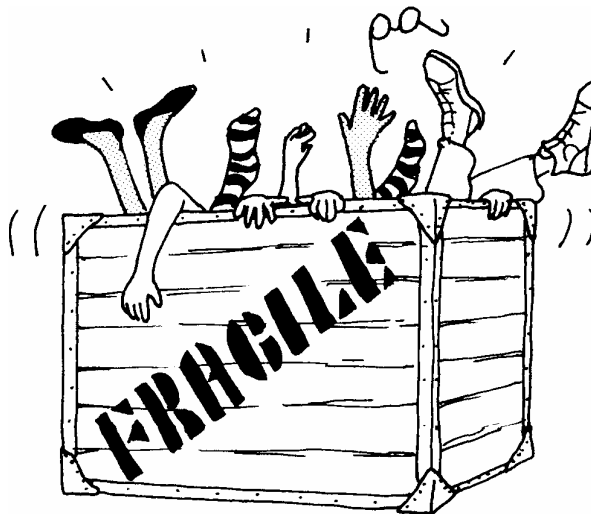
R2-M2-worksheet 1

1) Write a list of the kind of things which break friendships

2) Write down what you think are the best ways of mending a friendship that has broken

3) To think over and act on.

Is there bad feeling between you and someone who used to be a good friend? If so, think through what you can do about it and when



## MENDING SITUATIONS?

You decide to listen and try to understand the other person's point-of-view.

You apologise for where you have been wrong.

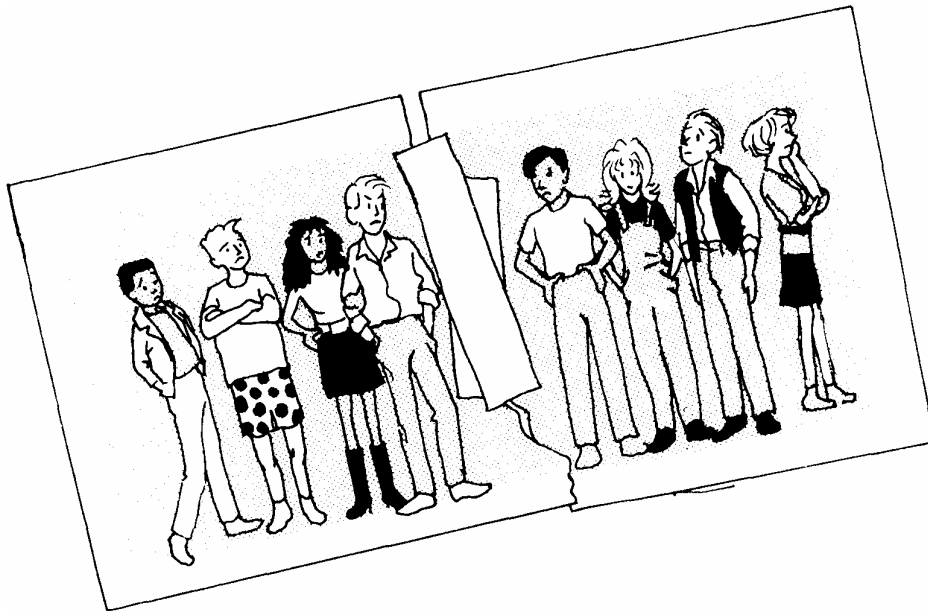
You stop talking to your friend.

You tell everyone else what your friend has done against you.

You decide to go on as if nothing had happened.

You make it clear to your friend that he/she is to blame for what has happened.

You talk the situation over with someone you trust.





## Module 2: FRIENDS

topic three – **one to one** (continued)

### to the teacher

Young people today often have a distorted view of love. For many it is simply equated with sex. There is more take than give, leading to the exploitation of others for their own satisfaction, though they may not recognise it as such.

Frequent concern is expressed about the pollution of our atmosphere and our water. The idea of purity in personal relationships is seldom, if ever, discussed as either a possible or desirable means of reducing the risk of life-endangering disease, mental instability or simply unhappiness.

This topic is therefore putting forward for consideration the proposal that the application of purity in relationships has much in its favour. One dictionary describes purity as 'freedom from physical or moral pollution'. Many people have discovered that it not only prevents harm but also frees from self-absorption and helps in the creation of deeper and more lasting relationships.

Sex in itself is not impure. However, long-term relationships built between people who have not been sexually promiscuous and are faithful to each other have a strength which can hold them together when things get tough.

On **resource sheet 1** (page 11) **100% pure – no additives** are some statements drawn up by a doctor in consultation with people of different professions and faiths who work closely with young people.

---

### topic development

Give the pupils **worksheet 3** (page 9) **All I want is love**.  
Ask them to answer questions 1 -4.

When these are complete hold an open class discussion, starting with their answers on the **worksheet**.

## concept of purity

We often read on products we buy, '100% cotton', 'pure fruit juice', etc. Ask the class what is meant by '100%' and 'pure' in such cases?

What things pollute the air and water so that they are no longer pure?

What is meant by being pure of heart and mind?

The Upanishads (Hindu scriptures) say: 'Let one therefore keep his mind pure, for what a man thinks he becomes.' (women too?)

Do they think this is true? Why?

What are the dangerous and poisonous things which can spoil loving relationships? (Promiscuous sex? Jealousy?)

Give them **resource sheet 1** (page 11) **100% pure – no additives**. Divide them into small groups to discuss each of these statements and to decide what they mean.

After this time of discussion draw the class together to share what they have discovered.

Ask if these discussions have changed their minds in any way and if so how.

This is not an easy option. Below are a few sources of enabling strength that could be considered during this discussion:

- learning not to give in to all desires
- having like-minded friends
- being honest about mistakes and failures
- being prepared to start again
- keeping minds and hearts open to the experience and belief of many that there is a loving power beyond us whose strength is available to all.

## Home project

Ask them to read the poem on the worksheet and then to answer the questions on it which will lead them to write something of their own on the subject.



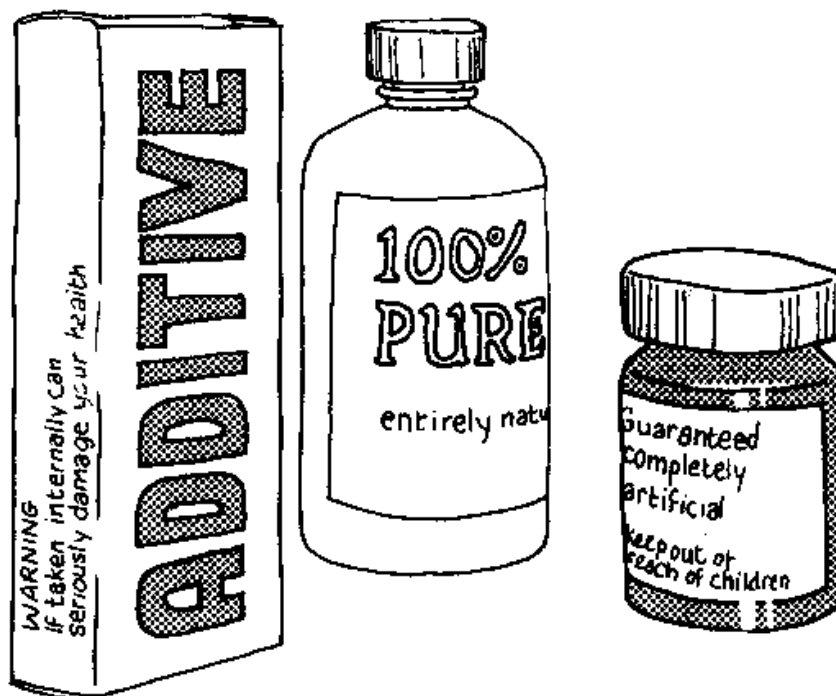
**5) Read the poem on the resource sheet**

- a) What is the writer's 'private cinema'?
  
  
  
  
  
  
  
  
  
  
- b) What happened to the writer when she went into her private cinema?
  
  
  
  
  
  
  
  
  
  
- c) How did these visits affect her relationship with others?
  
  
  
  
  
  
  
  
  
  
- d) What did she do about it?

Write below a poem or some sentences expressing your experience of what pollutes your friendships and the decision which will help to stop the pollution.



# 100% PURE – NO ADDITIVES



**The following are conclusions reached by a doctor in consultation with people of different professions who work closely with young people:**

The freedom of being spontaneous and trusting our reactions is purity.

The quality that enables us to enjoy each other's company without arousing jealousy is purity.

The strength that allows young men and women to mix freely and enjoy relationships, while still maturing and not yet ready to commit themselves to lifelong responsibilities, is purity.

Purity enables us to respect and value ourselves, and so to respect and value others.

Purity makes security and love possible.

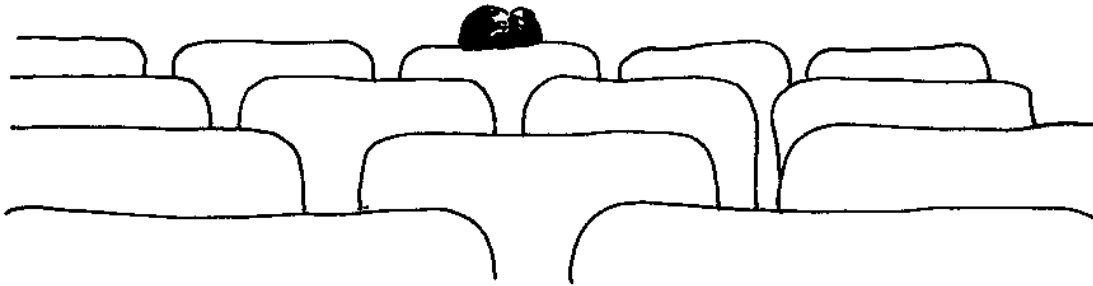
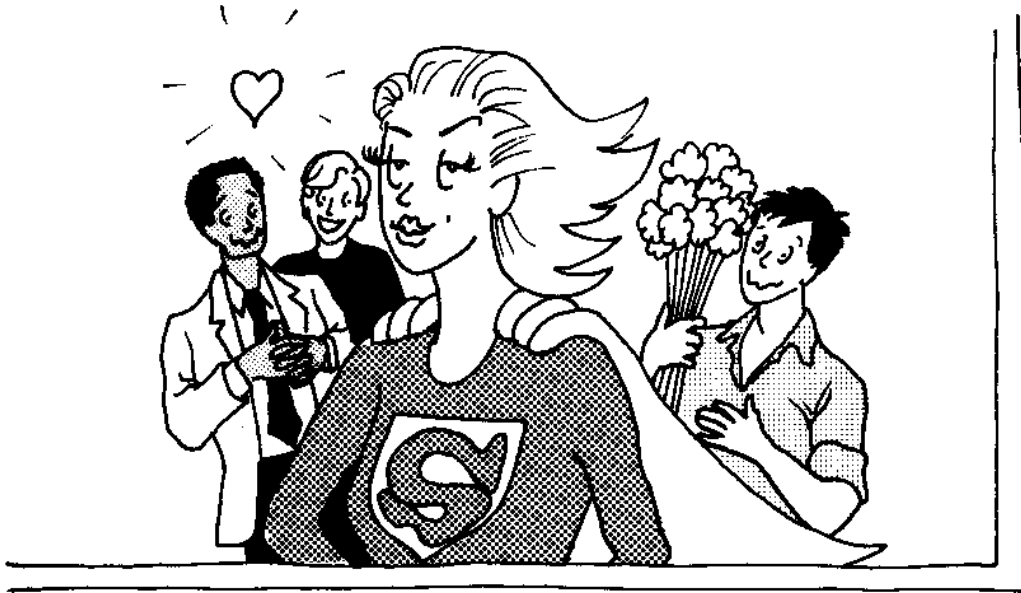
Purity is the privilege beyond measure of having a person choose to spend his or her whole life with you, not sleeping around but having sex only with you.

**For example the following from Focus in The Independent 25th July 1991**

Saadi, a Muslim girl who got married when she was 25 says, "When Asif and I got married, we'd never been with anyone else, full stop. We both started off marriage very inexperienced and we didn't know what was going to happen. We were a blank surface, just one another, and I think that's one of the greatest things about it. There's a lot more charm attached when you know that this is the only man for me and this is the only man I'll ever have."

This kind of purity can:

- prevent shattered and disposable relationships.
- prevent unwanted children, unloved elderly folk, sick and handicapped people being considered an inconvenience.
- prevent sexually transmitted diseases like AIDS



### Day Dreams

I have a private cinema,  
I keep it in my brain,  
There isn't any entrance fee,  
The films are only shown to me,  
Sometimes time and time again.

My private cinema provides  
Adventure and romance,  
No matter what the stories are  
In every one I am the star,  
Full of verve and confidence.

And to this private cinema  
I used to run away,  
Till heart and brain began to shrink,  
Sapping the power to feel and think  
In a most depressing way.

So now I've shut the cinema,  
And heart and brain are free  
To think and feel and give and care  
For all around me, free to dare  
To *live* adventurously.

*by Janet Mace*

## Module 2: FRIENDS

topic four – **within groups**

### to the teacher

Friendships can often be exclusive with some people 'in' and some 'out'. The following class exercise is designed to help pupils to see what happens when some are treated unfairly; how they feel; the problems which arise and how to solve them.

---

### topic development

Have enough wrapped sweets or biscuits for all but four of the class to have one each. (Different issues will arise according to whether you choose sweets which are indivisible or biscuits which could be shared.)

Invite the class to come up and help themselves to one each.

When they have returned to their places ask them

- Who does not have a sweet/biscuit?
- Why were they the ones who went without?
- What do they feel about it?
- Who do they blame for their misfortune? Why?

Ask them to divide into four groups to discuss the situation and what solution can be found. Do not specify the size or make-up of the group.

After a few minutes stop the group discussion and ask for their solutions.

Were the 'four' included in the groups?

Was there any group which did not include one of the 'four'? If so, did they discuss the feelings of being left out or did they think it was someone else's problem? Why?

Change the situation being discussed to a plate of imaginary £5 notes.

What do the 'four' now feel? Why?

Does it make any difference to the others? Why?

If the 'four' seem to be finding the focus on them is too much, shift it to one of the following:

- a) 'pupil X' is left out when team captains are selecting their teams, **or**
- b) one disco party invitation did not arrive until after the event.

After this discussion ask:

- Was there a problem in the first place? If so, for whom?
- What have they learned?
- What will they do differently in the future as a result of this exercise?

## Module 2: FRIENDS

topic five – **within groups** (continued)

### to the teacher

Peer pressure is something everyone faces through life. It is therefore important for young people to discover ways of establishing their own values. This would help them to have the moral courage to stand up for the things they believe are right and to opt out of those things they know will do them harm in the long run.

In addition they could find increased inner strength by learning to give positive leadership, not in the dictatorial sense but in the creation of good communication, teamwork and constructive activities.

One teenager wrote, 'I think the main challenge for young people today has got to be peer pressure, always having to do things because your friends are doing them like smoking and drinking. But I think it's best just to be yourself.' In agreeing with this, others in the group said they felt pressured by their friends to experiment with drugs, alcohol and casual sex, and sometimes to take part in violence. Other challenges mentioned were coping with unemployment, divorce and high expectations from their families.

---

### topic development

To open up the subject of peer pressure, discuss with the class why young people often go around in groups and what causes most peer pressure.

Give them each a sheet of paper and ask them to divide it down the centre and write 'for' at the top of one column and 'against' on the other. Now they should write down four pressures they have experienced, in the appropriate columns, and their reasons for and against giving in to these pressures.

Have a class discussion using what has been written.

Introduce **resource sheet 2** (page 17) **Facing the truth** on which are two examples of peer pressure and **worksheet 4** (page 15) **Be yourself** which gives questions helping them to think through the issues in the examples and how these apply to themselves.

# BE YOURSELF

1) What did the Australian do to make himself more acceptable to a new group?

2) What did he have to do to stop being a sham?

3) Why did Pascall and his friends drink?

4) Why did he have to change his ways before things could get better?

5) Why did he have to choose a new group of friends?

6) What shows that Pascall had leadership qualities all along?

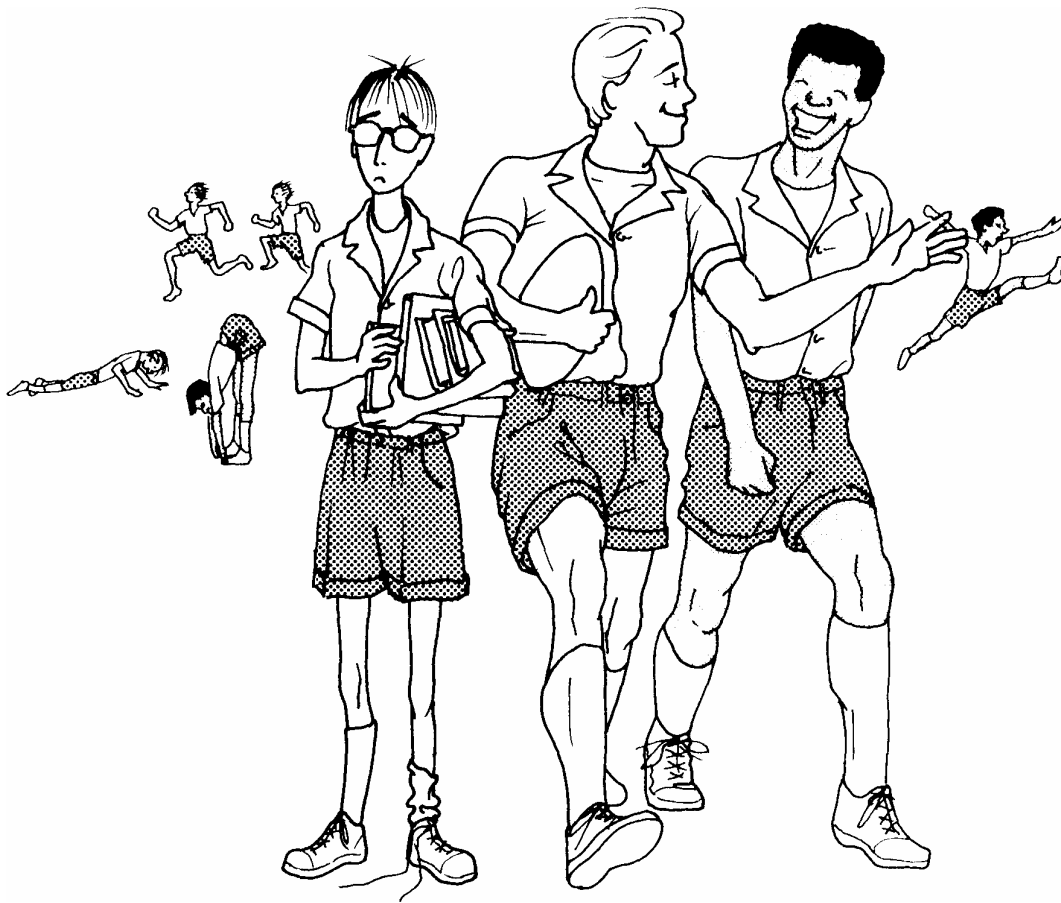
7) What do you need inside you to stand up against peer pressures?

8) What example can you think of where peer pressure could be used for a good purpose?

9) How can you tell which are helpful peer pressures and which are those you should not give in to?

# FACING THE TRUTH

R2-M2-resource sheet 2



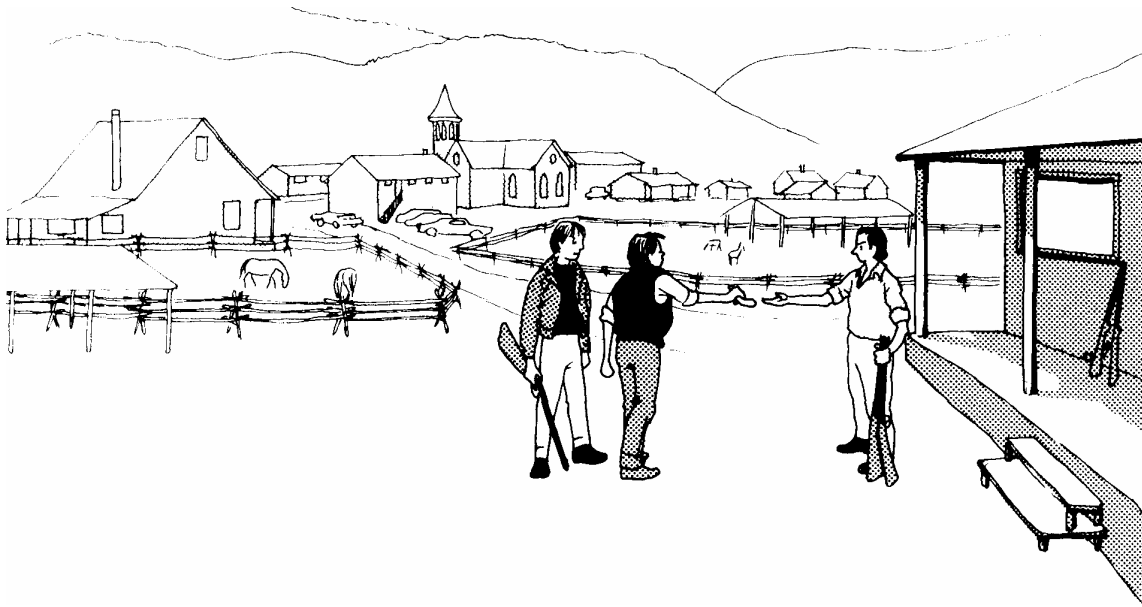
## **Australia**

As a teenager I liked to spend my time in the school library with half a dozen others, while all the 'real men' were out playing football or cricket. At my school, anyone who preferred books to sports copped a lot of flak. After a couple of years of this I decided I needed a new image.

The first step was leaving that school. The second was putting on a tough biker look. I bought a black T-shirt and Levi jeans, grew long hair and made up a new past, which included various wild, totally untrue adventures.

A few years later many of my fantasies had been realised. I'd gone from the biker image to student radical, to drug-dealer, to alternative life-style commune dweller, but without finding any lasting satisfaction. Each new scene I got into seemed to be equally a sham. I felt as though I was a sham - underneath the mask of coolness, a lonely sham. So I began a new search - for truth.

In facing truth, I had to look at the lies in old relationships. Talking honestly with my parents was the beginning of a new understanding and friendship. Returning stolen property and acknowledging crimes broke through the hatred I had felt towards society. With this honesty came a new freedom and a vision of society built upon honesty and care, rather than ambition and fear.\*



## Canada

Pascall Bighetty was a rebellious high-school student. He lived in Pukatawagon in North-West Manitoba - the home of the Mathias Colomb Band (a Canadian Indian tribe). Their community was loaded down with social problems. Nearly everyone was unemployed, the housing was second-rate and there were practically no recreational facilities.

Young and old - Bighetty included - turned to booze to relieve their boredom. There was widespread child abuse, solvent and glue sniffing, shootings and killings. It was even dangerous to walk down the street because when people were drunk they would fire shots all around the place.

At the age of 25 he was elected Chief - 'probably because I was one of the leading local drinkers,' he says.

An old priest, who had served the community for more than 55 years, kept telling him, "Nothing in this place will change until the Chief changes.'

One morning Bighetty woke up with the uncomfortable thought that this was true.

He decided to stop drinking and start trying to deal with the community's problems.

'It was tough,' he recalls. 'I had to look for a new set of friends. Even my wife, who did not give up drinking until four years later, said "There's nothing worse than having to live with a reformed alcoholic".'

Gradually the Band Council began to follow the Chief's lead. They started their own home-grown style of gun-law, making it compulsory for all guns in the community to be kept under lock and key in the Band office and only picked up when needed for hunting. It worked!

Over the next thirteen years they set to work - a 40-mile power line was constructed; new industries were started; houses, a community centre, and a senior citizen's home were built; and a Child Care service was instituted. The police sergeant says, 'Today most of the time the patrols don't have any police work to do. They spend their time showing films to the kids and making friends with the community.'\*

\* Both these examples are adapted from articles in the magazine *For a Change*.



## Module 2: FRIENDS

alternative topic five: **drama activity – within groups** (continued)

### to the teacher

Peer pressure is something which everyone has to face at some time in their lives. These acting exercises involve situations where one person is having to stand out and be different from his/her group.

---

### topic development

Divide the class into four groups. Give a different scenario (below) to each one. In each case:

- **X** is someone who thinks differently from the crowd and makes his/her views known.
- **Y** is the victim.

#### In a hall

Let each group find a space in which to act out their scene with different people taking turns to be **X** and **Y**. When you think they have had enough time to try it several ways, call them together for a class discussion on the questions overleaf.

#### In a classroom

Having decided who is going to be **X** and **Y**, let the groups have enough time to decide what is going to happen in their scene.

Ask each group in turn to act their scene in front of the class, followed by a general discussion considering:

- What it takes to admit to having different ideas from the group you are in and why.
- The effectiveness of the methods used to persuade the group to take a new course of action with **Y**.
- Why groups often gang up against one other person. Is this a sign of weakness or strength?

At the end of the lesson or in a following lesson it would be worthwhile to have discussions in small groups, relating this work to actual situations in which they are involved and to see if there is any constructive action they should take.

#### Acting scenarios

- **X** is part of a group of friends doing something together. **Y** comes along and asks to join in. They don't like **Y** so show that they do not want her/him. **X** thinks **Y** should be included. What does **X** do?
- A group of friends are together and the focus of the conversation is **Y** who seems to be really popular. **Y** eventually leaves and they immediately start talking behind **Y**'s back. **X** thinks this is two-faced and wrong. What does he/she say or do?
- A group of friends start picking on and bullying **Y**. **X** thinks this is unfair. What does she/he do?
- **Y**'s family are going through very hard times financially. A group of **Y**'s friends are talking about the new things they have bought recently or are planning to buy. **X** realises that **Y** is not joining in and feels bad about it. What does he/she say or do about it?



## Module 2: FRIENDS

topic six – **within groups** (continued)

### to the teacher

This topic is about the need many young people feel to belong to a gang/group and to explore the possibility of this being constructive rather than destructive in their attitudes and activities. They need excitement and to do daring things; to feel they are 'walking tall'; to be proud of who they are and that they belong somewhere.

You will also find **resource sheet 2** (page 23) of R1 Module 2 **Endangered species** helpful towards the end of the lesson.

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### topic development

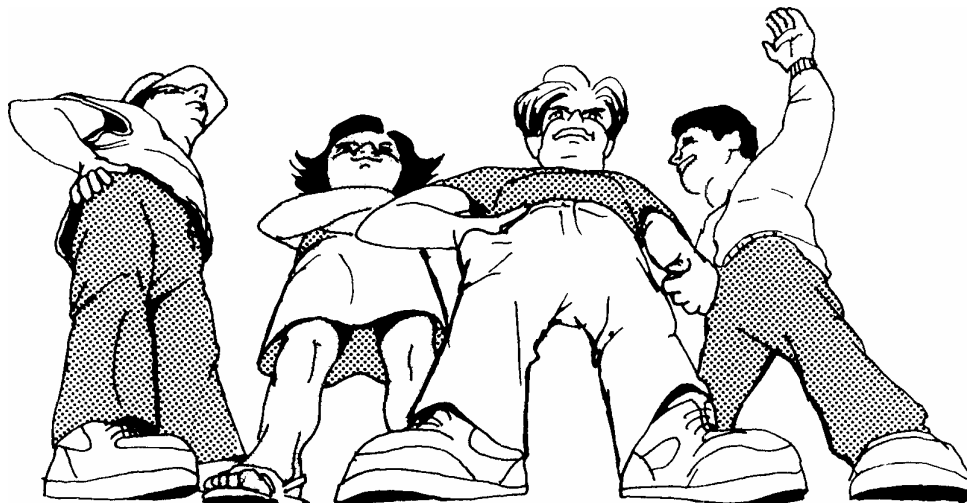
This topic is based on **resource sheet 3** on page 23 **You're never alone**.

Give out **worksheet 5** (page 21) **Walk Tall**. Ask the class to answer questions 1-3b on their own.

Go through the questions finding out what they thought on each question and discussing the different opinions expressed.

Ask the class to get together with their particular friends to discuss the final proposition on the second page of the **worksheet**. This asks how they would set about organising themselves into the kind of gang which stops people from getting hurt or being treated unjustly so that the areas they live in become safer and better for everyone. Encourage them to think what they are **for** rather than **against**? How are they going to win others over to achieve their goal?

On **resource sheet 3** (page 24) are recent quotations from members of the Black Teens for Advancement, whose story is given on **resource sheet 2** (page 23) of R1 Module 2 **Endangered species**.



Read through the statements about why many boys join gangs.

1) Which of these statements apply to girls as well as boys? Write down the numbers and explain why.

2) In the Jets' song from West Side Story they sing:

*Here come the Jets  
Like a bat out of hell,  
Someone gets in our way,  
Someone don't feel so well. \**

Many people expect gangs to use violence and to be trouble-makers. They feel threatened by them even if they do them no harm. Why?

\* "JET SONG" m. Leonard Bernstein w. Stephen Sondheim  
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**3)** a) In what ways does being part of a group or gang help you to face difficulties?

b) In what ways does being part of a group or gang make it harder to face difficulties?

**4)** There are gangs such as the Guardian Angels who have decided to make it their job to stop people getting hurt and being treated unjustly so that the areas where they live become safer and better for everyone. Are you 'hard' and 'cool' enough to do that?

Discuss this with your friends and write down your ideas of how you can go about it. Describe the kind of leader you will need.

# YOU'RE NEVER ALONE



The following are answers given by teenagers when asked why many boys join gangs.

- To make themselves look hard and cool. Something to do. They might like going out a lot.
- I think it may be because they don't like being picked on and it makes them feel secure.
- We don't like to be by ourselves. We are sociable.
- They like to feel they are somebody. They want to be with the most popular boy. They want to be liked and popular.
- Because it shows who your friends are. If you are in a group with a highly-respected person you'll make more friends and people will probably look up to you.
- Belonging to a group makes you feel wanted.

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## Hope not dope

*BTA is a 'gang' now numbering 5000 in the U.S.A. It was started by a small group of black teenagers in Atlanta. In their own words they report on one of their recent activities.*

"Recently the Black Teens for Advancement (BTA) travelled to Norfolk, Virginia in an effort to curb the level of violence within that community. They began their battle by journeying into the community to discuss the problems that promote violence and to identify possible solutions. It was personally one of the most emotional experiences of my life."

*Rodney Gray*

"The looks on the kids' faces when I spoke to them reminded me that I was just like them. They wanted me to help them out of the same hell that I had escaped from - the drugs, the shootings, the prostitution.

"We cannot allow the devil to eliminate us with a systematic plan of crack, guns and induced genocide. I found the only thing that could save us from ourselves when I looked into the eyes of a little girl. It was HOPE!!!"

*Dwayne Truitt*

"Since they have the same problems as we have, it was very easy to relate to them and to interact on their level. The problems of drugs and neighbourhood rivalries are not new to BTA. We just sat back and let the teens of Norfolk talk about their own problems. Thus, they could come to their own solutions."

*William Price*

"It felt good to know that you were helping someone who was in serious danger."

*Carlos Wideman*

"I know we made them realize that there is a better way of making money and to help our families out in their time of need than selling drugs, if those brothers put hope in their brains and not dope in their veins."

*Floyd Wood*



## Module 3: COMMUNITY

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## Module 3: COMMUNITY

### topic one – in the workplace

#### teacher's notes - general approach

This term pupils are going to be out of school for a short time to join the world of work.

This topic should help them to

- prepare for moving from school to work
- get as much as they can from their work experience

The pupils are being asked to

- a) help each other to identify the qualities in themselves which are related to tasks they may have to undertake on work experience.
- b) reflect on one thing about themselves they would like to change.
- c) talk through strategies with each other relating to the issues raised by (b) in relation to joining the world of work.

Positive, constructive and supportive attitudes should be developed throughout.

#### activities

Having introduced the topic, give each pupil a copy of **worksheet 1** (page 3) **In the work place** to complete on their own. These should be put on file until needed in **task three**.

You will find three tasks which can be used in preparation for going out into the workplace. **Task three** also has follow-up to the work experience.

#### task one

Leaving the safe environment of school is quite a daunting experience for many young people. They are 'on their own' for the first time. They are going to be accountable for their work and their attitudes to people who are strangers but who are making demands on their skills, assessing their attitudes and deciding whether or not they have something worthwhile to contribute.

**Worksheet 2** (page 4) **Stepping out - task one** could be completed individually or if preferred in groups of three or four, sharing their individual experiences with each other and then recording the answers to questions 1-4 only. When this is done a class discussion would help to see the relevance of these experiences to the one they are going to embark on. After this question 5 could be done individually.



## task two

Choose one of the following strategies.

### strategy 1

**Prepare ahead of time** a copy of the list below on a flip chart. Keep it covered so that the class does not see it until the appropriate time. These ideas were given by employers from a department store, a print workshop, an office and an hotel.

honesty

friendliness

reliability

punctuality

suitable dress

alertness

good at communicating

keen to learn

attentiveness

ability to work with others

willingness

politeness

respect for age and experience

steadiness - sticking at it until the job is done

openness about yourself - what you can and can't do

### strategy 2

Ask the pupils to bring in job advertisements from the newspapers.

### strategy 1 and 2

Arrange that they work in small groups on question one of **worksheet 3** (page 6) **Stepping out - task two**. They will find a space on which to write their ideas.

When they have had a full discussion and written down their own ideas, they can, as a whole class, compare their ideas either with the flip chart or job advertisements.

What emerges from this comparison? What have they learnt about

a) themselves

b) the expectations of people in the work place?.

The class should record their findings under questions 2,3, and 4 on **worksheet 2**.

## task three

For this the pupils should be in pairs, everyone with someone who knows her/him well, so that they can help each other. Ask them to look at what they wrote on **worksheet 1** (page 3) **In the work place**.

They should help each other to think out:

- what they would like to be better at.
- one thing in themselves they would like to change while they are out on work experience and how this might happen.

They should write this in **box one** on **worksheet 3** (page 6) – **Looking ahead**.

### follow-up of work experience

For this they should, if possible, be with the same person as they were when they filled in **box one** page 6. Ask them to read through what they wrote there.

Encourage them to share their experiences in the work place in the light of what they have written and then to write the most valuable things they have learnt about themselves and about the world of work, in **box two - Looking back**.

It would be worthwhile to draw the whole class together to share what they discovered/learnt particularly about themselves and their own attitudes.

# IN THE WORKPLACE



This term you are going to be out of school for a short time and joining the world of work.

This topic should help you to

- prepare for moving from school to work
- get as much as you can from your experience

How do you feel about work experience? Some people really look forward to it, others feel scared.

On your own, in the box below, write down words which describe how you feel. Keep this on your file to refer to later.

**I feel**

# STEPPING OUT

## task one

Going out into a new situation, meeting new people, getting to know your way around a new place can be quite a challenge.

The following could help you to remember one experience you have already gone through and how you coped - the things you found hard and the things that made it easier.

1) What do you remember about your first day in this school?



2) How did the older pupils treat you?

3) Did anyone help you? If your answer is yes, how did they help? If your answer is no, what difference would it have made if they had?

4) How do you treat the present first years or new pupils? Why?

5) What can you learn from this in preparation for going to work?

# STEPPING OUT

R2-M3-worksheet 2 continued

## task two

1) Discuss with your group what you will expect of yourself and what you think employers will expect of you during your work experience. Use the space below to record your ideas.



2) Record below the differences between your expectations and those mentioned by the employers.

3) Note here anything you have learnt from the above that will help you when you go out into your place of work?



4) Does the above indicate any decisions or changes you should make? If so you can use the space below to record these as a reminder and to look back on later

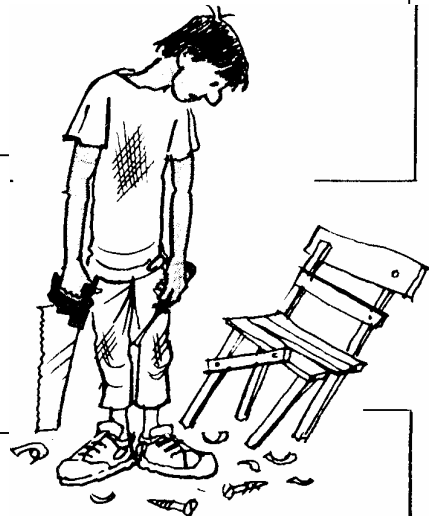
# LOOKING AHEAD

## task three

### Box one

a) I would like to become better at

b) The one thing I would like to change in myself during my work experience is



## LOOKING BACK

### Box two

During my work experience I learnt



## Module 3: COMMUNITY

Topic two – **in the workplace** (continued)

### teacher's notes - general approach

When young people enter the workplace, they may meet difficulties with the people who are in authority over them or with whom they work. These may arise from the fact that, in most work places, the emphasis is on getting the job done and satisfying the customer/client rather than the employee. In school the pupils are the 'product', the centre of attention. They may find it difficult to be treated differently in the work situation.

Talk to them about the fact that relationships at work can often be a challenge. You can sometimes get on very well outside work but find that people are *different* or *difficult* when you have to work with them. It also takes time and patience to learn how to work together with complete strangers which you usually have to do when you first go into the workplace.

The pupils will have experiences of working with others at school or during activities outside school. When they first came to this school they had to learn what was expected of them and how best they could work with others including the staff. Encourage them to draw on these memories as they consider the issues raised on **worksheet 4** (page 9) **Difficult or different?**

It should also be remembered that they themselves could be considered difficult! ***"When I point my finger at my neighbour, there are three more pointing back at me."*** You could suggest they try doing this to test the truth of the statement!

### strategies: task one

Ask the pupils to think of the most difficult person they know and, without mentioning names, elicit from them what makes them so difficult and write these on the board.

The following tasks give a choice of approach.

## **task two**

Divide the class into two groups. Give them the **worksheet 4** (page 9) **Difficult or different?** to work through.

It is suggested in the last question, that they read the poem on **resource sheet 1 - That girl/boy!** page 11.

**Poem reading** - A fun way to do this would be as a class activity.

Let the whole class read the poem with half of them reading the bold type, half the light print and all together the writing in italics. You will know how best to use it depending on the make-up of your class. The word boy/girl is interchangeable. To avoid confusion whichever word does not apply should be crossed out before the reading starts!

They will then need to go back and, in small groups, discuss how they would answer the last question on the **worksheet**.

Bring the class together and find out the results of their discussions. What solutions have been found to the problem of "difficult" people?

## **task three**

Page 10 of the **worksheet** needs a resource.

This can be found from a current newspaper story

**or**

be based on **resource sheet 2** (page 12) **Revolution in Rio** - a true story where one of those involved in a dispute between unions took the first step towards a peaceful settlement rather than resorting to violent confrontation.

Follow up on page 10 applies to either **task one** or **two** and would be completed after the work experience period.

# DIFFICULT OR DIFFERENT?

R2-M3-worksheet 4

Working relationships can often be a challenge. It takes time and patience to learn how to work together with complete strangers. Try answering the following questions and noting down your answers.

What kind of people do you think could be the most difficult in the work place?

- those who order others about? Why?
- those who expect people to do something without giving clear instructions? Why?

Any other ideas?

How do you react when someone tells you to do something in a way you don't like? Why?



What is the best way you have found of getting someone to do something they may not want to do but without aggro?

In the poem **That girl/boy**, the two people seem to end up becoming better friends. How would you go about solving the problem of jealousy when you are trying to work together?



Sometimes in the work situation things can become so difficult that strikes are threatened or even violence is the result. This is often because one person or group is being considered **difficult** by the other side. Perhaps they just have **different** ways of looking at things.

Either read the story on the **resource sheet - Revolution in Rio** or find an example from a newspaper of a disagreement between two people or two groups.

Discuss and then write down what you think would be the best way of solving this sort of situation. Use your own experience of settling arguments so that your ideas are realistic and practical.

### **Follow up**

Did you find anyone difficult to work with during your work experience? YES/NO

If YES - What did you do about it?

If NO - What made it possible to have good working relationships?

# THAT GIRL/BOY!

R2-M3-resource sheet 1

All the birds are singing and the sky is blue  
And I'm thinking of something great to do,  
**The world seems bright, it's a fabulous day,**  
**But there's one big obstacle in my way .... it's**

That girl/boy  
She's/He's the bane of my life,  
**That girl/boy,**  
**I wish I'd never met her/him,**  
The sight of her/him just cuts me like a knife,  
'Cause everything that I do, she/he does better.

**Team games - she's/he's the one they ask for,**  
Parties - she/he gets invited,  
**When she/he does well I feel like hell,**  
If she/he makes a mistake, then I'm delighted!

*That girl/boy,*  
*Oh we're friends, of course, but*  
That girl/boy,  
I'm not a jealous person, but,  
**That girl/boy,**  
**You see the trouble is**  
*That I've just got to be first.*

*I wonder whether a politician ever feels the way I do?*  
*Or perhaps when you get to cabinet rank,*  
*You naturally give credit where credit is due?*

Perhaps you always want your colleagues to be the best they can be?  
I wonder what would happen if that politician were me?

**Apologising just cuts me like a knife,**  
**But I know that every family and leader**  
**Needs to learn to put things straight,**  
In the home or the Cabinet,  
Living to make the other one great, so..

*That girl/boy!*  
*It's going to be different with that girl/boy.*  
*I'm not exactly perfect but,*  
*We might even enjoy it!*  
*We'll tell you in a month or two.*



**Kathleen Dodds**



# REVOLUTION IN RIO



"Nothing would have stopped me that morning", said Damasio, Vice-President of one of the unions in the Brazilian port of Rio de Janeiro. Recently he had brought the port to a complete halt for fifty days, forcing the dismissal of the port manager. Now the union was again calling for a strike.

However, Nelson, an official of another union, announced that he would open his baggage department because two ships were coming into the port with foreign diplomats aboard. The good reputation of Brazil would be at stake if their luggage could not be unloaded. But Damasio would not allow any of his men to work. He continues the story, "My men had warned Nelson that if he tried to work his life would be at risk. Arming myself with a second revolver in addition to the one which I always carried, and also a knife, I went to the luggage depot at the head of a group of other well-armed comrades.

"When we arrived, I confronted Nelson. I was ready to shoot at the slightest movement from him! I expected a violent reaction. But to my great surprise, he calmly started saying how sorry he was that we were enemies, when we were both fighting for the good of our workmates. To my amazement, he even admitted that he himself had made mistakes and that his union had too.

"I stopped in my tracks. I could not believe my ears. What was behind this? Was it a trick? If he was sincere, it was worth talking about." They agreed to meet the next day.

Damasio went home thinking how close he had come to using his gun and so leaving one wife a widow and another with her husband jailed for murder.

When they met the next day Nelson told Damasio that recently he had met managers and workers who had been able to settle conflicts when they had stopped thinking only about their own self-interest and personal ambitions.

That morning Nelson had arrived at the port all ready to defend his life. But then he remembered what these men had said and felt a peace in his heart. There was no fear, no hatred. He had only one desire; to win Damasio's friendship and confidence so that together they might unite the port workers.

Damasio and Nelson did just that. Soon the dockers gave up carrying weapons and matters were decided through the ballot box instead of the gun.



## **Module 3: COMMUNITY**

topic three – **in the community** (continued)

### **teacher's notes - general approach**

Many problems in our communities today are caused by the pre-conceived ideas we have about people. We judge them at face-value or according to stereotyped ideas. This can cause racial, religious, class and cultural divisions and conflicts.

**Task one** will show how easy it is to hurt and be hurt by name-calling. It will indicate the necessity for increased sensitivity in the way we treat each other personally and in the community.

### **task one**

**You will need enough sticky labels for each person to have two.**

Give every member of the class two sticky labels. On one they write something they like being called and on the other something they do not like. They may need some help to get ideas flowing so talk some ideas over with them (eg. lazy? clever?)

They should stick these labels onto two different members of the class. No one should have more than two labels attached to them.

Explain that these labels do not necessarily need to be true of the person on whom they are stuck. In this way they will also learn that name-calling is often quite unfair.

### **conclusion**

When they have completed this they should get into small groups to discuss how they feel about the labels they have been given.

Ask them also to talk over what makes us put labels on people or call them names? e.g. the way they look, what they wear, what we think of them.

### **task two**

Here you need a true story which is an example of the breaking of stereotyped thinking and living. Something which helps them to think positively/constructively. We give the stories on pages 21 and 22 as examples of what we are suggesting. Whichever story you use, it can be developed in the following way.

Give the pupils the first few lines of the story and let them complete it by

#### **either**

reading the beginning from the worksheet and then taking one or two sentences from each person orally so that the story develops gradually.

#### **or**

writing it individually on the space allowed on the worksheet.

When this has been done give out and/or read to the class the true story (example on **resource sheet 3** page 17 **The knock on the door**).

Ask the class to answer the questions on **worksheet 5** page 16.  
Discuss their answers.

### **task three**

There is a further story on the **resource sheet 4** page 18 **On the bus**.

Read or tell the story to the class or to a few of them so that they can act it out for the others and then discuss this with the help of the suggestions to be found with the story page 18.

Have any of the class had such an experience personally?

How can we avoid hurting people? What can we do to help each other to overcome prejudice of this sort?

Look back at the story in **task one**. Once the neighbours got to know each other as people they became friends. How could this help us?

# THE KNOCK ON THE DOOR

## Complete this story:

This is the story of an elderly white woman. The majority of her neighbours were Gujarati-speaking Hindus. She found their food and their clothes and language not offensive, but strange and rather forbidding. So she kept to herself, not wanting to be rude, but uncertain how to make friends.

Her husband had cancer. He became terminally ill and went into hospital. She was alone in her house and there was a knock on the door. It was the small boy from next door . . .





# THE KNOCK ON THE DOOR



This is the story of an elderly white woman. The majority of her neighbours were Gujarati-speaking Hindus. She found their food and clothes and language not offensive, but strange and rather forbidding. So she kept to herself, not wanting to be rude, but uncertain how to make friends.

Her husband had cancer. He became terminally ill and went into hospital. She was alone in the house and there was a knock on the door. It was a small boy from next door. "My dad would like to take you to see your husband", he said. So, grateful for the offer of a lift in the dark, she accepted. The man from next door spoke very little English, but every day until her husband died, he took her to see him in hospital.

The driver and his passenger learned to communicate through smiles and laughter, through photos of family members which they showed one another. When this sort of understanding failed, his youngsters, whose English was perfect, helped out; they used to pile into the car and go along for the ride.

The woman's husband died, slowly and painfully. She was grief-stricken. Her neighbour brought her back home from her final visit to the hospital. A little while later came a knock on her door. It was the neighbour's little boy. They said nothing but went into her front room. He slipped his hands into hers and they sat there together in silence.

Eventually, he went away and came back with his mother. She spoke hardly any English, but put her arms around the other woman and they wept together. Then the neighbour went to the kitchen and heated up some food she had brought and stayed until some of it, at least, had been eaten.

Almost every day after that, there was contact between the white woman and her neighbours until she died. She was so pleased that the children of the family began to call her "Granny". Just before she died, she confided to her priest that getting to know her neighbours was one of the best things that had ever happened to her.

*From 'God of All Faith',  
Edited by Martin Forward*



# ON THE BUS



There were two people on a bus who came from the same ethnic group. This could be seen both by their colour and their dress. When the bus conductor went through the bus to collect tickets, he was annoyed to discover that the first person had a ticket for a completely different destination from where the bus was going. With some difficulty and impatience he eventually made the passenger understand that he should get off and go to another bus stand. When the conductor then reached the second passenger he said, "I hope you know where you're going". Very hurt by his assumption and angry at the way the other passenger had been treated, she replied, "What makes you think I don't?"

## Discuss

- why the bus conductor acted as he did.
- how each of the passengers might have felt.
- what the answer is to the woman's question.
- what the conductor felt when he realised what he had presumed.
- how this situation could have been resolved or even avoided.

what you would have done if you had been an onlooker on the bus.



## **Module 3: COMMUNITY**

alternative topic three – **in the community** (continued)

### **teacher's notes**

Prepare face masks, in light card, with your class or in teamwork with the Craft Design and Technology department

This topic gives an opportunity for the class to examine their attitudes towards people who are different in some way by taking part in an experiment using the masks.

### **general approach**

If we are to live together in communities, we need to develop the skills of understanding and empathy.

We would gain a great deal if we respected and enjoyed differences in culture, looks, race and/or religion and were prepared to learn from each other. However this is often made difficult by the way we prejudge people, very often by their appearance. We can cause needless hurt and misunderstandings through our ignorance. What can we do to gain new insights into this so that we can be more sensitive in the future and build better relationships within our community?

### **activity**

This activity will give everyone the experience of being stared at, laughed at, left out, or just simply having to explain why they look the way they do.

### **experiment**

Plan with the class how they will carry out this or another experiment which would have similar results.

Everyone should wear masks during the whole of one break. Before they do this it would be good to plan their strategies with them and to think through why they are doing it.

Will they be scared of what other people think? How will they overcome this?

Will some of them be prepared to try to join in with what others are doing to see what happens?

If someone asks why they are wearing a mask how will they explain what they are trying to discover?

When you feel they are ready, fix a break time nearest to your next lesson with them.

## after the experiment

Discuss the following with the whole class.

- How were they treated? How did this make them feel?
- Did they stick together? Why?
- Did any people stay on their own? If so was this better or worse? Why?
- Did anyone seriously ask why they were wearing masks?

If so, what did they answer and did this lead to an interesting conversation? Why?

If not, how would they have felt if someone had been really interested in what they were doing?

- How did it feel looking different?
- Do they think that people saw beyond their masks to what they were really feeling? How do they know this?

Another aspect worth exploring is the way we so often jump to wrong conclusions about people we don't know. They may have experienced this when they were wearing the masks.

There is an example on the **resource sheet 4** page 18 but you may have equally good examples from your own to illustrate the same points for the class. If you use the story on page 18 there are some suggestions to set the discussion going.

What have they learnt about being different and how to be friends with those who are different from them?



## Module 3: COMMUNITY

topic four – **in the community** (continued)

### teacher's notes - general approach

This topic contains two case studies of real incidents which took place. These are illustrative of others you may want to provide from your own sources. The experiences of members of your class could also be used if you know there are those among them who would be willing to share. The questions asked on the worksheet would be equally applicable to these.

It is important for the health of any society that people learn to find healing for the hurt done to them so that it does not fester and become hate. This is especially true of societies where people from different cultures and religions or race are living together in communities. Misunderstandings and ignorance of others' customs can cause unnecessary hurt.

This topic explores the inner qualities we can draw on to find healing within ourselves and thereby affect the communities in which we live.

An honest and open relationship can often be the key to overcoming misunderstandings and ignorance. You may wish to discuss the significance of the following statement as it applies to the kind of honesty it will take:

"Honesty without love is cruelty.

Love without honesty is sentimentality."

This question of being hurt is a difficult area to look at and yet so many breakdowns of relationships stem from unhealed hurts both individually and between communities.

### strategy - task one

Divide the class into groups and give each person **worksheet 6** page 22 and the case studies on page 24 **Feeling hurt** or others you have found. Use the case studies as a basis for discussion, recording their findings as answers to questions 1-3.

When this is complete one person from each group should report back to the whole class. Having thus identified ways hurt is inflicted and suffered, a discussion could bring heightened awareness and increased sensitivity towards others which they can help each other to put into practice.

Questions 4-6 would be best answered individually after this discussion has taken place.

### task two

On **worksheet 7** page 23 we have compared physical injury with the injury to feelings. Some suggestions have been made but there are spaces to be filled in individually as a result of discussion in pairs or small groups.

The follow-up of this exercise could be to look at local or national newspapers to see if the class can find evidence of things happening within communities or between individuals which stem from unhealed injury to people's inner feelings.

In view of the need they see, they might like to consider what they are willing to do themselves within their own families, school and/or community to help heal the divisions caused so that they can become part of the cure in society as a whole.

# FEELING HURT

- 1 What was said or done that caused hurt?
  
- 2 Was only one person hurt? Explain
  
- 3 Who tried to do something about the situation? How?
  
- 4 What would you do if a good friend told you that he/she had been hurt by something you said or did?
  
- 5 What happens when hurt feelings do not get healed?
  
- 6 What advice would you give to someone to help them find healing if they had been hurt
  - a) by a good friend?

- b) by someone they didn't know?



**PHYSICAL INJURY**

**INJURED FEELINGS**

How do we know when we have been hurt?

*Pain*

*Begin to dislike the person who hurt you*

What can be done to bring healing?

- by others

*Set broken bones*

*Give understanding*

- by me

*Rest  
Patience*

*Honesty*

What happens if we keep removing the things which are helping the healing process ?

*It hurts again*

What happens if we keep thinking about the hurt and blaming the person who caused it ?

*Feel angry*

What is made possible if complete healing takes place ?

*I can use the limb properly*

*I can make friends*

# FEELING HURT

## A

Sally, who was severely disabled by cerebral palsy, was taken by her friends to a restaurant for a meal. They had a most enjoyable time trying to choose from the menu. The manager of the restaurant was very helpful, making great efforts to understand what Sally said as her speech was not very clear. A couple entered the restaurant and sat at a nearby table.

They ordered their meal, but as they waited the others started eating. Sally, of course, needed help. After a while Sally and her friends noticed that the couple were staring at them. When the couple saw they had been noticed, they deliberately turned their backs on them. Eventually they got up and left without eating their meal. The manager came over to Sally's table and apologised, "Sad, isn't it?", he said.

## B

Mrs Smith asked her Indian friends, Mr and Mrs Patel, to a meal at her home. The evening came and to her surprise and shock, they arrived with Mrs Patel's sister-in-law who was staying with them. Mrs Smith made the best of it. She laid an extra place and the food just had to be made to go round. It was rather awkward. She could not understand why such nice people should be so rude and inconsiderate!

Some time later the Smiths had an invitation to the Patels. Mrs Smith realised that they would have guests staying with them at that time, so she rang to ask if they could bring them along. A rather surprised Mrs Patel immediately said that of course they could and that Mrs Smith need not have rung. The earlier occasion having slipped her mind, Mrs Smith replied, "But I'd never dream of bringing a guest without asking first."

Luckily their friendship was such that Mrs Patel could ask when they next met, "Did I make a cultural mistake by bringing my sister-in-law to your place without asking?" and they had a chance to sort out the misunderstanding.





8 THE DAILY TELEGRAPH, TUESDAY, DECEMBER 5, 1989

# Record number of abortions for teenagers

By Peter Pallot, Health Services Staff  
A RECORD number of abortions was performed last year, according to Government figures released yesterday. Much of the increase was due to teenagers.

# Bravery award for Jason, 15

A boy who rescued a dog from the River Mersey has been awarded a certificate to mark his bravery. Jason Murray from New Ferry was returning from Wirral Grammar School for Boys when he rescued the 15-year-old wadjet dog while his father was on the bank.

# The tantrum generation: lazy, loutish and lawless

LET ME begin with the consequences. The juvenile crime rate is appalling. It would be astronomical if the police and the courts were not obliged, by lack of resources, to ignore many lesser offences. Yet by ignoring pathologies of lawlessness, the system is doing nothing to prevent the next generation from repeating the same mistakes.

Juvenile crime is born in the classroom, the product of do-as-you-please indiscipline. JOHN MULCAHY, Traditionalist, says it must be restored if we are to survive.

# Young forsaking materialism in favour of family

By Susannah Herbert  
TODAY'S children long for a stable family life and a peaceful, pollution-free world with no unemployment or cruelty. They are not interested in materialism, according to a survey published yesterday. The survey, conducted by the National Foundation for Educational Research, found that young people are more concerned with their own health and the health of others than with money and possessions. They are also more likely to be involved in community work and to have a strong sense of social responsibility.

# New wave young believe money comes first

By Nicholas Farrell  
THE "NEW WAVE YOUNG" in Britain, the first generation to be brought up in a materialistic, consumerist, and hedonistic environment, are more concerned with money and possessions than with family and community.

# YOBS COST SCHOOLS MILLIONS

By Our Education Correspondent  
THE job society is costing tax and ratepayers many millions of pounds in vandalised schools, Mr Patrick Jenkinson, Education Minister, said yesterday.

# Teenage vandals blame parents

By Michael Durham, Education Correspondent  
THE IMAGE of the teenage vandal as an isolated, lonely, anti-social figure is being shattered by a regular survey which shows that many vandals are regular attenders at school and have an organised social life.

# More children aged 11-15 are drinking alcohol

By Christopher Rowlands, Education Correspondent  
INCREASING numbers of children aged 11-15 are drinking alcohol, with statistics showing that 34 per cent of 11-year-old boys drink at least half-a-pint of shandy a week. And 29 per cent of 15-year-old girls are now drinking at least one glass of wine a week, compared with 17 per cent in 1984.

# Christian ethics still accepted in sixth forms

Independent schools are doing a far better job at passing on Christian values to their pupils than state schools, a sociologist told the conference. The Mays, Emeritus Professor of Education at the University of Liverpool, said that 90 per cent of independent schools had a religious ethos, compared with only 10 per cent of state schools.





## Module 3: COMMUNITY

topic five – **in the community** (continued)

### teacher's notes - general approach

Many young people feel that they get a bad press these days. The following activities may help them to discover why and what they can do about it.

You will find examples of newspaper cuttings on **resource sheet 6** page 25 as an indication of the type we think would be useful to use. You will see that they include positive reports as well as negative ones. It might well be better to find your own or ask the class to look for similar ones from their local or national newspapers.

### strategy - task one

Divide the class into small groups so that they can sort out the headlines about young people.

- What impression do they give of young people?
- Do they think they give an accurate picture?  
If so, do they like the picture?  
If not, what do they think is a true picture?

Bring the class together to discuss what they have decided in their groups.

Also discuss together:

- Do they think that any of their own behaviour could be responsible for the bad press the younger generation get sometimes? How?
- Can they think of anything they could do to create better headlines?

Let the class go back into their groups:

- Write out the sort of headlines about young people they would like to see in the newspapers, preferably from their own experience. Maybe this could be a report of something in which they have been involved or have heard about locally or something they would like to do and have reported.

## **task two**

A formal debate on the statement:

***"Teenagers are unfairly treated by the press"***

could be arranged for the next lesson. There would need to be two speakers who agree with this statement, two who oppose it and a chair person. Each speaker should be given the same amount of time to put their points and following any contribution from the rest of the class, a vote should be taken.

## **task three - drama/role play alternative**

Set up a scene of a bus stop with a queue of adults. Each person should decide what character he/she is going to act and why they are waiting for the bus. While they are deciding this, take two/four of the class out of hearing and tell them one of the following:-

1. They are school pupils who are tired after a hard day at school and barge into the bus ahead of others waiting.
2. They are two young people who have just heard that a relative they love very much is dying in hospital. They must get the next bus.

It is best for both scenes to be acted at the same time so that there is no 'audience'. However, if there is insufficient room in the classroom, they can be done one at a time.

Tell the class that you will let the scenes get well underway before announcing the arrival of the bus. When the scenes are complete have a discussion between the people waiting and the young people. What attitudes come out of this? What have they learnt about attitudes towards young people and what they can do about it?

There may be other clashpoints between the generations that come up in your community. These could also be acted out and discussed in the same way.

These scenes should encourage the idea that if I want to see other people change their attitudes then I should be prepared to change mine too.



## Module 1: SELF RESPECT

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## **Module 1: SELF RESPECT**

### **general approach to the concept of respect**

Respect is included as one of the other 3Rs because it is considered to be an integral part of good citizenship.

Pupils may think of respect in terms of the attitude that parents and teachers demand of them, but the approach should be shown to embrace more than that. Where we have respect, we avoid degrading, insulting or injuring, and we treat with consideration. Respect is therefore one of the most important elements in creating a responsible society.

In order to make the concept a reality, respect should be the context in which the modules in this section are approached. Therefore, the class will not just be faced with theory but will be continually challenged to put it into practice.

The teacher's role is crucial, particularly in terms of the respect he or she shows to the class. Being willing to listen to pupils' ideas and, where appropriate, letting them make their own decisions will demonstrate that they are valued as individuals. It will also make it possible for them to understand that, with mutual respect, each person can be given their true value.

As pupils listen quietly to each other, show respect for views with which they disagree and speak in a non-threatening way, opportunities will emerge for them to recognise not only their own skills and abilities, but others' as well. This can lead to a greater sense of responsibility for themselves and for the choices they make. It should also help them create open, trusting relationships with fellow-members of the community.

### **respect for the individual**

Everyone wishes to be respected and needs the dignity of being considered of worth. Such self-esteem often comes from being accepted by the group with which one has chosen to identify.

It is also true that

- even if our values and lifestyle differ from those of other group-members, they will respect us if they see that we are benefitting from our chosen way of life.
- self-respect grows when the choices made between right and wrong bring an inner sense of well-being - a clear conscience.

### **respect for property**

This is closely linked with respect for the individual. It is important to recognise that, if I want others to value what is mine, I must also respect and value what is theirs, whether the owners are known to me or not.

Disrespect is often shown to property belonging to someone unknown to, or otherwise distanced from, the perpetrators of the damage.

### **respect for life**

The doctor who fights for the life of a patient against all odds, regardless of who that person is or whether he/she has been living a life worthy of respect, is saying something about the absolute value of every human life.

### **respect for the sacred**

To some children this will be a closed book - they will have no idea what others understand by sacred. Everyone, however, has some experience of particular places and things meaning a great deal to them for some reason. Such a sense can help in understanding the sacred.

If we are to live peacefully as citizens of a multi-cultural society, it is essential that we respect those things which others regard sacred. Indeed, sacred things are as precious to some people as life itself. Respect for the sacred is often a pre-requisite for winning the trust and friendship of someone whose religion/faith is different from our own.



## **Module 1: SELF RESPECT**

### **topic one – winners and losers**

#### **teacher's notes - general approach**

This topic lays the foundation for you and the class to create a community of mutual respect in the classroom, so that this becomes the normal context within which any topic in these three modules is approached. To achieve this, it will be helpful to create some means of monitoring progress. The suggested activities can build towards the setting up of such a system.

As most pupils will instinctively think of respect only as it relates to authority figures, we suggest that the concept might better be approached through the idea of life's winners and losers.

It is important that each person in the class has the chance to be a winner sometimes and that no one is condemned to be a loser all the time. Ways will need to be found to make this possible. Once the pupils' interest is engaged, they will have ideas on how this can best be done. You can help the process by not pre-judging the pupils and by acting respectfully in all your dealings with them.

#### **strategy**

A selection of newspapers and magazines is needed from which can be cut pictures of people whom the class can identify either as life's "winners" or "losers".

#### **activity one**

This activity uses **worksheet 2** page 6 **TV interview**.

Divide the class into groups of up to six people.

Some of these groups should be given the newspapers and magazines so that they can cut out pictures of people, some of whom they consider to be life's "winners" and others life's "losers". It may be best if the group starts by deciding what makes someone a "winner" or a "loser" so that they know what they are looking for. These pictures might form part of the chart to be designed later. Each person in the group should think out and write down the reasons for one of their choices.

While this activity is going on, the teacher could prepare the role play exercises on **worksheet 2** page 6 **TV interview** with others. These activities could be another way of understanding the attitudes which make winners and losers. The scenes could be presented to the class and discussed with the findings of the other groups.

Issues which could arise from the role play are:

- ways in which others can help us gain self-respect
- how our own behaviour can increase our self-respect
- how the way in which you win can affect how much people respect you,

### **activity two**

This activity uses **worksheet 1** page 5 **Why respect?**

The class needs to be divided into four groups. Use **worksheet 1** page 5. Cut along the lines and give **box one** to group one, **box two** to group two and **box three** to group three. Each of these groups should discuss and write down its answers to the question(s) on their paper.

Explain to **group four** that, while the others are performing the above task, they will unobtrusively observe how the members of those groups are working with each other. **Box four** gives them questions to consider as they watch. Then, as a class, exchange ideas on how well the pupils think they have done in showing mutual respect.

Using the results of these two activities, decide with the class how you are all going to monitor the growth of mutual respect within the community of the classroom. This could be in the form of a chart, entitled: "We DO this and We DON'T do this". In deciding what to put on the chart, the class may want to consider how to

- encourage each other to make a positive contribution
- identify actions and attitudes which are needed to give support to others
- identify actions and attitudes which make others feel small
- decide how the class might deal with situations where people damage the self-respect of others
- encourage class-members to do their best (which brings dignity and self-respect) and consider how to recognise and reward this.

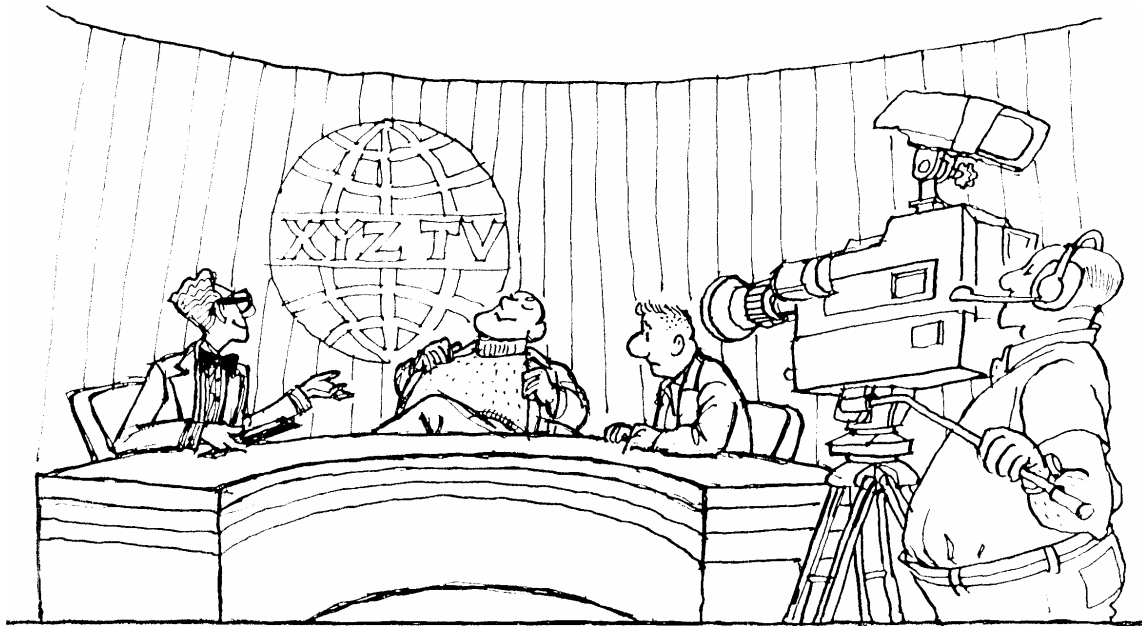
# WHY RESPECT?

<p><b>1</b></p> <p>We like to be treated</p>	<p><b>2</b></p> <p>We do not like to be treated</p> <p style="text-align: right;"><b>4</b></p>
<p><b>3</b></p> <p>We usually treat old people</p> <p>We usually treat young people</p> <p>We usually treat each other</p>	<p><b>4</b></p> <p>Is everyone being given a fair chance to give ideas?</p> <p>When ideas are given are they listened to?</p> <p>Has one person taken on leadership? Is he/she helping others to say what they think?</p> <p>Is anyone being left out?</p>



# TV INTERVIEW

R3-M1-worksheet 2



There has been a sports match or tournament. The winners and losers are being interviewed together in the studio. Choose someone to be the interviewer.

## **take one**

The winner ignores the loser and boasts about how it feels to have won. How does the loser cope with this?

## **take two**

The winner is obviously delighted to have won but mentions and praises what the loser did well. What difference does this make to the loser's attitude?

## **take three**

The interviewer shows little respect for the winner because of the way in which the match was won, but shows respect for the loser. Who gains in self-respect when this happens? Why?



## Module 1: SELF RESPECT

### topic two – physical appearance

#### teacher's notes - general approach

Individuals are often unaware of their own gifts and the aspects of their character which others value. It is often easier to see others' annoying or negative characteristics than to appreciate their good points. This topic tries to encourage pupils to value each other and to realise that each person is unique.

#### physical self

Although human beings are made up of similar components, each individual is totally unique. One way into the exploration of self-respect could be through the physical. **Activity one** illustrates how looking different is part of what makes an individual special.

However, we are sometimes dissatisfied with the very things which are unique about us (cf. **worksheet 3** page 10, **My nose is too big**). If the reasons for such thinking can be identified, it may assume less importance.

What is regarded as beautiful can differ widely between cultures. If members of the class come from more than one culture, these differences could be explored together or, if not, research could be done.

#### inner self

"Beauty is in the eye of the beholder" takes these ideas one step further. It starts the process of realising that "beauty" can be independent of physical appearance and that the way a person looks is therefore not the best guide to knowing what he or she is really like.

Stories that could be used as resources here are, **The Hunchback of Notre Dame**, the film **The Elephant Man**, the musical **Phantom of the Opera** (or the original book by Gaston Leroux) and **Walking Tall** by Simon Weston.

#### strategy

There are **worksheets** on pages 9, 10, 11, and 12 with ideas for various activities which explore the meaning of self-respect. Decide with the class which activities they think will be most helpful in discovering how they can gain self-respect and how they can also help others to do so.

## **physical self**

**worksheets 3 & 4** pages 9 and 10 contain:

- an activity based on how people are recognised
- an exercise using voices as the means of recognition
- use of exaggeration in cartoons; cartoonists deliberately exaggerate people's features yet the people they draw are instantly recognisable; such use of humour could help some not to take themselves too seriously; there are also some questions that can be discussed.

## **inner self**

**worksheets 5 & 6** pages 11 and 12 suggest

- writing a play or story or holding a debate on "Beauty is in the eye of the beholder". (Resource stories suggested in the **general approach** could be used here.)
- a group activity; it should be made quite clear that this is a way that pupils can help build each other's self-confidence and self-respect; the activity must be done in this spirit
- a quiz which looks at self-respect in terms of the individuals' actions which can determine their respect for themselves; it is important that, having done this quiz, pupils realise that the choice of the way they want to go is theirs alone and that they can do something about it.

## **an alternative class activity** (not on the worksheet)

The following has been found to be a very successful way of helping people to value themselves and each other in a new way. However, it is important that you know the class well enough to be confident that it will be done supportively and sensibly.

Ask the pupils in turn to tell the others one thing they like about themselves and one thing they dislike. After each person has done this, ask the rest of the class to describe any other good qualities, abilities etc. that person has.

When all have had the opportunity to do this they should have been made aware of their own strengths as seen by others. These can be re-inforced in the future.

# RECOGNISING PEOPLE



## activity one

One person goes somewhere out of sight of the rest of the class. Everyone else describes her/him on paper. The person is called back and the other pupils' descriptions are compared with the real person.

## activity two

Divide into groups and work together to write a description of the facial features of one person in your group as if she/he were a missing person.

When this is completed, each group in turn should read out their description while another group draws a picture of the person being described on the board or on a sheet of paper. Can the rest of the class identify who the missing person is?

## activity three

**Voices** - The class should be divided into two groups.

**Group A** should stand facing the wall.

**Group B** should change their positions in the classroom.

An individual member of **group B** should greet a member of **group A** by name. The **group A** person who is named should try to identify the person who greeted her/him. This can be done as many times as necessary to see how easy/difficult it is to recognise people by their voices. Some people could try to disguise their voices.

Were the voices recognised whether disguised or not? How? Why?

Discover together what you have to do to disguise your voice. This will give you some ideas what makes each voice unique.

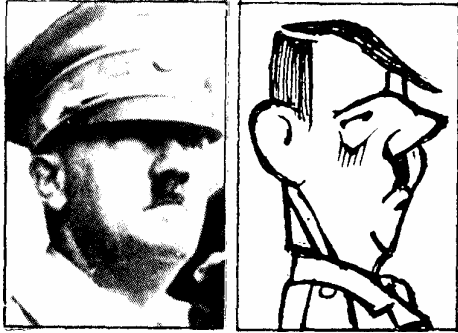
## activity four

There is a worksheet which looks at how cartoons are drawn and how they exaggerate people's distinctive features. How much more interesting life is because everyone looks different!



# MY NOSE IS TOO BIG

R3-M1-worksheet 4



Draw below a cartoon of a famous person

## Think through

What makes us think things like: "My eyes are too small" or "My nose is too big"?

What are "good" looks? What is the "right" sized nose, the "right" height, etc.?

With whom are we comparing ourselves? Why do we do this?

What is more important than having "good" looks?

# THE PERSON BEHIND THE FACE

R3-M1-worksheet 5

## activity five

Write a play or story, or hold a debate, to explore the importance of the personality behind a person's looks. You may be able to find true stories about wonderful people who have had to face the prejudice of others; for example, people who have been in serious accidents or have been badly burnt.

### organising the debate

Find two volunteers who will each make a speech saying why they agree with the proposition that beauty is in the eye of the beholder and find two others who will make a speech saying why they disagree. All speakers should give reasons for their beliefs.

While they are preparing their speeches, the others can discuss the proposition in groups.

Appoint a chairperson. Give each of the four speakers the same amount of time to speak without interruption.

Take a vote to see which side's argument has been more persuasive.

## activity six

Form small groups and sit in circles. Each group-member needs a sheet of paper on the top of which he/she should write his/her name. When this has been done, pass the sheet to the person on your left. When a sheet of paper comes to you, write, at the bottom of the sheet, something you value or respect about the person whose name is on the paper. Then fold the sheet, so that the next person cannot see what you have written, and pass it on. When your paper gets back to you, you will have been given some reasons for self-respect and self-confidence and you will have helped others by doing the same for them.



## activity seven

A quiz on your own actions and what you can do to increase your own self-respect.

# QUIZ



We can increase our self-respect by

- doing those things which, deep in our hearts, we know to be right
- avoiding those things which make us feel uncomfortable inside
- putting right the wrongs we have done.

Try answering these questions by putting **A, B, C or D** into the box at the end of each one.

**A** never **B** rarely **C** sometimes **D** often

- 1 Have you taken things from shops without paying?
- 2 Have you physically hurt someone?
- 3 Have you betrayed a friend's secret?
- 4 Have you broken a promise?
- 5 Have you talked unkindly about people behind their backs?
- 6 Have you copied your homework from someone else?
- 7 Have you come home at night later than you said you would?
- 8 Have you lied to get out of trouble?
- 9 Have you broken the school rules?
- 10 Have you borrowed things from people without their permission?

Count up your answers A.....B.....C.....D....

How you behave is **your** choice.

What can you do or stop doing to increase your own self-respect, and to become a person others can trust and respect? You may well think of things that are not covered by the questions above.



## Module 1: SELF RESPECT

### topic three – substance abuse and addiction

#### teacher's notes - general approach

Everyone is aware of the many young people today whose lives are dominated by the abuse of alcohol, cigarettes, drugs and/or solvents. Such habits often lead to a lack of self-respect.

The aim of this topic is to help pupils discover what inner needs people are seeking to satisfy by smoking, taking drugs or drinking alcohol, and how such needs might be better met in other ways. For example, some people's need for a sense of belonging will cause them to identify strongly with a gang or group, and the collective behaviour of such a group may well profoundly affect the direction which such people's lives take. This is a good opportunity for pupils to consider whether the direction their lives are taking now is the way they want to continue to go and, if not, to consider changing that direction.

This topic will help the class to question whether substance abuse can answer any needs in the long term. The topic does not deal with substances in detail, but if you wish to do so, much material is available from the organisations which deal with addiction.

#### strategy

On **worksheet 7** pages 14 and 15 there is a choice of activities. **Resource sheets 1 & 2** on pages 18 and 19 may also be needed.

Discuss and decide with the class which activities will help them best understand the effects of substance abuse and possible alternatives to such behaviour. Groups could choose different activities and then pool their findings.

#### activity one

If you can invite a recovering addict/alcoholic to talk about his/her experiences to the class, pupils should prepare questions before the visit. The other activities are explained fully on the **worksheet 7** (page 14) **Does it really help?** Activities two and three will need the stories on **resource sheets 1 & 2** on pages 18 and 19 **My name is John. I am an alcoholic** and **An Indian experience** or similar ones of your own.

#### activity five

A smoking quiz on page 16 (**worksheet 8**) and the work on peer pressure on page 17 (**worksheet 9**) **Belonging**.

Answers to quiz:      1 yellow      2 cancer      3 nicotine      4 tar      5 oxygen      6 smell  
7 taste      8 expensive      9 unborn      10 smoke      11 tobacco      12 cough

When the activities chosen are completed, it is important for the class to assess what they have learnt, in particular how these things affect their self-respect. There is a space on the worksheet for them to write their conclusions.

You might find useful additional or follow-up material in previous modules, e.g. R1 M3 lesson four on **Where do I belong?** or R1 M3 lesson five on **Goals and aims**. Also R2 M2 lesson 6 **Walk Tall** may be applicable.



# DOES IT REALLY HELP?



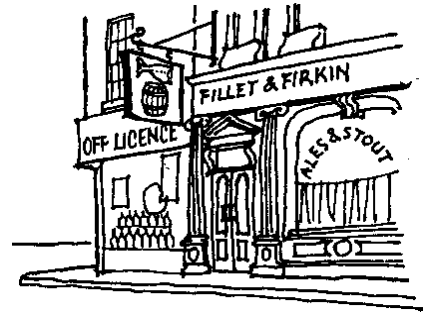
Decide with the rest of the class which of the following activities will help you to understand why people turn to substance abuse and to identify possible alternatives.

### activity one

If your teacher is going to invite a visitor who has faced some of the challenges of addiction to speak to you, you will need to prepare questions to ask him/her before their visit.

### activity two

Discuss in pairs or small groups the topic on the **worksheet Discussion topics** and write down your conclusions. There is a resource sheet which may help your discussion.



### activity three

Read the stories on the resource sheet. Work out and perform a role play, interviewing them about their lives. Include in this any experiences you have had yourselves in this area.

### activity four

Draw a comic strip showing how someone gets involved in substance abuse and the result of doing so. Then illustrate the best way out of such dependency and the things which make people want to find a cure.

### activity five

Do the Smoking Quiz. Answer the question below it and complete the worksheet **Belonging**.

**When you have finished the activities you have chosen, complete the box below.**

I have learnt through these activities that greater self-respect comes through:

**activity two**

**Discussion topics**

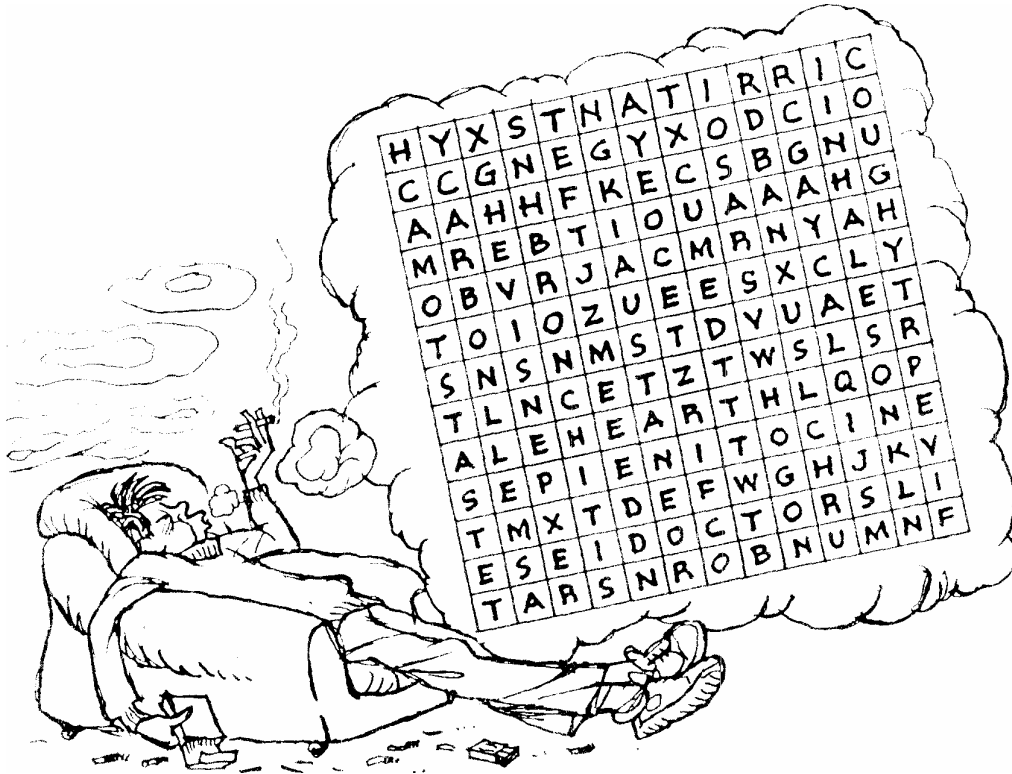
Discuss and write down a list of possible reasons for people becoming alcoholics and drug addicts. What does such dependency have to do with self respect? If you think people come to depend on different things for different reasons, list the reasons under appropriate headings

What do you suggest people could do instead of these things? Use the experience of members of your group while thinking out the answer. Write down your suggestions.

# SMOKING PUZZLE

Answer the following questions and then find the words in the letter grid. The number in brackets after each clue is the number of letters in the word. The words have been written across, up, down and diagonally.

- 1 The fingers and tongue of a smoker turn this colour (6)
- 2 This is the disease most people link with smoking (6)
- 3 This is the drug in tobacco (8)
- 4 This is the black material which collects in the lungs (3)
- 5 The body of a smoker does not get enough of this gas which it needs to work properly. (6)
- 6 Smoking makes people ..... unpleasant (5)
- 7 Smoking kills your sense of ..... so you don't enjoy your food as much as you did (5)
- 8 Smoking costs a lot of money - it is .....(9)
- 9 An ..... baby may be affected if the mother smokes (6)
- 10 This causes a nasty smell which clings to the hair and clothes (5)
- 11 This is what people smoke (7)
- 12 The air passages produce this to protect themselves. (5)



Having considered the answers to this puzzle, write down your opinion of smoking.

# BELONGING

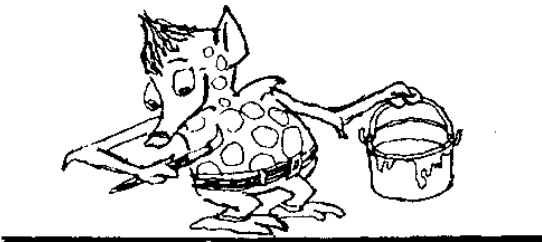
R3-M1-worksheet 9



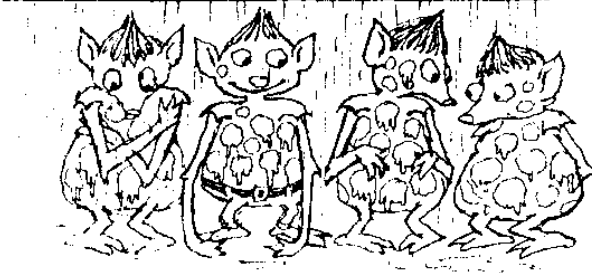
This is Alan the alien, who has yellow spots.

He feels different from everyone else because they have green spots.

Because he is different, they won't invite him to any of their parties or let him join in with any of their activities.



One day he wanted to go to their barbecue so he got some blue paint with which he painted his yellow spots so they turned green. Now he was the same as everyone else.



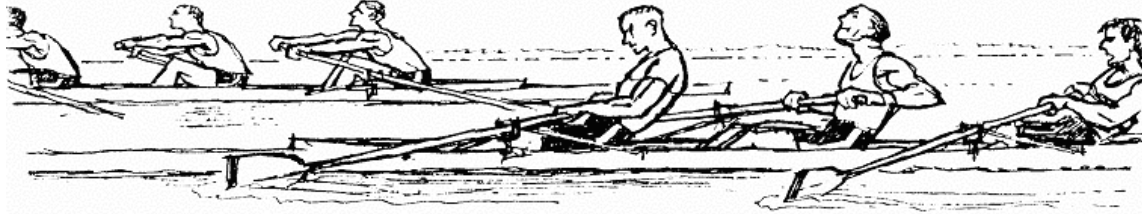
However, it started to rain. You can probably guess what happened. Yes, all the paint began to come off, revealing his yellow spots. But the funny thing was that many of the other aliens had yellow spots underneath too!

The spots can be coloured in by you.

What does someone have to do or be to belong to your group? Describe or draw this.

What is the best way of treating people who are not in your group if you want to create co-operation in the community?

## MY NAME IS JOHN. I AM AN ALCOHOLIC...



I had the good fortune to win a gold medal as an oarsman in the 1960 Rome Olympics. For ten years after leaving college I did not drink, but then I started on beer and wine. I moved on to whisky and my consumption grew. In time it became obvious to my family that my drinking was a problem, although I would not acknowledge that it was affecting my life and work.

Things came to a head when a business venture collapsed and we lost several hundred thousand dollars. I began drinking even more heavily, and became critical and verbally abusive. One day in May 1985, after I'd drunk a bottle of whisky, my wife confronted me. I flew into a blind rage and threw dishes at her. My 25 year-old son intervened and, although I threatened to kill him he overpowered me.

My wife tried to phone a friend, but got the operator instead, who heard what was going on and called the police. By the time they arrived I had cooled down, but the next thing I knew was I was handcuffed in the back of a police car. Soon I was in a filthy cell with 30 to 40 others - car thieves, drug-pushers and other drunks. I was angry at my own humiliation, but also blamed my family's over-reaction to my drinking. This was typical drunk thinking, blaming someone else. It was a long way down from the Olympic victory podium in Rome.

When I was released the next morning. My wife greeted me coolly and said: "I've found a treatment centre that can take you today. Will you go?" My mind was clear enough to realise that, unless I chose to go for treatment, I would lose my family for ever. Two days later I entered a recovery centre for a 28-day course, whose basic philosophy was the Alcoholics Anonymous Twelve Step Programme. You admit you are an alcoholic and are powerless to change, and you turn your life over to God as you understand him. It also means taking a fearless look at your life, putting right things where you can. This simple programme not only lets you deal with alcohol, it also lays out a method of living that can guide you throughout the rest of your life.

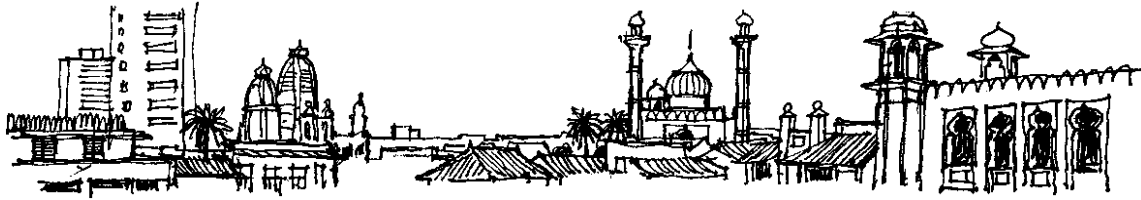
As I began to get honest with myself and my family, amazing things began to happen. My eldest daughter who had left home at fifteen, and had been deeply into drugs and alcohol for several years, came to see me at the centre. My change affected her and she realised how much trouble she too was in. A few days after I had left the centre, she and her boyfriend went in.

I owe my life, my family and my sanity to Alcoholics Anonymous.

Abridged from *For a Change* magazine

# AN INDIAN EXPERIENCE

R3-M1-resource sheet 2



This was the first time he had felt free from fear. After he had been persuaded to try the drug, an overwhelming sense of relief and deep happiness had come over him. He could not remember any time in his life when he had felt so free.

But the drug wore off and the fears came back. He could remember the awful day when he'd had to go up to the stage to fetch one prize after another. The hall had been packed with parents and school friends. He always had to do well. It was what his parents expected. He was their only son and their greatest pleasure was showing him off to relatives and friends. He was going to take on part of his father's business and was told he'd make a great success of that too. But what if he failed?

Again the fear gripped him. He was not going to become an addict. He could stop whenever he wanted to, but it was one way to freedom. Soon he needed to increase the amount he took to get the same effect. Then he tried other types of drug. But this all had to be kept secret from his parents.

On leaving college they encouraged him to accept a girl in marriage. Quite soon there was a baby to think about and care for. With this came fears that he would fail as a father. Eventually the drugs affected the way he ran the business and it collapsed. His parents disowned him and his wife threw him out.

Months went by until the pain of taking drugs was as great as the pain he was trying to avoid. At last he reached the point when he had to admit that he needed and wanted help.

He dragged himself to a drug rehabilitation centre. He slept on the floor but remembered feeling more comfortable than he had been for months. He was given simple practical tasks to do and regular discipline began to come back into his life. He began to talk and people understood. They didn't judge. They accepted him and cared. He started to follow the twelve steps suggested by Alcoholics Anonymous, as others there were doing. He decided to trust God as he understood him.

There was plenty that needed to change in his life. The three people closest to him had been deeply hurt. He went to them so that they could see the change in him. He admitted the wrongs he had done and asked for their forgiveness. Within two years he was back with his wife, they were expecting another baby and he was helping others find the freedom he had always longed for and had now found.



## Module 1: SELF RESPECT

### topic four – a way of life

#### teacher's notes - general approach

Through the previous topics, some pupils may have come to a realization that there are things which they want to change in their lives in order to gain more self-respect. However, this can be very difficult. The aim of this topic is to give some help to those who want to make the first step in such changes. Also, since personal change is one way that everyone can attain inner growth and maturity, other members of the class should be encouraged to try it too.

Self respect involves being "comfortable with oneself" - having a clear conscience. This comes from being honest about one's mistakes and then deciding to put things right, thus beginning the process of change. The poem *Hello Light* comes from the experience of turning one's back on the past. This needs to be followed by a consideration of how to keep on the newly-chosen path.

The approach is one of experimentation with new ideas and, perhaps for some, a new way of life. The resource sheets for this and the previous topic are true case studies on which the class can draw. There is also a simplified version of the *Twelve Steps of Alcoholics Anonymous* which actually sets out a method of living for the whole of one's life.

For this work it is important that no one feels that their privacy is threatened. It may even be right to suggest that the work on **worksheet 11** pages 23 and 24 goes home with them and does not appear on their file unless they wish it to. There may also be those who want further help along this path, and sensitivity will be needed.

A visit from someone who is recovering from addiction and has found a faith through the experience would also be a chance for the class to ask questions that arise in their minds.

#### strategy

For this topic **worksheets 10 & 11** pages 22, 23 and 24 will be needed as well as **resource sheets 3 & 4** on pages 25 and 26.

#### task one

Give everyone a copy of **Hello Light** on **worksheet 10** page 22 and have it read aloud to the class. Let them do some art work or some original writing, or act out what this poem evokes for them.

## task two

Each person will need **worksheet 11** pages 23 and 24 **People can change** and **resource sheets 3 and 4** on pages 25 and 26 **I'd never done anything about it** and **Twelve Steps of Alcoholics Anonymous** on which to work individually. Such work may need to be done in two stages:

- studying the story
- writing down where they want to change things.

You may then wish the whole class to study AA's Twelve Steps before finishing the second part of the worksheet.

It should be stressed that this work is to be confidential, unless the pupils wish it to be otherwise. In some cases it has been helpful to tell others of one's decisions, because friends can help to give courage to carry them out. Pupils can also gain a great deal from each other's understanding of God, provided they are prepared to share such impressions.

Issues which might arise from this work include:

- the existence and nature of God
- God's power to help people through difficulties
- why you need to put things right
- how situations and people can change
- how to maintain changes which have been made



# HELLO LIGHT

Hello light  
I call from the darkest night  
Running towards the sight of the dawn of day.

Bright the sky  
I wave all my dreams good-bye  
Better to live than die  
Welcome the day.

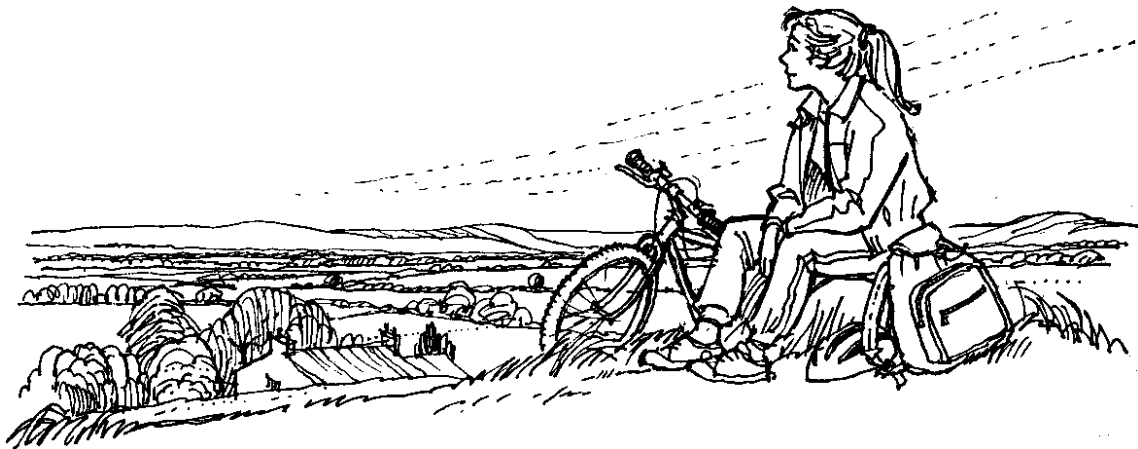
Gone the chains of my slavery  
Gone the depths of my misery  
God how could you be so good to me?  
After pain it's fresh as the summer rain  
Now I can feel again, all that I touch is new.

Hello light  
I call from the darkest night  
Running towards the sight of the dawn.

Now I choose  
I've got nothing more to lose  
Your love I can't refuse  
Lord show me how to live.

Hello light  
I call from the darkest night  
Running towards the sight of the dawn.

*Hugh Williams  
Penelope Thwaites*



Draw or paint, write or act out, what this poem means to you.

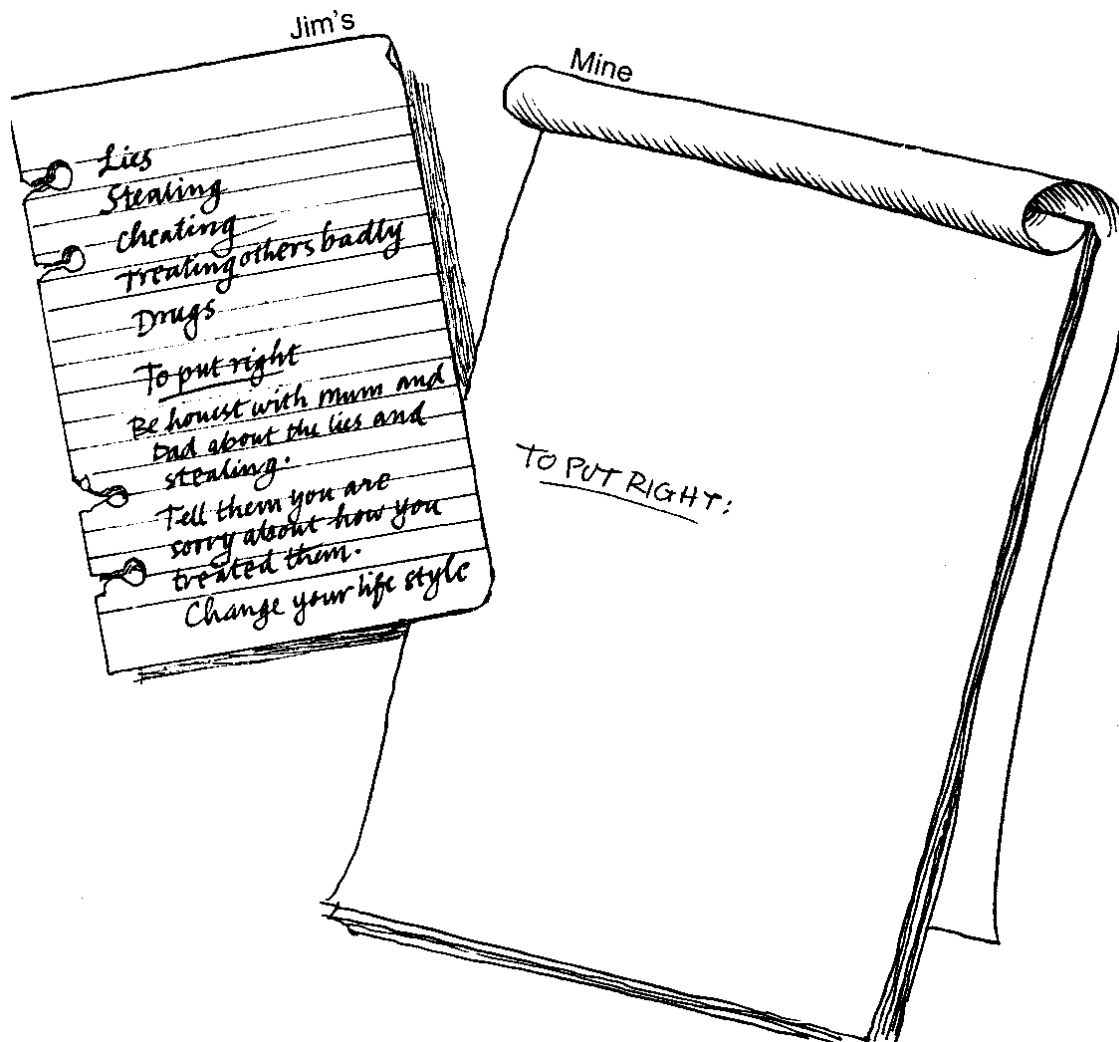
# PEOPLE CAN CHANGE

R3-M1-worksheet 11

All that you write down here is totally private. No one else will see it unless you want them to.

Read Jim's story I'd never done anything about it.

He had some big things which needed to change, but he started by being honest about some small ones. Below is a sheet of paper as Jim might have filled it in. On the other sheet under **Mine** write down the things which need to change in your life. Under **TO PUT RIGHT** write down what you can do about them in order to start again with a clean slate.



Making changes is difficult. We need a motive to keep us going. What would be the most helpful motive(s) for you?

You are not alone. Look at the Twelve Steps of Alcoholics Anonymous. It says there that "a power greater than yourself exists that is much more capable of running your daily life than you are. It gives no particular idea of God. In the stories on the resource sheet the drug addict is a Hindu. John, the alcoholic, is a Christian. They both trusted themselves to "God as we understood him".

Write a description of "God as I understand him".

What could happen in your life if you decided to trust in "God as I understand him"?

There comes a time in the life of a decision when it has to be made. When will that be for you?

## I'D NEVER DONE ANYTHING ABOUT IT

Jim was the eldest of eight. He was brought up in a close family but there were rows too. One day he left home and went to another city to join a pop group. He also became part of the drug scene.

One day his father turned up where he lived unexpectedly. He had come to say that he was sorry if his stubborn attitudes had driven Jim away from home because he did love him. Jim was amazed and wanted to know more. They talked and talked.

After his father had left, Jim wrote to his parents and this is part of the letter:

I only discovered today what the true meaning of life is. Sure, in the past I knew that absolute truth and honesty was the true meaning of living, but I'd never done anything about it - never done anything about all the untruths and greed I'd collected inside me.

That's why I couldn't understand your wanting to apologise to me for past injustices - no one can understand until they are free themselves. And today I was freed - I prayed and suddenly I knew what had to be done. I'd known it all along, but I couldn't accept it.

I find myself wanting to tell you all how badly I've treated you - how I stole money from Dad when you were a newsagent and later when I worked with you in the business - I'm truly sorry. And Mum, how I stole money from your purse, even in the bad times when there were only a few coins in it. Again I am truly sorry...

I know now that the only way to repay all these things is to admit them and then to do everything in my power to lead an honest and selfless life.

I will be home soon on your birthday, Mum, so see you then.

Love

Jim

From *Listen to the Children*  
by Annejet Campbell



## TWELVE STEPS OF ALCOHOLICS ANONYMOUS

The following twelve points are set out in a book called *Alcoholics Anonymous* which was written and based on the experience of the first 100 members of that movement in America.

- 1 We admitted that we were powerless over alcohol and that we could not manage our own lives.
- 2 We came to believe that a Power greater than ourselves could make us sane again.
- 3 We decided to turn our wills and our lives over to the care of God as we *understood him*.
- 4 We made a true and detailed list of the sort of people we really were.
- 5 We admitted to ourselves, to God and to another trusted person where exactly things had gone wrong in our lives.
- 6 We were ready to let God remove all these wrong things.
- 7 We asked Him to remove all the bad things in our characters.
- 8 We made a list of all the people we had done bad things to and became willing to put things right with all these people.
- 9 We put things right with these people, except where it would hurt them or others.
- 10 Continued to keep a detailed list of what we did and quickly admitted when we were wrong.
- 11 Tried through prayer and quietness to increase our contact with God as we *understood him*, to know what he wanted us to do and for the power to do it.
- 12 We tried to carry this message to other alcoholics and to carry out these principles in everything we did.



## Module 2: RESPECT OTHERS

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4		worksheet 2 – <b>Listen for a change</b>
5		resource sheet 1 – <b>Home sweet home</b>
8	topic two	teacher's notes – close relationships
10		worksheet 3 – <b>This space reserved</b>
11		worksheet 4 – <b>Will it stand?</b>
12		worksheet 5 – <b>Still driving together after sixty years</b>
14	topic three	teacher's notes – bullying
16		worksheet 6 – <b>Who has the power?</b>
17		worksheet 7 – <b>Bullies beware</b>
18		resource sheet 2 – <b>He's had enough, sir</b>
20	topic four	teacher's notes – respect for property
22		worksheet 8 – <b>Whose is it anyway?</b>
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25	topic five	teacher's notes – what is sacred?
27		worksheet 9 – <b>Beyond price</b>
28		worksheet 10 – <b>Religious artefacts</b>
29		resource sheet 4 – <b>Quite suddenly</b>



## Module 2: RESPECT OTHERS

### topic one – others' rights

#### teacher's notes - general approach

If this is the first time the class has looked at the concept of respect we suggest the best introduction would be topic one of **Respect Yourself** or some similar work. This will help to establish a community of respect in the classroom.

The suggested strategies under this topic concentrate on the aspects of respect that come into play in the building of personal (one-to-one) relationships. In each case there is the challenge to think for the other person rather than oneself. Respecting others has much to do with other people's right to be themselves, to have their own opinions and to be listened to.

The scenes on **resource sheet 1** pages 5, 6 & 7 are examples of material which could be helpful in doing this. **Worksheet 2** on page 4 **Listen for a change** gives questions which can be used either orally or for written answers and creative writing.

Having read this resource material, you may prefer to find different scenes on which to base the work. Whichever strategy you and the class decide to follow, it is expected that the following needs will come to light:

- Communication, understanding, give and take, humour, the showing of love/care, patience.

Also to emerge could be the potentially destructive forces in relationships such as:

- Impatience, selfishness, intolerance, anger, demand.

On **worksheet 1** page 3 there are suggestions for three strategies that could be followed. If the whole class are given copies, they can have a part in deciding which they would find most helpful and interesting to follow. The strategies are all based on the scenes on **resource sheet 1** pages 5 to 7 which are taken from the video **The Three Rs of Family Life\***. Similar strategies could also be followed if you have chosen to base the work on different scripts. If, however, the class is familiar with drama improvisation you could suggest the activity overleaf.

## improvisation

This activity will need to be done in a hall if all the pairs are to work together at the same time. The noise level will rise so it is important to be watchful to make sure that real creativity is taking place. An alternative would be to ask the class to prepare in pairs and then perform their scenes in turn to the whole class. In this case they will need to know how long they have to prepare.

The pairs should act out various domestic scenes containing elements of conflict and dramatising what happens when there is lack of respect. They would need to decide:

- what their relationship is
- what age they are
- what they are quarrelling about
- where they are
- what their characters are

You could suggest that each scene ends with one of them leaving banging the door behind them.

At the end of each scene each pair could consider questions 1 to 3 on **worksheet 2** page 4 as a way of identifying what is happening during these conflicts.

When you think they have had long enough on this, stop them and consider with them the words in question 4. These can then help in the creation of a final scene presenting some solutions to the couple's dilemma when, instead of one person walking out, she/he asks, "What's happening to us?" thus opening up real communication.

In order to make all the acting exercises worthwhile you could suggest an audience to whom well thought out scenes could be performed to provoke creative discussion and challenge set attitudes.

In conclusion, whatever strategy has been chosen, it will be important to identify the changes in behaviour and attitudes when respect is applied to a relationship. This can lead to the application of respect between the pupils in the classroom and beyond. Criteria for monitoring respect within the community of the classroom should be drawn up.

\* *The Three 'R's of Family Life* produced by Family and Youth Concern



# HOME SWEET HOME

R3-M2-worksheet 1

## strategy one -

- View the dramatised scenes in Part two of the video **The Three Rs of Family Life\***. These take 2½ minutes to play all the way through.
- Discuss the questions on the **worksheet** page 4, either in pairs or as a class.
- Re-view the video before completing the answers in writing.

## strategy two - Using the scripts on the resource sheet:

- Divide into pairs and read each scene in parts.
- Keeping in character, answer questions 1 to 3 on the **worksheet** page 4.
- Using the answers for question 4, together write a continuation of script C showing ways each person will need to change to make their relationship better.
- Act this scene to the class. Think out with them which other groups in the school would be helped by seeing it in order to understand why respect is needed in relationships.

## strategy three -

- Two people read/act script A to the class. They stay in character while the others in the class discuss with them the answer to question 1 on the worksheet.
- Another pair then reads/acts script B - "The Banging Door" series. They stay in character while the class discusses with them the answers to questions 2 and 3.
- The whole class works in pairs on question 4 and then as many pairs as time allows act out in turns an improvised conversation continuing from the end of script C using the elements underlined to bring about changes in the relationship.
- After the scenes have been performed, identify the elements which have been brought into the relationship because greater mutual respect is being shown.

\* *The Three 'R's of Family Life* produced by Family and Youth Concern



# HOME SWEET HOME

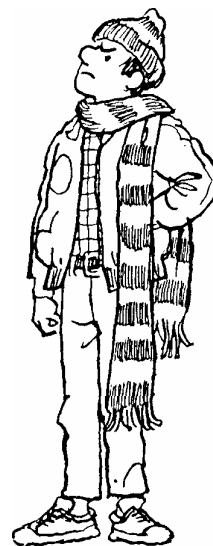
R3-M2-resource sheet 1

## SCRIPT A

*Lucy is struggling to prepare a meal with baby crying for attention. Saucepan boils over as she is picking up some toys. Trevor comes in. He is wearing a football scarf and hat.*



- TREVOR: *(singing)* WE ARE THE CHAMPIONS! Come on love, I've only got a few minutes for my dinner.
- LUCY: What?
- TREVOR: I've got to get off in a tick or I'll miss the kick-off.
- LUCY: You're going to football this afternoon?
- TREVOR: You know I am. It's the big match.
- LUCY: You've only just got in from the pub.
- TREVOR: You know I always have a drink with the lads on a Saturday morning.
- LUCY: And what about me, stuck here with the baby getting your dinner? I wish I had time to go out on a Saturday morning.
- TREVOR: Oh come on, love. Don't nag or I'll miss the kick-off. Now, what's for dinner?
- LUCY: You promised to start decorating the hall this week-end. What about that?
- TREVOR: I never did. The weekend of the big match? Come on, let's eat.
- (Sits at table, picks up knife and fork and bangs them on the table)*
- LUCY: *(shouting)* I'm not your slave. Get your own dinner.
- TREVOR: All right, maybe I will. There's other places to eat than here, you know.
- (Trevor goes out and slams the door)*



## SCRIPT B      The banging door series

### scene one

*Trevor and Lucy in the kitchen with the baby. Trevor is trying to comfort the baby Lucy is clearly dressed for a night out.*

TREVOR:      You can't go out tonight. I've got the lads coming round for a game of cards.

LUCY:          I'm going out whether you like it or not.

*(slams the door)*

### scene two

*Lucy is doing some work. Trevor is reading a newspaper.*

LUCY:          And another thing, Trevor, you've been promising to fix the light in the bathroom for weeks. I don't know how you think...

TREVOR:      *(getting up)* I'm not staying here to be nagged. I'm going to the pub.  
*(slams the door)*

### scene three

*Trevor has brought the lawn mower into the kitchen and has bits all over the table where he is working on it.*

LUCY:          If this mess isn't cleared up by the time I get back Trevor, there'll be trouble.  
*(slams the door)*



## SCRIPT C

*Trevor is in the kitchen preparing a meal. Baby is still screaming. Lucy is wearing a nurse's uniform.*

LUCY: You'll have to hurry, Trev. I've got to be at the hospital in half an hour.

TREVOR: Night shift doesn't start till ten.

LUCY: I know but Sister Rosemary's gone off sick so I've got to go in early to cover for her.

TREVOR: Oh great! So I'm supposed to get the tea because my wife's working night shift to say nothing about looking after her (pointing at the baby).

LUCY: Look, don't blame me. You knew when we took on the mortgage I'd have to work.

TREVOR: Yes, but not night shift.

LUCY: How else am I supposed to look after a kid, run the house and do every damn thing?

TREVOR: Well it's not very nice for me is it, getting in from work and having to start tea? And the mortgage wouldn't be so bad if you hadn't bought the dishwasher and the microwave.

LUCY: How do you think I can work and run a house if I don't have the things to do it with?

*Baby starts to yell. Trevor picks her/him up. Then realises he has got food from his apron over the baby*

LUCY: Give her to me. (pause - looks at Trevor) What's happening to us Trevor?





## Module 2: RESPECT OTHERS

### topic two – close relationships

#### teacher's notes - general approach

In all relationships we need to have our own space which may be a physical area or a feeling inside ourselves. This is especially true of teenagers, who are trying to find their own identity. However, at the same time they are keen to be part of the crowd, to be wanted and to be loved. Thus some relationships become too close and too intense, and often sexual. Many young people have problems over this, so this topic looks at these one-to-one relationships.

The activities below aim to help the pupils to think out the part that respect for the other person plays as a relationship deepens. These activities give you and the class a choice of approach to the question of building close and healthy one-to-one relationships of mutual respect.

#### activity one

To initiate the thinking about the need we each have for our own space, you could use these or similar questions.

1. Where/how do you find your own space?
2. Is it always a particular place?
3. Is there anything you like to do which gives you space?
4. Do you feel that you have to do everything with your best friend?
5. How do you think you can respect the space of your best friend?

There are further questions on **worksheet 3** on page 10 **This space reserved**. These could be discussed in small groups with each person writing their own answers on the **worksheet**. The interview on **worksheet 5** page 12 **Still driving together after sixty years** may help in answering question five. Later some of the ideas could be pooled and discussed with the whole class.

## activity two

**Worksheet 4** on page 11 **Will it stand?** likens a boy/girl relationship to a tree. There are various points from the analogy of the tree which could be brought out. Some are:

- the roots both support and feed a tree; if the food is not good, poor fruits will appear
- if the roots are not deep and strong, the tree will blow over in the first gale
- in nature, procreation takes place when a tree is mature, not when it is at the start of its growth
- the growth of a tree takes time and the roots need to be strong enough to hold a tall tree.

What does all this mean in considering the growth of relationships? In the modern world everything seems to have to happen **now**. In nature, and we are part of nature, growth must take its course in order to be healthy.

Having labelled the tree individually, the words and the concepts explored could be used to create an agreed classroom tree: a collage or painting in co-operation with the art department could be one way. This would be a helpful reminder of the importance of giving oneself and the other person in a close relationship the time and space to grow in character and maturity before becoming involved too deeply, either emotionally or sexually.

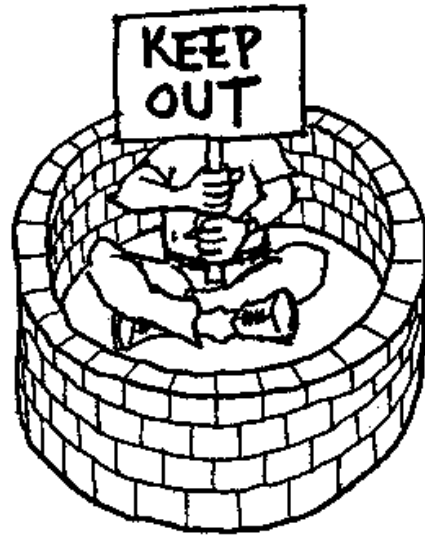
## activity three

Young people form close relationships which they hope will last but often do not. Many reasons can be given for break-up of relationships, but this activity suggests a way the class can find out, from those who have formed long-lasting relationships, what has helped to keep them together. The group/s will need **worksheet 5** on page 12 **Still driving together after sixty years**. If they read this, it will give them ideas for questions to ask, from which they can get ideas of their own.

When the interviews are completed, the class will need to work out how to record and assess the findings. Two suggestions are made for this on page 13.

## THIS SPACE RESERVED

- 1 Describe in words, or draw a picture of, what you think of as your own space.



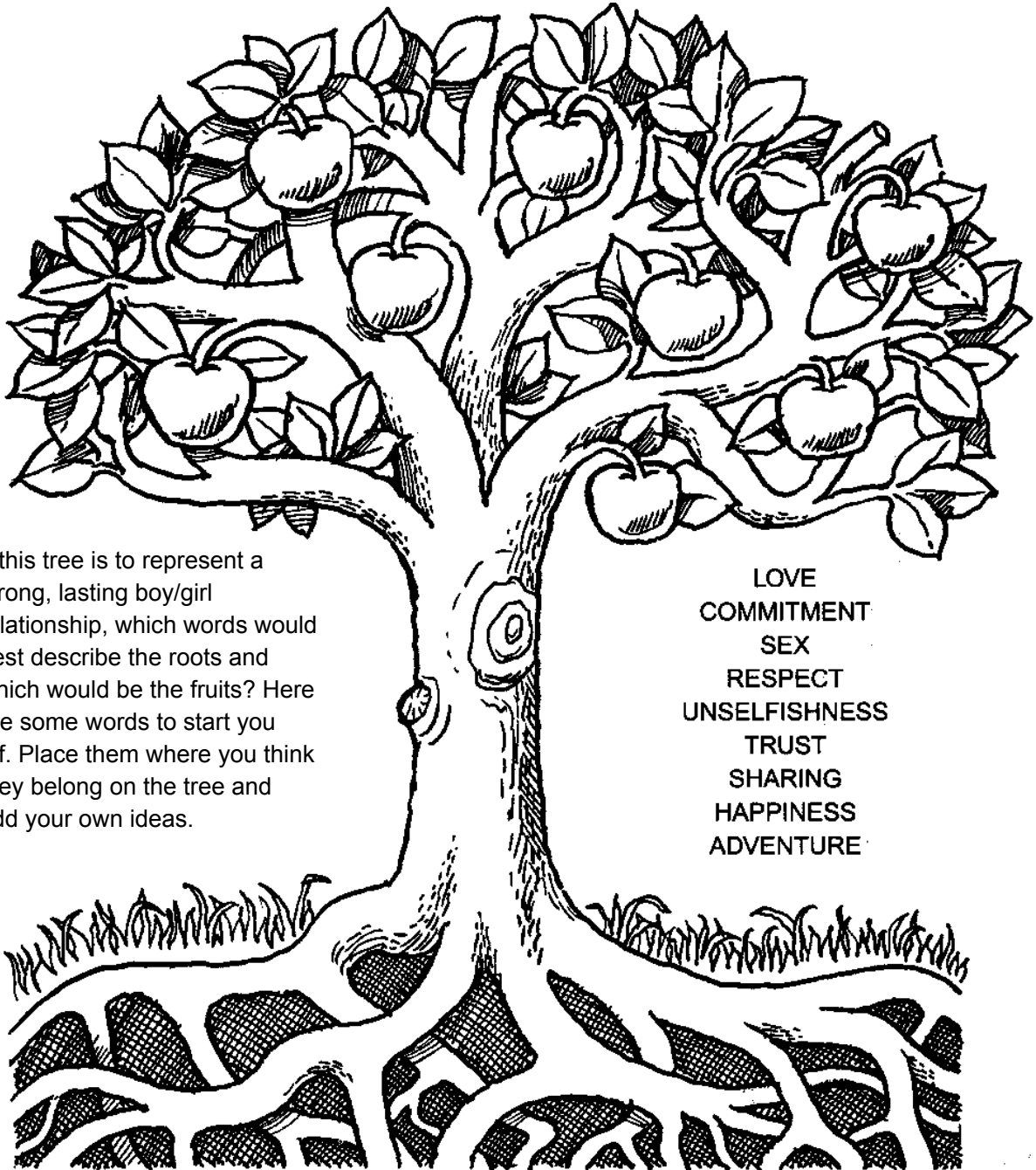
- 2 How do you feel when other people do not respect your space? How would you like others to behave?
- 3 In what ways do we invade other people's space?

Read the resource sheet **Still driving together after sixty years.**

- 4 How can we form close relationships while at the same time respecting each other's space?



## WILL IT STAND?



If this tree is to represent a strong, lasting boy/girl relationship, which words would best describe the roots and which would be the fruits? Here are some words to start you off. Place them where you think they belong on the tree and add your own ideas.

LOVE  
COMMITMENT  
SEX  
RESPECT  
UNSELFISHNESS  
TRUST  
SHARING  
HAPPINESS  
ADVENTURE

## STILL DRIVING TOGETHER AFTER SIXTY YEARS



- INTERVIEWER: How old were you when you first met?
- GLADYS: I was seventeen and Sam was my driving instructor. After I passed my test he kept coming around to my home to "see if I was still the excellent driver he had made me". I didn't like him at first but my mother did! Two years later we got engaged and when I was twenty-one we got married. The first year of marriage was the worst year of my life but I wouldn't be without him now.
- INTERVIEWER: What do you think were the roots that made your relationship strong enough to last more than sixty years?
- SAM: Promises are important roots for a lasting relationship. We decided to make a promise to each other in front of God and our friends to stick together for life. When things were difficult I would remember the promise I made to Gladys and knew I could not break it.
- INTERVIEWER: How did you settle quarrels?
- SAM: Gladys is stubborn and I am quick-tempered, but any difficult situations were usually put right with humour or giving ourselves a cooling-off period. We've always been equal partners. I cannot ever remember telling Gladys to do something. We always ask each other to do things. That's because we respect each other.
- GLADYS: There's got to be lots of give and take. I made my home and husband my priority. I did a lot of things outside the home but I aimed to get back before he did and if we went out in the evenings we did things together like going dancing and out with friends. We had many visitors, because we've always liked to be with others. Sam liked golf and football so, on some week-ends, he would go off to those. I sometimes went but not often. I loved gardening, so we'd plan it together and then I'd do the work!
- SAM: To keep a good relationship you need to be outward-looking. It's no good just living for each other. You always need something to look forward to and to plan for together. You mustn't take yourself too seriously either.

- INTERVIEWER: What else do you need to keep things going?
- SAM: You need lots of patience, understanding, loving and caring. When I first retired I resented the fact that I needed to pay for an extra hour in parking fees to allow for all the chats Gladys had with the friends she unexpectedly met while we were out shopping. It used to annoy me so much because it seemed a waste of time and money. Gradually I've begun to relax and quite enjoy our outings myself now!
- GLADYS: I'm always in the driving seat now because Sam's eyesight is not good but he still thinks he's the instructor. I just ignore him. (*They both laugh.*)

### Can it last?

Having read the interview with Gladys and Sam, plan in pairs what questions you could ask one or two couples like this to find out how their marriages have lasted. As you see from this interview, just one or two questions were enough to get them talking but the interviewer had some others up her sleeve such as:

- Have you had any bad times? What helped you get through them?
- Does your love for each other give you love to share with others?
- Do you like each other as well as loving each other?

You will think of other questions.

When you have the result of your interviews

#### either

- look at the relationship tree and decide how you would now label the roots and fruits; you may want to change some and add new ones.

#### or

- pool what you have discovered from your interviews with the whole class, create a class visual aid which will help you to remember what you have learnt about what is needed to create a strong lasting relationship.



## Module 2: RESPECT OTHERS

### topic three – bullying

#### teacher's notes - general approach

Bullying, one of the most destructive consequences of a lack of respect for others, often goes unchecked because of the victims' fear. The most effective way of dealing with this problem is to work out an agreed school policy with pupils, teachers and parents. Clearly defined procedures need to be known by all and consistently followed.

There is a great deal of material now available on this subject so the activities included in this topic concentrate on how bullying shows up the need for respect between people and what happens when this breaks down.

Two activities, based on the same resource, are suggested as a choice of starters for this project. They are based on the same resource.

There are also suggestions on some steps to monitor and prevent bullying that can be taken after the chosen activity.

#### activity one - drama

Read to the class the episode from *A Kestrel for a Knave* on **resource sheet 2** page 18 and then divide them into groups to act out improvisations of the scene themselves. There are questions on **worksheet 6** page 16 **Who has the power?** which could help in thinking out the main issues raised and discussed in their acting groups.

Out of this, other improvisations may be possible, dramatising the sort of bullying they have experienced and exploring strategies the victims can use to take the power away from the bullies.

The best of these scenes could be performed at a school assembly.

#### activity two

Divide the class into small groups giving each the **resource sheet 2** page 18 **He's had enough, sir** and **worksheet 6** page 16 **Who has the power?** so that they can read the episode together and then consider the answers to the questions raised.

They could be encouraged to consider the best way of communicating their findings to the school. One way could be through posters perhaps entitled **Bullies watch out!** giving clear steps of action for people to take if they are bullied or see bullying happening.

### **monitoring and preventing of bullying**

Encourage the class to brainstorm in small working groups about how bullying can best be dealt with in the school. They may be helped by the questions given on **worksheet 7** page 17 **Bullies beware!** They should draw up recommendations offering any resources they have created during their previous activity.

This activity could lead to initiative being taken for meetings with staff and senior pupils to establish a whole school policy.

### **Follow-on research projects**

These projects could be done particularly with more able pupils through a study of history and present world events. They could relate what they have learnt on a personal level to an exploration of the most effective ways of combatting the bully in the wider community and among nations.

Topics that could be considered are

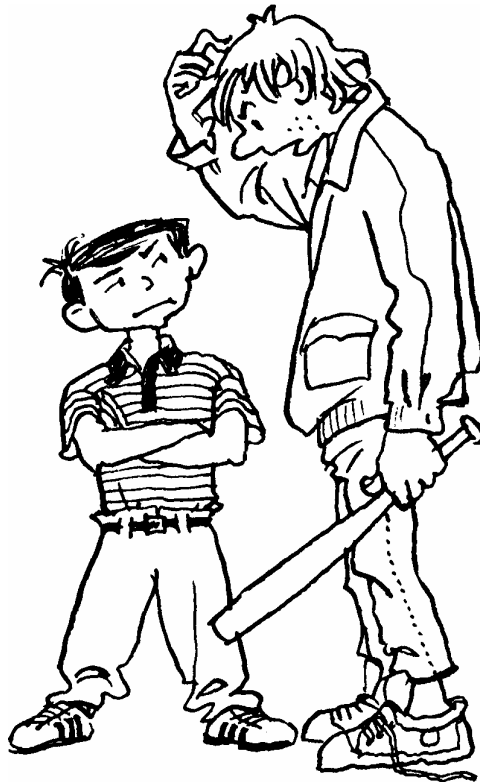
- The need for justice backed by force to protect the weak against the strong; the innocent against the dictator, (e.g. actions of the United Nations.)
- The effectiveness of non-violent action as lived and promoted by Mahatma Gandhi and Martin Luther King rendering bully tactics ineffective.
- The elements needed in the peace-building process after war has taken place in order that bullies find it more difficult to re-assert their power, (eg. after World War 2 in Europe, or the more recent Cambodian experience.)
- An examination of the outcome of civil and militant struggles as in South Africa and Ireland where bullying has eventually had to give way to the establishment of a democratic process of political negotiation.

# WHO HAS THE POWER?

R3-M2-worksheet 6

From reading the episode from *A Kestrel for a Knave* and from your own experience, what do you think?

- a Are bullies cowardly or brave?
- b What are bullies trying to achieve?
- c What gives bullies their power?
- d How can a person being bullied take the power away from the bully?
- e Why did the pupils join in with the bullying?
- f Did the teacher respect his pupils? How do you know?
- g If you were one of the three guard boys what would you think of Billy by the end of this event? Why?



# BULLIES BEWARE!

- 1
  - a) What sort of people are bullied?
  - b) How can they be helped?
  
- 2 What should be done if we see bullying?
  
  
  
  
  
  
  
  
  
  
- 3 What should someone do if she/he is bullied?
  
  
  
  
  
  
  
  
  
  
- 4 People are often scared of "telling on" bullies, especially if they are the ones being bullied. What could be the solution to this?
  
  
  
  
  
  
  
  
  
  
- 5 Who should be involved in finding a solution when bullying is identified?
  - The bully/ies?
  - The person/people bullied?
  - Parents? Whose?
  - Teachers? Who?
  - Pupils? Who?
  
  
  
  
  
  
  
  
  
  
- 6 What is the best way of letting everyone know what is going to be done about bullying if it takes place?

# HE'S HAD ENOUGH, SIR

R3-M2-resource sheet 2

This episode from *A Kestrel for a Knave* tells of an incident after a football match in which the side captained by Mr Sugden, the games teacher, had lost because Billy Caspar, who hated football, had let in a goal. It takes place in the shower-room where Billy has been cornered by Sugden at one end and three boys placed by him at the other.

"He's had enough, Sir"

The cold water made Billy gasp. He held his hands out as though testing for rain, then ran for the end. The three guards barred the exit.

"Hey up, shift! Let me out, you rotten dogs!" They held him easily so he swished back to the other end, yelling all the way along. Sugden pushed him in the chest as he clung his way round the corner.

"Got a sweat on, Caspar?"

"Let me out, Sir. Let me come."

"I thought you'd like a cooler after your exertions in goal."

"I'm frozen!"

"Really?"

"Gi' o'er, Sir! It's not right!"

"And was it right that you let the last goal in?"

"I couldn't help it."

"Rubbish, lad."

Billy tried another rush, Sugden repelled it, so he tried the other end again. Every time he tried to escape the three boys bounced him back, stinging him with their snapping towels as he retreated. He tried manoeuvring the nozzles, but whichever way he twisted them the water still found him out. Until finally he gave up, and stood amongst them, tolerating the freezing spray in silence.

(continued on next page)





When Billy stopped yelling the other boys stopped laughing, and when time passed and no more was heard from him, their conversations began to peter out, and attention gradually focused on the showers. Until only a trio was left shouting into each other's faces, unaware that the volume of noise in the room had dropped. Suddenly they stopped, looked around embarrassed, then looked towards the showers with the rest of the boys.

The water had cooled the air, the steam had vanished, and the only sound that came from the showers was the beat of the water behind the partition; a mesmeric beat which slowly drew the boys together on the drying area.

The boy guards began to look uneasy, and they looked across to their captain.

"Can we let him out now, Sir?"

"No!"

"He'll get pneumonia."

"I don't care what he gets, I'll show him! If he thinks I'm running my blood to water for ninety minutes, and then having the game deliberately thrown away at the last minute, he's another think coming!"

There were signs of unrest and much muttering amongst the crowd:

"He's had enough, Sir"

"It was only a game."

"Let him go."

"Shut up you lot, and get out!"

Nobody moved. They continued to stare at the partition wall as if a film was being projected onto its tiled surface.

Then Billy appeared over the top of it, hands, head and shoulders, climbing rapidly. A great roar arose, as though Punch had appeared above them hugging his giant cosh. Sugden saw him.

"Get down, Caspar!"

Billy straddled the wall and got down, on the dry side. There was laughter - (and gnashing of teeth). The three guards deserted their posts. Sugden turned the showers off, and the crowd dispersed. Billy planed the standing droplets off his body and limbs with his palms, then hurried to his peg and dabbed himself with his shorts. His shirt stuck and rattled down his back when he pulled it on, and the damp seeped through the light grey flannel, staining it charcoal.

From *A Kestrel for a Knave* by Barry Hines  
(Michael Joseph, 1968). © Barry Hines.



## Module 2: RESPECT OTHERS

### topic four – respect for property

#### teacher's notes - general approach

In many communities young people seem to have little respect for other people's property. Vandalism quickly discourages all efforts to improve the environment.

In this topic we will try to see how better attitudes could be created. The first step helps the pupils to understand how it feels to be a victim. There may be some in the class who have been victims, either through having their belongings stolen or broken or through their homes having been burgled. They could be encouraged to share their feelings and reactions.

The second step is to consider that respecting people's property is a way of showing respect to the people themselves, for many people feel that the things they own are part of themselves.

To give a choice of approach for you and the class to follow there are alternative activities for this topic.

Some means of monitoring whether the class is adopting new attitudes should also be created. Suggestions for this are made in **activity three**.

#### Strategy

Start the lesson by taking something (the more valuable the better!) from three or four of the noisiest or strongest members of the class. Do not say anything to them. Put these objects where you keep your own belongings. Do this with no comment and then carry on with the lesson as if nothing had happened.

How exactly you do this will depend on you and the class, but the idea is to take these pupils by surprise and get them thinking. You may find a better way.

If you are not following this with **activity one** you will need to find another opportunity to discover how some people felt about having the things taken from them.

### **activity one**

Divide the class into groups of four, making sure that those from whom you have taken something are in different groups. Let them do question 1 on **worksheet 8** page 22 **Whose is it anyway?** Discuss in groups why they feel some actions are worse than others and what is being felt by the victims of your "theft". Their findings should be recorded on the **worksheet** under question 2.

Next let them read **resource sheet 3** on page 24 **You can't let them get into your life** and answer question 3 on the **worksheet**.

Don't forget to give back the things you took!

### **activity two**

Make groups of two or three people. Let them take a walk around the building and mark on a plan of the school the areas where there is: a) graffiti b) litter and c) broken objects.

On returning to the classroom, they should discuss in their groups and write their answers to these questions which could be written on the board.

1. Why do these things happen?
2. What can be done about improving the situation?
3. What is your group prepared to do about it?

### **activity three**

For this activity **worksheet 8** page 22 will be needed.

#### **either**

The class could draw up a code of practice in terms of respect for other people and their property One way could be to divide into small groups to decide on five guidelines they are all willing to follow, which can be written down on the **worksheet**. Pool these ideas and draw up a ten point code of practice for the whole class. If the class has already drawn up a code of practice under R3M1 these ten points could be added. They may also decide there should be sanctions for those who deliberately fail to keep the code. If so they need to draw these up together.

#### **or**

Some might like to write an article for a teenage magazine.

# WHOSE IS IT ANYWAY?

Grade the following actions from 1 to 5, with 5 being the worst:

- Borrowing a computer game from a friend and not returning it
- Burgling a house
- Deliberately breaking a school chair
- Vandalising a cemetery
- Setting fire to a rubbish bin in the street
- Writing graffiti on someone's front door
- Breaking a window of a neighbour's house when playing with a ball
- Trampling over flower beds in a public park

How did your group decide on these grades?

Read the story **You can't let them get into your life.**

Imagine you are Bob or Margaret arriving back from holiday to find your home and personal belongings smashed up or stolen. How would you feel? What would you do? Why?



**either**

Discuss in your group the **five** guidelines that you are prepared to follow on treating other peoples' property and write them below.

1.

2.

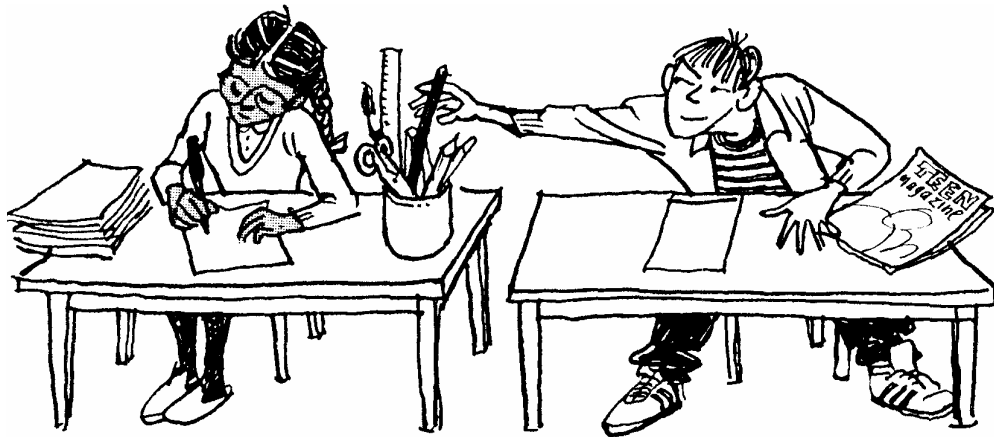
3.

4.

5.

**or**

Write an article for a teenage magazine helping people your own age to respect other people's property.



## YOU CAN'T LET THEM GET INTO YOUR LIFE

Margaret Hill returned with her husband Bob from a New Year holiday to find their home had been burgled.

"We drew into the drive and our neighbour was standing there crying," recalls Margaret. "She told us someone had been in our house."

"It was dreadful - the thieves had taken a knife to my new three-piece suite and bed and slashed them to pieces. Everything else was dumped in the middle of the floor..."

"They took two televisions, a music centre, the word processor, a camera and jewellery that had been left to me by Bob's mum. They also slashed the covers of all his suits in the wardrobe. Why on earth would anyone do that?" asks Margaret incredulously.

"They'd obviously been in the house a long time because they had helped themselves to beer and had used my ornamental china mug for coffee... It still hurts to talk about it.

"I wish I could have been angry like my husband," explains Margaret. "I just kept on thinking 'Was it someone we know?' I don't think I have had a good night's sleep since, although I feel better now we have a burglar alarm.

"I also asked the local parish priest to re-bless the house to get rid of the awful feeling the thieves left behind... I didn't want them to drive me from my home. I'm happier now, but I'm more vigilant than I used to be. These people come into your home, but you can't let them get into your life."

From *Woman's Own*





## Module 2: RESPECT OTHERS

topic five – **what is sacred?**

### teacher's notes - general approach

Respecting others in a multi-faith community demands tolerance and sensitivity. This is borne out of an understanding of what others hold dear, what others think is important and, above all, those things and places that are held sacred.

For some pupils the word sacred may have little, if any, meaning. Ways into this dimension of life may therefore lie in exploring their own feelings about certain valued personal possessions or thinking of places which have a particular significance for them because of some experience which has lifted their spirit above the ordinary.

**Resource sheet 4** page 29 **Quite suddenly** gives two illustrations of this. The devotional atmosphere in places of worship can similarly lift the spirit of worshippers.

### strategy - preparation

To introduce this topic you could show the class something of value to you beyond the material explaining why. Then ask them either to bring something which holds similar value for them to the next lesson or to identify such an object at home and write about or draw it, on a large piece of paper.

It would also help to have artefacts associated with various religions. The best way would be for them to be brought in by members of the class in addition to their personal object, but teachers' resource centres often have examples you can borrow.

### activity one

In order that the objects can remain anonymous, there should be a table on which they can be placed during the lesson, or a display board for any papers.

The first aspect to consider would be the reasons why these belongings are of value to their owners. Questions that could be explored together are on **worksheet 9** page 27 **Beyond price**.

If the questions have been answered in writing these could be shared with the class before looking at and talking about the specifically religious artefacts.

### **activity two - religious artefacts**

An explanation of their meaning/function should be given (if possible by the class members who brought them in). Perhaps more research will be called for after this. The illustrations on **worksheet 10** page 28 give an opportunity to identify some of the major religious artefacts/symbols and space to add those they have found out about from each other.

### **activity three - visits to places of worship**

It would help to increase the class's understanding and respect if visits could be arranged to some places of worship.

In preparation they could

- a) walk around the local area making a note of places of worship, cemeteries, war memorials etc. especially noticing whether they find them well looked after; in class or group discussion ask them what conclusions they draw from what they have found.

**and/or**

- b) read the two excerpts from *Walkabout* on **resource sheet 4** page 29 **Quite suddenly** and then create a poem, piece of prose or artwork expressing a similar personal experience; awe and wonder are very close emotions to those experienced through much religious worship.

The class will benefit most from the visits if:

- they are told about, and expected to abide by, the accepted codes of behaviour when they are there.
- they can observe worship taking place so that they experience the spiritual dimension of the use of the building by believers.
- they can hear from believers about the significance of the building to them personally and what they would consider sacred. All this should be possible if arrangements are made with those concerned in a spirit of openness and respect.

The class could make a very real contribution to creating trust and understanding between people of various faiths in their community. To do this they could reconsider their original findings in the local area in the light of their experiences and then decide how best to show increased respect in their own behaviour, and raise the awareness of others to this need.



# BEYOND PRICE

Put a circle around your answer.

Is your chosen object valuable to you because:

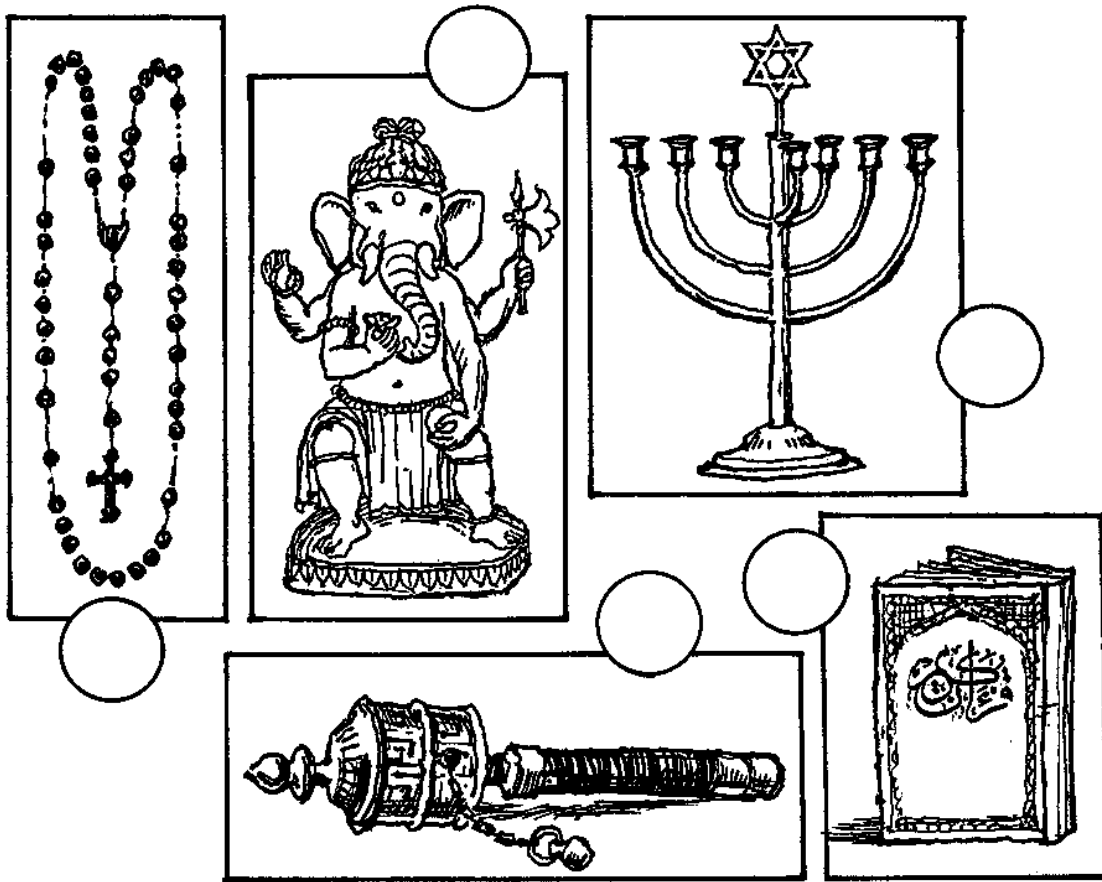
- |   |        |
|---|--------|
| somebody special gave it to you?              | YES/NO |
| you have had it for a long time?              | YES/NO |
| of the reason it was given to you?            | YES/NO |
| you bought it with your own money?            | YES/NO |
| it is something you have known all your life? | YES/NO |

If there are other reasons write them here.

How would you like others to treat this object? Why?



# RELIGIOUS ARTEFACTS



Match these religions with the illustrations above.

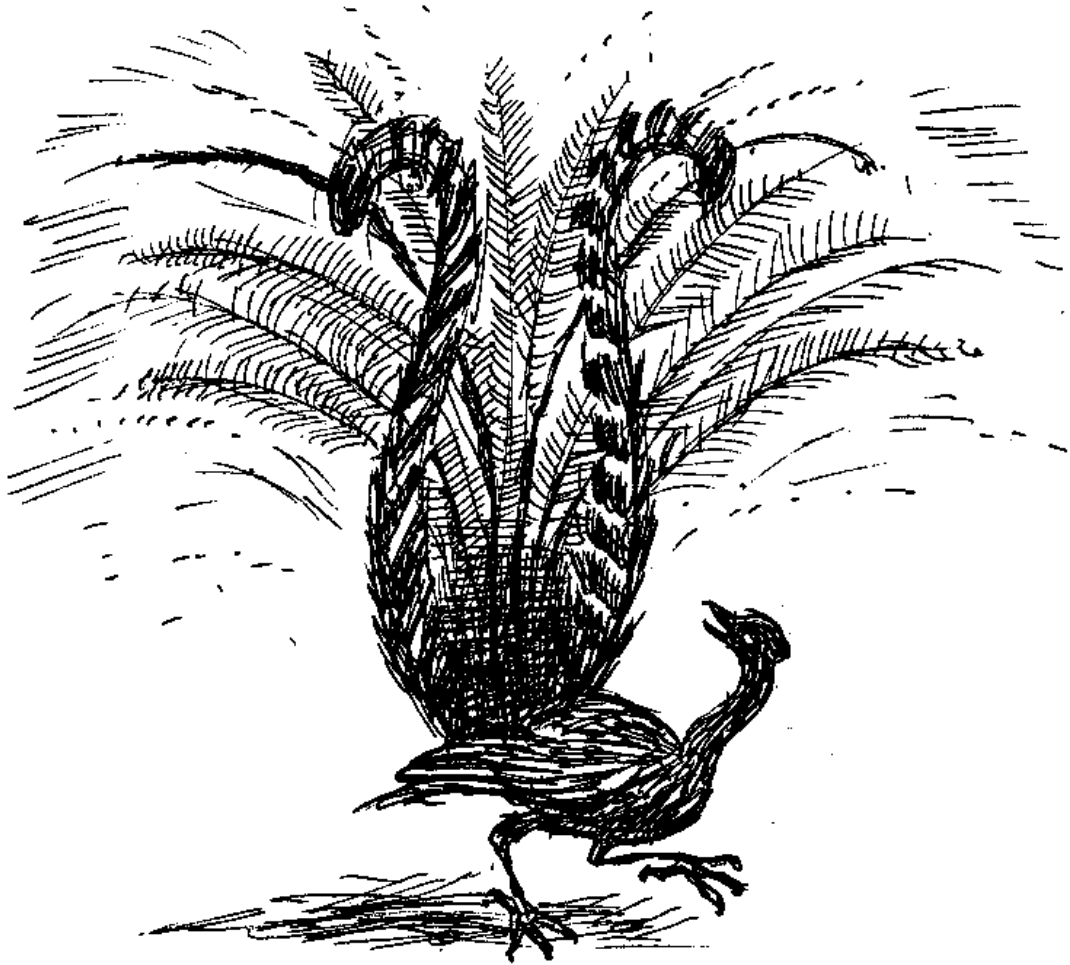
1 CHRISTIAN    2 MOSLEM    3 BUDDHIST    4 HINDU    5 JEWISH

Find out why these objects are special.

What makes something sacred?

How should we treat things which are thought of as sacred?

# QUITE SUDDENLY



They saw a bird. An ordinary rather sad-looking bird, with big eyes, pointed beak and long, straggling tail...Quite suddenly the bird raised its head; drew himself erect and, with a stiff-legged goose-step, strutted into the centre of the clearing. Then he started to sing. And in an instant all his drabness was sloughed away. For his song was beautiful beyond compare: stream after stream of limpid melodious notes, flowing and mingling, thrilling and soaring: bush music, magic as the pipes of Pan. On and on it went; wave after wave of perfect harmony that held the children spellbound. At last the notes sank into a croon, died into silence. The song was over. But not the performance. For now came a metamorphosis too amazing to be believed. The drab brown bird with its tatty, straggling tail disappeared, and in its place rose a creature of pure beauty. The drooping tail fanned wide; its two utmost feathers swung erect to form the frame of a perfect lyre; and in between spread a mist of elfin plumage, a phantasmagoria of blue and silver, shot with gold, that trembled and quivered with all the beauty of a rainbow seen through running water. Then, hidden behind his plumage, the lyre bird again burst into song. And as he sang, he danced; prancing joyfully from side to side, hopping and skipping to the beat of a high-speed polka. And every now and then his song broke off, and was interspersed with croaking chuckles of happiness.

Then as suddenly as his performance had begun, it ended. The feathers drooped, the polka came to a halt, the singing died. And he was just another bird, scratching the earth for food.

Then, quite suddenly, as the children rounded a shoulder of granite, they stopped: stopped dead in disbelief. For in front of them rose a whole hillside aglow with shimmering colour: every shade of the spectrum sparkling, flickering, and interchanging: kaleidoscope of brilliance rioting in the midday sun. Mary's eyes widened, her mouth fell open. "Jewels, Peter! Jewels! Millions and millions of them."  
But they weren't jewels. They were even more beautiful.

As the children approached the hill they heard a low, high-pitched rustling: soft vibrating hum that trembled the air. Then, to their amazement, the blaze of colour began to move: shimmering, palpitating, rising and falling, as the butterflies opened and shut their wings. Suddenly, like bees, they swarmed - disturbed by the children's approach - and in a great rainbow-tinted cloud went swirling south: south for the Victorian plains.

The hill lost its magic. The sun streamed down. The children plodded on.

From *Walkabout* by James Vance Marshall  
(Michael Joseph, 1959).  
© James Vance Marshall,  
1959





## Module 3: RESPECT LIFE

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## Module 3: RESPECT LIFE

### topic one – value of life

#### general approach

In the previous modules of **Respect Yourself** and **Respect Others** it has been suggested that the general aim should be to encourage and establish a community of respect in the classroom (see R3 M1 topic one). This continues to be the underlying aim of this module.

This topic enables the pupils to investigate what is essential for life and what gives it meaning and value.

Either of the first two activities can be used to start this process. There follows a choice of two further activities on **worksheet 2** page 4 **In the womb** and **resource sheet 1** page 5 **Life is...**

#### activity one

Divide the class into small groups or pairs. Each will need three sheets of paper headed:

1. human beings
2. animals
3. plants

Suggest they write words on each sheet that describe:

- a) how they know when there is life
- b) what keeps life going
- c) what can improve the quality of life.

When this is done the lists could be compared to see what differences there are and why.

or

#### activity two

Let the class rest their heads on their desks and use their imagination as you talk them through the passage on **resource sheet 1** page 5 **Imagination exercise**. Give adequate pauses indicated by the dots for them to use their imaginations fully. When you have read it, gently talk them back into real life so that they can consider:

- what was taken away from them as hostages
- what they needed in order to keep alive.

For human beings to have a good quality of life, more than physical needs have to be met. This fact can be illustrated by the class activity based on the resource on Brian Keenan **resource sheet 2** page 6 **The colour orange**. Find some way of presenting this to the class. You could again suggest that the class close their eyes and imagine themselves in his situation as you read the passage to them. There is **worksheet 1** page 3 **The hostage** which can be used as a follow up.

### **activity three**

Much is being discovered about unborn babies' awareness of sounds outside the womb. The passage on **worksheet 2** page 4 **In the womb** tells about one such discovery. It has been chosen as an example of material which could be used to raise awareness of the wonder of creation, the positive role of both male and female and the importance of recognising the potential of a newly developing life from early in pregnancy. This activity can be done individually or in pairs.

### **activity four**

The poem **Life is...** on **resource sheet 1** page 5 gives an opportunity for some creative work such as:

- copying and illustrating the poem
- writing a poem with the same title
- painting a picture of what this poem portrays

### **conclusion of topic**

Whichever strategy is followed, some conclusions should be drawn on the value of life. Reasons should be found for respecting it and the class should decide what they are individually going to do in the future to improve the quality of life for each other in the classroom and outside.

# THE HOSTAGE

R3-M3-worksheet 1

Having listened to or read Brian Keenan's experiences as a hostage, think about the following:

1 What, if anything, surprised you about Brian's reactions to the bowl of fruit?

2 Why do you think colour was so important to him?



3 What colours do you notice most? (Football team colours? Furnishings in rooms?)

4 Write down what you would miss most in life if you were taken hostage and kept in a dark room for several months.



# IN THE WOMB

R3-M3-worksheet 2

## activity three

*The more the scientists discover about the development of babies in the womb, the more wonderful the creation process appears to be. The following passage might surprise you.*

It is being discovered that the infant hears the sounds of the outside world and knows his mother's voice. But he knows almost better the voice of his father, that deeper voice which penetrates the soft tissues easily. And if the father is at the mother's side during pregnancy, it is a voice that he finds familiar. The following experiment has already been carried out: the cardiac rhythm of the infant is checked, it proves to be very rapid; the infant is frightened by all this hubbub around the mother. But if the father starts to speak, the child's cardiac rhythm is seen to return to normal. In the midst of all these voices, he has recognised the voice which is familiar to him. Some psychiatrists even advise the father to sing his wife a lullaby every evening during her pregnancy and it becomes noticeable after birth that this same lullaby immediately calms the child. It is the same thing, of course, if the mother sings.

*Yves Dupoyet, biochemist working in the field of reproduction research*

## What do you think?

Now that you know how aware babies in the womb are to sounds outside

- how does this affect your ideas on the unborn?
- what would you like a baby of yours to hear?
- what things do you think could badly affect him/her?
- what is your response to the fact that the male voice can be heard better than the female?

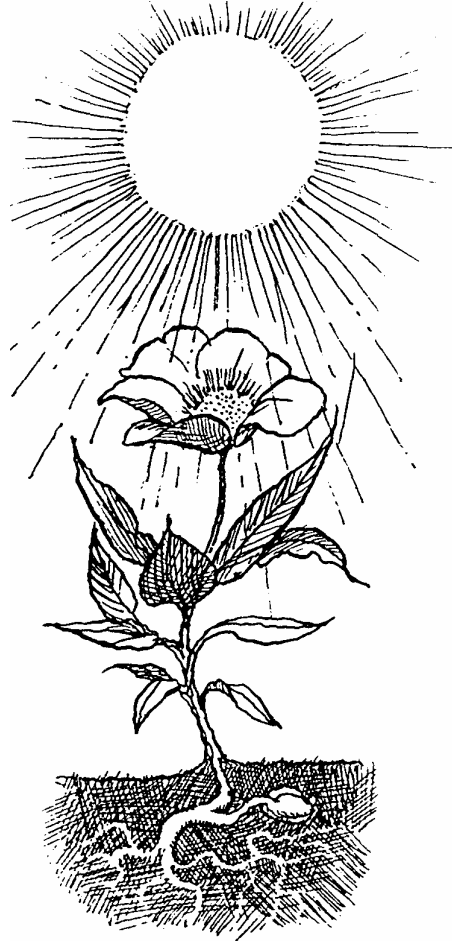


# LIFE IS...

## activity four

Life is a Game - play it  
Life is Beauty - praise it  
Life is a Goal - achieve it  
Life is a Puzzle - solve it  
Life is a Tragedy - face it  
Life is a Duty - perform it  
Life is a Struggle - fight it  
Life is a Promise - fulfil it  
Life is a Challenge - meet it  
Life is a Mystery - unfold it  
Life is an Adventure - dare it  
Life is a Journey - complete it  
Life is a Sorrow - overcome it  
Life is an Opportunity - take it  
Life is a Gift - accept it

From *Global Express*



## For the teacher - activity two

### Imagination exercise

You are being held as a hostage in a foreign country You have been kept alone in the same dark room for a long time. How old are you? .... What were you doing when you were captured? .... Do you have a family? .... Do they know where you are? .... What kind of room are you in? .... How large is it? .... Is there a bed - any furniture? .... What are you wearing? .... Are you hot or cold? .... Are you angry? .... Are you afraid? ....

You are hungry .... What food do you dream about having? ....

You hear the door open. You put on the blindfold your captors insist you wear when they come in. They are bringing you food. What are you expecting? .... They go out. You take off the blindfold. What you see is something totally unexpected. What is it?.... How do you feel?  
....

# THE COLOUR ORANGE

R3-M3-resource sheet 2

I don't look at the food any more, knowing its monotony will not change, not even its place on my filthy floor. The door closes, the padlock rattling, and it's over again for another day. With calm, disinterested deliberation I pull from my head the filthy towel that blinds me, and slowly turn to go like a well-trained dog to its corner, to sit again, and wait and wait, forever waiting. I look at this food I know to be the same as it always has been.

But wait. My eyes are burned by what I see. There's a bowl in front of me that wasn't there before. A brown button bowl and in it some apricots, some small oranges, some nuts, some cherries, a banana. The fruits, the colours, mesmerize me in a quiet rapture that spins through my head. I am entranced by the colour. I lift an orange into the flat filthy palm of my hand and feel and smell and lick it. The colour orange, the colour, the colour, my God the colour orange. Before me is a feast of colour. I feel myself begin to dance, slowly, I am intoxicated by colour...

I am filled with a sense of love.... I sit and look at the walls but now this room seems so expansive, it seems I can push the walls away from me. I can reach out and touch them from where I sit and yet they are so far from me....

Several days later my guard squats before me and asks "Why don't you eat?" I look down to see his hand hold the bowl of fruit under the towel. "Why don't you eat?" he asks again. I feel the hopelessness of trying to explain to him. He doesn't have enough English to understand.... I shrug, I say I do not want to eat. There is silence. Then I feel him rise and move as if to leave my cell and take the bowl with him.

I reach out, grab his hand by the wrist and say anxiously, angrily, "No". He stops and stands looking down at me. There is silence. I try hand gestures, pointing to my eyes blinded by the towel, and pointing again to the fruit saying, "I want to see, I want to see." Again the silence and I know he is confused. He cannot understand that I will not eat but that I do not want this fruit taken from me. It is now rapidly softening and becoming over-ripe in the heat. I tell him again, "Leave", and gesture the fruit onto the floor in front of me. I feel slow panic rising. What if he should take this from me. This thing which I have become obsessed with, dependent upon. I try to hold my anger and my rage.

He sets the bowl in front of me and the door bangs and the padlock is rattled in the door.

From *An Evil Cradling* by Brian Keenan, published by Hutchinsons





## Module 3: RESPECT LIFE

### topic two – disability

#### general approach

Respect for life should include a respect for people, whoever they are. With advances in scientific knowledge it is possible for a mother to know if her baby is to be born with a disability and to face the choice between having an abortion or allowing her child to be born. Yet none of us is perfect, though some disabilities may be more easily hidden than others, e.g. shyness and short-sightedness. Also any of us could suddenly become disabled through an accident.

There are many examples of what people with disabilities have achieved. This topic highlights the qualities of character needed to overcome such challenges.

It could be asked whether the able-bodied show as much courage when meeting difficulties as the disabled. The class might consider the things which they say they cannot do and ask themselves whether they are living to their full potential. This raises the question of whether society would be richer or poorer without the example of those who can be seen to be overcoming great odds.

**Activity one** is an example of how this topic could be introduced. There is a choice of two further group activities for which you will need plans of the school and local maps.

#### resources

In addition to the resource sheets, there is also material in module R1 M2 topic 4, which deals with common prejudices about disabled people. The video **The 3Rs of Family Life** (section 3) gives more examples. You may also have your own resources.

#### activity one

This can be done individually or in pairs with each pupil being given a copy of **worksheet 3** on page 9 **I can't do that** and one **resource story** from pages 13 and 14 or similar ones of your own. Other good examples are *Good Vibrations* which is the story of Evelyn Glennie, the deaf percussionist; *Born without Limbs* by Kenneth Kavanagh about Arthur MacMurrough Kavanagh, a family man and farmer who became a British Member of Parliament in the late 1860s, before artificial limbs were available.

When this work is completed there could be a class discussion on what has been written on the worksheets. Some additional questions that might be considered are:

- Are there some disabilities that we accept more than others? Why is this?
- Why are we sometimes afraid of people who seem different?
- What qualities of character do people need to cope with disability?
- Through accidents perfectly healthy people may suddenly become disabled. What particular qualities would be needed to accept this?

### **activities two and three**

The class can divide into groups and choose one of the activities on **worksheet 4** pages 11 and 12 **All welcome!** This will help them to do something practical to express their concern for those with disabilities.

These two activities suggest research into the provision or lack of it for people with disabilities and why such provision is important. **Activity two** is within the school and **activity three** is in the home and community. If there are disabled pupils in the class or the school the groups should be encouraged to include them fully.

### **conclusion of the topic**

It would be useful for the class to see if their views of disabled people and on abortion have changed since they started this topic and what, if anything, has affected their views.

## I CAN'T DO THAT!

Many people who have been born with, or have developed serious disabilities have achieved a great deal. Read the story given to you.

1. Write down what you notice about the character of this person and his/her attitude to life.



2. Do you ever say "I can't do that?" Make a list of things you find most difficult to do.



3. What advice do you think the person you read about would give you?



4 The mother of this person might have decided to have an abortion rather than have a disabled child. What are your views on this?

5 "I was born deaf, but I'm glad to be alive," said a deaf woman. Does this statement make you want to revise what you have written in question 4? If so, in what way?

6 What do you think you might learn from living alongside a disabled person? If possible, talk to a person who has experienced this.



# ALL WELCOME!

The aim of these two activities is to find out what is being done and what still needs to be done to give disabled people the freedom to move freely within the community and feel welcome everywhere.

- 1 Write a paragraph expressing why you think it is important for people with disabilities to be able to get around easily.
- 2 Choose whether to do activity two or three.

## activity two - school

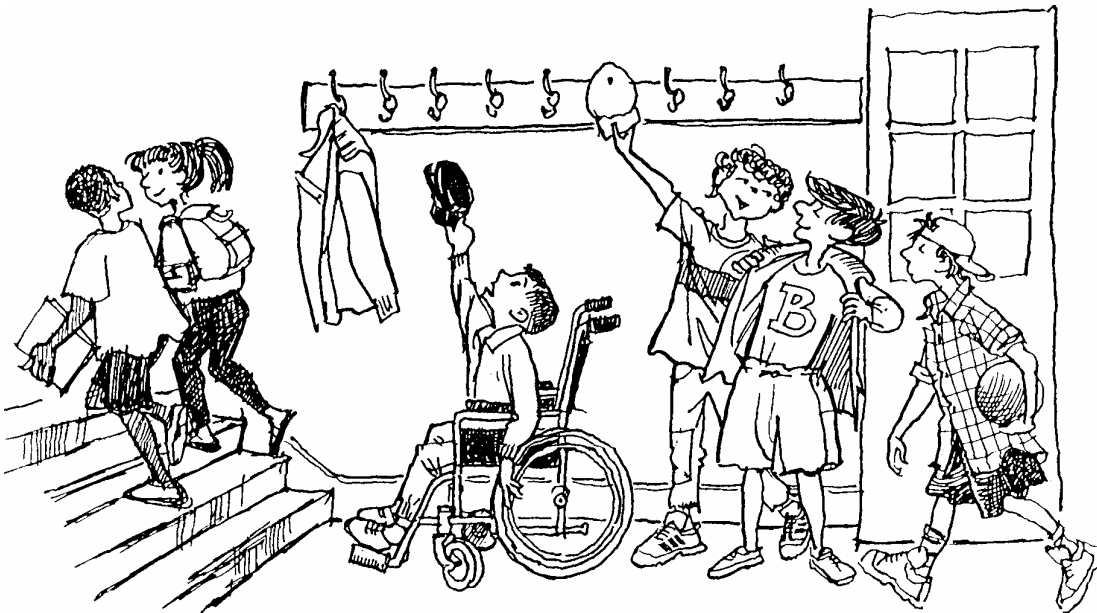
There are three tasks in this activity:

- a To find out the places in your school where somebody who has a disability would find problems or dangers and also to note where access has already been improved.
- b To look at your classroom from the point of view of a disabled person. Would there have to be any changes in your room or the way that things are done? If so, what?
- c If you became disabled, would you be able to continue going to this school? Give your reasons.

You will need to decide:

- how your group is organised to complete the task
- what particular disabilities you are dealing with
- how to record your findings
- what improvements you suggest
- to whom you will take these suggestions and the paragraph you wrote in question 1

If there are any disabled people in your school ask them for their ideas on this and compare your findings with what they say.





**activity three** - home and community

This activity has two tasks:

- a To decide what would need to be done to make homes like yours accessible to someone in a wheelchair.
- b To plan an evening or a Saturday out together, deciding where you would go and how you would get there. What problems would arise if one of your group was in a wheelchair?
  - Mark problem places on a map of your route.
  - Investigate what is available to help people who have different disabilities to get about in the community

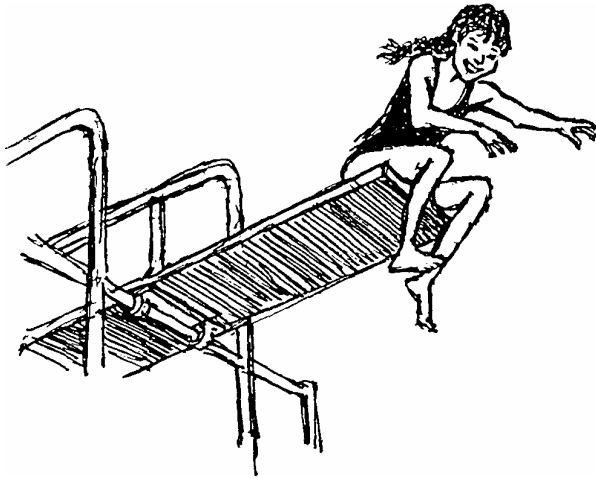
You will need to decide:

- how your group is organised to complete the task
- how to record your findings
- what improvements you suggest
- to whom will you take these suggestions and the paragraph you wrote in question 1



# BORN TO RACE

R3-M3-resource sheet 3



"I'm going to jump - you can't stop me!" Everyone froze at the edge of the pool. Brenda a beautiful eight-year-old with black pigtails and mischievous brown eyes teetered on the high dive. Her crutches lay at the bottom of the ladder. In unison, her mother and her aunt and uncle shouted, "Brenda! Not the high dive!" Brenda grinned wickedly. Nothing made her want to do something more than being told she couldn't. Whooping with delight, she sailed out over the water and surfaced unhurt.

Brenda was born with spina bifida. Although it did not cause total paralysis, it did mean hauling around ten kilos of metal leg braces and crutches. But in the water, her awkwardness turned to grace. It was not the weakness in her legs which counted, but the strength in her arms and shoulders.

As she practised, visions of Olympic swimmers danced in her mind. "Some day I'll be like them", she thought. But the coach of the local swimming team only saw a girl who walked like a duck. The fact that she could swim like one didn't seem to count.

In the next years, Brenda had many setbacks including a serious operation for an infected leg and the muscles began to deteriorate. The prospect arose of having to use a wheelchair. Nothing, she argued, would be worse than that. Yet something kept her swimming, although she refused to compete. Then disabled wheelchair athlete, Paul McDowell, got her interested in wheelchair racing and with his encouragement she began a vigorous training schedule.

She became so good that Paul suggested she train for the Paralympics. As they worked out a training schedule, she let out that she swam. McDowell was most excited when he saw how good she was and, despite her protests, got her into competitive swimming. She beat every freestyler in her category. "You've got a serious chance for the US Paralympic team", Paul said. She hated the idea because it would mean training in the sport she associated more with humiliations than rewards.

But finally she realised he was right. It was time to forget road-racing, hire a swimming coach and throw herself into her childhood dream. In six months she achieved what usually took three years. "You've got a physiology most people would kill for!" said her coach.

Brenda was picked for the Paralympics team for Barcelona, where she swam faster in the 50 metres freestyle than she had ever done before, winning a bronze medal and then a gold medal as a member of the 100 metre freestyle relay team.

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# MASTERING HIS BODY

**Christopher Nolan has cerebral palsy, yet by the age of 21 he had written two books - one of poems and the other the story of his life, *Under the Eye of the Clock*, from which these extracts are taken. He calls himself Joseph Meehan.**

*He had been at a special primary school, but he realised his dream by being accepted by the local comprehensive school. The following passage describes some of his life at school. Two boys were assigned by the headmaster to look after him.*

The boys and their new classmate set off down the corridor. Joseph was schooling his body to stay calm, whilst the boys were negotiating how they'd manage to curtail his arms. "We are bringing you to the music room for singing," confided Peter... Eddie eased the wheelchair into the room and class began. Seeming curious, cheeky-faced Joseph moved his gaze from one student to the next, while they, anxious not to seem afraid, quickly swerved away when his eye fell on them. He smelt their utter fear but was anxious not to add to their worry by getting tense and grimacing wildly as facial muscles twisted askew in spasm.

Joseph was happier now than he could convey .... his pals talked to him and he communicated with them. They had discovered the secret by which to chat with their silent friend....It became completely natural for them to relate to his eyes....his lifeline with their world.... they learnt that youthful adventures interested him just as much as able-bodied them. So did misdemeanours beckon him as he realized he could now bank on pals to help him make his getaway Masking Joseph's cries of excitement and chortles of laughter by placing their hands severely over his mouth, they helped him to suppress his nervous reaction. By silencing him thus, they enabled him to join them as they hid from teachers, fellow students or even the headmaster.

*Writing was his way of expressing his feelings. He was able to type with a rod attached to his head and with which he hit the keys. This enabled him to do his school work. However, this was not always easy.*

As the deadline of night drew near, so his crippled body drew out its deadliest snares.... a headlocked stance over his machine....His mother would wheel him back into the kitchen while his student sister Yvonne would try to ease his plight by brewing a cup of coffee for him. But the relaxation would be short-lived. The moment he crossed the threshold of his study back would come his body rigidity. However,....as dawn crept in the windows the Meehans crept up the stairs to bed - he had mastered his body and finished his essay.



From *Under the Eye of the Clock* by Christopher Nolan (Weidenfeld and Nicolson).



## Module 3: RESPECT LIFE

### topic three – life and death

#### general approach

This topic attempts to provide non-threatening approaches to the subject of death. A need has been expressed for an opportunity to overcome the widespread reluctance to talk about this subject. It is only possible here to offer some ideas and then leave it to you to see how you and the class wish to develop the direction in which the activities lead. The reason for including this topic under the heading of **Respect Life** is that it can be our experiences and/or attitudes towards death that formulate the value that we put on life. These are often formed unconsciously through fear of the unknown, personal bereavement and for many other reasons. Such issues may be raised helpfully by creating an atmosphere in which death can be talked about in a natural way.

The activities are examples of ways in which this difficult topic could be approached. They are not placed in any particular order.

#### activity one - Cycle of life

a as a class activity:

##### either

Prepare a flip chart with six pages headed **Birth, Childhood, Youth, Adulthood, Old Age, Death.**

Taking each page in turn, ask the class what comes to their minds when they think of that particular stage of life. It might help for the class to talk in pairs for a couple of minutes when you start on each new page.

##### or

Each person could write down his/her ideas in one or two words which you could then collect up, copying them onto the flip chart as you read them out to the class, thus making the contributions anonymous.

b as a group activity:

Give all the groups six papers with the headings suggested for the flip chart and ask them to write or illustrate the ideas associated with each stage.

Whichever activity has been chosen:

The pages thus produced could be used to create either an individual or group illustration of the natural cycle of life. This will give you an opening to develop what has already been revealed about their approach to the subject of death. It will also provide material for topic four **Who's past it?**, if you wish to use it.

### **activity two**

This activity is on **worksheet 5** page 17 **Dead reckoning** and is based on a piece of research to be done at home over a period of a week, involving watching television and recording deaths seen or reported. There is an opportunity here to confront false perceptions and to differentiate from fiction the reality of personal experience.

It could be helpful to discuss why writers of fiction use conflict and death in their stories. Within drama these events often communicate elements such as good and evil or right and wrong. It could be important for the class to discern what these messages are and how they affect individual pupils' attitudes to human life and the need to respect it.

### **activity three**

Questions and other activities are developed from a case-study of Craig, a young person whose life is in the balance, which shows how he and his parents coped with the situation, **worksheet 6** page 19 **No pain, no gain**.

Aspects you could discuss from such a story are:

- How important is honesty (lack of secrecy) in such matters as life and death?
- What and who should determine how much treatment is given to a person whose chance of continued life is low? Why?

# DEAD RECKONING

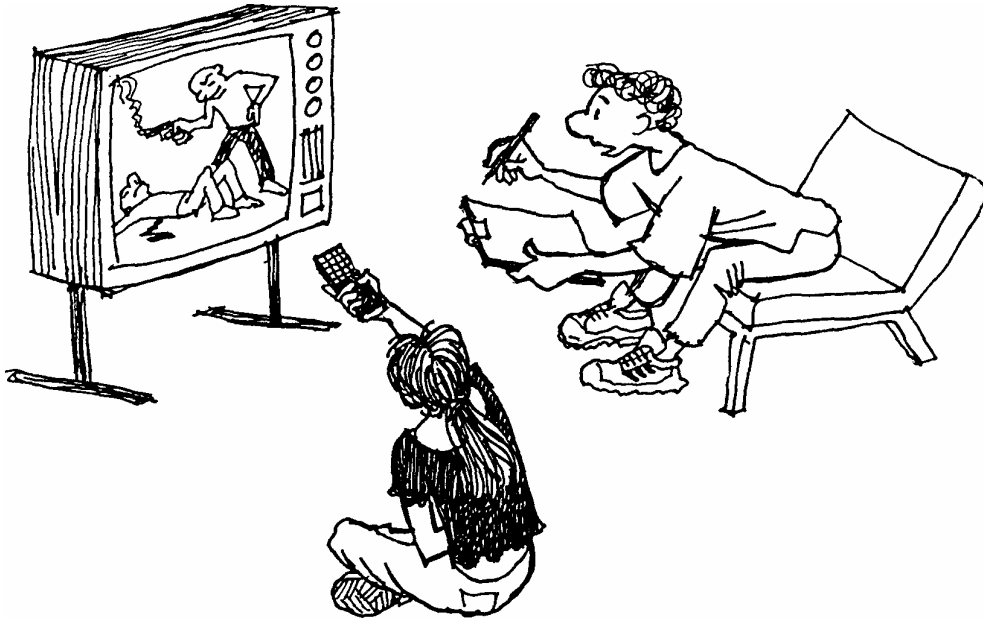
- 1 Plan how to record the deaths you see or hear reported while viewing television over one week. You need to be able to compare the causes and numbers of deaths in news reports and documentaries with those seen in fictional stories.

Here is an example of how it could be done:

On Monday you are watching a murder mystery in which two people are killed. One is a student and another is a man about 50 years old. Then you watch the news. It is mentioned that 15 people were killed in a coach crash and that some famous person has died of an illness.

DAY	NUMBER	FACT	FICTION	CAUSE OF DEATH
Mon.	2		✓	murder
	15	✓		accident
	1	✓		illness

- 2 What have you learnt from comparing the causes of real deaths with those you saw in fiction?





# NO PAIN, NO GAIN

R3-M3-worksheet 6

*Craig's mother tells of what happens when she and Ernie, his dad, talked to the doctor in America.*

"Isn't there anything at all you can do?" I asked. Dr Kassell hesitated. "There is one possibility," he said, "but the operation would carry a lot of risks. The tumour is in a very bad place. Craig could die on the operating table, or very soon afterwards. Even if he doesn't die, the operation could make him blind or deaf or leave him in a coma." "If it's a success will he have a fuller life - will he get back to how he was?" I asked. "No." Dr Kassell shook his head. "It would be wrong for me to hold out that hope for you. The most I think it could give him would be another six to nine months of life - but I really don't know ... Go home for Christmas ... consult with your English doctors." Then he added quietly, "If you decide to go ahead then I am willing to operate in the new year."

We walked out to the secretary's desk ... Ernie tried to smile, but he looked very down. I knew he had read the same message into the doctor's words as I had. Dr Kassell didn't expect that Craig would even live until Christmas.

*In England some days later, Craig's mother knew that the moment had come to tell Craig the truth.*

That afternoon while Craig was sitting in the chair in the front room I sat on the floor at his feet. Taking hold of his hands I said, "Craig, do you want to go back to America?" "Yeh" he said. "Craig, I've got to talk to you about it." I took a deep breath. "You do know you have got to have a very serious operation and if this operation goes wrong, you could die?" I'd not felt the need to say this to him before the first operation, but then he had been only nine. Now I was talking to an eleven-year-old. I knew I had a duty to spell it out to him, to involve him in the decision.

He gave a little chuckle. "I won't die, Mum. Don't worry! I won't die!" ... "If you were to have this operation, Craig, you would most likely have all that terrible pain all over again.

Do you really want to go through that?" "Mum," he said, "No pain, no gain..." and that was that.



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*Footnote: Three years later, having had the operation, Craig was still alive and able to enjoy watching his favourite football team and being with his family and friends*



Read the story of Craig, **No pain, no gain**.

Choose to do one or more of these activities:

- 1 Discuss in groups: if you had been Craig's doctor would you have told the parents everything? Why?
- 2 In pairs, write or act out a scene between Craig's parents trying to decide whether to tell him the truth.



- 3 Working in pairs, imagine you are one of Craig's school friends. He has told you that he has said "No pain...no gain" to his mother and has decided to have another operation.

**either**

Write out the rest of your conversation with him, working out why Craig has made this decision.

**or**

Write out a conversation between the two of you with one of you agreeing and one disagreeing with Craig's decision.



## Module 3: RESPECT LIFE

### topic four – old people

#### general approach

Young people today have a mixture of attitudes to the elderly, probably due to their own experiences. Some families may live a long way from the grandparents and so the children see little of them or other elderly people. Other children may have a very close relationship and could even be living with them.

Traditionally, in communities across the world, older people play a very important role. They are seen as having wisdom and knowledge of valuable traditions which they pass on to younger generations. They are greatly respected for this.

However, this attitude is changing. As the number of elderly people grows and life expectancy increases, it becomes important for young people to examine and perhaps change their attitudes to old age. This topic reinforces the positive contributions which old people can and do make, especially in the light of discussion about euthanasia.

If you want detailed descriptions from a wide number of societies, Simone de Beauvoir's book, *Old Age*, published by Deutsch and Weidenfeld and Nicolson gives many examples.

There are three activities which can introduce the subject.

#### activity one

If you have done the activity on the Cycle of life in topic three, you could use the images given there of old age. If not, have a brainstorming session on the class's view of old people and write a list of characteristics on a flip chart or board (where you can refer to it later). After this give them **worksheet 7** on page 23 **Who's past it?** and ask them to guess and write in the ages of the people described there.

The answers are: M is 78, E 60, W 80, C 94, K 101 and N 63.

The class could then discuss together the following questions:

- were any of them surprised by these ages? Why?
- what positive experiences have they had with older people?
- what did they learn from these?

Look again at the list you made earlier. Does the class want to change or add anything to it?

### **activity two** - individually or in pairs

There is material on **resource sheet 5** page 24 **Giving and taking** which may be used to start a discussion on how the old are treated. These are two examples from the Bushmen of southern Africa showing their attitude towards old people. The class could study these two pieces and express their conclusions in writing or drawing about how the Bushmen treat the old.

They could then compare how these people treated their elderly and how we do in our society. Suggest they write down their conclusions and how these will affect the way they treat old people in the future.

### **activity three** - small groups

Consider the question "What are grandparents for?" Let them express their ideas in writing or by drawing. This gives an opportunity for the groups to be creative in how they express their ideas.

### **conclusion**

Consider with the class whether their views of old people have changed at all. If so, in what ways? What do they feel when they are lumped together as "young people"? What do they think older people feel when they are lumped together?

These activities could lead to a consideration of the question of euthanasia. *The Universal Declaration on Human Rights* says in Article 3: "Everyone has the right to life, liberty and security of person." How does euthanasia fit with this?

- Why do some old people want to end their lives?
- What can we do as individuals and as a society to change this?

A study of the development of hospices for the dying would illustrate what is being done to give terminally ill patients a sense of worth and dignity, as well as applying modern methods of pain control. It might be possible to visit a hospice or have someone who works in one to come and talk to the class.

# WHO'S PAST IT?

Fill in the ages you think these people are. They are all 60 or over.

M aged ..... trained as a nurse. She goes once a month to the local library services department and collects around 100 books which she takes to a retirement home. She also takes responsibility for a snack bar in the local hospital collecting all the supplies which may include 60 loaves of bread, and of course, butter, fillings for sandwiches, orange juice and other supplies. She serves one morning a week in the snack bar which caters for visitors and patients.



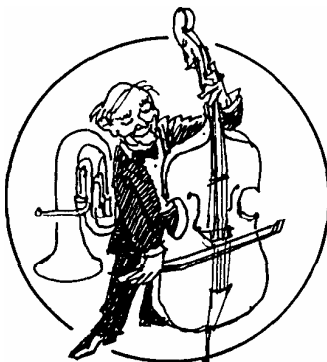
A young person's comment having spent a weekend in the home of W aged ....: "She is the least judgemental person I have ever met. She is such a good listener. She is so honest about herself. She is unshockable. She's fun. She makes you feel loved. You forget her age, except she doesn't rush around any more. So many of us don't learn from our mistakes; she is still learning that and other things."

K aged ..... is a member of a bowling club and still bowls regularly on an indoor rink. When her club has matches with visiting clubs or coffee mornings, she is usually there to offer a helping hand.

C aged ..... is an artist and has also carved in wood and stone. He spent four years carving in stone high up on a local church. He is well-known at the primary school near his home where he enjoys showing groups of children how to perfect their portrait drawings.



N aged ..... has secretarial skills. After reading an advertisement asking for people willing to help putting books into Braille for the blind, she wrote offering her services. It meant learning how to read and write Braille. Now she has just started on her first book for the organisation. When it is finished it will be placed in the library of the Royal National Institute for the Blind.



E aged ..... is a musician and still enjoys playing for others. He now works for the Samaritans, directing a 24-hour service for the public. Aided by four deputies he organises over 100 volunteers. His work includes giving talks and meeting people from other organisations. He travels to meetings in his own region which has nine centres.

# GIVING AND TAKING

R3-M3-resource sheet 5

*The writer is travelling in the Kalahari area of southern Africa. His party meet a group of Bushmen - men, women and children, who have been travelling without food and water for several days.*

Suddenly the woman turned away from the bright flow at the tap and began examining the group of Bushmen as if counting heads. Dismay showed on her face and a cry of self-reproach broke from her. Running to her bundle of skin, she quickly untied it, took five ostrich shells from it, rushed back to the tap and insisted on filling them with water immediately. That done, her hands shaking with haste, she plugged the openings in the shells with grass stoppers, ran back to her skin shawl, wrapped the shells carefully in it and slung it round her shoulder. At an astonishingly firm pace she set out in the direction from which she had come and soon vanished from sight.

We did not see her until an hour-and-a-half later, when she appeared leading a very old Bushman couple into our midst. They too were dreadfully thin; and yet, after having drunk only the water in the five ostrich-egg shells, they had been strong enough to come after us. The old man was upright and very dignified. His behaviour was punctilious and formal... His old lady, dark and wrinkled with age like a passion fruit about to fall, had the sweetest expression on her face... Neither of them appeared fundamentally the worse for their experience.

*Later the writer visited the old couple in their camp.*

[The old man] was lying on the sand on his side, his legs curled up and his body supported on one elbow. Two little boys sat against him, each with an arm over his legs... The expression on his face was wonderful. It was so resolved and free of tensions that I felt better for seeing him and full of respect. I asked who the two little boys were. He said, his voice warm with pride, that they were his grandsons. "Their place" was by the fire farthest from his own. They never failed, he added, his hand on the head of the elder, to come to him every night for "some men's talk".

From *The Heart of the Hunter* by Laurens van der Post (Chatto & Windus).





## Module 3: RESPECT LIFE

### topic five – caring for our world

#### general approach

We each make choices about how we lead our lives. These can be made solely with ourselves in mind or we can choose to think for and respect the people with whom we live and associate.

The choices we make as individuals are multiplied and create the kind of society in which we live. The results therefore can also decide how the earth's resources are shared. Are they used for our need or our greed? Many people believe that there is enough in the world for everyone to have a decent standard of living, but partly because of the selfishness of the affluent nations, millions in the rest of the world live on a starvation diet. Does our respect for others lead us to do something about this, even if only in a small way?

The activities offered concentrate on three aspects of this theme.

#### activity one

Let the class individually find the correct route through the maze on worksheet 8 page 27 **Maze** and carry out the other instructions there. You will notice that only the route which has consistent positive behaviour is the one which takes the traveller successfully from START to FINISH. This exercise could be brought down to reality by creating a Class Charter, stating what they will and will not do in the future to show respect for people and the world around them.

#### activity two

Creation of posters and/or a board game based on

"There is enough in the world for everyone's need but not for their greed; if everyone cared enough and everyone shared enough, everyone would have enough."

In order to do either activity the class will need to examine this statement and see what it means in practical terms for them and their friends.

On **resource sheet 7** page 30 **From the scriptures** you will find some quotations from religious writings which could help with the above activities. There is an opportunity here for further research into beliefs concerning the right relationship between human beings and their creator. Such a relationship can lead to greater respect and care for the world.

### **activity three**

Create two large notices one saying **yes** and the other **no** which are placed on opposite sides of the room.

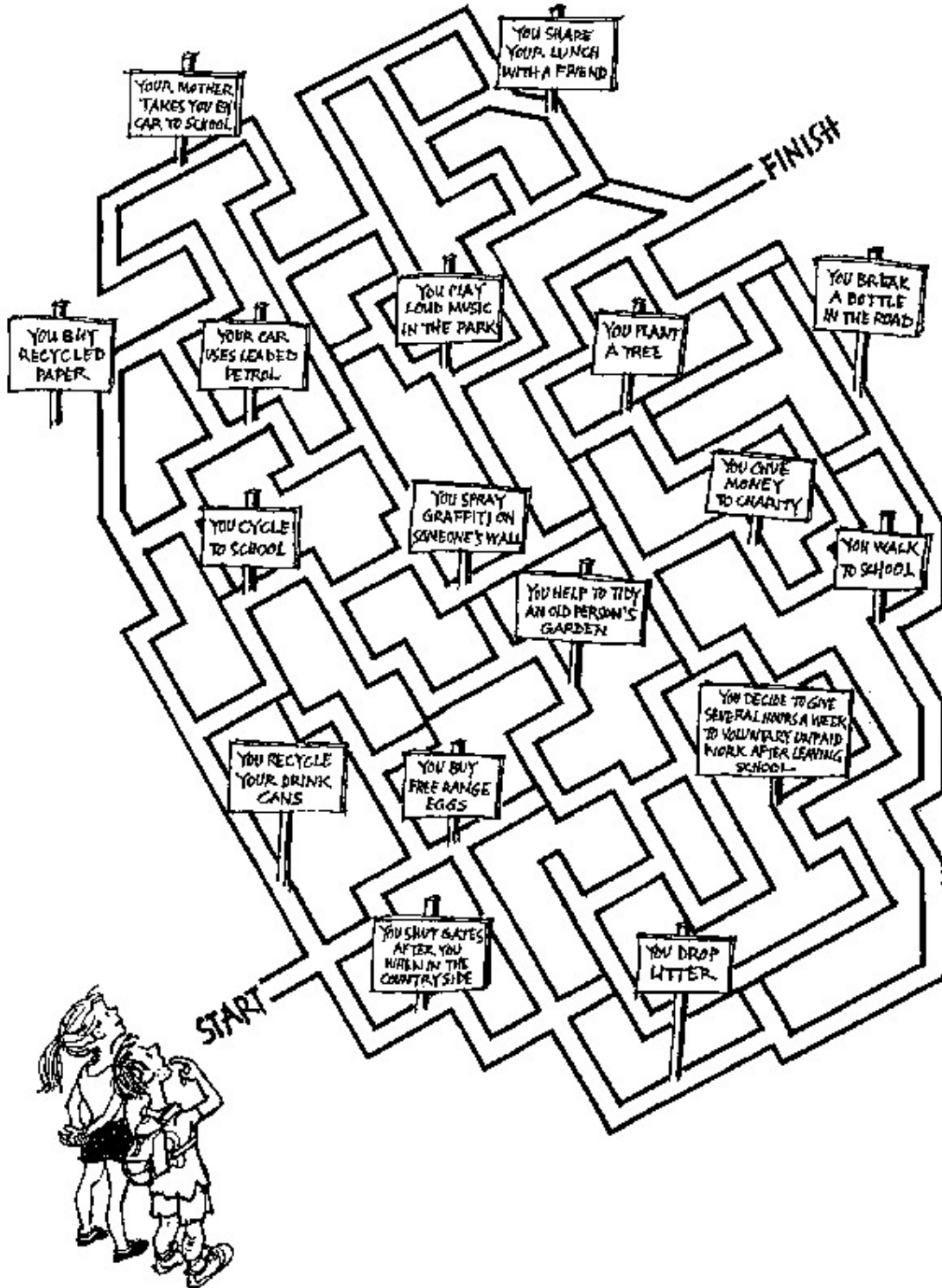
The game begins with the class divided roughly into two groups sitting on each side of the room by the notices.

Read the story on **resource sheet 6** page 29 **The wise fool?** and stop after each question. Everyone then moves either to the **yes** or the **no** side according to their own answer to the question. When you get to the last question you read out either the **no** answer if the majority have voted "no" or the **yes** answer if this is the majority

Help the class then to relate this story to their own situation. Consider questions such as:

- what would their friends say if they started clearing up the litter in the streets?
- what would the family think if they decided to take more care of their belongings and/or to eat less "junk" food?
- who is prepared to do one or both of these even if no one else joins in?
- what practical things could they decide to do together to make their area a better place in which to live?
- is there a project that the class could take on?

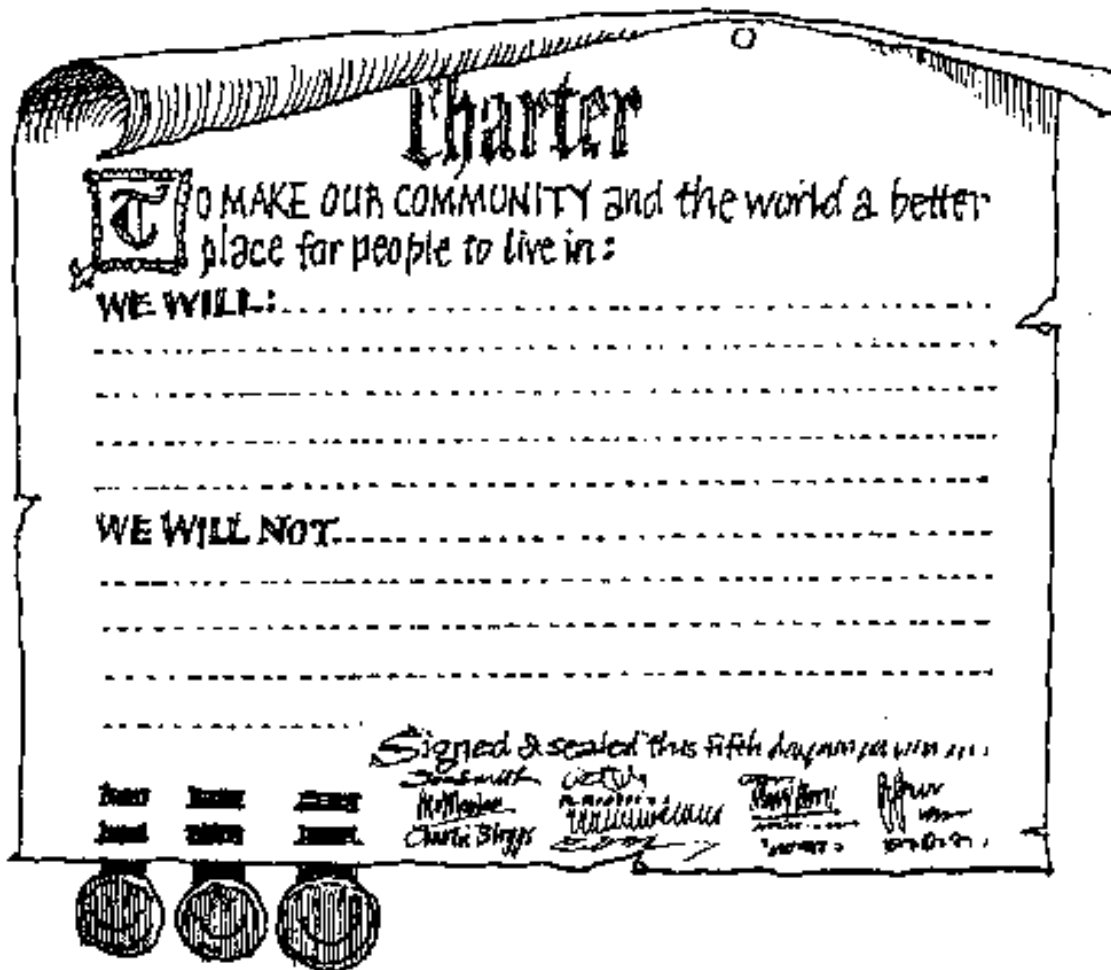
# MAZE





# CARING FOR OUR COMMUNITY AND WORLD

- 1 Find your way from **start** to **finish** on the maze.
- 2 Colour in one colour all the actions you have passed on your way What do you notice about all these?
- 3 With another colour fill in the actions on the alternative routes which you think stopped you from reaching the finish that way.
- 4 Draw up a charter for yourself and the class. This is an example. You may have other ideas.



# THE WISE FOOL?

R3-M3-resource sheet 6

Gajanant Sawant worked in a textile factory near Bombay. He worried about the squalor in which his and many other workers' families lived, but couldn't see what he could do about it.

One day at an industrial seminar he met people who said they had discovered unexpected solutions to their problems by listening to the inner voice in their hearts. When Sawant sat quietly to think out his own problems, he got the idea that he should start cleaning up the mess in the paths between the huts and not wait for someone else to do it.

So when he got home he set to work. People just watched and laughed at him, but no one offered to help.

## **If he was your dad, would you want him now to give up?**

He was very tempted to stop, but after a few days some children fetched brooms and joined him. Next he bought a bucket and rope to clean the well, which had been used as a rubbish dump. Here again his friends thought he was crazy because there was no proof that he would find any water.

## **Should he carry on, even if others are not convinced?**

One by one other men did join him until it became a village project. Eventually the well was cleared and clean spring water began to flow in. The people started to point out other problems. "We need a school," someone said. "Then our children would not have to cross that very dangerous road."

**Now what do you think? He has got no money to do anything more. A lot of people are satisfied. Hasn't he done enough?**



### **'YES' RESULT**

Gajanant Sawant sat back and basked in what he had done. He was made the head man of his village and therefore was able to see that it was kept clean. However, fewer children went to school and many spent their time hanging around the village getting into trouble.

### **'NO' RESULT**

Sawant started to think how money could be raised to buy the materials to build a school. He decided to start a fund by giving up smoking. Many followed his example and others stopped gambling and drinking. Soon they had enough money to make a start. Later they found a teacher and raised the money to pay her a small salary. Although the village had been built illegally, the five owners of the land were so impressed by all that the villagers had done for themselves, that they decided to pay for piped water and electricity to be brought there.

*Personal account by Joy Weeks*

# FROM THE SCRIPTURES

## HINDU

Even as the unwise work selfishly in the bondage of selfish works, let the wise man work unselfishly for the good of all the world.  
(*Bhagwad Gita*)

God ended his work and he rested and he made a bond of love between his soul and the soul of all things. (*Upanishads*)

## BUDDHIST

Greed is the real dirt, not dust;  
Greed is the term for real dirt.

(*Buddhist scriptures*)

## MOSLEM

Those that preserve themselves from their own greed will surely prosper  
(*Koran*)

## TAOIST

He who loves the world as he does his own body can be trusted with the world

(*Pocket World Bible*)

## JUDAEO-CHRISTIAN

The world and all that is in it belong to the Lord;  
the earth and all who live in it are his.  
He built it on the deep waters beneath the earth  
and laid its foundation in the ocean depths.

(*Psalm 24 v1&2*)

In the beginning God created the heavens and the earth  
(*Genesis 1 v1*)

So in everything, do to others what you would have them do to you

(*Bible: Matt 7 v12*)

**AMERICAN TRIBAL LEADER** writing 140 years ago:

This we know: the earth does not belong to man:  
man belongs to the earth.  
Whatever befalls the earth befalls the sons of the earth.  
Man did not weave the web of life;  
he is merely a strand in it.  
Whatever he does to the web, he does to himself.

