

# Education Support Pack

## **Citizenship/PSHE** *Respecting Diversity*

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# Introduction

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# What is Kar2ouche?



Kar2ouche is a multimedia authoring tool, used in a series of Content Libraries focused on enhancing learning in a number of different subjects. In each instance the application's functions and interface are the same; it is just the backgrounds, characters, props and texts that change. Consequently, once students have learned to use Kar2ouche they are able to use it across a range of subjects.

Kar2ouche appeals to a range of learning styles: visual, aural and kinaesthetic. Engaging students of all abilities, Kar2ouche not only helps them develop skills relevant to particular subject areas, it also facilitates the development of more generic thinking skills. Thus students are encouraged to know how and why as well as what.

<p><b>Information – processing skills</b></p>	<p>Using Kar2ouche students can be encouraged to:</p> <ul style="list-style-type: none"> <li>• read for meaning</li> <li>• identify key images, text and ideas</li> <li>• sort the relevant from the irrelevant and extract what is essential</li> <li>• organise and where necessary prioritise ideas</li> <li>• sequence events</li> <li>• develop cultural awareness.</li> </ul>
<p><b>Reasoning skills</b></p>	<p>Using Kar2ouche students can be encouraged to:</p> <ul style="list-style-type: none"> <li>• justify decisions using evidence</li> <li>• make informed choices</li> <li>• work out subtexts</li> <li>• consider alternative perspectives, interpretations, ambiguity and allusion</li> <li>• extract meaning beyond the literal.</li> </ul>
<p><b>Enquiry skills</b></p>	<p>Using Kar2ouche students can be encouraged to:</p> <ul style="list-style-type: none"> <li>• work collaboratively to question text</li> <li>• observe events and predict subsequent action</li> <li>• consider consequences</li> <li>• explore how ideas, values and emotions are portrayed</li> <li>• analyse the relationship between characters.</li> </ul>

<b><i>Creative thinking skills</i></b>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"><li>• offer individual interpretations of texts or situations</li><li>• create original multimedia texts</li><li>• add imagined scenes and events</li><li>• respond imaginatively to texts and situations.</li></ul>
<b><i>Evaluation skills</i></b>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"><li>• consider how meanings are changed when texts are adapted to different media</li><li>• review, modify and evaluate work produced</li><li>• reflect critically on written text, their own work and the work of peers</li><li>• compare and contrast their work with the work of others.</li></ul>
<b><i>Communication</i></b>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"><li>• engage in collaborative working and dialogue</li><li>• listen, understand and respond critically to others</li><li>• articulate ideas in groups of different sizes</li><li>• use visual aids and images to enhance communication.</li></ul>



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# Activities Using Kar2ouche

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You and your students can use Kar2ouche in a range of contexts and in a number of ways. Roughly, Kar2ouche can be used to create:

- storyboards
- animations
- publications.

## **Storyboards**

These are particularly useful in encouraging students to show their understanding and ability to extract key information. By producing storyboards, students often show their ability to summarise and synthesise key information. Students can be asked to create:

- a summary of a particular event or piece of text in a specified number of frames
- witness reconstructions – step by step – as if for the police
- a summary with speech bubbles or caption containing important quotations
- a storyboard with their own commentary or summary in their own words
- alternative beginnings
- alternative endings
- before and after shots
- additional episodes
- alternative interpretations of a key moment where the text is ambiguous
- outlines of structure
- explorations of subtext through the use of thought bubbles
- illustrations of the difference between what people say and what they may think with reference to evidence
- presentations for class
- illustrations of alternative points of view/ debate
- imagined meetings between characters
- photographs/ freeze frames for a particular moment
- a proposal for a new film/ advert/ documentary etc to be presented to a board of executives.

In all of these students can add sound, their own digital images, special effects and recordings of their own voices.



If time is limited, you can complete partial storyboards for your students to complete in the lesson. Partially completed storyboards may comprise, for example:

- the first and last frame – students make the frames for the central section
- storyboards that contain blank thought bubbles, blank speech bubbles and/or blank text boxes
- storyboards with questions in text boxes or caption windows
- storyboards with text in the caption window – students create the pictures
- storyboards with odd frames missing
- sequencing activities
- a quiz – ‘who says what?’, ‘what happens next?’ etc.

Students can also create their own incomplete storyboards for other students to complete.

## Animations



Students who have access to Kar2ouche out of class time, enjoy creating animations. As with storyboards, animations enable students to demonstrate their understanding and ability to extract key information. Most of the activities listed below *can also be created as still storyboards*. Students may be told that they have been commissioned to create a:

- news programme
- documentary
- TV chat show/interview
- film trailer
- advertisement
- musical score
- fashion show to show fashions of time.

## Publications



As a plenary, students can either present their storyboards to the class using a data projector or on screen. Alternatively, they can use the print facility to create publications in Kar2ouche. The sorts of publications students create, could include:

- newspaper front page – using Kar2ouche to compose the pictures (students may choose to create broadsheets and tabloids to compare the differences)
- Storybooks – picture above, story below (concentrating on structure/settings etc)
- cartoon strips (or film strips)
- graphic novels
- estate agents' details
- diary entries (with photos/pictures)
- letters (with pictures)
- photo albums
- magazine spreads
- advertising posters
- wanted posters
- guides
- catalogues
- book and magazine covers.

In all of these activities students may be asked to consider audience and purpose. You can stipulate this audience.

The possibilities are almost endless. As you get used to the software and use it within your area of expertise, other activities will suggest themselves.

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# This Pack

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How does using Kar2ouche help students address issues related to PSHE and Citizenship? In order to explore the ideas and issues covered in the curriculum, discussion is essential and role-play allows students to rehearse situations, empathise and investigate them in more depth. However, many of the issues to be discussed are sensitive and so potentially uncomfortable especially if they are to be performed in front of peers. By using the computer and virtual role-play, students can deal with situations, ask questions and challenge assumptions in a less personally threatening or embarrassing way.

One of the benefits of using Kar2ouche is its versatility. It allows you as a teacher to use it in the ways you consider most appropriate with your students. As you have seen, at it's most basic Kar2ouche can be used to create:

- 1 storyboards
- 2 animations
- 3 publications – cartoon strips, storybooks and magazine picture stories.

The following five units integrate class, group and pair discussions with a range of computer activities. These will help you work through the issue of *Respecting Diversity* with students so that they understand what it means as well as giving them the opportunity to consider themselves a citizen. In each unit there is a range of suggested activities.

Included in this Content Library are three embedded activities. These activities make use of the new activity screen in Kar2ouche.

The activity screen contains step-by-step instructions to guide students through the activity, including links to the audio files and storyboards used during the lesson, thus eliminating the need to have more than one application open on screen at one time.

Included here are the teachers' notes for each activity, along with a copy of the step-by-step instructions that the students will see in the activity screen.

The activities included are:

Activity 1: Religions and Beliefs

Activity 2: Soap Opera

Activity 3: Human Rights

However, as you and your students become more familiar with the potential uses of Kar2ouche, it is likely that you will build on these activities – which are after all only suggestions.

## **Presentations**

Many of the activities culminate in a presentation of some sort. Ideally, this will involve a networked data projector and possibly an interactive whiteboard. Alternatively, you could use a data projector linked to a standalone computer and disks on which to record the students' work. Other methods of sharing work might include:

- 1 a network management system allowing all students to see the same presentation on their individual computer screens
- 2 saved files in a shared area where students can gain access at their own speed
- 3 students moving around the room to view presentations at the machines on which the work was produced.

You may therefore need to discuss with your ICT coordinator what methods are available to you and your class.

## **Copying**

The materials in the Education Support Pack are copyright Immersive Education 2002, but may be photocopied for use within the purchasing organisation.

## **Getting in Touch**

We would welcome feedback on the materials we are providing and if you have additional suggestions it would be great to share them with other teachers. You can get in touch with us by:

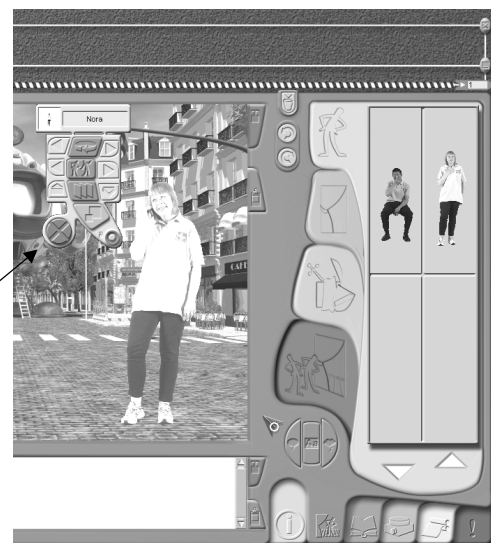
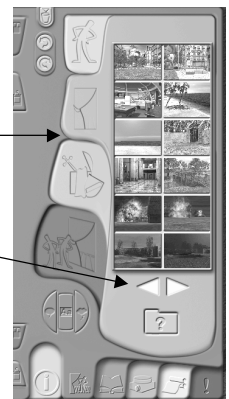
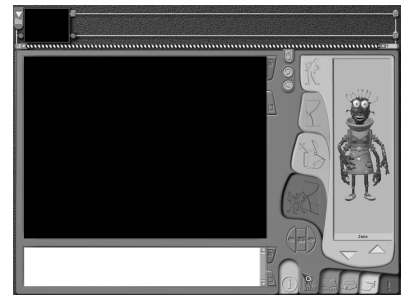
- e-mailing [esp@kar2ouche.com](mailto:esp@kar2ouche.com)
- writing to - Education Support Packs, Immersive Education, The Old Malthouse, Paradise Street, Oxford OX1 1LD

# If You Haven't Used Kar2ouche Before – A Starter

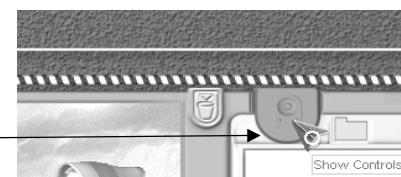
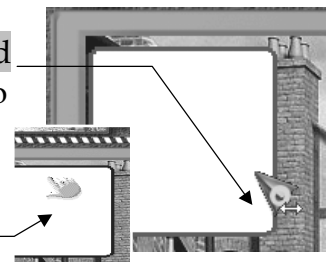
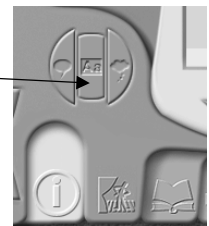
If pupils have not used Kar2ouche before, they should refer to the Quick Start Guide or complete the apprentice activities in *Composer*. However, a quick way of showing them the main functions is to demonstrate creating a title sheet. This introduces selecting backgrounds, adding and posing characters, introducing text boxes, as well as adding text and sound. They can pick up the other skills as they go.

## To create a title slide

- 1 Ask pupils to open Kar2ouche – the first screen they see is the composition screen.
- 2 Next ask them to select a background by clicking on the blue background tag. They should click again to see six backgrounds and yet again to see twelve. (Do not click again otherwise they return to a single view) They can scroll through the backgrounds using the green arrows at the bottom. Once they have browsed the backgrounds they should select one they like by left clicking on it. It will appear in the composition window.
- 3 Having selected a background, pupils should choose a character to add to the frame. They do this by clicking on the green character tab (click once more to see four characters, click again to see sixteen) and scrolling through using the green arrows at the bottom. They select the character by left clicking (holding down) and dragging it into the frame. Now for the fun. This character can be resized, posed and rotated by right clicking on it in the frame. This brings up the manipulator tool.



- To rotate the character pupils click on the left and right facing arrow heads at either side of the top icon.
  - To repose the characters they click on the arrow heads either side of the central, characters icon.
  - To resize the character pupils should left click on the blue squares at the bottom of the manipulator tool then drag the mouse towards them to make it bigger or backwards to make the character smaller.
  - The bottom icon allows the layering of characters and/or props.
  - The character can be moved around by left clicking and dragging.
- 4 Next ask pupils to add a text box. They can do this by left clicking on the **text box icon**. The text box will appear in the top left hand portion of the screen. Pupils can then write in their name, form and the title of the storyboard they are about to complete. If they need to make the box bigger they do this by passing the cursor over the right or bottom borders until a **double arrowhead** appears. They should then click and drag to size. To move the box to elsewhere on the screen pupils should hover over the top of the box until the **hand** appears, left click to grab it and then drag to position.
- 5 Finally, pupils could be asked to add some sound, either in the form of a sound effect or a recording of their own voice. In either case they should begin by clicking on the **text audio tab** at the bottom of the screen. Next they should click on the **show controls icon** at the top of this text audio frame. This will bring up the audio control panel.



To add a sound effect they should click on the orange folder, then select one of the sound effects offered by clicking on it and then on open. If they want to preview these sound



effects they should click on the effect and then on play. To record their own voices pupils press on the red microphone icon and speak into their microphones. To stop the recording they should press the square red button. They will be prompted to give their sound file a name. They type this into the box and then click on save. The sound is attached to their frame.

Pupils will now know how to use the main functions of Kar2ouche. Encourage them to play in order to learn what other things it can do. For instance how to attach a sound file to a frame ...



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# Useful Contacts

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## **Gender Equality: the British Council**

Read articles relating to women's position in society with regards to law, social issues, politics and business. Includes a newsletter.

[www.britcoun.org/governance/gendev](http://www.britcoun.org/governance/gendev)

## **The Affirmative Action and Diversity Project**

Read articles and legal info regarding affirmative action. Includes an annotated bibliography of research and teaching material.

<http://aad.english.ucsb.edu>

## **Multi-cultural Pavilion**

Provides instructional resources for those creating a multicultural curriculum, along with a discussion board dealing with diversity.

<http://curry.edschool.virginia.edu/go/multicultural>

## **The Whole Child: Respecting Diversity**

Provides information on Respecting Diversity in Education and in particular for early years carers.

[www.pbs.org/wholechild/providers/diversity.html](http://www.pbs.org/wholechild/providers/diversity.html)

## **Cool Planet: Oxfam**

Provides information on the Curriculum for Global Citizenship KS3 Stages P7-S2 Ages 11-14 on knowledge and understanding of social justice and equity inequalities with and between societies, basic rights.

[www.oxfam.org.uk/coolplanet/teachers/globciti/ks3.htm](http://www.oxfam.org.uk/coolplanet/teachers/globciti/ks3.htm)

## **Whoohoo**

Use the translator to turn English phrases into British dialects, including Geordie, Irish, Scottish, Cockney rhyming slang, and like Ali G.

[www.whoohoo.co.uk](http://www.whoohoo.co.uk)

## **Public Citizen: Protecting Health, Safety and Democracy**

Org. seeks to educate the public on the impact of int'l trade and globalisation on public health and safety, the environment, jobs, and democratic accountability.

[www.citizen.org/trade](http://www.citizen.org/trade)

### **Anglo European School**

Educating the Global Citizen. The world for which we are preparing our children is an increasingly small and interdependent one. Students will need to be flexible, tolerant and cosmopolitan. They will need a clear understanding of their roots.

[www.angloeuropaean.essex.sch.uk/interweb/globcit.htm](http://www.angloeuropaean.essex.sch.uk/interweb/globcit.htm)

### **Citizenship Education: The Global Dimension**

The portal site for teachers and educators keen to promote the global dimension of Citizenship education at key stages 3 and 4.

[www.citizenship-global.org.uk/sites.html](http://www.citizenship-global.org.uk/sites.html)

### **Britkid**

A website about race, racism, and life seen through the eyes of young people.

[www.britkid.org](http://www.britkid.org)

### **BBC Worldservice Human Rights**

This site helps your students understand their rights and provides articles for a case study from around the world.

<http://www.bbc.co.uk/worldservice/people/features/ihavearightto/>

### **Commission for Racial Equality**

CRE works in both the public and private sectors to encourage fair treatment and to promote equal opportunities for everyone, regardless of their race, colour, nationality, or national or ethnic origin.

<http://www.cre.gov.uk/about/about.html>

### **Disability Rights Commission**

The Disability Rights Commission (DRC) is an independent body set up by the Government to help secure civil rights for disabled people. Its statutory duties are:

- to work to eliminate discrimination against disabled people
- to promote equal opportunities for disabled people
- to encourage good practice in the treatment of disabled people
- to advise the Government on the working of disability legislation (the Disability Discrimination Act (DDA) 1995 and the Disability Rights Commission Act 1999).

<http://www.drc-gb.org/drc/default.asp>

**Show Racism the Red Card**

On this site students can see what top footballers have to say about racism. There are also a number of links to other useful sites.

<http://www.srtrc.org/index.htm>

**United Nations High Commissioner for Refugees**

This site provides current news articles, information and statistics on refugees throughout the world.

<http://www.unhcr.ch>

**BBC Learning: Religion and Ethics Website**

A site that is divided to provide information on main religions.

<http://www.bbc.co.uk/learning/library/religion-and-ethics.shtml>



# Embedded Activities

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## Teacher Notes

# Activity 1 Religions and Beliefs

**Key Stage/Year** Key Stage 3/Years 8-9

**Group Organisation** Mainly working in pairs with some class discussion.

**Suggested Timing** One 60-minute lesson.

## Overview of Task

Students will have the opportunity to look and carry out research on the different religions practised in this country. Students then complete a storyboard in the style of a TV interview, which will enable them to share their knowledge of the different religions and the various practices and beliefs involved. This activity can be used in conjunction with Unit 2 of the ESP, 'This is My Home'.

## Objectives

**All students will:** understand that there are many different beliefs and religions practised in this country.

**Most students will:** understand that there are various methods of worship and practices involved with these religions.

**Some students will:** understand that some people suffer misunderstanding and discrimination as a result of their beliefs.

## Curriculum References

### National Curriculum

### KS3 Citizenship

#### Knowledge and understanding about becoming informed citizens

1g the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

#### Developing skills of participation and responsible action

3a use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.

## KS3 PSHE

Developing good relationships and respecting the difference between people

3a about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively.

3b how to empathise with people different from themselves.

## Outcomes

By the end of this activity, students will have:

- carried out research on different religions practised in this country
- planned and written a 'question and answer' script for a TV style interview
- created a storyboard of the interview and shared this with the rest of the class.

## Resources

Kar2ouche *Respecting Diversity* Content Library

- **Interview Starter** storyboard

Access to the Internet

Books about different religions

Sheet 1.1 *Different Religions*

## Key Words

Belief, religion, worship, practise

## Activities

### Introduction

- 1 Ask students to brainstorm the names of the different religions practised in this country and write onto a whiteboard.
- 2 Hold a class discussion on why there might be so many different religions.

### Development

- 3 Instruct students that they are going to work in pairs to design a storyboard based on an interview between a television broadcaster and someone who actively practises one of the religions written on the board.
- 4 As far as possible, allocate each pair one religion.





- 5 Each group needs to draw up some questions for the interviewer to ask about their religion. The questions should find out exactly what the person's beliefs are; how and where they worship and what clothes they wear. Sheet 1.1 *Different Religions* is available for students who may need support developing questions.
- 6 Students then need to do some research and find out the answers to the questions they've posed. Suggested websites include [www.britkid.org](http://www.britkid.org). (It would be very useful if you had an opportunity to look at this website and in particular the web page <http://www.britkid.org/ts-guide.html> before this activity to check its appropriateness to your group. It was live at the time of publication, but should it no longer exist you may need to refer students to other sites or texts.)



- 7 Using Kar2ouche students create a storyboard. One person should play the role of the interviewer and the other the role of the interviewee using the prepared question and answers. Encourage students to illustrate the responses to their questions in the storyboard. If students wish for some help at this point an **Interview Starter** storyboard is available.

### Plenary

- 8 Students share their interview storyboard with the other students in the class. If you have access to an interactive whiteboard or a data projector, then the whole class can view each storyboard and the content of the interviews can be discussed. Alternatively, if time is short, you may wish to select those that give most scope for discussion.
- 9 When all the groups have shown their storyboards each group needs to return to their own storyboard and complete one final frame depicting their thoughts about the various religious beliefs held by people in this country. Suggest to the students to include a message encouraging tolerance by considering similarities between religions, such as moral codes; belief in good and methods of worship.

### Extension/ Homework

- 10 Students can continue their interview by asking other questions about the religion and the practices of those who believe. These could include questions on how the interviewer has been treated because of their religion or beliefs and examples could be added. Other questions could find out about religious ceremonies or pilgrimages and if applicable these could be described in the storyboard.
- 11 Students could carry out a survey of the different religions of the students in their class or school.

## Student Notes

# Activity 1: Religions and Beliefs

## Objectives

In this activity you will look at the different religions that people practise in this country and from the information you find out, make a storyboard in the style of a TV interview to pass on your information to the rest of the class.

## Outcomes

By working through this activity you will:

- carry out research on a particular religion
- plan and design questions and answers for a TV-style interview on religious beliefs
- complete a storyboard showing the interview and share this with the rest of the class.

## Resources

To complete the activity you will need access to:

Kar2ouche *Respecting Diversity* Content Library

The Internet

Books about different religions

Sheet 1.1 *Different Religions*

## Activities

### Introduction

- 1 Brainstorm the names of any religions you know that people in this country practise.
- 2 Discuss why there might be so many different religions in this country.

### Development

- 3 Work with a partner on one of the religions brainstormed. Your teacher may allocate this.
- 4 Research your allocated religion finding out about the beliefs, places of worship and clothes worn. If you need some help at this stage ask your teacher for the sheet of suggested questions. Your teacher may also be able to give you suggestions for useful websites.
- 5 You now need to plan the question and answer script for your TV-style interview using the information you found out about your religion.
- 6 Using Kar2ouche create a storyboard showing your TV interview illustrating the questions and answers. If you want some help to start then use the **Interview Starter** storyboard; otherwise go directly to a new storyboard.

click here



Click here to open the **Interview Starter** storyboard.

click here



Click here to open a new storyboard.

## Student Notes

### Plenary

- 7 Show your interview storyboard to the rest of the class to share what you have found out.
- 8 After the discussion, return to your storyboard and, with your partner, complete one more frame giving your thoughts about people's religious beliefs in this country. Think about the similarities between religions, for instance, how and where people worship, their moral codes and who they worship, as well as including a message explaining why tolerance is important.

### Extension/Homework

- 9 Ask your interviewee how they have been treated due to their religious beliefs and get them to describe any positive or negative incidents. You can further extend your work by adding any examples of real incidents to your storyboard.
- 10 Carry out a survey of the different religions of the students in your class or school.

**Sheet 1.1 for Activity 1****Different Religions****Religion: Judaism**

<b>Name of Religious building:</b>
<b>Day when main worship takes place:</b>
<b>Number of people practising in this country:</b>
<b>Religious clothing or artefacts etc:</b>
<b>Main beliefs held by this religion:</b>
<b>Any other useful information:</b>

**Religion: Sikhism**

<b>Name of Religious building:</b>
<b>Day when main worship takes place:</b>
<b>Number of people practising in this country:</b>
<b>Religious clothing or artefacts etc:</b>
<b>Main beliefs held by this religion:</b>
<b>Any other useful information:</b>

## Religion: Roman Catholicism

<b>Name of Religious building:</b>
<b>Day when main worship takes place:</b>
<b>Number of people practising in this country:</b>
<b>Religious clothing or artefacts etc:</b>
<b>Main beliefs held by this religion:</b>
<b>Any other useful information:</b>

## Religion: Hinduism

<b>Name of Religious building:</b>
<b>Day when main worship takes place:</b>
<b>Number of people practising in this country:</b>
<b>Religious clothing or artefacts etc:</b>
<b>Main beliefs held by this religion:</b>
<b>Any other useful information:</b>

## Religion: Protestantism

<b>Name of Religious building:</b>
<b>Day when main worship takes place:</b>
<b>Number of people practising in this country:</b>
<b>Religious clothing or artefacts etc:</b>
<b>Main beliefs held by this religion:</b>
<b>Any other useful information:</b>

## Religion: Islam

<b>Name of Religious building:</b>
<b>Day when main worship takes place:</b>
<b>Number of people practising in this country:</b>
<b>Religious clothing or artefacts etc:</b>
<b>Main beliefs held by this religion:</b>
<b>Any other useful information:</b>

## Religion: Buddhism

<b>Name of Religious building:</b>
<b>Day when main worship takes place:</b>
<b>Number of people practising in this country:</b>
<b>Religious clothing or artefacts etc:</b>
<b>Main beliefs held by this religion:</b>
<b>Any other useful information:</b>

## Religion: Methodism

<b>Name of Religious building:</b>
<b>Day when main worship takes place:</b>
<b>Number of people practising in this country:</b>
<b>Religious clothing or artefacts etc:</b>
<b>Main beliefs held by this religion:</b>
<b>Any other useful information:</b>

**Religion: Rastafarianism**

<b>Name of Religious building:</b>
<b>Day when main worship takes place:</b>
<b>Number of people practising in this country:</b>
<b>Religious clothing or artefacts etc:</b>
<b>Main beliefs held by this religion:</b>
<b>Any other useful information:</b>



## Teacher Notes

# Activity 2 Soap Opera

**Key Stage/Year** Key Stage 3/Years 8-9

**Group Organisation** Mainly working in pairs with some class discussion.

**Suggested Timing** Two 60-minute lessons.

## Overview of Task

In this activity the students will have the opportunity to consider the abuse or harassment that some people might suffer because they are 'different' from others. To gain understanding of this the students will write a script for a 'soap opera' describing an event, situation or incident when an example of this discrimination took place. In the 'soap opera' each student will play the role of a character already described in the Content Library of Kar2ouche.

## Objectives

**All students will:** understand what the terms 'harassment' and 'abuse' mean.

**Most students will:** understand the types of discrimination that some people suffer because they are 'different' from others.

**Some students will:** understand the effects that abuse and harassment can have on the victims.

## Curriculum References

### National Curriculum

### KS3 Citizenship

#### Knowledge and understanding about becoming informed citizens

1g the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

#### Developing skills of participation and responsible action

3a use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.

## KS3 PSHE

Developing good relationships and respecting the difference between people

3a about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively

3b how to empathise with people different from themselves

## Outcomes

By the end of this activity, students will have:

- considered examples of abuse and harassment that victims of discrimination can suffer
- created a storyboard in the style of a 'soap opera' describing a situation when some abuse or harassment has occurred
- completed the storyboard by adding sound effects and speech.

## Resources

Kar2ouche *Respecting Diversity* Content library

- **Character** multi-threaded storyboard
- **Chosen Characters** storyboard
- **Soap Opera Starter** storyboard

Access to the Internet

## Key Words

Harassment, abuse, discrimination

## Activities

### Introduction

- 1 Ask students to brainstorm what they think is meant by 'abuse' and 'harassment' and get them to share any examples they have experienced themselves or have read or heard about in the news.
- 2 Inform students that they are going to write a script for a 'soap opera' storyboard describing an event or situation where their character suffered some abuse or harassment from other people just because they are different from them.
- 3 Tell the students that they need to work in pairs, working at a computer and that they are going to take the role of one of the characters found in the *Respecting Diversity* Content Library.



4 In their pairs the students need to look through the information on the **Character** multi-threaded storyboard. By clicking on each character they will see the information about them. After viewing each one they should decide on the two characters they would like to be the focus of their soap opera.



5 They now need to start a new storyboard by clicking on the **Chosen Characters** storyboard icon and drag their selected characters into the two empty frames; one in each. Next they should click on the text audio tab, look at the information for their chosen characters and drag it into the caption window below the image. They need to repeat this process for the other character and then, by using the print screen facility, drag their work into a two-frame template and print. This work should help them when they are writing their script.



6 Having learnt about the characters, students are asked to choose one of the four possible venues as the setting for their 'soap opera'. By clicking on the **Soap Opera Starter** storyboard they can select one of the four starter storyboards already prepared. Once they have chosen one, they should delete the three frames they don't want.

### Development

7 With the characters and the setting chosen, students write a script in which the two characters interact. If necessary they can add other people from the *Respecting Diversity* Content Library, but recommend that they keep it simple. The scene needs to describe an incident or a conversation where at least one of the characters is verbally or physically abused. The scene should explore their response or reaction to this harassment. As the teacher, you may want to limit the number of frames that the students plan for their storyboard. This script can be written in Word and saved as a .txt file, which can be imported to Kar2ouche later on.

8 Once the students are happy with their script they need to use Kar2ouche to create a storyboard of the 'soap opera' scene and make up a name for it.

9 As the storyboard is developed the students need to import their scripts from Word into the text audio palette.

10 The script can be added to the screen in the form of speech or thought bubbles. Alternatively students can use the recording facility to put their own voices into the scene and also add appropriate sound effects.

**Plenary**

- 11 When finished, the students share their 'soap opera' storyboard with the other students in the class. If you have access to an interactive whiteboard or a data projector, then the whole class can view each storyboard and the content of the stories can be discussed. If time is limited students may watch one or two of each other's storyboards by moving around the class.

**Extension/  
Homework**

- 12 Each pair of students could join up with another pair who have chosen the same setting for their scene and extend their storyboards by discussing how they might have felt after being abused or harassed by other people and how they might deal with it if it happened to them in real life.
- 13 The students could produce a comic strip, using the blank print template facility, on the topic of discrimination.

## Student Notes

### Activity 2: Soap Opera

#### Objectives

In this activity you are going to look at the issue of abuse and harassment that some people suffer in this country because they are different to other people. To do this you are going to take the role of one of the characters in the *Respecting Diversity* Content Library and with a partner write a storyboard in a 'soap opera' style describing a situation where some harassment or abuse has taken place. If you watch soap operas regularly, you'll recognise that this sort of issue often forms the focus for a storyline.

#### Outcomes

By working through this activity you will:

- decide what the terms harassment and abuse mean and come up with some examples
- use your imagination by putting yourself in the role of another person who may suffer discrimination and write a 'soap opera' style storyboard describing a situation where abuse or harassment takes place and their reaction to it
- complete your storyboard by adding sound effects and speech.

#### Resources

To complete the activity you will need access to:

KarZouche *Respecting Diversity* Content Library

Access to the Internet

#### Activities

##### Introduction

- 1 Brainstorm what you think harassment and abuse mean. Give some examples that you have experienced, read or heard about.
- 2 During this activity you will write a script for a 'soap opera' involving someone suffering abuse or harassment from another person, or group of people, just because they are different in some way. To get ideas you need to research the characters in the *Respecting Diversity* Content Library. Open the **Character** multi-threaded storyboard and click on each character in turn. After reading the information about them, choose the two characters you would like to use as the main actors in your soap opera.



Click here to open the **Character** multi-threaded storyboard.

## Student Notes

- 3 To help you remember facts about the characters you've chosen, you're going to create a new storyboard. This will help you write your script later. Find your first character and drag him or her into the first of the two blank frames. Click on the text audio tab, to find what the character says about him or her self. Drag the information into the caption window below his or her picture. Follow this process for your other character and then, by using the print screen facility, drag your work into a two-frame template and print.



Click here to open the **Chosen Characters** storyboard.

- 4 You now can choose the setting for your 'soap opera'. Open the **Soap Opera Starter** storyboard choose the one you wish to use as the first frame of your story. Delete the frames you do not want.



Click here to open the **Soap Opera Starter** storyboard.

### Development

- 5 Now you and your partner have chosen your characters and where you want your story to take place you need to write your script. You can write this in Word and save it as a .txt file to import into Kar2ouche later on. Alternatively, you can type straight into the caption windows below a series of blank frames. Your scene needs to describe an incident or a conversation where one of the characters is abused or insulted by other people. Make sure you include their response or reaction to this harassment. (Your teacher may suggest the number of frames that you should aim to create in your storyboard.)
- 6 Once you are happy with your script, use Kar2ouche to create your storyboard from the ideas you and your partner have written. At this point you can give your 'soap opera' a name.
- 7 If necessary, import your script from Word into the text audio screen by clicking on the orange folder at the top of the text audio palette next to the show controls button. Add your script in the form of speech bubbles or record your own voices. You can also add appropriate sound effects at this point.

### Plenary

- 8 When you have completed your storyboard you can share it with the other people in your class and discuss the content with them.

### Extension/Homework

- 9 You and your partner can join up with another pair in your class, who chose the same characters, and extend your storyboard by adding how you might have felt in these situations and how you would have dealt with it in real life.
- 10 You can produce a comic strip on the topic of discrimination using the blank print template facility.

## Teacher Notes

# Activity 3 Human Rights

**Key Stage/Year** Key Stage 3/Years 8-9

**Group Organisation** Mainly working in pairs; some group work and class discussion.

**Suggested Timing** One 60-minute lesson.

## Overview of Task

In this activity students have the opportunity to look at the issue of 'human rights' by considering their school rights and producing a storyboard based on one of the 'Articles' in the Universal Declaration of Human Rights, 1948.

## Objectives

**All students will:** be able to understand that there are basic human rights.

**Most students will:** be able to demonstrate their knowledge of human rights within the context of the Universal Declaration of Human Rights.

**Some students will:** understand how human rights relate to everyday life.

## Curriculum References

### National Curriculum

### Key Stage 3 Citizenship

#### Knowledge and understanding about becoming informed citizens

1a the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people

#### Developing skills of enquiry and communication

2a think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources

2b justify orally and in writing a personal opinion about such issues, problems or events

2c contribute to group and exploratory class discussions, and take part in debates

### **Developing skills of participation and responsible action**

3a use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.

### **Key Stage 3 PSHE**

Developing good relationships and respecting the difference between people

3a about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively

## **Outcomes**

By the end of this activity, students will have:

- explored the Universal Declaration of Human Rights, 1948
- carried out research and interpreted these Rights in their own words
- informed other students about human rights by creating a printed storyboard.

## **Resources**

Kar2ouche *Respecting Diversity* Content Library

- **Articles of Rights** storyboard

Access to the Internet

Activity 3 Sheet 1.1 *Universal Declaration of Human Rights*

Activity 3 Sheet 1.2 *'I Have a Dream'*

[www.un.org/Overview/rights.html](http://www.un.org/Overview/rights.html)

[http://douglass.speech.nwu.edu/king\\_b12.htm](http://douglass.speech.nwu.edu/king_b12.htm)

## **Key Words**

Human rights, convention, article, common value



## Activities

### Introduction

- 1 Ask the students to get into groups of 4-5 and write a list of the rights they have within school.
- 2 Hold a class discussion about the class's ideas.
- 3 Back in their groups, ask students to identify any situations; either in school or elsewhere, where they felt their human rights were being denied.
- 4 In class discussion get the students to share their examples.

### Development

- 5 Introduce students to the Universal Declaration of Human Rights, 1948 and tell them that it sets out what are considered by many to be the basic rights of everyone in the world and that it is underpinned by common values. (You may need to explain 'common values'.)
- 6 Divide the class into pairs and issue them with a copy of the Universal Declaration of Human Rights, 1948. Alternatively they could look on the Web [www.un.org/Overview/rights.html](http://www.un.org/Overview/rights.html).
- 7 Divide the list of rights up so that every pair is allocated one 'Article' of rights.
- 8 Inform them that each pair is going to create a 4-frame storyboard explaining what their 'Right' means to them. Tell them that their intended audience will comprise students of the same age.
- 9 Working in pairs, students should do some research into this 'Right' including finding alternative words by using a dictionary/thesaurus.
- 10 Having completed their research students can open the 'Articles of Rights' storyboard and, using the Kar2ouche *Respecting Diversity* Content Library, create a 4-frame storyboard based on what they found.
- 11 When the students have completed their work they need to print a hard copy using the print facility.



### Plenary

- 12 Display the students' work on the classroom wall and hold a class discussion on some of the 'Rights'. This could involve prioritising those they consider to be most important and explaining why.

### Extension/ Homework

- 13 Get some students to read out Dr. Martin Luther King's famous speech 'I Have a Dream'.
- 14 Tell the students that they need to write a speech giving their own vision of 'Human Rights' issues.

## Student Notes

### Activity 3: Human Rights

#### Objectives

In this activity you are going to learn about the basic rights that everyone living in this country has in law and how to explain one of these rights to other students.

#### Outcomes

By working through this activity you will:

- consider your rights in school
- take part in class discussions and carry out research on human rights
- produce a storyboard on one of the 'Articles' of Rights drawn up in the 1948 Universal Declaration of Human Rights

#### Resources

To complete the activity you will need:

KarZouche *Respecting Diversity* Content Library

Access to the Internet

Activity 3 Sheet 1.1 *Universal Declaration of Human Rights*

Activity 3 Sheet 1.2 *'I Have a Dream'*

#### Activities

##### Introduction

- 1 Get into a group of 4-5 and write a list of the rights you feel you have within your school. Discuss this list with others in your class.
- 2 In your group draw up a list of examples of situations when people felt that their human rights were denied.
- 3 With your class discuss these situations.

##### Development

- 4 Your teacher will give you some background information about the Universal Declaration of Human Rights, 1948.
- 5 Working with a partner read through the main 'Article of Rights'. Your teacher will probably allocate one of these 'Rights' to you or you may be able to select your own. Research the 'Right' you have been given or chose. What does it mean? You may need to refer to a dictionary or thesaurus. How might it relate in everyday life? Why do you think it has been included in the list? Find examples where individuals have been denied this right.
- 6 Create a 4-frame storyboard for students of the same age as you that explains what the 'Right' you were allocated, really means and how it applies in society.



Click here to open the 'Articles of Rights' storyboard

- 7 Print a hard copy of your storyboard using the print facility.

**Student Notes****Plenary**

- 8 Put your completed work on display and take part in a class discussion on some of the 'Rights'. Think about whether any of the rights are more important than others and why. Would this be the same everywhere in the world? Why?

**Extension/Homework**

- 9 Read or listen to Dr Luther King's famous speech 'I Have a Dream'.
- 10 Write a similar speech giving your vision for the future in terms of the human rights you have explored.

**Activity 3 Sheet 1.1**

# Universal Declaration of Human Rights

## Adopted and proclaimed by General Assembly resolution 217 A (III) of 10 December 1948

On December 10, 1948 the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights the full text of which appears in the following pages. Following this historic act the Assembly called upon all Member countries to publicize the text of the Declaration and "to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories."

### PREAMBLE

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

**Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS** as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

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**Article 1.**

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

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**Article 2.**

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

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**Article 3.**

Everyone has the right to life, liberty and security of person.

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**Article 4.**

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

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**Article 5.**

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

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**Article 6.**

Everyone has the right to recognition everywhere as a person before the law.

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**Article 7.**

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

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**Article 8.**

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

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**Article 9.**

No one shall be subjected to arbitrary arrest, detention or exile.

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**Article 10.**

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

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**Article 11.**

(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

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**Article 12.**

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

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**Article 13.**

(1) Everyone has the right to freedom of movement and residence within the borders of each state.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

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**Article 14.**

(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

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**Article 15.**

(1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

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**Article 16.**

(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

---

**Article 17.**

(1) Everyone has the right to own property alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

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**Article 18.**

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

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**Article 19.**

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

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**Article 20.**

(1) Everyone has the right to freedom of peaceful assembly and association.

(2) No one may be compelled to belong to an association.

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**Article 21.**

(1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

(2) Everyone has the right of equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

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**Article 22.**

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

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**Article 23.**

- (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
- (2) Everyone, without any discrimination, has the right to equal pay for equal work.
- (3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
- (4) Everyone has the right to form and to join trade unions for the protection of his interests.

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**Article 24.**

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

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**Article 25.**

- (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
- (2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

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**Article 26.**

- (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
- 2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
- (3) Parents have a prior right to choose the kind of education that shall be given to their children.

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**Article 27.**

- (1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
- (2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.



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**Article 28.**

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

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**Article 29.**

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

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**Article 30.**

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

Adapted From: [www.un.org/Overview/rights.html](http://www.un.org/Overview/rights.html)

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**Activity 3 Sheet 1.2****I Have a Dream****Speech given by Dr Martin Luther King in March, 1963.**

I have a dream that one day this nation will rise up and live out the true meaning 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 a 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 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 the 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 sisters and brothers.

I have a dream today.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be 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 hew out of the mountain of despair a stone of hope.

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.

So let freedom ring from the prodigious hilltops of New Hampshire.  
Let freedom ring from the mighty mountains of New York.  
Let freedom ring from the heightening Alleghenies of Pennsylvania!  
Let freedom ring from the snow-capped Rockies of Colorado!  
Let freedom ring from the curvaceous peaks of California!

But not only that; let freedom ring from Stone Mountain of Georgia!

Let freedom ring from Lookout Mountain of Tennessee!  
Let freedom ring from every hill and every molehill of Mississippi.  
From every mountainside, let freedom ring.

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 that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! Free at last! Thank God Almighty, we are free at last!"

Martin Luther King, Jr.

Adapted From: [http://douglass.speech.nwu.edu/king\\_b12.htm](http://douglass.speech.nwu.edu/king_b12.htm)



# Learning Objectives and Outcomes

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## Unit 1 Who Am I?

### **Learning Objectives**

By the end of this Unit:

- **all students** will understand that everyone is different
- **most students** will recognise that there are things that we all share
- **some students** will understand that diversity is a strength.

### **Learning Outcomes**

At the end of the activities in Unit 1, students will have:

- defined diversity
- identified how they share similar features with peers who are ostensibly different
- understood the strength in diversity
- created a coat of arms highlighting key elements of their own identity.

## Unit 2 This is My Home

### **Learning Objectives**

By the end of this Unit:

- **all students** will understand that the people in the UK speak in many different dialects
- **most students** will understand that these dialects reveal something of the history of the area
- **some students** will understand local dialects and culture are influenced by the changing society.

### **Learning Outcomes**

At the end of the activities in Unit 2, students will have:

- defined dialect
- identified different words that make up various dialects
- understood that dialects have developed over a period of time
- made a storyboard illustrating their understanding of a number of local dialects.

## Unit 3 Equality or Discrimination

### **Learning Objectives**

By the end of this Unit:

- **all students** will understand that discrimination takes many different forms
- **most students** will understand that their upbringing and the society they live in has an influence on discrimination and prejudice

- **some students** will understand the benefit of tolerance in our society.

### **Learning Outcomes**

At the end of the activities in Unit 3, students will have:

- defined discrimination and prejudice
- identified different forms of discrimination and prejudice
- been able to recognise discrimination and suggest ways of dealing with various situations.

## **Unit 4 Finding Refuge**

### **Learning Objectives**

By the end of this Unit:

- **all students** will understand that many people suffer discrimination all of the time
- **most students** will understand the affect that discrimination has on people
- **some students** will be able to empathise with those suffering discrimination, their families and friends etc.

### **Learning Outcomes**

At the end of the activities in Unit 4, students will have:

- defined the terms immigrate, migrate, emigrate and refugee
- understood that people who migrate often suffer discrimination
- explored what it might be like to move to a foreign country.

## **Unit 5 Being a Global Citizen**

### **Learning Objectives**

By the end of this Unit:

- **all students** will understand that they do have responsibilities as a global citizen and that they have a part to play
- **most students** will understand that global issues affect us all and that our actions have an effect on them
- **some students** will understand the complexity of global issues and that all countries have a role to play.

### **Learning Outcomes**

At the end of the activities in Unit 5, students will have:

- made connections between their own actions and choices and the effects that these have on other communities, locally, nationally and internationally
- considered examples of global issues and presented their view-point to others
- appreciated that there are different points of view about global issues and this makes resolution difficult in many cases.



## Prior Learning

It would be useful if students had an understanding that countries often consist of people from all over the world and with many different cultures.

## National Curriculum Citizenship and PSHE References

- KS3 Citizenship**
- 1 **Knowledge and understanding about becoming informed citizens**
    - g the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.
  - 1 **Developing skills of participation and responsible action**
    - a use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.
- KS3 PSHE**
- 3 **Developing good relationships and respecting the differences between people**
    - a about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively
    - b how to empathise with people different from themselves

## Cross Curricular Links

**RE** This can link with work on different cultures, prejudice, suspicion and the causes of discrimination

- ICT**
- 2 **Developing ideas and making things happen**

Students should be taught:

    - a to develop and explore information, solve problems and derive new information for particular purposes.
  - 3 **Exchanging and sharing information**
    - a how to interpret information and to reorganise and present it in a variety of forms fit for the purpose
    - b to use a range of ICT tools efficiently to draft, bring together and refine information and create good quality presentations in a form that is sensitive to the needs of particular audiences and suits the information content.

**ENGLISH****1 Speaking**

To speak fluently and appropriately in different contexts, adapting their talk for a range of purposes and audiences, including the more formal, students should be taught to:

- a structure their talk clearly, using markers so that their listeners can follow the line of thought
- b use illustrations, evidence and anecdote to enrich and explain their ideas
- c use gesture, tone, pace and rhetorical devices for emphasis
- d use visual aids and images to enhance communication
- e vary word choices, including technical vocabulary, and sentence structure for different audiences
- f use spoken standard English fluently in different contexts
- g evaluate the effectiveness of their speech and consider how to adapt it to a range of situations.

**2 Listening**

To listen, understand and respond critically to others, students should be taught to:

- a concentrate on and recall the main features of a talk, reading, radio or television programme
- b identify the major elements of what is being said both explicitly and implicitly
- c distinguish features of presentation where a speaker aims to explain, persuade, amuse or argue a case
- d distinguish tone, undertone, implications and other signs of a speaker's intentions
- e recognise when a speaker is being ambiguous or deliberately vague, glosses over points, uses and abuses evidence and makes unsubstantiated statements
- f ask questions and give relevant and helpful comments.

### 3 Group discussion and interaction

To participate effectively as members of different groups, students should be taught to:

- a make different types of contributions to groups, adapting their speech to their listeners and the activity
- b take different views into account and modify their own views in the light of what others say
- c sift, summarise and use the most important points
- d take different roles in the organisation, planning and sustaining of groups
- e help the group to complete its tasks by varying contributions appropriately, clarifying and synthesising others' ideas, taking them forward and building on them to reach conclusions, negotiating consensus or agreeing to differ.



# Units

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# Unit 1

## Who Am I?

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In this Unit students are able to look at what makes them an individual and at the same time understand that even though people are different, they are also alike in many ways. By working through the activities students should realise that there are strengths in recognising and accepting both people's differences and similarities.

**Key words:** identity; opinion; justice; disability; nationality

### Resources

Kar2ouche Respecting Diversity Content Library

Respecting Diversity Sheet 1.1 *What Groups Do You Belong To?*

*Optional Resource:* Joe's Story p 82 in Folens *Citizenship and PSHE Teacher Guide 1* - which helps students explore how the brain of someone who has had an accident works differently from their own.

### Activities

#### Introduction



- 1 Ask students to complete the questionnaire on Respecting Diversity Sheet 1.1 *What Groups Do You Belong To?* You may want to add your own questions based on your knowledge of the group. The aim of these questions is to allow students to experience what it is like being part of a large or dominant group compared to being isolated in a group of one or two.
- 2 When they have completed the questionnaire ask students to move into various groups as suggested by the headings in the questionnaire; for example, get into groups of people with the same eye colour. Continue with this activity until a number of the group headings have been covered.
- 3 Discuss with students the issues raised by the various groupings. For instance:
  - how does it feel belonging to different sized groups?
  - which groups contained the least/most number of people and why?
  - were some groupings more uncomfortable than others and, if so, why?



- 4 Ask students to watch and complete the storyboard **Unit 1 What Do You Think You Know About Me?** It should prompt some thoughts about the way we form stereotypes based on how people look and sound.
- 5 Move the discussion on by discussing how people are grouped in society: colour, ethnicity, religion, ability, strength, class, accent, gender, memberships of clubs and associations, politics etc. Ask how far students consider such categories helpful, fair or problematic and why.

### Development



- 6 Using Kar2ouche instruct students to select the blank Coat of Arms from the background palette. This provides four blank sections into which students drag characters or props that relate to them. For example, they may select a character in a wheelchair if they themselves are disabled, have a disabled sibling or parent, or wish to work with disabled people. If they enjoy sport they may add a football, rugby ball, hockey stick etc. Get them to browse through the props and characters to select items that say something about them. They can explain their choices in the caption window. These can be printed out for a class display, maybe accompanied by photographs of the 'owners' of the coats of arms. Students can use these as a stimulus to reflect on the similarities and differences between themselves and their peers.



- 7 Alternatively, or in addition, ask students to create a storyboard that says something about how they feel about themselves in relation to the rest of the class. Ask students to create four frames to answer/illustrate the following statements. They should select appropriate characters from the character palette.
  - This is most like me – these are my strengths and the things that make me an individual.
  - This is least like me.
  - But we share this ...
  - So, we're all alike because ... but we're also different because ...

The final frame should enable the students to write a summary of what they've learned.

### Plenary

- 8 Students display and review each other's coats of arms.
- 9 Each student should be encouraged to share the fourth frame of their storyboards, that is, we all share similarities, but are all also different.



**Suggested  
Homework/  
Extension**

- 10 Students can be asked to research their own family tree and to share these with other students; they can be asked to share any surprises. Students may find the UK Genealogy Site [www.ukgenealogy.co.uk](http://www.ukgenealogy.co.uk) useful.
- 11 Alternatively, students may be required to research their own and others' surnames and their history.



**Respecting Diversity Sheet 1.1**

# What Groups Do You Belong To?

1 My name is .....

2 I am male/female

3 I am ..... years old

4 My nationality is.....

5 I come from.....

6 My mum/dad comes from.....

7 I have ..... eyes

8 My favourite TV programme is.....

9 My favourite food is.....

10 The thing I do best is .....

11 Three things I like to do are

.....  
.....  
.....

12 Three things I dislike are

.....  
.....  
.....

Other things about me:

.....  
.....  
.....  
.....  
.....  
.....  
.....



# Unit 2

## This is My Home

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In this Unit students will have the opportunity to look at the diversity of the people living in the United Kingdom and the different groups they themselves belong to. They also should consider the various dialects spoken and show some understanding of where different words originated from.

**Key words:** accent, dialect, immigration, culture

### Resources

Kar2ouche Respecting Diversity Content Library

Respecting Diversity Sheet 2.1 *This is My Country*

Respecting Diversity Sheet 2.2 *Multicultural Home*

Respecting Diversity Sheet 2.3 *You Were Saying ...?*

### Activities

#### Introduction

- 1 Ask students to complete the brainstorm on Respecting Diversity Sheet 2.1 *This is My Country*. This should get students thinking about their views of the UK and how it came to be the way it is. You may wish to discuss the notion that many countries are cultural melting pots and have been throughout history. In the UK for instance – Angles, Saxons, Vikings, Romans, Norman, Jewish Settlers, Black Africans, Asian, Middle Eastern and Eastern European groups and so forth, have settled in this country and had an impact on the cultural identity. Once they have answered the questions students could be asked to group their ideas according to whether they relate to National, Regional, Religious, Ethnic or multiple identities.

**Development –  
Kar2ouche**

- 2 Ask students to listen to the five sentences in regional dialect. Students don't have the translations.
- **Geordie:** Ma , is me da in the nettie or has he gone te the boozah ?  
*Mum is my dad in the toilet or has he gone to the pub?*
  - **Cockney:** Why don't we go up to the Rub a dub? I'll wear me Whistle and Titter and me new Daisy's, and you can wear your best bib and tucker.  
*Why don't we go to the pub? I'll wear my suit and hat and my new boots and you can wear your best clothes.*
  - **Scouse:** Ah've been to the antwackie ale'ouse in me bezzies for a banter and a bit of a crack.  
*I've been to the old-fashioned pub in my best clothes for a chat and a good time.*
  - **Cornish:** Art a clammered? You're crimming and allish. It's because you went out bare vamped.  
*Are you sickly? You're shivering and pale. It's because you went out without shoes.*
  - **Brummie:** Ark, yer gerron my wick. Shut yer cake hole.  
*Listen, you are getting on my nerves. Shut up.*

Having listened to these, they should try to:

- work out what the person is saying
- create a frame for each to show their understanding of the language
- add a text box saying where the dialect is used
- include subtitles in the caption window, offering a translation of the dialect.

Discuss with students their attitudes to such examples of regional language and how it is rare to hear it spoken now. They could discuss why groups of people feel that it is important to promote and protect dialect and local languages. Discuss with students why different words for the same thing exist. Explore how dialects reveal something of the history of an area – for example many modern words and place names in particular have Norse, Roman or French roots. Other more modern words also derive from different languages, for instance 'juggernaut' and 'bungalow' are both Indian words whilst 'moped' is Swedish.

- 3 When students have explored how the English language is full of diversity revealing something of the country's history, ask them to complete Respecting Diversity Sheet 2.2 *Multicultural Home* matching the objects with their country of origin.

**Answers**

<b>Food</b>	<b>Clothing</b>
Pizza (Italy)	Pashmina/Shawl (India)
Curry (India)	Rucksack (India)
Spaghetti (Italy)	Jeans (America)
Bagel (Jewish)	Baseball cap (US)
Rice - bowl and chopsticks (China)	Nose stud (India)
Potatoes (US)	Stiletto (Spain)
Tea (India)	
Porridge (Scotland)	

They should use this as a stimulus to consider how the things we eat, read, watch and use, also reveal the impact of different cultures and how they add to the richness and variety of life.

**Plenary**

- 4 Discuss how cultures borrow from and share with each other. Extend the work done on Kar2ouche by exploring the origins of the music the students listen to, the books they read and the sports they play or watch.

**Suggested Homework/ Extension**

- 5 Students should match the words on Respecting Diversity Sheet 2.3 *You Were Saying ...?* with their meanings and where they are used.

**Answers**

Claggy	sticky	Cumbria
Ken	know	Scotland
Jip	pain or aggravation	Norfolk
Bairn	child	Geordie
Witter	chatter	Lancashire
Tchure	alleyway	Oxfordshire
Bach	baby/child	Wales
Scitter	naughty child	Ireland
Larpam	toilet	Birmingham
Old Chocker	father	Birmingham
John Jakes	snail	Cornwall
Brass	money	Yorkshire
North and south	mouth	London

In addition students could research dialect in their local area or find as many different words for alley (tchure, ginnell, jetty) or toilet (larpam, carzy, netty) as possible. Alternatively they could also make a list of as many words of foreign origin as possible.





**Respecting Diversity Sheet 2.1****This is My Country**

- 1 The thing I most like about living in the UK is ...
- 2 The thing I least like about living in the UK is ...
- 3 The thing that has most changed in the UK in the last ten years is ...
- 4 The thing I would most like to see change in the next ten years is ...
- 5 The thing I like best about where I live is ...
- 6 The thing I like least about the place I live is ...
- 7 The thing that has most changed in the area where I live is ...
- 8 The thing that I would most like to change in the area where I live is ...
- 9 The UK is home to people of many different beliefs including ...
- 10 The UK is home to people of many different cultures including ...
- 11 People in the UK speak many different languages including ...
- 12 People from different areas of the UK speak with varying accents and dialects including ...
- 13 The thing I find interesting about the people who live in the UK is ...
- 14 In the future I think the UK will ...



**Respecting Diversity Sheet 2.2****A Multicultural Home**

Join up the food or article of clothing with its country of origin.

<b>Food/clothing</b>	<b>Country of origin</b>
Pizza	India
Curry	United States
Rice	India
Potatoes	United States
Tea	Spain
Porridge	Italy
Spaghetti	India
Bagel	United States
Pashmina/Shawl	Jewish
Rucksack	Scotland
Jeans	Italy
Nose stud	China
Baseball cap	India
Stiletto	India



**Respecting Diversity Sheet 2.3****You Were Saying ...?**

Match the word with its meaning and region of origin

<b>Dialect word</b>	<b>Meaning</b>	<b>Region</b>
Bairn	father	Birmingham
Witter	snail	Cornwall
John Jakes	money	Yorkshire
Brass	mouth	London
Tchure	child	Birmingham
Jip	toilet	Geordie
Larpam	know	Cumbria
North and south	sticky	Ireland
Ken	baby/child	Norfolk
Scitter	naughty child	Lancashire
Old Chocker	pain or aggravation	Wales
Bach	alleyway	Scotland
Claggy	chatter	Oxfordshire



# Unit 3

## Equality or Discrimination

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In this Unit students will be able to consider whether they think that discrimination is taking place or not and what could be done to improve the situation.

**Key words:** stereotype, prejudice, discrimination, bias, fact, opinion

### Resources

Kar2ouche Respecting Diversity Content Library

Respecting Diversity Sheet 3.1 *Discrimination or Not*

Respecting Diversity Sheet 3.2 *Age, Cultural and Sexual Discrimination*

### Activities

#### Introduction



- 1 People are discriminated against all the time; ask students to decide whether discrimination is taking place in each of the statements on Respecting Diversity Sheet 3.1 *Discrimination or Not* and if so, what sort of discrimination it is. Discuss with students how they would feel if they were not allowed to do something because of their gender, the colour of their eyes or where they were born.

#### Development



- 2 Students should read the scenarios on Respecting Diversity Sheet 3.2 *Age, Cultural and Sexual Discrimination* then use them to create storyboards showing the implications of discrimination and what could be done to improve the situation. Allocate one of the scenarios to pairs of students so that all three are covered. The more creative in the group may want to create their own scenes to demonstrate a specific type of discrimination. If time is limited students may work on the pre-made storyboard **Unit 3 Discrimination**, adding speech and thought bubbles, plus commentary as directed.



#### Plenary

- 3 Students should show the storyboards they have created, or if time is limited the best example of each type of discrimination. Discuss with students what people lose or fail to realise by making hasty judgements about others.

4 Discuss with students how prejudice and discrimination comes about (parents, media, friends, misunderstanding, fear etc) and what they can do in their everyday lives to avoid being prejudiced themselves and help others to recognise their discriminatory behaviour.

**Suggested  
Homework/  
Extension**

5 Students could be asked to produce a poster promoting tolerance and showing what is to be gained from living in a diverse society. If students have access to Kar2ouche outside lesson time they could use the software to create the poster. Alternatively they should draw the posters or use other software packages.



**Respecting Diversity Sheet 3.1**

# Discrimination or Not

Tick those that you think are discriminatory and say who you think is being discriminated against.

Men are better drivers than women. <input type="checkbox"/>	
All Scottish people are tight-fisted. <input type="checkbox"/>	
Islamic people have no fun. <input type="checkbox"/>	
Statistically women live longer than men. <input type="checkbox"/>	
All Irish people are stupid. <input type="checkbox"/>	
Women should be the ones to stay at home and look after the children. <input type="checkbox"/>	
Old people are feeble and walk slowly. <input type="checkbox"/>	
People with physical disabilities aren't very clever. <input type="checkbox"/>	
People of all ethnic groups can make a positive contribution to the well-being of this country. <input type="checkbox"/>	
Students don't respect teachers. <input type="checkbox"/>	
Politicians should be able-bodied in order to understand the needs of the majority. <input type="checkbox"/>	
Catholics have too many children. <input type="checkbox"/>	
Men are generally taller than women. <input type="checkbox"/>	
It is possible for people over sixty-five to be better at driving than those who are younger. <input type="checkbox"/>	
People come to this country for free hand-outs and benefits. <input type="checkbox"/>	



## Respecting Diversity Sheet 3.2

**Age, Cultural and Sexual Discrimination****Grandparents Shouldn't Run**

<b>Coach</b>	I'm too busy to train this cross-country team and run with you, so we're going to have to cancel the next two Wednesdays.
<b>Lisa</b>	But we'll never be prepared for the County Championship in time if you keep cancelling our training sessions.
<b>Coach</b>	Well that's as maybe, unless one of your parents is prepared to help out and run with you until the event. Any offers?
<b>Tazeem</b>	My dad would but he's at work until six.
<b>Coach</b>	That's no good then is it? Could anyone else's dad help out?
<b>Jim</b>	My dad can't help, but I'm sure my gran could as she's retired from work.
<b>Coach</b>	(Snigger) How old is she?
<b>Jim</b>	I don't know, 65 or 66 I think.
<b>Coach</b>	Don't be silly lad, she couldn't even do the warm up, never mind keeping up with you lot.
<b>Lisa</b>	That's not fair.
<b>Coach</b>	Well if she really wants to help we need some folks to give out drinks at the end of the session.
<b>Jim</b>	But she loves running.
<b>Coach</b>	What to catch the bus? This is a bit more serious.
<b>Jim</b>	No she ran a Marathon last year and she's already training for another one this year.
<b>Coach</b>	How many days did it take her to complete?
<b>Lisa</b>	I keep saying ...

- 1 What sorts of discrimination did the Coach demonstrate?
- 2 Why do you think he thought this way?
- 3 Why do you think Jim's gran might be helpful to the team?
- 4 How would you set about persuading the Coach to accept that Jim's gran is capable of stepping in to support the team?

## Why don't you go home?

Sophia is 13 and moved from Bosnia two years ago. She left the country after her father was killed and now lives in England with her mother, uncle and brother. She does not know what has happened to any of the other people in her family as she has not heard from them. The council has just re-housed the family and she has just joined your school. As her mother does not speak English, she has been unable to find work. Her uncle who was a doctor in Bosnia now works long hours, in an unskilled job for low pay and therefore qualifies for income support. As a result, Sophia qualifies for free school meals.

In her first week at your school, she is in the dinner queue when the cashier asks whether she is going to pay or has free school meals.

<b>Cashier</b>	Hello, I don't recognise you. You must be new. Free dinners or are you paying?
<b>Sophia</b>	Pardon?
<b>Cashier</b>	Do you have free dinners?
<b>Sophia</b>	Oh yes, free.
<b>Cashier</b>	What's your number dear?
<b>Sophia</b>	My tutor told me I was 106.
<b>Cashier</b>	That's lovely, off you go then. Next.
<b>Jody</b>	They only come here scrounging. Free dinners, council houses – my dad says he has to pay for that.
<b>Jim</b>	Yeh – it's not fair is it? Oi you, why don't you go home to your own country?
<b>Sophia</b>	I don't have a house there any more.
<b>Jody</b>	So you come here taking ours – ain't that right?
<b>Sophia</b>	I'd like to be able to go home and see if my family are okay, but it's too dangerous.
<b>Jim</b>	My dad says that's just an excuse for scroungers like you who can't get jobs in their own country.
<b>Sophia</b>	But ...

- 1 How do you think Sophia felt when the:
  - a cashier asked if she was having free dinners?
  - b other students said she was a scrounger?
- 2 What prejudices do the students show towards Sophia?
- 3 How had they formed these opinions and how do they show them?
- 4 If you knew Sophia and could intervene, what would you do to help and support her?

## Big boys don't cry

Jim's dog, Benji, was run over before school and Jim has obviously been crying. During the morning in school the class is studying a poem about death. Jim begins to cry again and wants to leave the room.

<b>Jim</b>	Can I go to the medical room please? I don't feel very well.
<b>Teacher</b>	What's wrong?
<b>Jim</b>	I've got something in my eye.
<b>Ben</b>	Ah, you're gay what you crying about?
<b>Jim</b>	I'm not crying. I told you I've got something in my eye.
<b>Jody</b>	You sure it's not because of Benji?
<b>Teacher</b>	Who's Benji.
<b>Jody</b>	It's his dog – he got run over and killed this morning.
<b>Teacher</b>	Come on now, be a brave lad – wipe your eyes and let's get on with some work.
<b>Ben</b>	(Whispers) You gay wimp, boys don't cry.
<b>Jim</b>	(Shouts) I'll show you who's gay and I'm not crying. (Door bangs)

Jim throws a chair at Tom, then storms out of the room.

- 1 What stereotypical views do the characters in this scenario show?
- 2 How do they show their prejudices?
- 3 How would you feel if you had been a member of this class?
- 4 How could the teacher have handled the situation differently to protect Jim's feelings and avoid the confrontation?



# Unit 4

## Finding Refuge

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In this Unit students will be able to look at discrimination linked to the issue of immigration and also have the opportunity to imagine what it would be like if they had to migrate to a foreign country.

**Key words:** migrate, immigrate, emigrate, refugee

### Resources

Kar2ouche Respecting Diversity Content Library

Respecting Diversity Sheet 4.1 *In My Bag*

### Activities

#### Introduction

- 1 People are discriminated against all the time; ask students to decide whether in their experience this is true or not.
- 2 Explore students' understanding of the key words for this section. Ask them what the words mean, and why people migrate. Try to deduce their attitudes and impressions.
  - Migrate – to leave one place to settle in another.
  - Immigrate – to come into a foreign country as a permanent resident.
  - Emigrate – to leave one country to live in another.
  - Refugees – people who have left their homes, for example due to war, persecution, or natural disaster, to seek refuge or shelter elsewhere.

Migration in the past in the UK has included – Huguenots from religious persecution in France; The Irish starving due to the potato famine going from Ireland to the US; Jewish families from Eastern Europe fleeing from Hitler's Nazis; people from the Caribbean recruited by London Transport to fill jobs ... recent refugees from former Yugoslavia.

Ask students what would persuade them to leave their homes, friends and maybe even families.

**Development**

3 Students are asked to imagine that they have to leave England at short notice, maybe because of a plague or chemical warfare. They may never return. Explain that they are allowed to pack one small suitcase. In this they are allowed three items of favourite clothing, plus up to another seven items. Ask them to make a list of the ten things they would include and why. See Respecting Diversity Sheet 4.1 *In My Bag*.



- 4 Students should watch the storyboard **Unit 4 I Think that Refugees ...** If there is time they should write their reactions to the statements in the caption window below each frame and, where possible, explain their reasons for their views. They should then select a character to represent their overall opinions and add a final frame explaining these – saying what they think and why.
- 5 If students have time, they can be asked to create a storyboard exploring what it would be like to be a refugee in a potentially hostile country. Using the print function, this can be presented as a double-page spread photo-story in a teenage magazine.

**Plenary**

6 The opinion frames and/or photo-stories could be printed out for a class display and be used to stimulate a class discussion during which students are encouraged to empathise with the plight of refugees.

**Suggested Homework/Extension**

7 Ask students to imagine that they are going to live in a foreign country. Before they go they have the opportunity to ask a native teenager any questions they need to know in order to prepare for the move. This could include prioritising what they need to pack and could be linked to Respecting Diversity Sheet 4.1 *In My Bag*. If students need some starters the following list might help: laws, schooling, transport, weather, religion, shopping, food, emergency services, attitudes to young people. They should write a letter explaining their situation and asking their questions.



**Respecting Diversity Sheet 4.1**

# In My Bag

There has been a dreadful plague sweeping England and so you are being forced to leave at very short notice. You are unlikely to ever return.

You have been told that you can take a small suitcase with you and in this you should put:

- your three favourite items of clothing
- seven other items that are personally important to you (music, pictures, items with sentimental value, practical tools etc).

It is likely that you will leave members of your family and friends behind or lose touch as you migrate to different countries. Think about what, if anything, you would want to take to remind you of these people.

Items	Why I have included them
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	



# Unit 5

## Being a Global Citizen

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In this activity the students have the opportunity to consider themselves as Global Citizens and to consider various international issues and look at responsibilities and what positive action they can take in this role.

**Key Words:** Global; Citizen; Community; International

### Resources

Internet Sites such as: World Wide Fund Global [www.panda.org](http://www.panda.org); United Nations Association [www.una-uk.org](http://www.una-uk.org); National Model United Nations [www.nmun.org/munda](http://www.nmun.org/munda) and [www.un.org/pubs/cyberschoolbus/munda](http://www.un.org/pubs/cyberschoolbus/munda); London International Model United Nations [www.londonmun.org.uk](http://www.londonmun.org.uk); United Nations Association [www.unayouth.org.uk](http://www.unayouth.org.uk); World Federation of United Nations Associations [www.wfuna.org/site/links](http://www.wfuna.org/site/links).

A selection of daily papers

Kar2ouche Respecting Diversity Content Library

### Activities

#### Introduction

- 1 Conduct a class discussion on what the term 'Global Citizen' means and what students think might be classified as 'Global Issues'.
- 2 Divide students into small groups and supply them with a range of newspapers and URLs. Ask groups to brainstorm examples of 'Global Issues' happening in the world today.
- 3 Ask groups to feed back their ideas in a class discussion. Record the groups' ideas then ask the groups to organise the collective list under the following headings:
  - political
  - economic
  - environmental
  - social
  - other.
- 4 Divide students into pairs and ask each to choose one single Global Issue to explore. Ensure that the class covers a range of examples to represent all of the categories listed above.

**Development**

- 5 In Kar2ouche each pair now needs to create a storyboard outlining the main points in a debate on their chosen topic for a young person's United Nations meeting. The storyboard needs to explain the issue and ways that it can be resolved or moved forward by the members at the meeting. (The UN meeting should involve different characters from different Nations and Cultures.) If students need help starting they can be shown the example storyboard **Unit 5 Young Person's United Nations**.

**Plenary**

- 6 Students now need the opportunity to look at and listen to other students' storyboards. They could put the storyboards on cycle and move round watching what each pair has produced. They could vote for the ones that they think are well-argued by sticking a post-it note to the edge of the PC. Those with most votes could be shown to the whole class.
- 7 Use the storyboards as the prompt for a class discussion considering the various Global Issues represented. End up with some conclusions on which issues the students feel they could most influence through their actions.

**Extension/  
Homework**

- 8 Students decide on an international charity to support and then organise a fund raising event to hold in school.

# Appendices

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# Appendix I

## Text and Audio Files

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### Text/audio for Unit I

**Unit I Activity A** Load, and then watch and complete the storyboard **Unit 1 What Do You Think You Know About Me?** It will get you thinking about the way you make judgements about people you meet for the first time.

- Unit I Activity B**
- 1 Select the blank coat of arms from the backgrounds.
  - 2 Now look through the characters and choose one that has something in common with you. It could be gender, colour, the fact they wear glasses or sports kit. They don't have to necessarily 'look' like you, just have something about them with which you identify. Drag, pose and size this character into one of the quarters.
  - 3 Now browse the props and select things that you think relate to you in some way. Think about your hobbies, pets, things that you like to do or eat. You may just want to select something that is your favourite colour! Select three and add them to the blank spaces on your coat of arms. Put the most important two in the top quarters.
  - 4 Finally, add a paragraph explaining how each of the items relates to you and what your coat of arms tells other people.
  - 5 Show your coat of arms to a partner and see if he or she can suggest improvements. Return the favour!
  - 6 Print out for display or for your portfolio.

### **Carl's story**

*(Birmingham accent 14 year old male)*

Hi, my name's Carl.

I live in Birmingham with my parents.

Mum was born in Birmingham, but her dad, my grandpa comes from Jamaica.

Until I had a car accident I used to love playing football. I still enjoy watching it and support Aston Villa. I sometimes go to matches.

I hate it when people look at me in my wheelchair. I want people to see me as a person, not someone who is disabled.

**Sophia's story**

*(Eastern European/Bosnian accent 13 year old female)*

Hello, my name is Sophia and I am 13.

I have lived here for just two years. My home is in Bosnia, but I had to move away when the fighting started.

My father was killed, so I travelled to this country with my mother, uncle and brother. I do not know what has happened to any of the other people in my family. We have not heard from them.

I go to the local comprehensive school. I don't think people understand why I am here.

Mostly people are friendly, but sometimes they say I don't belong and shouldn't be here.

I would like to go home. Can't they see that?

**Ben's story**

*(Stoke-on-Trent accent 14 year old male)*

Okay so my name's Ben.

I live with this posh family while my parents sort themselves out. The family I'm with, they're not bad, but Derek and Alison, well they're not my real mum and dad.

I'm still at the same school. That's good. I'm with me mates.

I think Dad's inside again. I don't tell anyone that. People would have a go and be horrible.

Mum drinks when Dad's not around. Mum drinks a lot all of the time.

I'll be able to go home soon. I hope

**Freya's story**

*(West country/Devon or Somerset accent 12 year old girl)*

Hello my name's Freya.

I live in a bus with my mum and dad and baby brother. We travel around and dad finds work. He likes to work outside, but will do this and that.

We meet with other travellers on the road and all get together. I like to be with the other children.



Mum and I help the other families with filling in forms and things that have to be read.

Sometimes if we stay long enough in one place I go to school for a while.

I don't really like school.

I prefer to read and do lessons with Mum. I like to read and I write stories for my little brother.

### **Jim's story**

*(RP/middle-class accent 15 year old boy)*

Hello, I'm Jim.

I live with my mother and sister and I go to the local school.

My father moved out about eighteen months ago. I see him every other weekend. I go to his flat or sometimes he takes me out places.

Mum has a new boyfriend. He's okay.

I'm pretty good at school and hope to carry on when I've done my exams and eventually I'd like to go to university.

I want to be a vet.

### **Tazeem's story**

*(Middle English - slightly Asian accent 15 year old girl)*

Hi, I'm Tazeem.

I live with my family in a small town. I go to the local school and really enjoy most lessons. I want to work in TV or film.

I have lots of good friends. Sometimes they ask odd questions about my family, but usually they just accept me for what I am: their friend.

Dad was born in this country and Mum came when she was a very little girl. I've always lived here and never even visited Pakistan. It seems odd when people who don't know me swear at me or call me a Paki. They're really sad.

## Text/audio for Unit 2

### Unit 2 Activity

- 1 Listen to the five dialect sentences below.
- 2 Try to work out:
  - a where the speaker is from
  - b what they are saying.
- 3 Create a storyboard to illustrate each one to show your understanding. Add the appropriate soundfile to each frame, a speech bubble translating the words into Standard English and a text bubble as a title saying where in the UK the person is from.
- 4 In the caption window write a few sentences explaining:
  - why you think different areas have different words and phrases
  - whether you think it is important to maintain regional dialects and languages.

### Five Dialect Sentences

#### *[Geordie: Boy]*

Ma , is me da in the nettie or has he gone te the boozah ?

#### *[Cockney: Woman]*

Why don't we go up to the Rub a dub? I'll wear me Whistle and Titfer and me new Daisy's, and you can wear your best bib and tucker.

#### *[Scouse: Man]*

Ah've been to the antwackie ale'ouse in me bezzies for a banter and a crack.

#### *[Cornish: Woman]*

Art a clammered? You're crimming and allish. It's because you went out bare vamped.

#### *[Brummie: Girl]*

Ark, yer gerron my wick. Shut yer cake hole.

## Text/audio for Unit 3

### Unit 3 Activity

- 1 Your teacher will allocate one of the 'Discrimination' scenarios to you. Create a storyboard to show what happened. Alternatively you may want to complete the partially made storyboard **Unit 3 Discrimination**.
- 2 Create some additional frames to show what you think should happen next to improve the situation.

### Discrimination Scenarios

#### *Grandparents Shouldn't Run*

The children who belong to a local sports club are fed up because they can't get any extra coaching for the County Championship. What's more the next two weeks of scheduled training is also being cancelled. The children try to come up with some solutions.

<i>Coach</i>	I'm too busy to train this cross-country team and run with you, so we're going to have to cancel the next two Wednesdays.
<i>Lisa</i>	But we'll never be prepared for the County Championship in time if you keep cancelling our training sessions.
<i>Coach</i>	Well that's as maybe, unless one of your parents is prepared to help out and run with you until the event. Any offers?
<i>Taz</i>	My dad would but he's at work until six.
<i>Coach</i>	That's no good then is it? Could anyone else's dad help out?
<i>Jim</i>	My dad can't help, but I'm sure my gran could as she's retired from work.
<i>Coach</i>	(Snigger) How old is she?
<i>Jim</i>	I don't know, 65 or 66 I think.
<i>Coach</i>	Don't be silly lad, she couldn't even do the warm up, never mind keeping up with you lot.
<i>Lisa</i>	That's not fair.
<i>Coach</i>	Well if she really wants to help we need some folks to give out drinks at the end of the session.
<i>Jim</i>	But she loves running
<i>Coach</i>	What to catch the bus? This is a bit more serious.
<i>Jim</i>	No she ran a Marathon last year and she's already training for another one this year.
<i>Coach</i>	How many days did it take her to complete?
<i>Lisa</i>	I keep saying ...

### *Why Don't You Go Home?*

Sophia is 13 and moved from Bosnia two years ago. She left the country after her father was killed and now lives in England with her mother, uncle and brother. She does not know what has happened to any of the other people in her family as she has not heard from them. The council has just re-housed the family and she has just joined your school. As her mother does not speak English, she has been unable to find work. Her uncle who was a doctor in Bosnia now works long hours, in an unskilled job for low pay and therefore qualifies for income support. As a result, Sophia qualifies for free school meals.

In her first week at your school, she is in the dinner queue when the cashier asks whether she is going to pay or has free school meals.

<i>Cashier</i>	Hello, I don't recognise you. You must be new. Free dinners or are you paying?
<i>Sophia</i>	Pardon?
<i>Cashier</i>	Do you have free dinners?
<i>Sophia</i>	Oh yes, free.
<i>Cashier</i>	What's your number dear?
<i>Sophia</i>	My tutor told me I was 106.
<i>Cashier</i>	That's lovely, off you go then. Next.
<i>Jody</i>	They only come here scrounging. Free dinners, council houses - my dad says he has to pay for that.
<i>Jim</i>	Yeh - it's not fair is it? Oi you, why don't you go home to your own country?
<i>Sophia</i>	I don't have a house there any more.
<i>Jody</i>	So you come here taking ours - ain't that right?
<i>Sophia</i>	I'd like to be able to go home and see if my family are okay, but it's too dangerous.
<i>Jim</i>	My dad says that's just an excuse for scroungers like you who can't get jobs in their own country.
<i>Sophia</i>	But ...

***Big Boys Don't Cry***

Jim's dog, Benji, was run over before school and Jim has obviously been crying. During the morning in school the class is studying a poem about death. Jim begins to cry again and wants to leave the room.

<b><i>Jim</i></b>	Can I go to the medical room please? I don't feel very well.
<b><i>Teacher</i></b>	What's wrong?
<b><i>Jim</i></b>	I've got something in my eye.
<b><i>Ben</i></b>	Ah, you're gay what you crying about?
<b><i>Jim</i></b>	I'm not crying. I told you I've got something in my eye.
<b><i>Jody</i></b>	You sure it's not because of Benji?
<b><i>Teacher</i></b>	Who's Benji.
<b><i>Jody</i></b>	It's his dog - he got run over and killed this morning.
<b><i>Teacher</i></b>	Come on now, be a brave lad - wipe your eyes and let's get on with some work.
<b><i>Ben</i></b>	(Whispers) You gay wimp, boys don't cry.
<b><i>Jim</i></b>	(Shouts) I'll show you who's gay and I'm not crying. (Door bangs)

Jim throws a chair at Tom, then storms out of the room.

## Text/audio for Unit 4

### Unit 4 Activity

- 1 Load, watch and work through the storyboard **Unit 4 I Think that Refugees...** Write your reactions to the comments in the caption windows.
- 2 If you have time create a storyboard telling the story of a refugee coming to England. Show the different sorts of reactions this person might encounter. Think about things that would be unfamiliar, and use the thought bubbles to show how this person might feel.
- 3 You might want to use these frames and the print function to create a photo-story for a teenage magazine.

**Asian Female:** Refugees just want to be like everyone else – living safely with their families and doing a decent day’s work.

**European Male:** All humans should have the right to live without the fear of being attacked or tortured – and that includes refugees.

**Afro-Caribbean Male:** It must be horrible to run away from your own country to save your life only to be met by hostile people who don’t want to help or understand you.

**Chinese Female:** I’d rather my taxes went to help refugees than pay for some of the things the Government wastes money on.

**European Female:** Refugees want to live like us; that’s why they come – not because their lives are in danger.

**European Female:** I don’t think refugees come here just because we have a good standard of living – no-one would want to leave their own country and all their belongings, would they?

**European Male:** We should send them all back – why should I pay tax to help them? They’re costing this country a lot of money.

**Afro-Caribbean Female:** I think all these refugees will scrounge from any country that lets them in.

**Afro-Caribbean Male:** If they come here, they’ve got to fit in – not do things the way they did them in their own country.

## Text/audio for Unit 5

### Unit 5 Activity

- 1 Create a storyboard of a news programme reporting from a Young Person's United Nations meeting. If you need some help getting started, load and watch the storyboard **Unit 5 Young Person's United Nations**.
- 2 You will have discussed current 'global issues'. Use this discussion to storyboard the debate on one topic. Remember that in order to argue well and persuade your audience you need to be:
  - well informed – make sure your research is as thorough as possible
  - level headed – don't lose your cool
  - clear – explain yourself in understandable, Standard English
  - organised – make sure your thoughts are well structured and logically ordered.
- 3 When all of the class have created a storyboard, you could put them on cycle and see what other people have to say. Vote for the ones that you think are well argued and deserving of UN funds. You could do this by sticking a Post-It note to the PC.

**Teenage Girl Speaker:** We believe that common ailments such as polio could be eradicated if only there were sufficient political determination and adequate resources.

**Teenage Boy:** What makes you think that is a possibility?

**Teenage Girl Speaker:** We could do it. After all, smallpox has been swept off the face of the earth. Now the challenge of eradicating other ailments is confronting the UN.

**Teenage Girl 2:** Give us an example of the sort of thing you mean.

**Teenage Girl Speaker:** Okay, let us take for example polio. To eradicate this requires that three-quarters of the world's children each year are vaccinated through a close co-operative effort between Governments, UN agencies, non-governmental organizations, companies and local communities. Last year, some 10 million workers reached more than 450 million children in around 100 countries.

**Teenage Boy:** Do you know what impact this will have?

**Teenage Girl Speaker:** Well, during the past decade the number of polio cases has dropped by some 90%. The Americas, China and Europe are now polio-free.

In war zones, a number of truces have been called and would-be adversaries have co-operated in getting children vaccinated. In the Democratic Republic of Congo, racked by an internal conflict, the UN is trying to organize Days of Tranquillity so that children can be reached.

**Teenage Girl 2:** Is it worth the expense and effort?

**Teenage Girl Speaker:** Making the effort makes economic sense. Once the scourge of polio has been removed, some £1,000 million of annual vaccination costs will be useable elsewhere. What's more an untold number of young people will be enabled to live fuller and happier lives, free from the fear of permanent paralysis.

Our campaign may not get the adrenalin running as do war reports, but it is certainly a cause worthy of attention and action.

*Applause*



## Appendix 2

# Kar2ouche and Special Needs

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It may be a truism to say that all children have special educational needs, but it does mean that teachers are always considering ways of differentiating the lessons that they teach in order to meet the requirements of individual students. A totally flexible learning and teaching tool, Kar2ouche is easily adapted to these needs so that the teacher and/or learning support assistant can create lessons that appeal to the full ability range from the least to the most able.

However, looking at the more widely used definition of special needs as referring to those students who experience some kind of sensory or learning difficulty, on average 20% of students in comprehensive schools fall into this category. A number of studies have shown that computers can enhance the learning experience of these children.

‘From 1988-90 the Palm Project explored the effects of computers on students’ autonomy in learning. The project found that students not only were more autonomous but also more motivated.’

Glendon Ben Franklin in Leask, M Ed. (2001) *Issues in Teaching Using ICT*, Routledge.

In particular, multimedia products, such as Kar2ouche, appeal to a wide range of learning styles and have the advantage of being able to reinforce learning in a multi-sensory way through the use of visual and auditory stimuli. The fact that Kar2ouche enables students to create storyboards, animations and publications, plus manipulate and interpret text, also appeals to those with a preference for a kinaesthetic approach to learning.

Special needs children are often prevented from functioning effectively in lessons because much of the work required is based on reading and writing, skills that are often underdeveloped. In Kar2ouche all of the text is provided with a soundfile so that students can access information even if their reading skills are impaired. Listening to increasingly complex texts extends a student’s vocabulary whilst also increasing his or her attention span. By following the text as they listen, students begin to recognise words and are provided with a real context for their learning.

In addition Kar2ouche enables children to record their own voices, thus providing an alternative to writing. This provides immediate gratification and the ability to communicate with their peers in a way that increases their confidence.

‘Nothing motivates children with special needs more than success, especially when their peer group can see that success is demonstrated on an equal basis without allowances being made.’

(Angela McGlashon in Gamble, N and Easingwood, N (2000) *ICT and Literacy*, Continuum)

Once confidence has been built, the speech and thought bubbles offer the opportunity for students to write in small bite-size chunks. This can be increased gradually by requiring students to produce a paragraph in the caption window and subsequently maybe use the writing frames and scaffolds provided in the education support packs that accompany the software.

The soundfiles and recording facility can therefore be seen to enable the learner to develop greater independence and this encourages them to continue with tasks that may once have been beyond them. Using Kar2ouche makes a range of curriculum areas far more accessible to non-readers and also to children whose first language is not English. These children often find reading the language far more difficult than speaking it.

As well as children with learning difficulties, Kar2ouche enhances the learning of children with behavioural problems, such as attention deficiency syndrome. In trials, these students found the multi-sensory and creative approach motivating, non-threatening and rewarding. It has been shown in a range of research that, students who experience difficulties interacting socially often find using computers less intimidating or confusing. However, ideal for pair or small group work, Kar2ouche can be used by the teacher to encourage collaborative learning thereby supporting these students as they begin to develop the ability to express themselves in a social situation. Having rehearsed ideas in a small group they are then more confident when required to present their ideas to the class or an adult.

For students with visual impairment, the teacher can go into the password-protected area to increase the size of the font. The sound files also help these children. Likewise the brief sound-clips support dyslexic children many of whom find processing large amounts of information in a single unit difficult. They can also control the pace of the reading and repeat it as necessary thus allowing them to consolidate learning. For those whose hearing is impaired the combination of text and exciting visual material is motivating and by

being able to attach pre-recorded soundfiles, students are provided with an effective means to communicate with their hearing peers. The record and playback facility also allows children with less severe hearing problems to rehearse their enunciation in a safe environment before sharing with others.

Every effort has been made to make Kar2ouche a fully flexible learning and teaching tool, to enable children of all abilities to have fun whilst engaging in activities that challenge them appropriately as they develop skills, knowledge and understanding in a range of curriculum subjects. To this end we are continuing to listen to teachers, support research projects and use findings to develop additional features that will help to move learning forward.

