

Module 2: WHO CARES?

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Module 2: WHO CARES?

Topic one: **personal attitudes**

to the teacher

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

topic development

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

Give points for answers as follows:

1	a:1	2	a:1	3	a:1	4	a:1	5	a:2
	b:2		b:3		b:0		b:0		b:3
	c:3		c:1		c:3		c:3		c:0

Assessment of the quiz

If you have scored:

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

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

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

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

Activity

"Do be an angel"

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

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

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

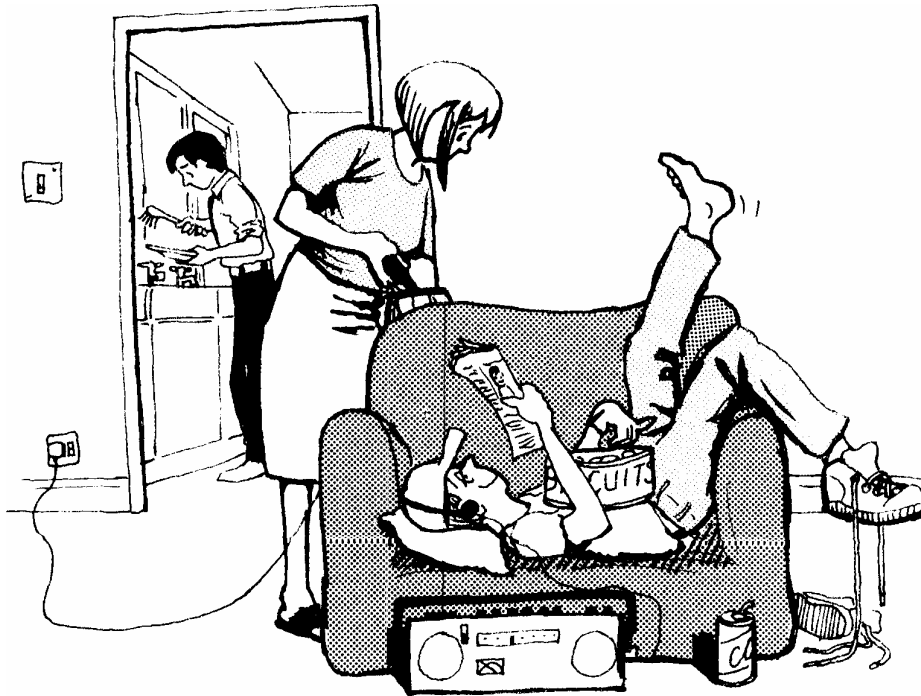
At the end of the given period the identity of angels can be revealed.

Guidelines for discussion

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

WHO CARES?

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



quiz

- 1 Do you think of your home as**
 - a) a boarding house?
 - b) a place where you can be yourself?
 - c) a place where you can look after the people you love?

- 2 If there is washing-up to be done do you**
 - a) say you've got homework to do ?
 - b) do it without being asked?
 - c) sit quietly hoping someone else will offer?

- 3 If someone in the family decides that you should all eat healthy food rather than what you like, do you**
 - a) eat it under protest?
 - b) sniff it and then refuse to eat it?
 - c) eat it and enjoy the new experience?

- 4 If you are asked to tidy and clean your room, do you**
 - a) throw everything under your bed?
 - b) conveniently be too busy to do it?
 - c) enjoy doing it and finding all the things you'd lost?

- 5 If it is the birthday of a member of the family, do you**
 - a) buy something you hope will be shared with you?
 - b) buy something he/she really wants if possible?
 - c) forget all about it?

Module 2: WHO CARES?

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

to the teacher

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

topic development

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

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

when they have completed these two lists, ask them

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

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

Module 2: WHO CARES?

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

to the teacher

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

topic development

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

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

role play

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

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

or

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

Role play suggestions

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

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

discussion questions

How did those who **needed** care feel

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

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

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

What reasons were given for not doing the caring thing?

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

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

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

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

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

Module 2: WHO CARES?

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

to the teacher

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

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

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

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

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

topic development

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

Follow this discussion with:

exercise 1

Materials needed: several blindfolds.

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

When exercise is complete discuss:

those who were blindfolded

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

those who were helping

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

those who were watching

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

exercise 2

Materials needed: safety pins, sticky tape.

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

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

Topic four develops this topic further.

Module 2: WHO CARES?

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

to the teacher

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

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

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

topic development

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

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

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

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

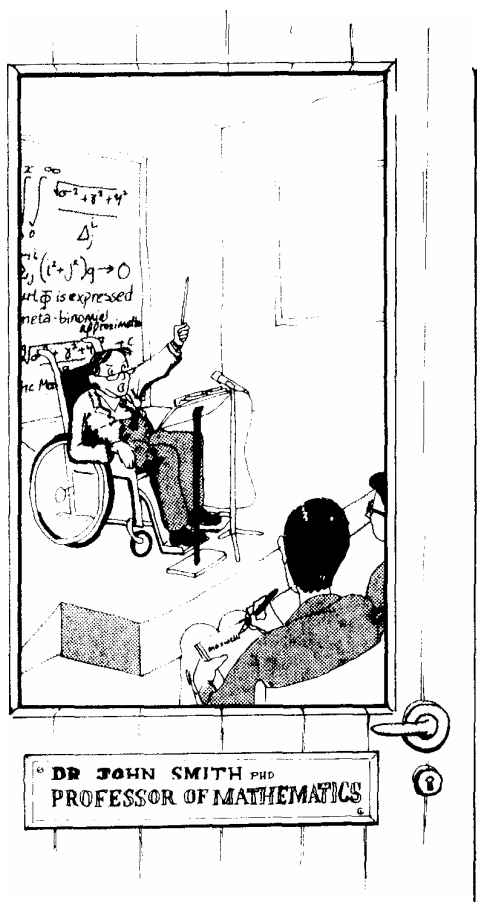
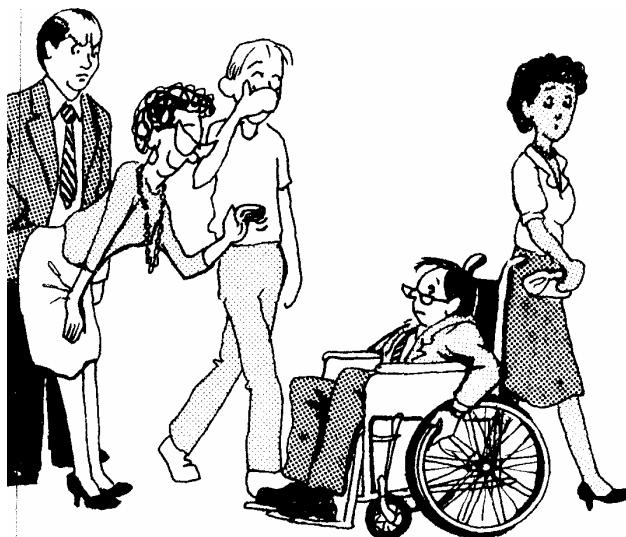
If you wish to read more about this remarkable woman the editors recommend *Helen and Teacher*, by Joseph P. Lash, published by Alien Lane, 1980.

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

WHAT IS MY ATTITUDE?

Answer the following questions on a separate paper.

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



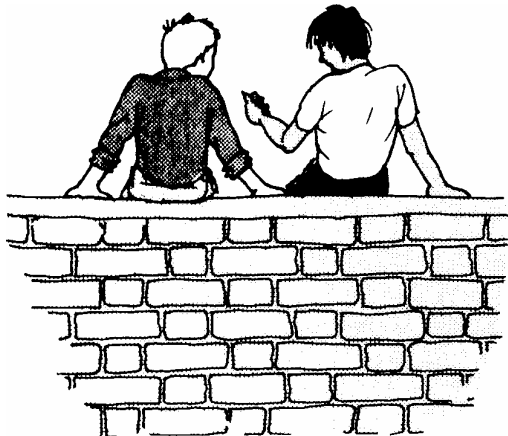
Some teenagers who are learning to live with disability were asked the following questions. Answer them yourself and then compare your answers with theirs which you will be given.

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

I HAVE FEELINGS

R1-M2-resource sheet 1

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



6. What is a real friend?

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

'A wheel-chair is a real friend.'

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

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

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

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

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

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

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

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

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

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



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



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

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

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

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

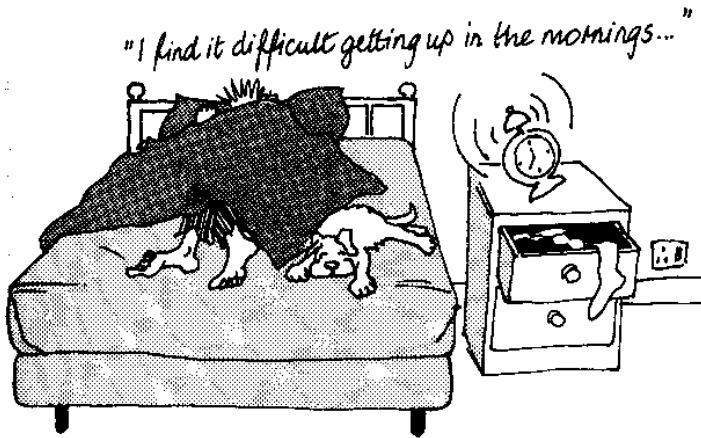
'I want to be a champion table tennis player.'

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

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

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

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



9 What do you find most difficult?

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

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

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

'Trying to show my emotions.'

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

10 What gives you the greatest happiness?

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

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

'Having a relationship with boys.'

'Seeing other disabled people getting on in life.'

'Play-fighting with my father.'

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

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



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

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

Module 2: WHO CARES?

topic five: **in the community**

to the teacher

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

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

topic development

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

What picture of them is given by:

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

project work

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

or

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

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

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

The questions should draw out:

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

follow up topic

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

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

national headquarters of some caring organisations

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

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

The Samaritans
17 Uxbridge Road
Slough SL1 1SN

Alcoholics Anonymous
61 Great Dover St.
London SE1 4YF

British Red Cross
9 Grosvenor Crescent
London SW1X 7EJ

Carers' National Association
29 Chilworth Mews
London W2 3RG

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

QUESTIONNAIRE

Interview with

by

school

questions

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

Module 2: WHO CARES?

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

to the teacher

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

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

topic development

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

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

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

discussion guidelines

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

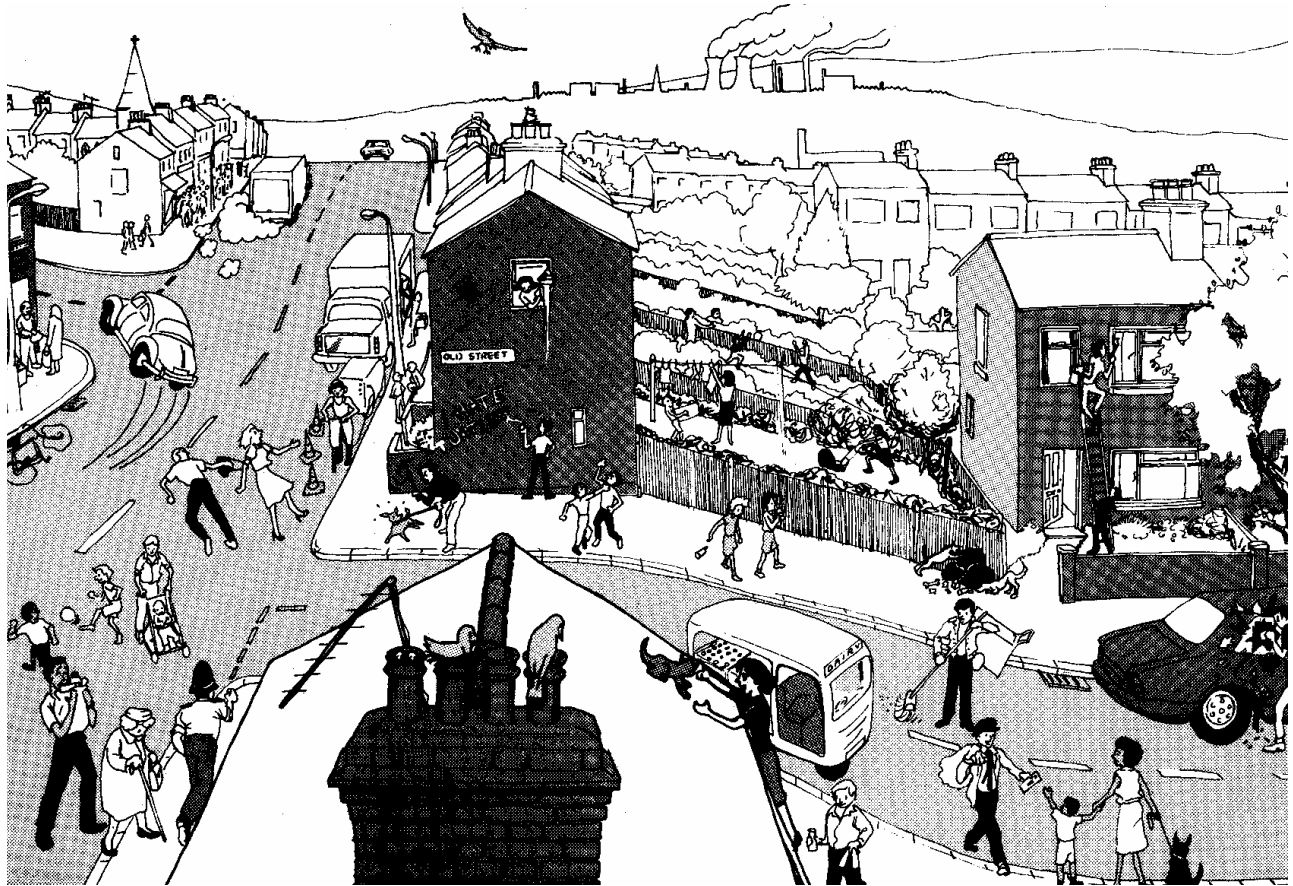
Divide the class into four and give each group one of the following to discuss. After a few minutes let them share their conclusions with the rest of the class.

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

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

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

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



discuss

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

Module 2: WHO CARES?

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

to the teacher

This activity is to help the pupils

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

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

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

topic development

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

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

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

question guidelines

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

What did they do to start the ball rolling?

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

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

Give the following as written work:

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

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

WHAT CAN I DO?

1. What do you do when you feel things are wrong? (Tick no more than **two** options).
 - Grumble?
 - Blame someone else?
 - Join in a protest or demonstration?
 - See what you can do to put things right?
 - Shrug your shoulders and do nothing?
2. What are the different ways in which people protest about what is wrong?
3. Which are the most effective methods of changing permanently what is wrong? Why? Consider the long-term effectiveness as well as the short-term.
4. Do you think that all problems would be solved if social or political situations changed? Why?



AN ENDANGERED SPECIES

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

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

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

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

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

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

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

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

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

Polestar no. 83 Aug/Sept 1990

