



## Module 3: COMMUNITY

### CONTENTS

Page		in the workplace
1	topic one	teacher's notes – Work experience
3		worksheet 1 – <b>In the workplace</b>
4		worksheet 2 – <b>Stepping out</b>
6		worksheet 3 – <b>Looking ahead/Looking back</b>
7	topic two	teacher's notes – Difficult people
9		worksheet 4 – <b>Difficult or different?</b>
11		resource sheet 1 – <b>That girl/boy!</b>
12		resource sheet 2 – <b>Revolution in Rio</b>
<hr/>		
		in the community
13	topic three	teacher's notes – Prejudging people
15		worksheet 5 – <b>The knock on the door</b>
17		resource sheet 3 – <b>The knock on the door</b>
18		resource sheet 4 – <b>On the bus</b>
19	alternative topic three	teacher's notes – Masks
21	topic four	teacher's notes – Dealing with hurt
22		worksheet 6 – <b>Feeling hurt</b>
23		worksheet 7
24		resource sheet 5 – <b>Feeling hurt</b>
25		resource sheet 6 – Newspaper headlines
26	topic five	teacher's notes – Press attitudes to young people



## Module 3: COMMUNITY

### topic one – in the workplace

#### teacher's notes - general approach

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

This topic should help them to

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

The pupils are being asked to

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

Positive, constructive and supportive attitudes should be developed throughout.

#### activities

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

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

#### task one

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

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

## task two

Choose one of the following strategies.

### strategy 1

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

honesty

friendliness

reliability

punctuality

suitable dress

alertness

good at communicating

keen to learn

attentiveness

ability to work with others

willingness

politeness

respect for age and experience

steadiness - sticking at it until the job is done

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

### strategy 2

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

### strategy 1 and 2

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

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

What emerges from this comparison? What have they learnt about

a) themselves

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

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

## task three

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

They should help each other to think out:

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

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

### follow-up of work experience

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

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

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

# IN THE WORKPLACE



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

This topic should help you to

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

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

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

**I feel**

# STEPPING OUT

## task one

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

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

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



2) How did the older pupils treat you?

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

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

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

# STEPPING OUT

R2-M3-worksheet 2 continued

## task two

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



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

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



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

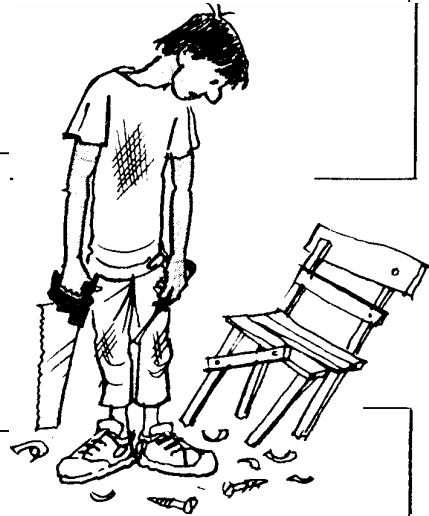
# LOOKING AHEAD

## task three

### Box one

a) I would like to become better at

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



## LOOKING BACK

### Box two

During my work experience I learnt



## Module 3: COMMUNITY

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

### teacher's notes - general approach

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

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

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

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

### strategies: task one

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

The following tasks give a choice of approach.



## **task two**

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

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

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

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

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

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

## **task three**

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

This can be found from a current newspaper story

**or**

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

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

# DIFFICULT OR DIFFERENT?

R2-M3-worksheet 4

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

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

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

Any other ideas?

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



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

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

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

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

Discuss and then write down what you think would be the best way of solving this sort of situation. Use your own experience of settling arguments so that your ideas are realistic and practical.

### **Follow up**

Did you find anyone difficult to work with during your work experience? YES/NO

If YES - What did you do about it?

If NO - What made it possible to have good working relationships?

# THAT GIRL/BOY!

All the birds are singing and the sky is blue  
And I'm thinking of something great to do,  
**The world seems bright, it's a fabulous day,**  
**But there's one big obstacle in my way .... it's**

That girl/boy  
She's/He's the bane of my life,  
**That girl/boy,**  
**I wish I'd never met her/him,**  
The sight of her/him just cuts me like a knife,  
'Cause everything that I do, she/he does better.

**Team games - she's/he's the one they ask for,**  
Parties - she/he gets invited,  
**When she/he does well I feel like hell,**  
If she/he makes a mistake, then I'm delighted!

*That girl/boy,*  
*Oh we're friends, of course, but*  
That girl/boy,  
I'm not a jealous person, but,  
**That girl/boy,**  
**You see the trouble is**  
*That I've just got to be first.*

*I wonder whether a politician ever feels the way I do?*  
*Or perhaps when you get to cabinet rank,*  
*You naturally give credit where credit is due?*

Perhaps you always want your colleagues to be the best they can be?  
I wonder what would happen if that politician were me?

**Apologising just cuts me like a knife,**  
**But I know that every family and leader**  
**Needs to learn to put things straight,**  
In the home or the Cabinet,  
Living to make the other one great, so..

*That girl/boy!*  
*It's going to be different with that girl/boy.*  
*I'm not exactly perfect but,*  
*We might even enjoy it!*  
*We'll tell you in a month or two.*



**Kathleen Dodds**



# REVOLUTION IN RIO



"Nothing would have stopped me that morning", said Damasio, Vice-President of one of the unions in the Brazilian port of Rio de Janeiro. Recently he had brought the port to a complete halt for fifty days, forcing the dismissal of the port manager. Now the union was again calling for a strike.

However, Nelson, an official of another union, announced that he would open his baggage department because two ships were coming into the port with foreign diplomats aboard. The good reputation of Brazil would be at stake if their luggage could not be unloaded. But Damasio would not allow any of his men to work. He continues the story, "My men had warned Nelson that if he tried to work his life would be at risk. Arming myself with a second revolver in addition to the one which I always carried, and also a knife, I went to the luggage depot at the head of a group of other well-armed comrades.

"When we arrived, I confronted Nelson. I was ready to shoot at the slightest movement from him! I expected a violent reaction. But to my great surprise, he calmly started saying how sorry he was that we were enemies, when we were both fighting for the good of our workmates. To my amazement, he even admitted that he himself had made mistakes and that his union had too.

"I stopped in my tracks. I could not believe my ears. What was behind this? Was it a trick? If he was sincere, it was worth talking about." They agreed to meet the next day.

Damasio went home thinking how close he had come to using his gun and so leaving one wife a widow and another with her husband jailed for murder.

When they met the next day Nelson told Damasio that recently he had met managers and workers who had been able to settle conflicts when they had stopped thinking only about their own self-interest and personal ambitions.

That morning Nelson had arrived at the port all ready to defend his life. But then he remembered what these men had said and felt a peace in his heart. There was no fear, no hatred. He had only one desire; to win Damasio's friendship and confidence so that together they might unite the port workers.

Damasio and Nelson did just that. Soon the dockers gave up carrying weapons and matters were decided through the ballot box instead of the gun.



## **Module 3: COMMUNITY**

topic three – **in the community** (continued)

### **teacher's notes - general approach**

Many problems in our communities today are caused by the pre-conceived ideas we have about people. We judge them at face-value or according to stereotyped ideas. This can cause racial, religious, class and cultural divisions and conflicts.

**Task one** will show how easy it is to hurt and be hurt by name-calling. It will indicate the necessity for increased sensitivity in the way we treat each other personally and in the community.

### **task one**

**You will need enough sticky labels for each person to have two.**

Give every member of the class two sticky labels. On one they write something they like being called and on the other something they do not like. They may need some help to get ideas flowing so talk some ideas over with them (eg. lazy? clever?)

They should stick these labels onto two different members of the class. No one should have more than two labels attached to them.

Explain that these labels do not necessarily need to be true of the person on whom they are stuck. In this way they will also learn that name-calling is often quite unfair.

### **conclusion**

When they have completed this they should get into small groups to discuss how they feel about the labels they have been given.

Ask them also to talk over what makes us put labels on people or call them names? e.g. the way they look, what they wear, what we think of them.

### **task two**

Here you need a true story which is an example of the breaking of stereotyped thinking and living. Something which helps them to think positively/constructively. We give the stories on pages 21 and 22 as examples of what we are suggesting. Whichever story you use, it can be developed in the following way.

Give the pupils the first few lines of the story and let them complete it by

#### **either**

reading the beginning from the worksheet and then taking one or two sentences from each person orally so that the story develops gradually.

#### **or**

writing it individually on the space allowed on the worksheet.

When this has been done give out and/or read to the class the true story (example on **resource sheet 3** page 17 **The knock on the door**).

Ask the class to answer the questions on **worksheet 5** page 16.  
Discuss their answers.

### **task three**

There is a further story on the **resource sheet 4** page 18 **On the bus**.

Read or tell the story to the class or to a few of them so that they can act it out for the others and then discuss this with the help of the suggestions to be found with the story page 18.

Have any of the class had such an experience personally?

How can we avoid hurting people? What can we do to help each other to overcome prejudice of this sort?

Look back at the story in **task one**. Once the neighbours got to know each other as people they became friends. How could this help us?

# THE KNOCK ON THE DOOR

## Complete this story:

This is the story of an elderly white woman. The majority of her neighbours were Gujarati-speaking Hindus. She found their food and their clothes and language not offensive, but strange and rather forbidding. So she kept to herself, not wanting to be rude, but uncertain how to make friends.

Her husband had cancer. He became terminally ill and went into hospital. She was alone in her house and there was a knock on the door. It was the small boy from next door . . .







# THE KNOCK ON THE DOOR



This is the story of an elderly white woman. The majority of her neighbours were Gujarati-speaking Hindus. She found their food and clothes and language not offensive, but strange and rather forbidding. So she kept to herself, not wanting to be rude, but uncertain how to make friends.

Her husband had cancer. He became terminally ill and went into hospital. She was alone in the house and there was a knock on the door. It was a small boy from next door. "My dad would like to take you to see your husband", he said. So, grateful for the offer of a lift in the dark, she accepted. The man from next door spoke very little English, but every day until her husband died, he took her to see him in hospital.

The driver and his passenger learned to communicate through smiles and laughter, through photos of family members which they showed one another. When this sort of understanding failed, his youngsters, whose English was perfect, helped out; they used to pile into the car and go along for the ride.

The woman's husband died, slowly and painfully. She was grief-stricken. Her neighbour brought her back home from her final visit to the hospital. A little while later came a knock on her door. It was the neighbour's little boy. They said nothing but went into her front room. He slipped his hands into hers and they sat there together in silence.

Eventually, he went away and came back with his mother. She spoke hardly any English, but put her arms around the other woman and they wept together. Then the neighbour went to the kitchen and heated up some food she had brought and stayed until some of it, at least, had been eaten.

Almost every day after that, there was contact between the white woman and her neighbours until she died. She was so pleased that the children of the family began to call her "Granny". Just before she died, she confided to her priest that getting to know her neighbours was one of the best things that had ever happened to her.

*From 'God of All Faith',  
Edited by Martin Forward*

# ON THE BUS



There were two people on a bus who came from the same ethnic group. This could be seen both by their colour and their dress. When the bus conductor went through the bus to collect tickets, he was annoyed to discover that the first person had a ticket for a completely different destination from where the bus was going. With some difficulty and impatience he eventually made the passenger understand that he should get off and go to another bus stand. When the conductor then reached the second passenger he said, "I hope you know where you're going". Very hurt by his assumption and angry at the way the other passenger had been treated, she replied, "What makes you think I don't?"

## Discuss

- why the bus conductor acted as he did.
- how each of the passengers might have felt.
- what the answer is to the woman's question.
- what the conductor felt when he realised what he had presumed.
- how this situation could have been resolved or even avoided.

what you would have done if you had been an onlooker on the bus.



## **Module 3: COMMUNITY**

alternative topic three – **in the community** (continued)

### **teacher's notes**

Prepare face masks, in light card, with your class or in teamwork with the Craft Design and Technology department

This topic gives an opportunity for the class to examine their attitudes towards people who are different in some way by taking part in an experiment using the masks.

### **general approach**

If we are to live together in communities, we need to develop the skills of understanding and empathy.

We would gain a great deal if we respected and enjoyed differences in culture, looks, race and/or religion and were prepared to learn from each other. However this is often made difficult by the way we prejudge people, very often by their appearance. We can cause needless hurt and misunderstandings through our ignorance. What can we do to gain new insights into this so that we can be more sensitive in the future and build better relationships within our community?

### **activity**

This activity will give everyone the experience of being stared at, laughed at, left out, or just simply having to explain why they look the way they do.

### **experiment**

Plan with the class how they will carry out this or another experiment which would have similar results.

Everyone should wear masks during the whole of one break. Before they do this it would be good to plan their strategies with them and to think through why they are doing it.

Will they be scared of what other people think? How will they overcome this?

Will some of them be prepared to try to join in with what others are doing to see what happens?

If someone asks why they are wearing a mask how will they explain what they are trying to discover?

When you feel they are ready, fix a break time nearest to your next lesson with them.

## after the experiment

Discuss the following with the whole class.

- How were they treated? How did this make them feel?
- Did they stick together? Why?
- Did any people stay on their own? If so was this better or worse? Why?
- Did anyone seriously ask why they were wearing masks?

If so, what did they answer and did this lead to an interesting conversation? Why?

If not, how would they have felt if someone had been really interested in what they were doing?

- How did it feel looking different?
- Do they think that people saw beyond their masks to what they were really feeling? How do they know this?

Another aspect worth exploring is the way we so often jump to wrong conclusions about people we don't know. They may have experienced this when they were wearing the masks.

There is an example on the **resource sheet 4** page 18 but you may have equally good examples from your own to illustrate the same points for the class. If you use the story on page 18 there are some suggestions to set the discussion going.

What have they learnt about being different and how to be friends with those who are different from them?



## Module 3: COMMUNITY

topic four – **in the community** (continued)

### teacher's notes - general approach

This topic contains two case studies of real incidents which took place. These are illustrative of others you may want to provide from your own sources. The experiences of members of your class could also be used if you know there are those among them who would be willing to share. The questions asked on the worksheet would be equally applicable to these.

It is important for the health of any society that people learn to find healing for the hurt done to them so that it does not fester and become hate. This is especially true of societies where people from different cultures and religions or race are living together in communities. Misunderstandings and ignorance of others' customs can cause unnecessary hurt.

This topic explores the inner qualities we can draw on to find healing within ourselves and thereby affect the communities in which we live.

An honest and open relationship can often be the key to overcoming misunderstandings and ignorance. You may wish to discuss the significance of the following statement as it applies to the kind of honesty it will take:

"Honesty without love is cruelty.

Love without honesty is sentimentality."

This question of being hurt is a difficult area to look at and yet so many breakdowns of relationships stem from unhealed hurts both individually and between communities.

### strategy - task one

Divide the class into groups and give each person **worksheet 6** page 22 and the case studies on page 24 **Feeling hurt** or others you have found. Use the case studies as a basis for discussion, recording their findings as answers to questions 1-3.

When this is complete one person from each group should report back to the whole class. Having thus identified ways hurt is inflicted and suffered, a discussion could bring heightened awareness and increased sensitivity towards others which they can help each other to put into practice.

Questions 4-6 would be best answered individually after this discussion has taken place.

### task two

On **worksheet 7** page 23 we have compared physical injury with the injury to feelings. Some suggestions have been made but there are spaces to be filled in individually as a result of discussion in pairs or small groups.

The follow-up of this exercise could be to look at local or national newspapers to see if the class can find evidence of things happening within communities or between individuals which stem from unhealed injury to people's inner feelings.

In view of the need they see, they might like to consider what they are willing to do themselves within their own families, school and/or community to help heal the divisions caused so that they can become part of the cure in society as a whole.

# FEELING HURT

- 1 What was said or done that caused hurt?
  
  
  
  
  
  
  
  
  
  
- 2 Was only one person hurt? Explain
  
  
  
  
  
  
  
  
  
  
- 3 Who tried to do something about the situation? How?
  
  
  
  
  
  
  
  
  
  
- 4 What would you do if a good friend told you that he/she had been hurt by something you said or did?
  
  
  
  
  
  
  
  
  
  
- 5 What happens when hurt feelings do not get healed?
  
  
  
  
  
  
  
  
  
  
- 6 What advice would you give to someone to help them find healing if they had been hurt
  - a) by a good friend?

- b) by someone they didn't know?



**PHYSICAL INJURY**

**INJURED FEELINGS**

How do we know when we have been hurt?

*Pain*

*Begin to dislike the person who hurt you*

What can be done to bring healing?

- by others

*Set broken bones*

*Give understanding*

- by me

*Rest  
Patience*

*Honesty*

What happens if we keep removing the things which are helping the healing process ?

*It hurts again*

What happens if we keep thinking about the hurt and blaming the person who caused it ?

*Feel angry*

What is made possible if complete healing takes place ?

*I can use the limb properly*

*I can make friends*



# FEELING HURT

## A

Sally, who was severely disabled by cerebral palsy, was taken by her friends to a restaurant for a meal. They had a most enjoyable time trying to choose from the menu. The manager of the restaurant was very helpful, making great efforts to understand what Sally said as her speech was not very clear. A couple entered the restaurant and sat at a nearby table.

They ordered their meal, but as they waited the others started eating. Sally, of course, needed help. After a while Sally and her friends noticed that the couple were staring at them. When the couple saw they had been noticed, they deliberately turned their backs on them. Eventually they got up and left without eating their meal. The manager came over to Sally's table and apologised, "Sad, isn't it?", he said.

## B

Mrs Smith asked her Indian friends, Mr and Mrs Patel, to a meal at her home. The evening came and to her surprise and shock, they arrived with Mrs Patel's sister-in-law who was staying with them. Mrs Smith made the best of it. She laid an extra place and the food just had to be made to go round. It was rather awkward. She could not understand why such nice people should be so rude and inconsiderate!

Some time later the Smiths had an invitation to the Patels. Mrs Smith realised that they would have guests staying with them at that time, so she rang to ask if they could bring them along. A rather surprised Mrs Patel immediately said that of course they could and that Mrs Smith need not have rung. The earlier occasion having slipped her mind, Mrs Smith replied, "But I'd never dream of bringing a guest without asking first."

Luckily their friendship was such that Mrs Patel could ask when they next met, "Did I make a cultural mistake by bringing my sister-in-law to your place without asking?" and they had a chance to sort out the misunderstanding.





8 THE DAILY TELEGRAPH, TUESDAY, DECEMBER 5, 1989

# Record number of abortions for teenagers

By Peter Pallot, Health Services Staff  
A RECORD number of abortions was performed last year, according to Government figures released yesterday. Much of the increase was due to teenagers.

# Bravery award for Jason, 15

A boy who rescued a dog from the River Mersey has been awarded a certificate to mark his bravery. Jason Murray from New Ferry was returning from Wirral Grammar School for Boys when he saw a 15-year-old wader dog while his father was fishing. He was praised by the RSPCA.

# The tantrum generation: lazy, loutish and lawless

LET ME begin with the consequences. The juvenile crime rate is appalling. It would be astronomical if the police and the courts were not obliged, by lack of resources, to ignore many lesser offences. Yet by ignoring pathologies of lawlessness, the system...

Juvenile crime is born in the classroom product of do-as-you-please indiscipline. JOHN MULCAHY, Traditionalists must be restored if we are to stop the decline.

# Young forsaking materialism in favour of family

By Susannah Herbert  
TODAY'S children long for a stable family life and a peaceful, pollution-free world with no unemployment or cruelty. They don't want that, he said. "They just want to be surrounded by people, not Persche owners — and to have lives built on secure foundations. They are quite minded but they are quite..."

# New wave young believe money comes first

By Nicholas Farrell  
THE "NEW WAVE YOUNG" in Britain, the first generation to be born in the 1960s, are more materialistic, more selfish and more money-minded than their parents.

# YOBS COST SCHOOLS MILLIONS

By Our Education Correspondent  
THE job society is costing tax and ratepayers many millions of pounds in vandalised schools, Mr Patrick Jenkinson, Education Minister, said yesterday in a prevention seminar. Damage ranges from a beer bottle hurled through a school window late last year to arson destroying an entire school.

# Teenage vandals blame parents

By Michael Durham, Education Correspondent  
THE IMAGE of the teenage vandal as an isolated, lonely, anti-social figure is shattered by a regular survey which shows that many vandals are regular attenders at school and are well-organised.

# More children aged 11-15 are drinking alcohol

By Christopher Rowlands, Education Correspondent  
INCREASING numbers of children aged 11-15 are drinking alcohol, with statistics showing that 34 per cent of 11-year-old boys drink at least half-a-pint of shandy a week. And 29 per cent of 15-year-old girls are now drinking at least one glass of wine a week, compared with 17 per cent in 1984.

# Christian ethics still accepted in sixth forms

Independent schools are doing a far better job at passing on Christian values to their pupils than state schools, a sociologist told the conference. Mays, Emeritus Professor of Education at the University of Liverpool, said that 900...

8 THE DAILY TELEGRAPH, TUESDAY, AUGUST 11, 1987

## Module 3: COMMUNITY

topic five – **in the community** (continued)

### teacher's notes - general approach

Many young people feel that they get a bad press these days. The following activities may help them to discover why and what they can do about it.

You will find examples of newspaper cuttings on **resource sheet 6** page 25 as an indication of the type we think would be useful to use. You will see that they include positive reports as well as negative ones. It might well be better to find your own or ask the class to look for similar ones from their local or national newspapers.

### strategy - task one

Divide the class into small groups so that they can sort out the headlines about young people.

- What impression do they give of young people?
- Do they think they give an accurate picture?  
If so, do they like the picture?  
If not, what do they think is a true picture?

Bring the class together to discuss what they have decided in their groups.

Also discuss together:

- Do they think that any of their own behaviour could be responsible for the bad press the younger generation get sometimes? How?
- Can they think of anything they could do to create better headlines?

Let the class go back into their groups:

- Write out the sort of headlines about young people they would like to see in the newspapers, preferably from their own experience. Maybe this could be a report of something in which they have been involved or have heard about locally or something they would like to do and have reported.

## **task two**

A formal debate on the statement:

***"Teenagers are unfairly treated by the press"***

could be arranged for the next lesson. There would need to be two speakers who agree with this statement, two who oppose it and a chair person. Each speaker should be given the same amount of time to put their points and following any contribution from the rest of the class, a vote should be taken.

## **task three - drama/role play alternative**

Set up a scene of a bus stop with a queue of adults. Each person should decide what character he/she is going to act and why they are waiting for the bus. While they are deciding this, take two/four of the class out of hearing and tell them one of the following:-

1. They are school pupils who are tired after a hard day at school and barge into the bus ahead of others waiting.
2. They are two young people who have just heard that a relative they love very much is dying in hospital. They must get the next bus.

It is best for both scenes to be acted at the same time so that there is no 'audience'. However, if there is insufficient room in the classroom, they can be done one at a time.

Tell the class that you will let the scenes get well underway before announcing the arrival of the bus. When the scenes are complete have a discussion between the people waiting and the young people. What attitudes come out of this? What have they learnt about attitudes towards young people and what they can do about it?

There may be other clashpoints between the generations that come up in your community. These could also be acted out and discussed in the same way.

These scenes should encourage the idea that if I want to see other people change their attitudes then I should be prepared to change mine too.