



## Module 3: RESPECT LIFE

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## Module 3: RESPECT LIFE

### topic one – value of life

#### general approach

In the previous modules of **Respect Yourself** and **Respect Others** it has been suggested that the general aim should be to encourage and establish a community of respect in the classroom (see R3 M1 topic one). This continues to be the underlying aim of this module.

This topic enables the pupils to investigate what is essential for life and what gives it meaning and value.

Either of the first two activities can be used to start this process. There follows a choice of two further activities on **worksheet 2** page 4 **In the womb** and **resource sheet 1** page 5 **Life is...**

#### activity one

Divide the class into small groups or pairs. Each will need three sheets of paper headed:

1. human beings
2. animals
3. plants

Suggest they write words on each sheet that describe:

- a) how they know when there is life
- b) what keeps life going
- c) what can improve the quality of life.

When this is done the lists could be compared to see what differences there are and why.

or

#### activity two

Let the class rest their heads on their desks and use their imagination as you talk them through the passage on **resource sheet 1** page 5 **Imagination exercise**. Give adequate pauses indicated by the dots for them to use their imaginations fully. When you have read it, gently talk them back into real life so that they can consider:

- what was taken away from them as hostages
- what they needed in order to keep alive.

For human beings to have a good quality of life, more than physical needs have to be met. This fact can be illustrated by the class activity based on the resource on Brian Keenan **resource sheet 2** page 6 **The colour orange**. Find some way of presenting this to the class. You could again suggest that the class close their eyes and imagine themselves in his situation as you read the passage to them. There is **worksheet 1** page 3 **The hostage** which can be used as a follow up.

### **activity three**

Much is being discovered about unborn babies' awareness of sounds outside the womb. The passage on **worksheet 2** page 4 **In the womb** tells about one such discovery. It has been chosen as an example of material which could be used to raise awareness of the wonder of creation, the positive role of both male and female and the importance of recognising the potential of a newly developing life from early in pregnancy. This activity can be done individually or in pairs.

### **activity four**

The poem **Life is...** on **resource sheet 1** page 5 gives an opportunity for some creative work such as:

- copying and illustrating the poem
- writing a poem with the same title
- painting a picture of what this poem portrays

### **conclusion of topic**

Whichever strategy is followed, some conclusions should be drawn on the value of life. Reasons should be found for respecting it and the class should decide what they are individually going to do in the future to improve the quality of life for each other in the classroom and outside.

# THE HOSTAGE

R3-M3-worksheet 1

Having listened to or read Brian Keenan's experiences as a hostage, think about the following:

1 What, if anything, surprised you about Brian's reactions to the bowl of fruit?

2 Why do you think colour was so important to him?



3 What colours do you notice most? (Football team colours? Furnishings in rooms?)

4 Write down what you would miss most in life if you were taken hostage and kept in a dark room for several months.

# IN THE WOMB

R3-M3-worksheet 2

## activity three

*The more the scientists discover about the development of babies in the womb, the more wonderful the creation process appears to be. The following passage might surprise you.*

It is being discovered that the infant hears the sounds of the outside world and knows his mother's voice. But he knows almost better the voice of his father, that deeper voice which penetrates the soft tissues easily. And if the father is at the mother's side during pregnancy, it is a voice that he finds familiar. The following experiment has already been carried out: the cardiac rhythm of the infant is checked, it proves to be very rapid; the infant is frightened by all this hubbub around the mother. But if the father starts to speak, the child's cardiac rhythm is seen to return to normal. In the midst of all these voices, he has recognised the voice which is familiar to him. Some psychiatrists even advise the father to sing his wife a lullaby every evening during her pregnancy and it becomes noticeable after birth that this same lullaby immediately calms the child. It is the same thing, of course, if the mother sings.

*Yves Dupoyet, biochemist working in the field of reproduction research*

## What do you think?

Now that you know how aware babies in the womb are to sounds outside

- a how does this affect your ideas on the unborn?
- b what would you like a baby of yours to hear?
- c what things do you think could badly affect him/her?
- d what is your response to the fact that the male voice can be heard better than the female?

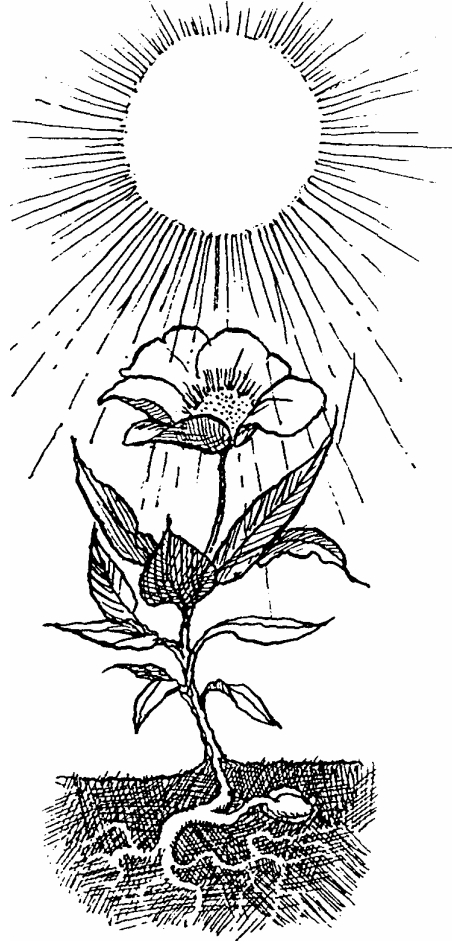


# LIFE IS...

## activity four

Life is a Game - play it  
Life is Beauty - praise it  
Life is a Goal - achieve it  
Life is a Puzzle - solve it  
Life is a Tragedy - face it  
Life is a Duty - perform it  
Life is a Struggle - fight it  
Life is a Promise - fulfil it  
Life is a Challenge - meet it  
Life is a Mystery - unfold it  
Life is an Adventure - dare it  
Life is a Journey - complete it  
Life is a Sorrow - overcome it  
Life is an Opportunity - take it  
Life is a Gift - accept it

From *Global Express*



## For the teacher - activity two

### Imagination exercise

You are being held as a hostage in a foreign country You have been kept alone in the same dark room for a long time. How old are you? .... What were you doing when you were captured? .... Do you have a family? .... Do they know where you are? .... What kind of room are you in? .... How large is it? .... Is there a bed - any furniture? .... What are you wearing? .... Are you hot or cold? .... Are you angry? .... Are you afraid? ....

You are hungry .... What food do you dream about having? ....

You hear the door open. You put on the blindfold your captors insist you wear when they come in. They are bringing you food. What are you expecting? .... They go out. You take off the blindfold. What you see is something totally unexpected. What is it?.... How do you feel?  
....

# THE COLOUR ORANGE

R3-M3-resource sheet 2

I don't look at the food any more, knowing its monotony will not change, not even its place on my filthy floor. The door closes, the padlock rattling, and it's over again for another day. With calm, disinterested deliberation I pull from my head the filthy towel that blinds me, and slowly turn to go like a well-trained dog to its corner, to sit again, and wait and wait, forever waiting. I look at this food I know to be the same as it always has been.

But wait. My eyes are burned by what I see. There's a bowl in front of me that wasn't there before. A brown button bowl and in it some apricots, some small oranges, some nuts, some cherries, a banana. The fruits, the colours, mesmerize me in a quiet rapture that spins through my head. I am entranced by the colour. I lift an orange into the flat filthy palm of my hand and feel and smell and lick it. The colour orange, the colour, the colour, my God the colour orange. Before me is a feast of colour. I feel myself begin to dance, slowly, I am intoxicated by colour...

I am filled with a sense of love.... I sit and look at the walls but now this room seems so expansive, it seems I can push the walls away from me. I can reach out and touch them from where I sit and yet they are so far from me....

Several days later my guard squats before me and asks "Why don't you eat?" I look down to see his hand hold the bowl of fruit under the towel. "Why don't you eat?" he asks again. I feel the hopelessness of trying to explain to him. He doesn't have enough English to understand.... I shrug, I say I do not want to eat. There is silence. Then I feel him rise and move as if to leave my cell and take the bowl with him.

I reach out, grab his hand by the wrist and say anxiously, angrily, "No". He stops and stands looking down at me. There is silence. I try hand gestures, pointing to my eyes blinded by the towel, and pointing again to the fruit saying, "I want to see, I want to see." Again the silence and I know he is confused. He cannot understand that I will not eat but that I do not want this fruit taken from me. It is now rapidly softening and becoming over-ripe in the heat. I tell him again, "Leave", and gesture the fruit onto the floor in front of me. I feel slow panic rising. What if he should take this from me. This thing which I have become obsessed with, dependent upon. I try to hold my anger and my rage.

He sets the bowl in front of me and the door bangs and the padlock is rattled in the door.

From *An Evil Cradling* by Brian Keenan, published by Hutchinsons





## Module 3: RESPECT LIFE

### topic two – disability

#### general approach

Respect for life should include a respect for people, whoever they are. With advances in scientific knowledge it is possible for a mother to know if her baby is to be born with a disability and to face the choice between having an abortion or allowing her child to be born. Yet none of us is perfect, though some disabilities may be more easily hidden than others, e.g. shyness and short-sightedness. Also any of us could suddenly become disabled through an accident.

There are many examples of what people with disabilities have achieved. This topic highlights the qualities of character needed to overcome such challenges.

It could be asked whether the able-bodied show as much courage when meeting difficulties as the disabled. The class might consider the things which they say they cannot do and ask themselves whether they are living to their full potential. This raises the question of whether society would be richer or poorer without the example of those who can be seen to be overcoming great odds.

**Activity one** is an example of how this topic could be introduced. There is a choice of two further group activities for which you will need plans of the school and local maps.

#### resources

In addition to the resource sheets, there is also material in module R1 M2 topic 4, which deals with common prejudices about disabled people. The video **The 3Rs of Family Life** (section 3) gives more examples. You may also have your own resources.

#### activity one

This can be done individually or in pairs with each pupil being given a copy of **worksheet 3** on page 9 **I can't do that** and one **resource story** from pages 13 and 14 or similar ones of your own. Other good examples are *Good Vibrations* which is the story of Evelyn Glennie, the deaf percussionist; *Born without Limbs* by Kenneth Kavanagh about Arthur MacMurrough Kavanagh, a family man and farmer who became a British Member of Parliament in the late 1860s, before artificial limbs were available.



When this work is completed there could be a class discussion on what has been written on the worksheets. Some additional questions that might be considered are:

- Are there some disabilities that we accept more than others? Why is this?
- Why are we sometimes afraid of people who seem different?
- What qualities of character do people need to cope with disability?
- Through accidents perfectly healthy people may suddenly become disabled. What particular qualities would be needed to accept this?

### **activities two and three**

The class can divide into groups and choose one of the activities on **worksheet 4** pages 11 and 12 **All welcome!** This will help them to do something practical to express their concern for those with disabilities.

These two activities suggest research into the provision or lack of it for people with disabilities and why such provision is important. **Activity two** is within the school and **activity three** is in the home and community. If there are disabled pupils in the class or the school the groups should be encouraged to include them fully.

### **conclusion of the topic**

It would be useful for the class to see if their views of disabled people and on abortion have changed since they started this topic and what, if anything, has affected their views.

## I CAN'T DO THAT!

Many people who have been born with, or have developed serious disabilities have achieved a great deal. Read the story given to you.

1. Write down what you notice about the character of this person and his/her attitude to life.



2. Do you ever say "I can't do that?" Make a list of things you find most difficult to do.



3. What advice do you think the person you read about would give you?



4 The mother of this person might have decided to have an abortion rather than have a disabled child. What are your views on this?

5 "I was born deaf, but I'm glad to be alive," said a deaf woman. Does this statement make you want to revise what you have written in question 4? If so, in what way?

6 What do you think you might learn from living alongside a disabled person? If possible, talk to a person who has experienced this.



# ALL WELCOME!

The aim of these two activities is to find out what is being done and what still needs to be done to give disabled people the freedom to move freely within the community and feel welcome everywhere.

- 1 Write a paragraph expressing why you think it is important for people with disabilities to be able to get around easily.
- 2 Choose whether to do activity two or three.

## activity two - school

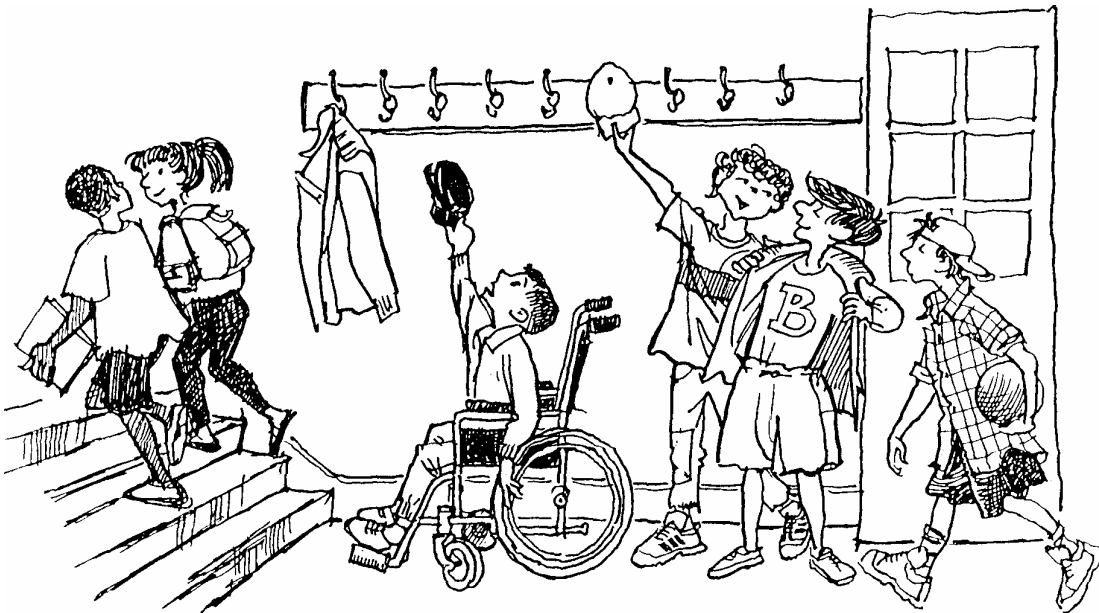
There are three tasks in this activity:

- a To find out the places in your school where somebody who has a disability would find problems or dangers and also to note where access has already been improved.
- b To look at your classroom from the point of view of a disabled person. Would there have to be any changes in your room or the way that things are done? If so, what?
- c If you became disabled, would you be able to continue going to this school? Give your reasons.

You will need to decide:

- how your group is organised to complete the task
- what particular disabilities you are dealing with
- how to record your findings
- what improvements you suggest
- to whom you will take these suggestions and the paragraph you wrote in question 1

If there are any disabled people in your school ask them for their ideas on this and compare your findings with what they say.



**activity three** - home and community

This activity has two tasks:

- a To decide what would need to be done to make homes like yours accessible to someone in a wheelchair.
- b To plan an evening or a Saturday out together, deciding where you would go and how you would get there. What problems would arise if one of your group was in a wheelchair?
  - Mark problem places on a map of your route.
  - Investigate what is available to help people who have different disabilities to get about in the community

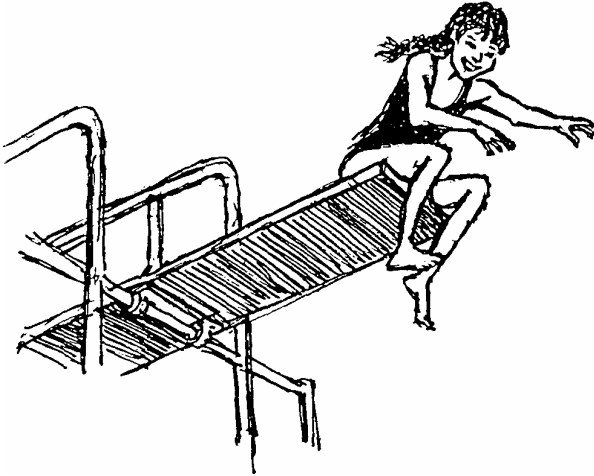
You will need to decide:

- how your group is organised to complete the task
- how to record your findings
- what improvements you suggest
- to whom will you take these suggestions and the paragraph you wrote in question 1



# BORN TO RACE

R3-M3-resource sheet 3



"I'm going to jump - you can't stop me!" Everyone froze at the edge of the pool. Brenda a beautiful eight-year-old with black pigtails and mischievous brown eyes teetered on the high dive. Her crutches lay at the bottom of the ladder. In unison, her mother and her aunt and uncle shouted, "Brenda! Not the high dive!" Brenda grinned wickedly. Nothing made her want to do something more than being told she couldn't. Whooping with delight, she sailed out over the water and surfaced unhurt.

Brenda was born with spina bifida. Although it did not cause total paralysis, it did mean hauling around ten kilos of metal leg braces and crutches. But in the water, her awkwardness turned to grace. It was not the weakness in her legs which counted, but the strength in her arms and shoulders.

As she practised, visions of Olympic swimmers danced in her mind. "Some day I'll be like them", she thought. But the coach of the local swimming team only saw a girl who walked like a duck. The fact that she could swim like one didn't seem to count.

In the next years, Brenda had many setbacks including a serious operation for an infected leg and the muscles began to deteriorate. The prospect arose of having to use a wheelchair. Nothing, she argued, would be worse than that. Yet something kept her swimming, although she refused to compete. Then disabled wheelchair athlete, Paul McDowell, got her interested in wheelchair racing and with his encouragement she began a vigorous training schedule.

She became so good that Paul suggested she train for the Paralympics. As they worked out a training schedule, she let out that she swam. McDowell was most excited when he saw how good she was and, despite her protests, got her into competitive swimming. She beat every freestyler in her category. "You've got a serious chance for the US Paralympic team", Paul said. She hated the idea because it would mean training in the sport she associated more with humiliations than rewards.

But finally she realised he was right. It was time to forget road-racing, hire a swimming coach and throw herself into her childhood dream. In six months she achieved what usually took three years. "You've got a physiology most people would kill for!" said her coach.

Brenda was picked for the Paralympics team for Barcelona, where she swam faster in the 50 metres freestyle than she had ever done before, winning a bronze medal and then a gold medal as a member of the 100 metre freestyle relay team.

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# MASTERING HIS BODY

R3-M3-resource sheet 4

**Christopher Nolan has cerebral palsy, yet by the age of 21 he had written two books - one of poems and the other the story of his life, *Under the Eye of the Clock*, from which these extracts are taken. He calls himself Joseph Meehan.**

*He had been at a special primary school, but he realised his dream by being accepted by the local comprehensive school. The following passage describes some of his life at school. Two boys were assigned by the headmaster to look after him.*

The boys and their new classmate set off down the corridor. Joseph was schooling his body to stay calm, whilst the boys were negotiating how they'd manage to curtail his arms. "We are bringing you to the music room for singing," confided Peter... Eddie eased the wheelchair into the room and class began. Seeming curious, cheeky-faced Joseph moved his gaze from one student to the next, while they, anxious not to seem afraid, quickly swerved away when his eye fell on them. He smelt their utter fear but was anxious not to add to their worry by getting tense and grimacing wildly as facial muscles twisted askew in spasm.

Joseph was happier now than he could convey .... his pals talked to him and he communicated with them. They had discovered the secret by which to chat with their silent friend....It became completely natural for them to relate to his eyes....his lifeline with their world.... they learnt that youthful adventures interested him just as much as able-bodied them. So did misdemeanours beckon him as he realized he could now bank on pals to help him make his getaway Masking Joseph's cries of excitement and chortles of laughter by placing their hands severely over his mouth, they helped him to suppress his nervous reaction. By silencing him thus, they enabled him to join them as they hid from teachers, fellow students or even the headmaster.

*Writing was his way of expressing his feelings. He was able to type with a rod attached to his head and with which he hit the keys. This enabled him to do his school work. However, this was not always easy.*

As the deadline of night drew near, so his crippled body drew out its deadliest snares.... a headlocked stance over his machine....His mother would wheel him back into the kitchen while his student sister Yvonne would try to ease his plight by brewing a cup of coffee for him. But the relaxation would be short-lived. The moment he crossed the threshold of his study back would come his body rigidity. However,....as dawn crept in the windows the Meehans crept up the stairs to bed - he had mastered his body and finished his essay.



From *Under the Eye of the Clock* by Christopher Nolan (Weidenfeld and Nicolson).



## Module 3: RESPECT LIFE

### topic three – life and death

#### general approach

This topic attempts to provide non-threatening approaches to the subject of death. A need has been expressed for an opportunity to overcome the widespread reluctance to talk about this subject. It is only possible here to offer some ideas and then leave it to you to see how you and the class wish to develop the direction in which the activities lead. The reason for including this topic under the heading of **Respect Life** is that it can be our experiences and/or attitudes towards death that formulate the value that we put on life. These are often formed unconsciously through fear of the unknown, personal bereavement and for many other reasons. Such issues may be raised helpfully by creating an atmosphere in which death can be talked about in a natural way.

The activities are examples of ways in which this difficult topic could be approached. They are not placed in any particular order.

#### activity one - Cycle of life

a as a class activity:

##### either

Prepare a flip chart with six pages headed **Birth, Childhood, Youth, Adulthood, Old Age, Death.**

Taking each page in turn, ask the class what comes to their minds when they think of that particular stage of life. It might help for the class to talk in pairs for a couple of minutes when you start on each new page.

##### or

Each person could write down his/her ideas in one or two words which you could then collect up, copying them onto the flip chart as you read them out to the class, thus making the contributions anonymous.

b as a group activity:

Give all the groups six papers with the headings suggested for the flip chart and ask them to write or illustrate the ideas associated with each stage.



Whichever activity has been chosen:

The pages thus produced could be used to create either an individual or group illustration of the natural cycle of life. This will give you an opening to develop what has already been revealed about their approach to the subject of death. It will also provide material for topic four **Who's past it?**, if you wish to use it.

### **activity two**

This activity is on **worksheet 5** page 17 **Dead reckoning** and is based on a piece of research to be done at home over a period of a week, involving watching television and recording deaths seen or reported. There is an opportunity here to confront false perceptions and to differentiate from fiction the reality of personal experience.

It could be helpful to discuss why writers of fiction use conflict and death in their stories. Within drama these events often communicate elements such as good and evil or right and wrong. It could be important for the class to discern what these messages are and how they affect individual pupils' attitudes to human life and the need to respect it.

### **activity three**

Questions and other activities are developed from a case-study of Craig, a young person whose life is in the balance, which shows how he and his parents coped with the situation, **worksheet 6** page 19 **No pain, no gain**.

Aspects you could discuss from such a story are:

- How important is honesty (lack of secrecy) in such matters as life and death?
- What and who should determine how much treatment is given to a person whose chance of continued life is low? Why?

# DEAD RECKONING

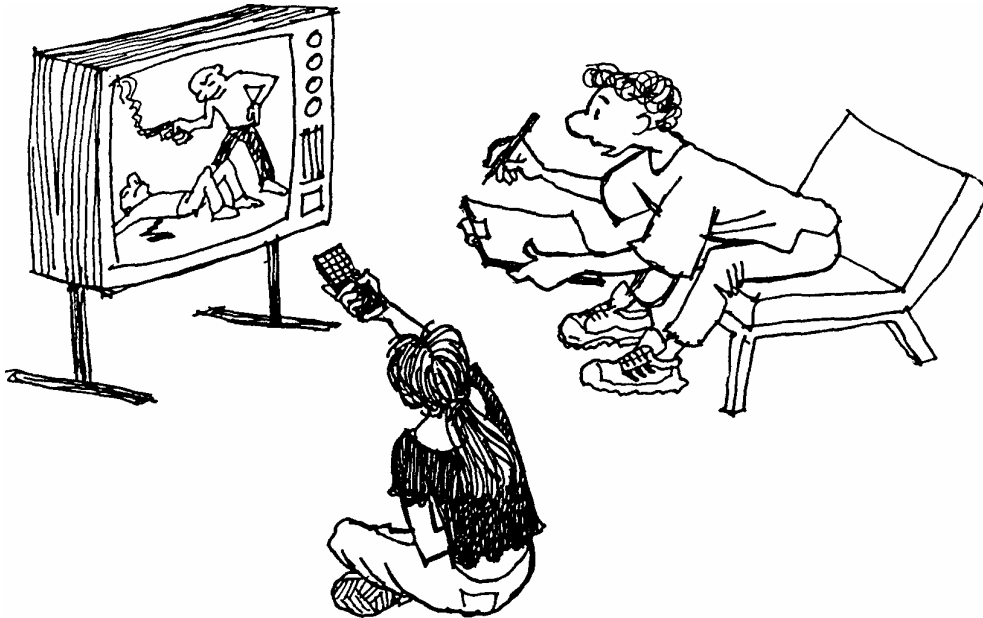
- 1 Plan how to record the deaths you see or hear reported while viewing television over one week. You need to be able to compare the causes and numbers of deaths in news reports and documentaries with those seen in fictional stories.

Here is an example of how it could be done:

On Monday you are watching a murder mystery in which two people are killed. One is a student and another is a man about 50 years old. Then you watch the news. It is mentioned that 15 people were killed in a coach crash and that some famous person has died of an illness.

DAY	NUMBER	FACT	FICTION	CAUSE OF DEATH
Mon.	2		✓	murder
	15	✓		accident
	1	✓		illness

- 2 What have you learnt from comparing the causes of real deaths with those you saw in fiction?





# NO PAIN, NO GAIN

R3-M3-worksheet 6

*Craig's mother tells of what happens when she and Ernie, his dad, talked to the doctor in America.*

"Isn't there anything at all you can do?" I asked. Dr Kassell hesitated. "There is one possibility," he said, "but the operation would carry a lot of risks. The tumour is in a very bad place. Craig could die on the operating table, or very soon afterwards. Even if he doesn't die, the operation could make him blind or deaf or leave him in a coma." "If it's a success will he have a fuller life - will he get back to how he was?" I asked. "No." Dr Kassell shook his head. "It would be wrong for me to hold out that hope for you. The most I think it could give him would be another six to nine months of life - but I really don't know ... Go home for Christmas ... consult with your English doctors." Then he added quietly, "If you decide to go ahead then I am willing to operate in the new year."

We walked out to the secretary's desk ... Ernie tried to smile, but he looked very down. I knew he had read the same message into the doctor's words as I had. Dr Kassell didn't expect that Craig would even live until Christmas.

*In England some days later, Craig's mother knew that the moment had come to tell Craig the truth.*

That afternoon while Craig was sitting in the chair in the front room I sat on the floor at his feet. Taking hold of his hands I said, "Craig, do you want to go back to America?" "Yeh" he said. "Craig, I've got to talk to you about it." I took a deep breath. "You do know you have got to have a very serious operation and if this operation goes wrong, you could die?" I'd not felt the need to say this to him before the first operation, but then he had been only nine. Now I was talking to an eleven-year-old. I knew I had a duty to spell it out to him, to involve him in the decision.

He gave a little chuckle. "I won't die, Mum. Don't worry! I won't die!" ... "If you were to have this operation, Craig, you would most likely have all that terrible pain all over again.

Do you really want to go through that?" "Mum," he said, "No pain, no gain..." and that was that.



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*Footnote: Three years later, having had the operation, Craig was still alive and able to enjoy watching his favourite football team and being with his family and friends*

Read the story of Craig, **No pain, no gain**.

Choose to do one or more of these activities:

- 1 Discuss in groups: if you had been Craig's doctor would you have told the parents everything? Why?
- 2 In pairs, write or act out a scene between Craig's parents trying to decide whether to tell him the truth.



- 3 Working in pairs, imagine you are one of Craig's school friends. He has told you that he has said "No pain...no gain" to his mother and has decided to have another operation.

**either**

Write out the rest of your conversation with him, working out why Craig has made this decision.

**or**

Write out a conversation between the two of you with one of you agreeing and one disagreeing with Craig's decision.



## Module 3: RESPECT LIFE

### topic four – old people

#### general approach

Young people today have a mixture of attitudes to the elderly, probably due to their own experiences. Some families may live a long way from the grandparents and so the children see little of them or other elderly people. Other children may have a very close relationship and could even be living with them.

Traditionally, in communities across the world, older people play a very important role. They are seen as having wisdom and knowledge of valuable traditions which they pass on to younger generations. They are greatly respected for this.

However, this attitude is changing. As the number of elderly people grows and life expectancy increases, it becomes important for young people to examine and perhaps change their attitudes to old age. This topic reinforces the positive contributions which old people can and do make, especially in the light of discussion about euthanasia.

If you want detailed descriptions from a wide number of societies, Simone de Beauvoir's book, *Old Age*, published by Deutsch and Weidenfeld and Nicolson gives many examples.

There are three activities which can introduce the subject.

#### activity one

If you have done the activity on the Cycle of life in topic three, you could use the images given there of old age. If not, have a brainstorming session on the class's view of old people and write a list of characteristics on a flip chart or board (where you can refer to it later). After this give them **worksheet 7** on page 23 **Who's past it?** and ask them to guess and write in the ages of the people described there.

The answers are: M is 78, E 60, W 80, C 94, K 101 and N 63.

The class could then discuss together the following questions:

- were any of them surprised by these ages? Why?
- what positive experiences have they had with older people?
- what did they learn from these?

Look again at the list you made earlier. Does the class want to change or add anything to it?

### **activity two** - individually or in pairs

There is material on **resource sheet 5** page 24 **Giving and taking** which may be used to start a discussion on how the old are treated. These are two examples from the Bushmen of southern Africa showing their attitude towards old people. The class could study these two pieces and express their conclusions in writing or drawing about how the Bushmen treat the old.

They could then compare how these people treated their elderly and how we do in our society. Suggest they write down their conclusions and how these will affect the way they treat old people in the future.

### **activity three** - small groups

Consider the question "What are grandparents for?" Let them express their ideas in writing or by drawing. This gives an opportunity for the groups to be creative in how they express their ideas.

### **conclusion**

Consider with the class whether their views of old people have changed at all. If so, in what ways? What do they feel when they are lumped together as "young people"? What do they think older people feel when they are lumped together?

These activities could lead to a consideration of the question of euthanasia. *The Universal Declaration on Human Rights* says in Article 3: "Everyone has the right to life, liberty and security of person." How does euthanasia fit with this?

- Why do some old people want to end their lives?
- What can we do as individuals and as a society to change this?

A study of the development of hospices for the dying would illustrate what is being done to give terminally ill patients a sense of worth and dignity, as well as applying modern methods of pain control. It might be possible to visit a hospice or have someone who works in one to come and talk to the class.

# WHO'S PAST IT?

Fill in the ages you think these people are. They are all 60 or over.

M aged ..... trained as a nurse. She goes once a month to the local library services department and collects around 100 books which she takes to a retirement home. She also takes responsibility for a snack bar in the local hospital collecting all the supplies which may include 60 loaves of bread, and of course, butter, fillings for sandwiches, orange juice and other supplies. She serves one morning a week in the snack bar which caters for visitors and patients.



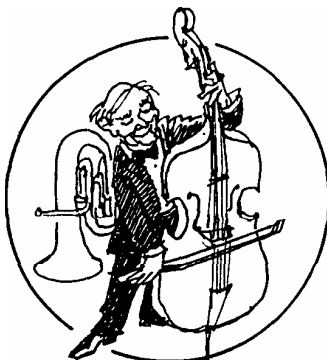
A young person's comment having spent a weekend in the home of W aged ....: "She is the least judgemental person I have ever met. She is such a good listener. She is so honest about herself. She is unshockable. She's fun. She makes you feel loved. You forget her age, except she doesn't rush around any more. So many of us don't learn from our mistakes; she is still learning that and other things."

K aged ..... is a member of a bowling club and still bowls regularly on an indoor rink. When her club has matches with visiting clubs or coffee mornings, she is usually there to offer a helping hand.

C aged ..... is an artist and has also carved in wood and stone. He spent four years carving in stone high up on a local church. He is well-known at the primary school near his home where he enjoys showing groups of children how to perfect their portrait drawings.



N aged ..... has secretarial skills. After reading an advertisement asking for people willing to help putting books into Braille for the blind, she wrote offering her services. It meant learning how to read and write Braille. Now she has just started on her first book for the organisation. When it is finished it will be placed in the library of the Royal National Institute for the Blind.



E aged ..... is a musician and still enjoys playing for others. He now works for the Samaritans, directing a 24-hour service for the public. Aided by four deputies he organises over 100 volunteers. His work includes giving talks and meeting people from other organisations. He travels to meetings in his own region which has nine centres.



# GIVING AND TAKING

R3-M3-resource sheet 5

*The writer is travelling in the Kalahari area of southern Africa. His party meet a group of Bushmen - men, women and children, who have been travelling without food and water for several days.*

Suddenly the woman turned away from the bright flow at the tap and began examining the group of Bushmen as if counting heads. Dismay showed on her face and a cry of self-reproach broke from her. Running to her bundle of skin, she quickly untied it, took five ostrich shells from it, rushed back to the tap and insisted on filling them with water immediately. That done, her hands shaking with haste, she plugged the openings in the shells with grass stoppers, ran back to her skin shawl, wrapped the shells carefully in it and slung it round her shoulder. At an astonishingly firm pace she set out in the direction from which she had come and soon vanished from sight.

We did not see her until an hour-and-a-half later, when she appeared leading a very old Bushman couple into our midst. They too were dreadfully thin; and yet, after having drunk only the water in the five ostrich-egg shells, they had been strong enough to come after us. The old man was upright and very dignified. His behaviour was punctilious and formal... His old lady, dark and wrinkled with age like a passion fruit about to fall, had the sweetest expression on her face... Neither of them appeared fundamentally the worse for their experience.

*Later the writer visited the old couple in their camp.*

[The old man] was lying on the sand on his side, his legs curled up and his body supported on one elbow. Two little boys sat against him, each with an arm over his legs... The expression on his face was wonderful. It was so resolved and free of tensions that I felt better for seeing him and full of respect. I asked who the two little boys were. He said, his voice warm with pride, that they were his grandsons. "Their place" was by the fire farthest from his own. They never failed, he added, his hand on the head of the elder, to come to him every night for "some men's talk".

From *The Heart of the Hunter* by Laurens van der Post (Chatto & Windus).





## Module 3: RESPECT LIFE

### topic five – caring for our world

#### general approach

We each make choices about how we lead our lives. These can be made solely with ourselves in mind or we can choose to think for and respect the people with whom we live and associate.

The choices we make as individuals are multiplied and create the kind of society in which we live. The results therefore can also decide how the earth's resources are shared. Are they used for our need or our greed? Many people believe that there is enough in the world for everyone to have a decent standard of living, but partly because of the selfishness of the affluent nations, millions in the rest of the world live on a starvation diet. Does our respect for others lead us to do something about this, even if only in a small way?

The activities offered concentrate on three aspects of this theme.

#### activity one

Let the class individually find the correct route through the maze on worksheet 8 page 27 **Maze** and carry out the other instructions there. You will notice that only the route which has consistent positive behaviour is the one which takes the traveller successfully from START to FINISH. This exercise could be brought down to reality by creating a Class Charter, stating what they will and will not do in the future to show respect for people and the world around them.

#### activity two

Creation of posters and/or a board game based on

"There is enough in the world for everyone's need but not for their greed; if everyone cared enough and everyone shared enough, everyone would have enough."

In order to do either activity the class will need to examine this statement and see what it means in practical terms for them and their friends.

On **resource sheet 7** page 30 **From the scriptures** you will find some quotations from religious writings which could help with the above activities. There is an opportunity here for further research into beliefs concerning the right relationship between human beings and their creator. Such a relationship can lead to greater respect and care for the world.

### **activity three**

Create two large notices one saying **yes** and the other **no** which are placed on opposite sides of the room.

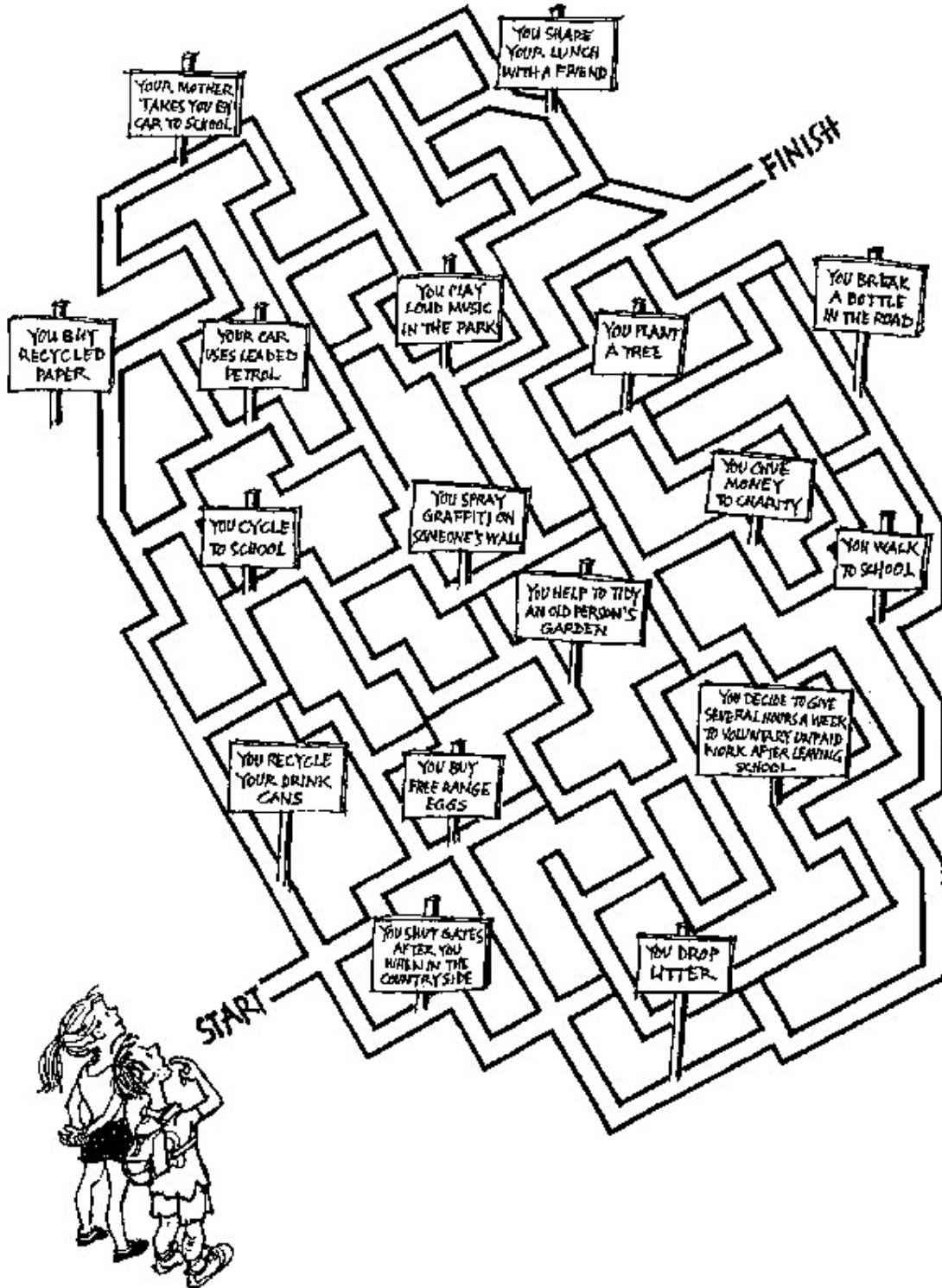
The game begins with the class divided roughly into two groups sitting on each side of the room by the notices.

Read the story on **resource sheet 6** page 29 **The wise fool?** and stop after each question. Everyone then moves either to the **yes** or the **no** side according to their own answer to the question. When you get to the last question you read out either the **no** answer if the majority have voted "no" or the **yes** answer if this is the majority

Help the class then to relate this story to their own situation. Consider questions such as:

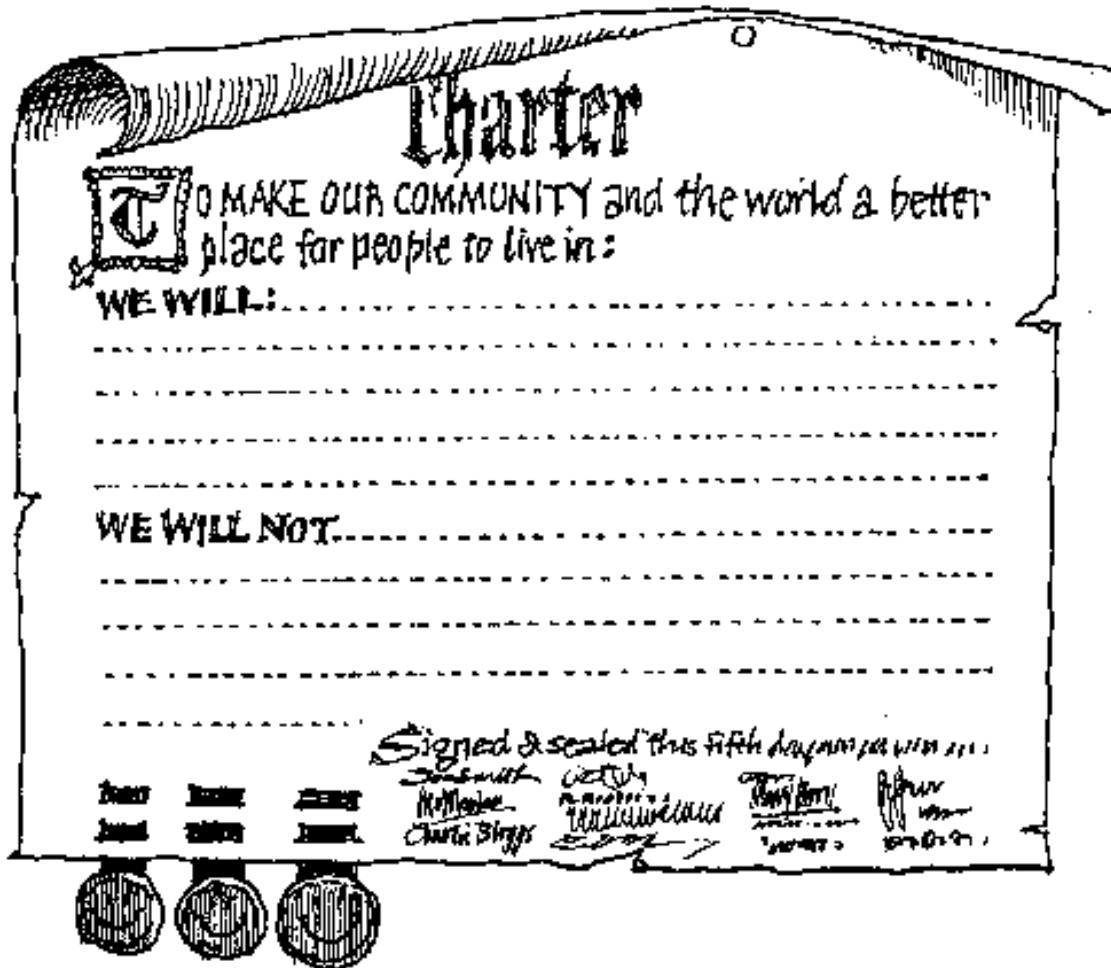
- what would their friends say if they started clearing up the litter in the streets?
- what would the family think if they decided to take more care of their belongings and/or to eat less "junk" food?
- who is prepared to do one or both of these even if no one else joins in?
- what practical things could they decide to do together to make their area a better place in which to live?
- is there a project that the class could take on?

# MAZE



# CARING FOR OUR COMMUNITY AND WORLD

- 1 Find your way from **start** to **finish** on the maze.
- 2 Colour in one colour all the actions you have passed on your way What do you notice about all these?
  
- 3 With another colour fill in the actions on the alternative routes which you think stopped you from reaching the finish that way.
- 4 Draw up a charter for yourself and the class. This is an example. You may have other ideas.



# THE WISE FOOL?

R3-M3-resource sheet 6

Gajanant Sawant worked in a textile factory near Bombay. He worried about the squalor in which his and many other workers' families lived, but couldn't see what he could do about it.

One day at an industrial seminar he met people who said they had discovered unexpected solutions to their problems by listening to the inner voice in their hearts. When Sawant sat quietly to think out his own problems, he got the idea that he should start cleaning up the mess in the paths between the huts and not wait for someone else to do it.

So when he got home he set to work. People just watched and laughed at him, but no one offered to help.

## **If he was your dad, would you want him now to give up?**

He was very tempted to stop, but after a few days some children fetched brooms and joined him. Next he bought a bucket and rope to clean the well, which had been used as a rubbish dump. Here again his friends thought he was crazy because there was no proof that he would find any water.

## **Should he carry on, even if others are not convinced?**

One by one other men did join him until it became a village project. Eventually the well was cleared and clean spring water began to flow in. The people started to point out other problems. "We need a school," someone said. "Then our children would not have to cross that very dangerous road."

**Now what do you think? He has got no money to do anything more. A lot of people are satisfied. Hasn't he done enough?**



### **'YES' RESULT**

Gajanant Sawant sat back and basked in what he had done. He was made the head man of his village and therefore was able to see that it was kept clean. However, fewer children went to school and many spent their time hanging around the village getting into trouble.

### **'NO' RESULT**

Sawant started to think how money could be raised to buy the materials to build a school. He decided to start a fund by giving up smoking. Many followed his example and others stopped gambling and drinking. Soon they had enough money to make a start. Later they found a teacher and raised the money to pay her a small salary. Although the village had been built illegally, the five owners of the land were so impressed by all that the villagers had done for themselves, that they decided to pay for piped water and electricity to be brought there.

*Personal account by Joy Weeks*

# FROM THE SCRIPTURES

## HINDU

Even as the unwise work selfishly in the bondage of selfish works, let the wise man work unselfishly for the good of all the world.  
(*Bhagwad Gita*)

God ended his work and he rested and he made a bond of love between his soul and the soul of all things. (*Upanishads*)

## BUDDHIST

Greed is the real dirt, not dust;  
Greed is the term for real dirt.

(*Buddhist scriptures*)

## MOSLEM

Those that preserve themselves from their own greed will surely prosper  
(*Koran*)

## TAOIST

He who loves the world as he does his own body can be trusted with the world

(*Pocket World Bible*)

## JUDAEO-CHRISTIAN

The world and all that is in it belong to the Lord;  
the earth and all who live in it are his.  
He built it on the deep waters beneath the earth  
and laid its foundation in the ocean depths.  
(*Psalm 24 v1&2*)

In the beginning God created the heavens and the earth  
(*Genesis 1 v1*)

So in everything, do to others what you would have them do to you

(*Bible: Matt 7 v12*)

**AMERICAN TRIBAL LEADER** writing 140 years ago:

This we know: the earth does not belong to man:  
man belongs to the earth.  
Whatever befalls the earth befalls the sons of the earth.  
Man did not weave the web of life;  
he is merely a strand in it.  
Whatever he does to the web, he does to himself.

