






GRAPES ARE NOT THE ONLY FRUIT	SECTION 1: ALL EQUAL, ALL DIFFERENT												
LESSON PLAN 1: <i>Why are we different?</i>	TIMING: 1 hour 15 minutes												
<div>Introductory Activities 1, 2 – Warm Up<div>In small groups</div></div> <div><div>- Call out the name of an object e.g. <i>chair</i> and give 20 seconds for the groups to make the shape of the object out of their own body shapes. Help the learners realize that the same thing can be represented in different ways and that one is not necessarily better than the other.</div><div>- Ask the learners to discuss what a language is (the system of communication that is used for people of a particular country or area) and think about the languages they know: 'I know a language called <i>English/Pun-jabi/Arabic/Romanian/Igbo/Zulu...</i>'</div><div>Ask each group to create its own language –a nonsense language that they can make up as they go along. The language can sound like a real one or be an adaptation. It is important that the group can figure out what is being said so after a few minutes of practice each one can agree on a subject to discuss, rehearse a scene and perform it for the audience.</div><div>Tell the learners that there are an estimated 6700 recognized languages in the world, some of them spoken by less than 1000 people. Use the game experience as a way to make them think about the meaning of the concept of language.</div></div>													
<div>Activity 3 – Main Activity<div>Whole class</div></div> <div><div>- Discuss the reason why people are different.</div><div><div>Have it Ready!</div><div>Power Point Presentation: <i>Different Languages. So, Different People?</i> Notice that some <i>Power Point</i> slides include links to complement and/or extend the concepts.</div></div></div>													
<table><tr><th>SLIDE</th><th>TEACHER: GUIDE AND LANGUAGE</th><th>LEARNER: EXPECTED RESPONSE</th></tr><tr><td>1</td><td>Encourage a learner to read the title</td><td></td></tr><tr><td>2</td><td>CLICK. <i>Where do people come from?</i> STOP CLICK. <i>Scientists think that the first people evolved in Africa. Then, they probably spread all over the world. What are the continents called?</i> STOP CLICK. <i>Where do you think the oldest human bones have been found in Africa?</i> STOP: ask a learner to stand up and point to the right place <i>If we follow the arrows we can see that first people spread from there towards ...</i></td><td>Varied answers <i>Europe, Asia..</i> <i>Here</i></td></tr><tr><td>3</td><td>CLICK. <i>The animals people are most like today are...</i> (see if learners can tell) <i>chimps</i>. CLICK. <i>So, what is the main difference between them and us?</i> STOP. CLICK: <i>people are brainier</i>  CLICK. <i>Want to learn more?</i> Human Evolution Activity. Lucy in the</td><td>Varied answers</td></tr></table>		SLIDE	TEACHER: GUIDE AND LANGUAGE	LEARNER: EXPECTED RESPONSE	1	Encourage a learner to read the title		2	CLICK. <i>Where do people come from?</i> STOP CLICK. <i>Scientists think that the first people evolved in Africa. Then, they probably spread all over the world. What are the continents called?</i> STOP CLICK. <i>Where do you think the oldest human bones have been found in Africa?</i> STOP: ask a learner to stand up and point to the right place <i>If we follow the arrows we can see that first people spread from there towards ...</i>	Varied answers <i>Europe, Asia..</i> <i>Here</i>	3	CLICK. <i>The animals people are most like today are...</i> (see if learners can tell) <i>chimps</i> . CLICK. <i>So, what is the main difference between them and us?</i> STOP. CLICK: <i>people are brainier</i>  CLICK. <i>Want to learn more?</i> Human Evolution Activity. Lucy in the	Varied answers
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	Earth, Fossilized Footprints, Taung Child... (for the interactive activity <i>Schockwave for Director</i> should be installed. If not, a text version of it is also provided).	
4	CLICK. <i>What made you a person? Have you ever wondered why you are what you are?</i>	Varied answers
5	CLICK. <i>Your genes (different from plants or animal genes) are only part of the story</i> CLICK. <i>You are also the way you are because of where you live: your surroundings, the environment</i>	
6	CLICK. <i>Some things about you, like the way you look, depend a lot on your genes.</i> CLICK. <i>What are genes?</i> STOP CLICK. <i>Genes are like the instructors of your body. They control the way your body lives, works and grows.</i>	Varied answers
7	CLICK. <i>Why do people look different?</i> STOP CLICK. <i>Because they have different genes.</i>	<i>Because they have different genes</i>
8	CLICK. <i>Where do people get the genes from?</i> STOP CLICK. <i>From their parents</i>  CLICK. <i>Want to learn more? American Museum of Natural History (click on What Makes You YOU, What Makes Me ME?).</i>	<i>From Mum and Dad</i>
9	CLICK. <i>But...</i> CLICK. <i>Our bodies and brains are made in the same way. We all have a brain, two arms, two legs, two ears...</i> CLICK. <i>All of us?</i>	
10	CLICK. <i>Sometimes genes don't work correctly and cause genetic disorders.</i> CLICK. Images: Handicaps and Girl with Down Syndrome *** (see en of lesson plan)	
11	CLICK. <i>The way you live can't change your genes</i> CLICK. <i>What things about you depend on your genes?</i> STOP CLICK. <i>Your hair, your voice, your eyes colour, your skin colour.</i>	Varied answers
12	CLICK. <i>But the way you live can affect how your body copes with these genes.</i> CLICK. <i>Look, some people seem to inherit (make sure they understand the word) genes that make them more at risk of tooth decay</i> CLICK. <i>But if they don't eat much</i>	

		<i>sweet food, they clean their teeth often and visit the dentist once a year, their teeth might stay healthy.</i>		
	13	<i>We said that some things depend a lot on their genes. But not all of them! Do you know why? STOP CLICK. Because the environment also affects us. What influences what you are? STOP CLICK. The weather, the way people live, people around them and their beliefs. CLICK. Let's learn more about these influences!</i>	Varied answers Varied answers	
	14	<i>CLICK. Let's talk about weather influences! CLICK. In very sunny places people evolved dark skin. CLICK. Why do you think this is so? STOP CLICK. Yes, because it helps to protect them from too much sun.</i>	Because it protects from the sun	
	15	<i>CLICK. In cloudier places people evolved fairer skin. CLICK. Why do you think this is so? STOP CLICK. Yes, because they need sunshine to keep healthy.</i>	Because they need light	
	16	<i>CLICK. People's way of living also influences us. CLICK. Clothes, houses, food... Let's look at some pictures and see what we can guess from them. CLICK. A headdress and veil give protection from the sand and wind of the Sahara Desert/ Houses are built on stilts in Southeast Asia. Can you guess why? STOP There are often floods.</i>	Too much water	
	17	<i>CLICK. Other influences that make us the way we are, are the people that surround us. CLICK. Because from the time you are a baby, you have to start fitting in with people around you. How happily people fit in depends a lot on the kind of person they are and the kind of environment they live in. Let's look at some pictures! CLICK. These are a man and a woman from the Masai tribe, in East Africa. Look, the way you dress depends on what people in the place where you live think is suitable and attractive!</i>		
	18	<i>CLICK. In Japan, eating in public places is impolite. What are their faces</i>	Anger, discomfort, giving	

	<p><i>expressing? (point to the Japanese couple) STOP</i></p> <p><i>CLICK. Showing the soles of your feet when you are sitting down is very impolite in Arab countries.</i></p> <p><i>CLICK. So, how do you learn to fit in? STOP</i></p> <p><i>CLICK. Because we learn from our families and go to school</i></p>	<p>offense...</p> <p>Varied answers</p>	
19	<p><i>CLICK. Beliefs can also influence the way we are.</i></p> <p><i>CLICK. People's beliefs depend a lot on what their families believe in.</i></p> <p><i>CLICK. They depend on religion, too. Do you think that there are many different religions in the world, or that there are only a few religions? STOP</i></p>	Many religions	
20	<p><i>CLICK. Religions? Religions try to explain how the world and people were made.</i></p> <p><i>CLICK. So, what makes religion different from what scientists think?</i></p> <p><i>CLICK. Many religions believe in one kind of god or gods.</i></p>		
21	<p><i>CLICK. Did you know that festivals are often related to Religion?</i></p>		
22	<p><i>CLICK. And what about talking to each other?</i></p> <p><i>CLICK. There are thousands of different languages in the world today.</i></p> <p><i>CLICK. Do you remember about how many? STOP</i></p> <p><i>And do you know which are the two most spoken? STOP</i></p> <p><i>CLICK. The languages most people speak are English and Mandarin Chinese.</i></p>	<p>About 6700 languages</p> <p>Varied answers</p>	
23	<p><i>CLICK. But... How did language begin?</i></p> <p><i>CLICK. Nobody is sure when or how people started to talk.</i></p> <p><i>CLICK. Perhaps they began with noises (grunts)- ask learners to role play what the sounds could be like- and signs (pointing). What can you see in the picture? STOP</i></p> <p><i>What are they doing? STOP</i></p>	<p>A man and a woman</p> <p>They are communicating by using signs.</p>	
24	<p><i>CLICK. Language is a way to communicate</i></p> <p><i>CLICK. Let's listen to different languages around the world! (click on every country and then click on 'Native Lingo')</i></p> <p><i>CLICK. Do you still want to know more about languages? Let's see what this website offers us!</i></p>		
25	<p><i>CLICK. As people move around the</i></p>		

		<i>world, their language goes with them.</i> CLICK. <i>Did you know that some words in English have come from other languages? Let's see some examples</i>	
	26	CLICK. <i>Who can describe this picture?</i> STOP. <i>In this picture we can see a coach giving instructions to the children. The word coach comes from Hungary. So coach is a... STOP</i> CLICK. <i>The word tea comes from China</i> CLICK. <i>What are these?</i> STOP CLICK. <i>Its origin comes from the Native Americans. What about oranges?</i> CLICK. <i>The word comes from the Arabic countries.</i>	There are some children and a teacher. They are doing PE / They are playing a game/ The teacher is giving them instructions... It is a Hungarian word. Potatoes Varied Answers
	27	CLICK. <i>Body language is important. What is body language?</i> CLICK. <i>You do not only talk in words. You also use your face and body.</i> CLICK. <i>Crying and laughing, for example, mean the same everywhere. Other actions don't. In Indonesia, for example, it is rude to point with your finger. People use their thumb</i> CLICK. <i>Look at the picture</i>	
-	28	CLICK. <i>Everyone, everywhere is part of the same big family. Scientists call this family... STOP</i> CLICK. <i>Human beings</i>  CLICK. <i>Want to learn more?</i> American Museum of Natural History (Click on <i>A Nurture Walk in Mendel Park</i>)	?

Feedback: Invite learners to talk about their own real experiences related to dealing with people who seem different to them. Have each child tell how the person was different and how this difference made him or her feel. Some learners might have had an experience that led to some kind of conflict. The issue is complex, it might bring up a wide range of emotions and some learners may be less able to express these emotions. Children who are raised in a nurturing environment where they feel loved, supported and valued have the best chance of developing a good self-image; that is to say, those children are less likely to be fearful of those who are different from them. However, children who are not suffering from any kind of abuse can find it as difficult to talk as those who are suffering some kind of abuse. A child who feels this way will need a great deal of support while he/she struggles to find the words to express what he/she is feeling. Of course, some of this discussion is likely to be done in L1. Make sure that the learner wants to talk about it. If so, invite him/her to explain the reason that might have caused the conflict and how the situation was finally resolved.

You might have to talk about problems experienced through life and the need to face them. Overcoming them to succeed is part of everyone's responsibility and learners might

need an explanation that if someone does not succeed at first, it is worth trying again, even when the former experiences have become unsuccessful. To be able to deal with the issue, you might have to use the following worksheet (S1L1.1), as a way to scaffold their understanding. If so, explain that the children will be given a list of names of people who are generally considered to have achieved great goals in their lives. Read out the names and ask learners if they know what each person is famous for (this part can be done in the style of a television quiz with points for the winning team). Hand out the worksheet and explain that all of the people on the list experienced 'failure' earlier in life. The learners' task (in pairs) consists in matching the description of the past problems experienced with to the name of the famous person. This activity might lead to exploring the feeling of disappointment and the need to 'bounce back' when things go wrong.

Have it Ready!
Student Worksheet S1L1.1 *Overcoming Obstacles to Success*
Answer Key:

FAMOUS PERSON	PROBLEMS EXPERIENCED
Elvis Presley (1935-1977) The king of Rock Famous for having the highest number of hit songs in the United States	His boss fired him after one performance. His boss said: 'you should go and drive a truck!'
Michael Jordan (1963-) Professional Basketball Player and Phenomenal Athlete. He competed in NBA	He lost more than 9000 shots. He lost 300 games.
Ludwig van Beethoven (1770-1827) Famous composer	His best work: he was 46, and he was completely deaf!
Alexander Graham Bell (1847-1922) Famous for inventing the telephone in 1876	The President of that time said: 'that's an amazing invention, but who would want to use one of them?'
Albert Einstein (1879- 1955) A brilliant physicist	He didn't speak until he was four. He didn't read until he was seven. His teacher thought he was unsociable and not very smart.

Activity 4 – Follow

Whole class

- Invite learners to learn how it feels to have a physical disability by setting them up in groups of equal size. From this time on and until the end of this section each group may have a divergent way to experience what it feels like to be different: wearing blindfolds/an eye patch or ear plugs to simulate vision or hearing impairment; using slings or crutches; etc. (Be alert, so no one gets hurt). Another option can just be to use ornaments that make learners look different (it has to be something easy, something they can make themselves and have it ready when every lesson starts): a skin mark, unusual clothes, glasses... Encourage learners to talk about their experiences at the end of this section and help them develop assertive behaviours in order to achieve healthier and more positive outcomes. *How did you feel in this situation? What does it feel to be in 'someone else's body'?* Learners should be able to recognize when a situation is becoming

uncomfortable, sometimes for the whole group and other for just a member. Help them become more competent in being able to use strategies to avoid uncomfortable situations that may hurt someone's feelings like: "let's... instead", "why don't we...?"

Have some extra time?

Help learners identify physical or mental handicapping conditions that they may be likely to encounter in the environment they are surrounded by.

Most of us feel uncomfortable at first in interactions with individuals who have an obvious handicap. It is awkward to know what to do or to say. The more learners know about handicaps and are comfortable discussing situations involving people who are so challenged, the more likely will handle these situations appropriately.

Here I propose you to encouraging some understanding of social situations like getting to know what a Handicap is:

Provide some Thinking Questions!

1. What do you think of when you hear the word *handicapped*? (someone who is blind, in a wheelchair, crippled, disabled...);
2. There are lots of types of handicaps. Can you think of some that are physical? (blindness, deafness, loss of limbs, etc.);
3. Do people with those handicaps ever get better or does the handicap last their whole lives? (may be improved somewhat, but the physical handicap will always have to be dealt with. It will remain);
4. Can you think of any people who were physically handicapped but were still able to do most everything they wanted to do? (learners may know of a local person, famous athlete, Hellen Keller, etc.);
5. Just because someone has a handicap, does that mean they are sick or cannot have fun? (not necessarily –they find ways to adapt to their environment, might feel that they are happy and loved as any other person, feel appreciated by their families or surroundings...)
6. Other kind of handicaps might not be so obvious. Can you think of mental handicaps? (Autism, learning disabilities, etc.);
7. There are lots of learners who may have to work even harder in school because of reading disabilities or learning disabilities (we will talk about this in the next session). You can't tell by looking at someone, but these students, too, have to overcome special problems. Can you think of how this would make things in school tough for a student? (harder to get through all the assignments, might take longer to read, other kids might make fun of them, etc.);
8. How do you feel when you see someone who is obviously handicapped on the street or at a restaurant? (awkward, staring, etc.);
9. How do you think this person might feel? (uncomfortable, angry, etc.);
10. If you didn't know whether a handicapped person was bothered by his or her situation or not, how might you talk to that person at first? (don't discuss the handicap, listen before talking, don't stare, etc.);
11. Do you think everyone who has a handicap wants you to rush right in and help them, such as opening a door? (no – some can probably handle the situation quite well)
12. A handicap might make things harder, but do you think it would have to slow someone down completely? (no – there are many examples of people who have achieved much despite -- or because of – a handicap);
13. How could you try to understand what a handicapped person's life is like? (read about it, talk to someone, observe, think through a day as a handicapped person, etc.) This is what we are going to try to find out in the next lessons!

Through the following worksheet, the learner is to read the list of handicaps and nuisances, and place a check mark next to those that are true handicaps.

Have it Ready!
Student Worksheet S1L1.2 *What is a Handicap?*
Answer Key:
Check mark on: 2; 3; 6; 7; 8 and 11.

Follow- up: go through each item on the list and discuss why or why it would not be considered a handicap (having a hangnail is a temporary condition, being tall might make it harder to sit in a little car – but it would be possible to perform most everyday tasks, etc.) Then, consider the handicapped items one by one with the thoughts of how a person with that disability would function well in everyday life , thereby not letting the handicap make them seem handicapped (being in a wheelchair limits mobility to some extent, but there are ramps, specialized cars, other motorized devices to make things accessible; deaf people can function well by signing, relying on vision, using special telephones that have written cues, etc.)

GRAPES ARE NOT THE ONLY FRUIT	SECTION 1: ALL EQUAL, ALL DIFFERENT
LESSON PLAN 2: <i>Learning Styles</i>	TIMING: 45 minutes
<p>Activities 1, 2 – Warm up & Activating Prior Knowledge Whole class</p> <ul style="list-style-type: none"> - Tell the learners that <i>It's brainstorming time</i>. Make a list of different parts of the face and upper body that they suggest. Add some more parts if needed and make sure they see the words <i>chin</i> and <i>forehead</i>. - Show the picture of <i>The Old Woman and the Young Woman</i> without a comment for about one minute. <p>Ask the learners what they can see in the picture and show some astonishment that there are quite contradictory opinions about it.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center;">Provide some Scaffolding!</p> <p style="text-align: center;">Vocabulary from the Brainstorming and the following language for learning: <i>I can see a/an... This is the nose/chin/...</i></p> </div> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 90%;"> <p style="text-align: center;">Have it Ready!</p> <p>The image of <i>The Old Woman and the Young Woman</i> can be found in: Wright, A., Betteridge, D. and Buckby, M. (2002). <i>Games for Language Learning</i>. Cambridge: Cambridge University Press. Cambridge Handbooks for Language Teachers. Series Editor Penny Ur. ISBN 0-521-27737-X Page 44.</p> </div> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 85%;"> <p style="text-align: center;">Alternatives for the same Purpose!</p> <p>The following book contains a great variety of images (optical illusions) that can be also used in the classroom. A good example appears on Section <i>Visual Trickery</i>, page 81. <i>At first glance we see a pig. But, where is the farmer?</i> Kay, K. and others. (1999) <i>Giant Book of Optical Puzzles</i>. New York: The Main Street Book. ISBN L-4027-0049-0</p> </div> <p>Refer to the main aspects dealt with during the previous lesson to encourage learners to review how all people are unique and special although they have things in common. Help them produce sentences related to things they have in common: <i>We live in Catalonia; We learn Maths; We need to sleep a minimum of hours every day...</i> Ask learners to relate the results found in the image perception to the main topic. Learners should refer to the idea of people being both alike and different. In this case, learners should conclude that one difference can be related to perception and they should understand that no truth can be true since the truth, our reality, can only exist in the way we represent it. This reality is always subjective. But this reality should be respected.</p>	
Activity 3 – Main Activity	Whole class and Individual work
<ul style="list-style-type: none"> - Create an awareness of individual differences in learning by helping learners identify several different learning styles exemplified by characters. 	

Provide some Thinking Questions!

What is something that you learned how to do in the past few weeks? (answers will vary, but make sure learners say *I learned..*)

How did you learn to do it? (someone taught them, they read a book...)

Do you think everyone learns to do things the same way? (no)

Why do you think it is harder for some people to learn? (not physically able to do something, need more practice, etc.)

If someone wanted to teach you how to draw a horse, what are some ways he or she might go about doing that? (get a real horse to watch, trace a picture, work on drawing one part, etc. Make sure learners say *You can...*)

Have it Ready!

Student Worksheet S1L2.3 *Everyone Learns in Different Ways*

Answer Key:

1. Ansar 2. Jamie 3. Mohammed 4. Cristine

Activity 4 – Closing Activity

Whole class

- Loop game as a Scaffolding. Hand out a card to every learner. Play the game.

Make sure learners understand all the vocabulary. Have a special focus on the following words: *Braille, communicate, respect, sign language, understand, wheelchair.*

Have it Ready!

Teacher Resource TR.1 *Follow Me Cards*

Cut them out and make sure you have as many cards as learners are in the classroom.

- Ask the learners to sit on a circle and read the book *We Are All Different*. Make sure learners look at the pictures and interact while you read and when needed. See questions in book.

Have it Ready!

Rissman, R. (2010). *We Are All Different*. London: Raintree
Page 23 offers a good definition of the key words.

GRAPES ARE NOT THE ONLY FRUIT	SECTION 1: ALL EQUAL, ALL DIFFERENT
LESSON PLAN 3: <i>People (origin, culture, stereotypical understanding, family differentiation)</i>	TIMING: 8 hours

Activity 1 – Ice Breaker & Activating Prior Knowledge

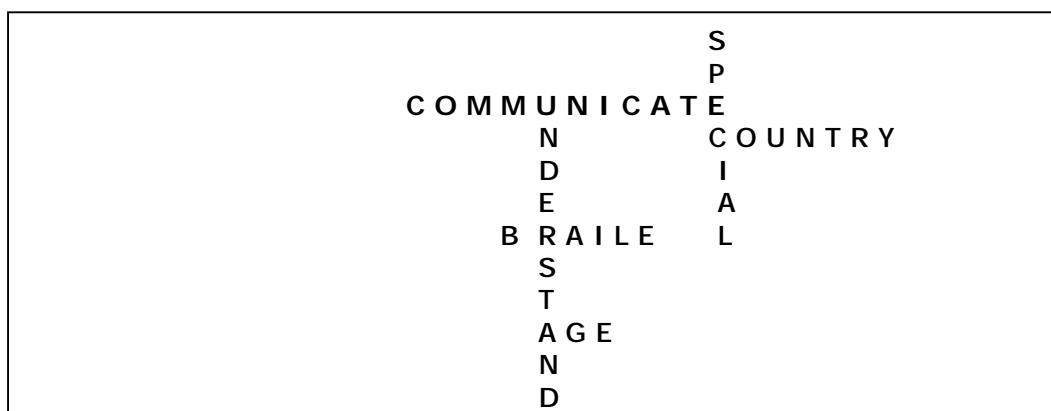
Whole class

- Write on the centre right of the blackboard the list of words used by the learners in the previous lesson (Loop Game). Read them aloud all together once and make sure all learners remember their meaning. Do it a second/third/fourth time increasing the reading speed progressively.

Erase one word and ask students to read the list of words again. See if they remember the missing word. Keep on erasing words progressively until students have said them all by heart (you might start erasing 2 words at the second round and three or four at the third...).

Tell learners that they are going to play a game called Scrabble on the blackboard. Write a long word chosen from the list (for instance: communicate) in capital letters. Ask a learner to write another word that they might remember from the previous game, a word which contains one of the letters from the word written on the board. The learner will have to think about how to spell it, other learners can help him/her. Continue doing so until all the letters are used to make words.

BLACKBOARD



Activities 2, 3, 4 – Main Activity (part 1)

Whole class

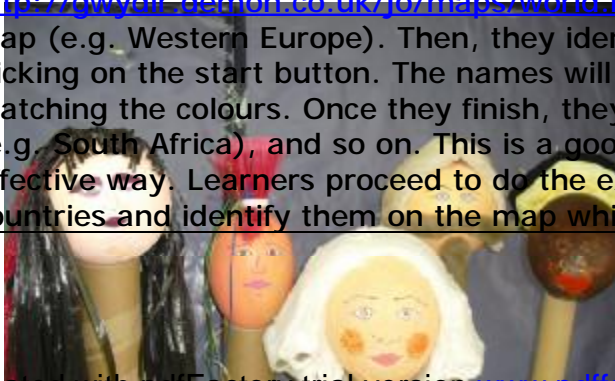
- Talk about how the world is represented as a globe or as a map and use one to let learners find their own country and identify the different continents.

Pair work

- Ask learners to go to the following webpage:

<http://gwydir.demon.co.uk/jo/maps/info.htm> and click on 'click here to go to the clickable world map' so they will get to this website:

<http://gwydir.demon.co.uk/jo/maps/world.htm> Learners click on an area to get a specific map (e.g. Western Europe). Then, they identify the different countries in that map by clicking on the start button. The names will disappear and learners replace them by matching the colours. Once they finish, they go back and choose another specific map (e.g. South Africa), and so on. This is a good way to use ICT in your teaching in a very effective way. Learners proceed to do the exercise to practise the names of the different countries and identify them on the map while integrating technology and using the tools



of the vast World Wide web into the classroom.

Whole class

- Write the following names of countries on the board and make sure that learners pronounce them correctly: Senegal, China, Denmark, Uganda, Taiwan, Australia, Brazil, Estonia, Uruguay and Russia.
- Remind learners the different continents in the world: Europe, Asia, Africa, America, Oceania, Arctic / Antarctica.

Group work

- Liven up the class by doing a Running Dictation to help learners achieve confidence in subject content, in this particular case, the names of the countries and their respective maps.

Use TR.4 to place every cut out around the classroom (door, walls, board, etc.). To make it easier for the children, you can use TR.3 as a support, so learners can see where these countries are located within the world map.

Set the learners into groups of 3. Each group chooses a leader. Each group has two samples of the worksheet, so two learners will be able to complete it by writing the names of each country on the side of every respective map. How? The leader (third member of each group) runs around the classroom to find the information about every country. The leader tries to memorize the silhouette of the country and its name, then runs back to where the other group members are and dictates the information that he/she has memorized. The group writers record the names as they are dictated, but if the runner forgets how to spell part of the word he/she is allowed to go back to where the information is posted and read it again. There are some things the runner cannot do: touch the paper information, take it back to the group or shout the name of the country across the room.

Provide some feedback by asking the learners: *What's map 1? What's map 2?...*

Provide some Scaffolding!

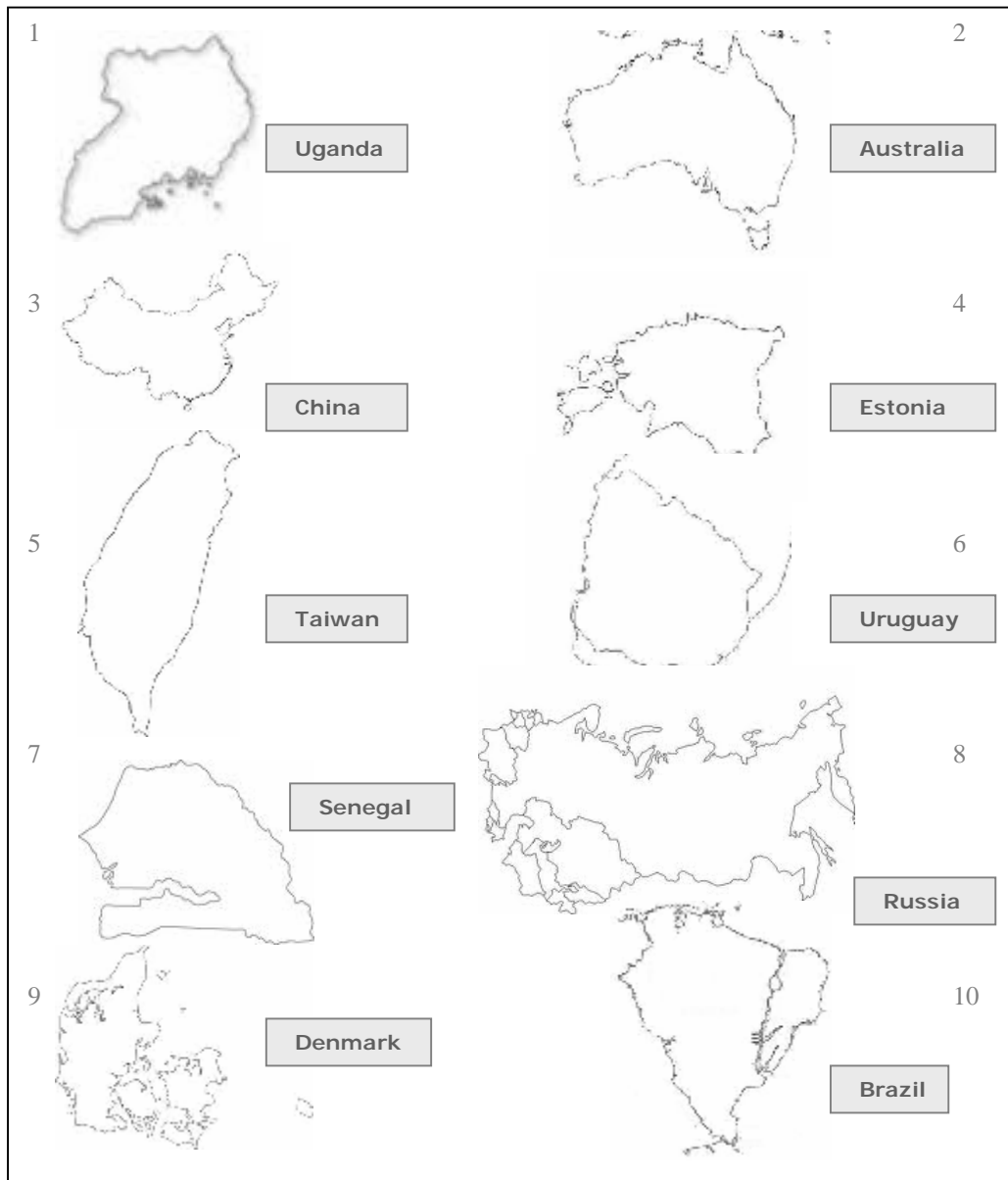
Language of/for learning:

This is (Australia)
How do you spell it?
A-U-S-T-R-A-L-I-A
Where is it located?
It's in Oceania

Want to Make it More Challenging?

Once the group has all the countries written correctly and in the right box, they can write the list of the countries on the other side of the worksheet alphabetically.

Have it ready!
Teacher Resource TR.3 Continents
Teacher Resource TR.4 Country cutouts
Student Worksheet S1L3.4 *Running Dictation*
Answer Key:



Individual and Pair work

- While showing the student worksheet, tell the learners that they are going to do an exercise based on yes/no questions to write all the countries written on the board in the correct boxes. Binary Keys are one of the standard tools designed to make effective identifications. By using them decisions are made one at a time and each question asked has two possible answers, one of which is the correct one.
- Once learners have filled all the boxes, they play in pairs which will help them compare

results and assess their own work. Learner A chooses a country and remembers it. Learner B asks questions while learner A answers yes or no. When the learner has guessed the country, then he/she says it aloud and learner A answers: correct!/sorry, try again! Then, they swap roles.

Have it ready!
Student Worksheet S1L3.5 *Binary Key: Countries.*

Have it ready for the next session!
Ask the learners to bring cut-out pictures of faces that show the physical differences of people from all around the world. They can use resources such as magazines or newspapers that are in the school library, in their own houses, etc.

Activity 5 – Main Activity (part 2)

Whole class

- Remind the learners that just as we are citizens of our own country, so we are citizens of the world because our country is part of this world just as they saw it on the map.

Group work

- Tell learners that they are going to create a 'citizens of the world' map using cut-out pictures of faces stuck onto an outline of a world map. They should include a picture of themselves. Every group focuses on one part of the world and when it is finished they make a display by sticking all the different outlines on a big piece of paper and, therefore, constructing together the outline of the world map.

Sample



Adapted From Wetton, N. & Collins, M. (2003) *Pictures of Health*. Belair

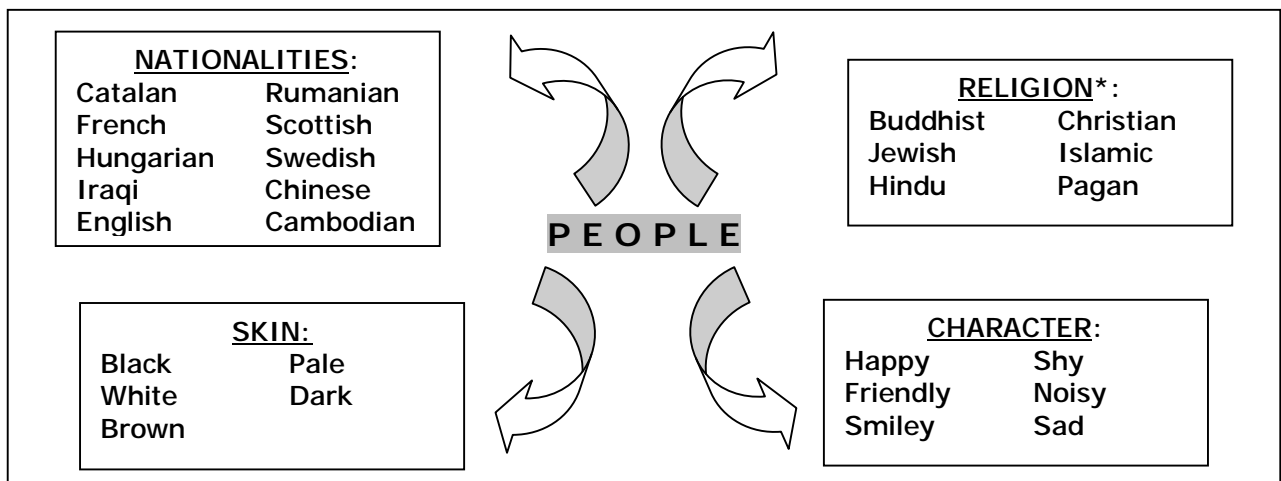
Have some extra time? Get some alternative/complementary ideas!

- ✦ Have learners look through old magazines and journals and cut out pictures of people who are physically different from them, either because they are from different countries and cultures, or because they have some physical difference. Place all the pictures on a big board under the heading 'Everyone Deserves Respect'.
- ✦ Choose a country, region or culture and ask learners to find out as much as they can about how the people live there –the food, clothing, celebrations, etc. – Invite children to draw pictures, write short sentences or bring pictures they have cut from magazines and place all the information on the board along with the same name of the country or region.
- ✦ Write the words that summarize this section of the project, 'all equal, all different' on the board and ask the class to find out how to say this in as many languages as possible by talking to their families or using their own knowledge of a language other than Catalan, Spanish or English. Write each translated sentence on a big poster and display it on a board.

Activity 6 – Main Activity (part 3)

Whole class and Individual work

- Tell the students that today you are going to focus on the word *people*.
- Write the word on the blackboard and encourage learners to brainstorm words related to what elements are related to this concept.



* Go to this website for further information about Buddhism, Judaism, Hinduism, Christianity, Islam and Paganism: <http://www.bbc.co.uk/religion/religions/>

- Tell the learners that they are going to become poets for the next few minutes. Learners choose three words from each group on the blackboard and write them in the four rows of the grid. Once they have filled it, they will read it aloud with expressive intonation.

Have it Ready!
Student Worksheet S1L3.6 *Poem Grid: People.*

Sample

PEOPLE	PEOPLE	PEOPLE	
Happy	Smiley	Noisy	PEOPLE
Hungarian	Catalan	Chinese	PEOPLE
Dark	Pale	Tanned	PEOPLE
Islamic	Jewish	Hindu	PEOPLE
PEOPLE	PEOPLE	PEOPLE	

Learner: *PEOPLE, PEOPLE, PEOPLE.*
Happy, smiley, noisy people.
Hungarian, Catalan, Chinese people.
Dark, pale, tanned people.
Islamic, Jewish, Hindu people.
PEOPLE... PEOPLE,.. PEOPLE.

Adapted From Kay Bentley (2010)

Activities 7, 8, 9 – Main Activity (part 4)

Whole class

- Show a picture of Mother Teresa of Calcutta. Ask learners to guess who she is and talk about her. This website helps you to know more about her: <http://www.motherteresa.org/>
- Show the learners the following quote written by Mother Teresa: *if you judge people, you have no time to love them*. Discuss the quote and make sure learners understand the meaning of it.
- Talk about the concept of stereotypes and the belief that many people have that all members of a group are the same. Write the following on the board and ask learners to contribute words they think describe each group: film-star, teacher, police officer, babysitter, model, doctor, etc. Then talk about each group and ask learners if they think all members of these groups are alike.
- Tell the learners that you are going to read a poem for them titled *Me*? Ensure that children listen carefully and pay real attention to what you do – read the poem out loud and scaffold language by acting according to the message in every single line of each verse; make sure that you establish eye contact with them –

Have it Ready!

Teacher Resource TR.4 Poem 'Me'

This activity is based on an emotional intelligence issue. The purpose is to develop a more caring masculinity and turn out decent boys –future men-, because working on emotional intelligence in school is not a luxury, it is a necessity. But you will not be able

to develop young learners' sense of what it means to be emotionally intelligent, if you do not create the environment in which you might nurture it. It is most important that you model that caring role yourself. Focus on the fact that it is as important to talk through feelings with boys –and honour their tender feelings- as it is with girls. Help them realize that it is important to open up and honestly express feelings. In addition, play with the concept of stereotype to help learners see that boys can like what girls like and that girls can like the same things boys do, too. All girls don't have to play with dolls; some might collect insects, some might prefer to play football. And many boys like to do things that are wrongly considered to be girl's things, like jumping rope. Once again, help learners to understand that appreciating differences is a value and is something that has to be respected.

The Emotionally Intelligent Classroom

'It is a place where tears and other emotions are understood and allowed, where enthusiasm is inspired, where all questions are welcomed as a source of learning, where all feelings, values and opinions are significant and where a child or adult can be accepted for who they are'

(Corrie, 2003)

Corrie, C. (2003) *Becoming Emotionally Intelligent*. Stafford: Network Educational Press

Pair work

Let learners practise the poem by interpreting it in either one or all of the following ways (see video as an example: [roleplay.m4v](#)):

- 1) Learner A reads and performs verse 1. Learner 2 reads and performs verse 2 and so on;
- 2) Learner A reads all verses slowly while learner B performs them as learner A reads; then, learner B can be the poet and learner A the actor.
- 3) Learner A reads the first verse slowly while learner B performs it. Then they swap roles, so that learner B reads the second verse while learner A performs it.

Have it Ready!

Student Worksheet S1L3.7 *Poem: Me*.

- Tell learners that they are going to complete a *Storyboard* by representing the seven verses of the poem as images.

Have it Ready!

Student Worksheet S1L3.8 *Storyboard*.

Alternatives for the same Purpose!

Have some extra time? These activities can help you complement the lesson planned above.

Tell learners the following story by acting out some of its parts and making sure your voice tone changes according to the different characters:

Miss Juanós:

Besides having different abilities – something else that makes us different from each other is that we all like different things (you could actually let students guess what Miss Juanos is going to say)–. Now, some people think all girls like same things and that all boys like the same things. But that's not true at all!

For example, there were some girls in Mrs Tarrats class who thought that all boys liked to play sports at play time, and only girls liked to jump rope.

But a new boy, Robert came to Mrs Tarrats class. Robert didn't like to play football or basketball. But he liked to jump rope. And he was really good at it! After a while some children in the class learned to respect Robert and to think it was okay for him to jump rope. They respected what he liked to do.

Another thing is that people can be different in one way – and still like the same things –. That's something another student learned; in this particular case it was a student of mine. His name is Albert.

One day Albert was out in his green yard and he noticed his next- door neighbour, Julie was kneeling on the grass and picking at the ground with her fingers.

Albert:

What are you doing?

Julie:

Looking for bugs

Albert:

Girls don't like bugs!

Julie:

I do. And I've got a whole collection

Albert:

You're telling a fib, don't you?

Julie:

No, I'm not

Albert:

I don't believe you

Julie:

Why?

Albert:

Because girls liking bugs isn't normal. It's stupid.

Miss Juanós:

That made Julie feel bad. Albert didn't respect the fact that Julie likes bugs. Why did he think this way? Julie wanted to find out.

Julie:

Why can't girls like bugs?

Albert:

Because my sister hates bugs, my aunt hates bugs, my best friend David hates bugs and my cousin Johannes hates bugs.

Julie:

But I'm different. I even have an ant farm.

Miss Juanós:

So, Julie showed Albert her ant farm. In fact, Albert thought it was pretty cool that girls would like bugs. Albert was learning that you shouldn't assume that a person doesn't have to like or dislike something just because they are a boy or a girl.

Actually, Albert also found out that Julie liked a couple of things else he never thought any girl would like: fixing other people's bikes and football. And she was a good player, too!

Albert learned to respect that Julie liked some of the things boys like and that it was okay for him and Julie to like the same things. He remembered about Robert, that children were surprised when he jumped rope with the girls. Albert learned that people can be different in some ways and the same in other ways. It's important for all of us to remember to respect other people's likes and dislikes. That makes everyone feel good about themselves.

Learners can act out the story afterwards and can also practise the following poem which is strongly related to the poem titled me and the story about Julie and Albert (this poem, called *Respect*, could actually be sung and could be used by integrating this content and language with some music –which learners could invent in groups-):

*Boys can like what girls like, yes, it's true.
And girls can like the same things boys do, too.
Liking different things isn't a crime.
Folks are different and alike all at the same time.
Treat people who are different respectfully –
They are not better or worse
they're just different, you see.*

*When people don't look and talk like you'd expect,
It doesn't mean you shouldn't show them a little respect.
Get to know them better and in the end,
you may find a very, very good friend.
Treat people who are different respectfully –
They are not better or worse
they're just different, you see.*

Adapted from *Understanding Differences*. Sunburst Communications (2000)

Learners can separate into a group of girls and a group of boys and interpret their own part and then do the rest all together.

Activities 10, 11, 12 – Main Activity (part 5)

Have it in Mind!

A big percentage of Catalan schools today are a melting pot of cultures. In an increasingly globalised world, it is not unusual to have a host of people from varied cultural and religious backgrounds coming together to achieve a common organizational goal. Culture is an essential part of our daily lives and understanding cultures is important, as conflict and miscommunication can occur when cultures clash. In fact, the prevailing attitude of using Western culture as the mirror of what is good has modified cultural norms and the perception that western culture is superior is dominant.

The purpose of this lesson is to focus on the cultural understanding and tolerance as part of a multicultural classroom. In this sense, the aim is to educate children to become more approachable to differences by sharing cultural experiences throughout the apprenticeship of perception of beauty and hairstyling. As we have seen, stereotyping can be dangerous because it makes generalizations about a community, turning a blind eye towards individuals' capabilities and ways of being. When many cultures come together, there is a tendency to cling to those closest to one's own culture. This narrow grouping often takes the focus away from true diversity.

Encourage learners to assume responsibility for bringing about a sense of tolerance and respect for different cultures. Focus on hairstyles to help them understand that different cultures style their hair differently and that hairstyles can say many things. They represent fashion trends, cultural statements and declarations of individuality. They can also translate into different interpretations, depending on who is watching and where you

are.

Whole Class

- Discuss why people throughout different people of the world and in different periods of time have and have had different ideas of what beauty is.

Have it Ready!
Power Point Presentation: *Hairstyles*

SLIDE	TEACHER: GUIDE AND LANGUAGE	LEARNER: EXPECTED RESPONSE
1	Encourage a learner to read the title and guess its meaning by breaking the word down into two parts. CLICK. <i>From culture to fashion statement.</i> Tell learners that you'll go back to this subtitle at the end of the ppt.	Reads the title and guesses its meaning.
2	CLICK. <i>What's hairdressing?</i> STOP CLICK. <i>It's the art of arranging the hair or modifying its natural state.</i>	Varied answers
3	CLICK. <i>Hairstyles are important socially and culturally. Do you know why? Because along history it's been a signifier of</i> CLICK <i>class (the way that people are divided into different social and economic groups; groups of people of similar characteristics), CLICK gender (being male of female), CLICK ethnicity (belonging to a particular race. The word race refers to groups of people. In previous lessons children learned about the fact that we are all human beings although we have some physical differences, language differences, cultural differences... some people don't talk about races any more, but the most important thing is that children remember that differences in people are something natural. One could talk about Nordic Races, Mongolians, Blacks, Whites...)</i> CLICK <i>and power (ability to control people or things).</i>	Varied answers
4	CLICK. <i>Let's look at some links that exist between societies and hairstyles.</i> CLICK. <i>So, what are the functions of hair styling? First of all, CLICK it is important to know that almost all societies found it necessary to cut or confine the hair in order to keep it out of the way (gesture the action of cutting and confining for a better understanding)</i> CLICK. <i>Secondly, CLICK personal adornment was, and still is, very important.</i> <i>How do you adorn your hair?</i>	Varied answers (encourage learners to say <i>I use... -pins, elastics, slides, etc.-, I don't put anything on,...</i>)
5	CLICK. <i>One extremely important function of hair styling is to</i> CLICK <i>indicate status.</i> CLICK. <i>For example, primitive men</i>	

	<p><i>in their hair. CLICK. Do you know why? CLICK. So that they could impress the lowly and frighten the enemy</i></p> <p><i>CLICK. Another example. Ancient Gauls</i> (inhabitants of the ancient European region of Gaul: a region of Western Europe during the Iron Age and Roman era, encompassing present day France, Luxembourg and Belgium, most of Switzerland, the western part of Northern Italy, as well as the parts of the Netherlands and Germany on the left bank of the Rhine. The Gauls were the speakers of the Gaulish language -an early variety of Celtic- native to Gaul. According to the testimony of Julius Caesar, the Gaulish language proper was distinct from the Aquitanian language and the Belgic language***) <i>wore long hair to indicate their noble rank. When Caesar conquered them he made them cut off their hair as a sign of sub-mission.</i></p> <p>*** Julius Caesar, De bello Gallico 1.1, edited by T. Rice Holmes CAESARIS COMMENTARIORVM DE BELLO GALLICO (in Latin)</p>		
6	CLICK. Hair arrangement proclaims age too. For example, boys in ancient Greece cut their hair and Hindu boys shaved their hair when they reached adolescence.		
7	<p>CLICK. <i>Hair also has a religious significance.</i></p> <p>CLICK. <i>For example, Christian and Buddhist monks shaved their heads indicating renunciation of the world.</i></p> <p>CLICK <i>Another example: in the past, religion was a vital part of everyday life. In the 17th century people had different hairstyles. In England, for example, curly locks and cropped hair were ways to relate people's appearances to religious beliefs.</i></p>		
8	<p>CLICK. <i>Now, let's see what the last changes in hairstyles are.</i></p> <p><i>The secret word here is FASHION. What is fashion?</i></p> <p>CLICK. <i>You see, every time fashion changes hairstyles also change. And this has been going on for a loooong time.</i></p> <p>CLICK. <i>Until the 20th century, only rich people and people with status had the opportunity to have fashionable hairstyles.</i></p> <p>CLICK. <i>Today women and men in all classes can choose the style and colour of their own hair, or of a wig that best suit their needs and tastes.</i></p> <p><i>What's your own taste? (CLICK and encourage learners to tell you what they're interested in. Encourage them to use adverbs of frequency too)</i></p>	<p>Answers in Catalan</p> <p>Answer with the scaffolding provided in the slide: <i>I (always, normally) like to keep my hair short/long; I like to put my hair into a pony tail/twist/pig tails; I like to change my hairstyle (often, sometimes); I like it curly, straight, with/without gel/with/without spikes; I like my hair to look spiky/soft/unkempt</i></p>	
9	CLICK. <i>Let's see some history of hair. It goes from 3000BC (make sure that</i>		

	<p>students understand what BC is) <i>till today</i>. Pre-teach or review: Egypt: <i>noblemen, clipped, braid, shave</i>. Greece: <i>bun, dye, to sprinkle, powder, tiara</i>. Rome: <i>upper class, slave, piled, tight</i> China: <i>knot, nape, silk</i></p>	
10-15	Ask different learners to read the info from the different slides	Reads the info from the different slides and asks questions if needed.
16	<p>CLICK. <i>Let's see about Africa</i> CLICK</p> <ul style="list-style-type: none"> <i>Many tribes, so many hairtypes</i> <i>Easters Tribes live in desert or arid areas</i> <i>Western Tribes live in tropical rainforest environments</i> <i>African Masai: seminomadic people located in Kenya and Northern Tanzania</i> <ul style="list-style-type: none"> <i>Masai warriors: front hair tied up into sections of tiny braids</i> <i>back hair: grown to waist length.</i> <i>Non-warriors and women: heads shaved.</i> <p><i>Many tribes dyed the hair with red earth and grease</i> <i>Some even stiffened it with animal dung (manure).</i></p> <ul style="list-style-type: none"> <i>Mangbetu: people from Democratic Republic of the Congo and Sudan, known for the highly develop art and music and their elongated heads</i> <ul style="list-style-type: none"> <i>Traditionally: baby's heads wrapped tightly with clothes.</i> <i>European influence: the practice dies around the 50's.</i> <i>Magnetu women: complex style: hair plaited thinly and arranged over a cone-shaped basket frame, flaring the top then adorning the whole thing with long, bone needles.</i> <i>Mursi tribes: nomadic people from Ethiopia.</i> <i>Mursi women are famous for wearing plates in their lower lips (made of clay)</i> 	
17	<p>CLICK. <i>What about America?</i> Show the learners a map of America and ask them to locate the East Coast, the Great Plains, Central America and the</p>	

	<p>South. CLICK.</p> <ul style="list-style-type: none"> • <i>Native American Indians from:</i> <ul style="list-style-type: none"> – <i>East Coast: entirely shaved heads save for a ridge of hair along the crown</i> – <i>Great Plains (broad expanse of grassland USA and Canada): both, men and women, wore long braids adorned with feathers.</i> – <i>Central America, Mexico (Aztec): women plaited their hair entwined with strips of coloured cloth then wound around the head.</i> – <i>Central America, southern Mexico (Maya) although having shaved heads, donned high, ornate headdresses.</i> – <i>Further South (Incas): sported black headbands over relatively, short often bobbed hair.</i> 	
18	<i>Let's take a fast look through the Western World</i>	
19	<p>CLICK. <i>What is the 15th Century?</i></p> <p>CLICK. <i>During this period [give the info that follows]:</i> Upper class ladies:</p> <ul style="list-style-type: none"> – plucking to give the appearance of a higher forehead – Rest of the hair: tightly scraped back to show off the elaborate headdresses of the day. <p>Common practise Europe except upper class ladies of Italy</p>	The period of time which goes from 1401 till 1500
20	<p>CLICK. <i>What is the 16th Century?</i></p> <p>CLICK. <i>Queen Elizabeth: set the trends.</i></p> <ul style="list-style-type: none"> – <i>white face powder and red wigs.</i> 	The period of time which goes from 1501 till 1600
21	<p>CLICK. <i>What is the 18th Century?</i></p> <p>CLICK. <i>These are the main features:</i> <i>Elaborated wigs, mile-high coiffures and highly decorated curls.</i> <i>White powdered wigs with long ringlets often tied back with a black bow for men or decorated with feathers, bows and garlands for women.</i> <i>Big hair</i></p>	<p>The period of time which goes from 1701 till 1800</p> <p>Too much water</p>
22	CLICK. <i>Now well talk about the Victorians.</i>	In the United Kingdom, the period of

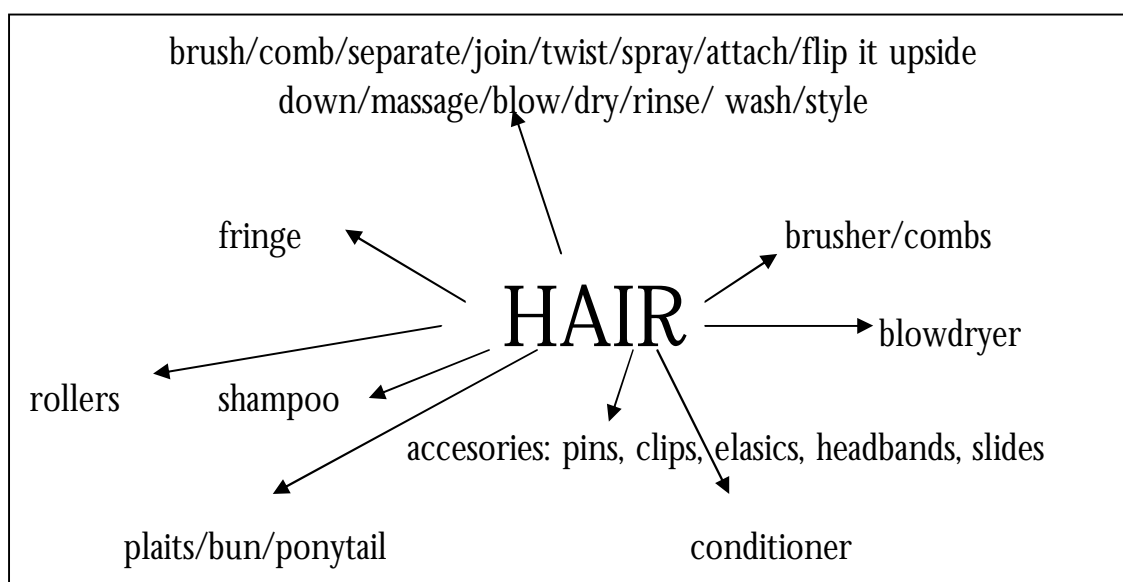
		<p><i>What was the Victorian era?</i></p> <p>CLICK. <i>This time is characterized by:</i></p> <ul style="list-style-type: none"> <i>Puritanical line: natural beauty aimed at a healthy hygienic look</i> <i>Hair:</i> <ul style="list-style-type: none"> <i>sleek, shiny and healthy look.</i> <i>Often smoothed down with oils and curled into long ringlets, fringes were short and decoration was more subtle.</i> <p><i>Later in the century hair neatness was the order of the day and 'loose' hair would have been considered vulgar. Men of the time kept their hair relatively short, pomaded with oils and most would have worn some form of moustache, beard and sideburns.</i></p> <p>* Use Catalan when needed and help learners understand the global ideas by using non verbal communication (gestures)</p>	<p>Queen Victoria's Reign from 1837 until her death, in 1901.</p>	
23		<p>CLICK. In 1920 [provide the info that follows using adequate language according to the learners' needs]</p> <ul style="list-style-type: none"> <i>Women's role: more free, more independent Women increasingly had access to cinema and theatre and trends were set by the 'superstars' of the time. Make-up was very much back in fashion</i> <i>Emergence of short, bobbed and waved styles,</i> <i>Men's hair remained short, as in the Victorian era but was most often worn with a centre parting and slicked back using brilliantine and highly perfumed oils.</i> 		
24		<p>CLICK.</p> <ul style="list-style-type: none"> <i>The 80's is the "Age of Excess": more freedom of choice in styles and trends.</i> <i>The long-bob was highly favoured-precisely cut and evenly curled under. A good hairdresser was an essential part of this woman's life. This woman's hairstyle reflected 'control', a busy work life, a hectic social life but on top of it all –even her hair style!</i> 		
25		CLICK. <i>What would you say about modern hairdressing?</i>	Talks about washing, styling, coloring, cutting, setting and waving,	
26		CLICK. <i>What does all this information tell</i>	Discusses about it	

- | | | |
|--|--|--|
| | <p>us? Ask a learner to help you discover it:</p> <ul style="list-style-type: none"> • Different people throughout the world have different ideas of what beauty is • One is not necessarily better than the other • Your hairstyle is not the only way to look great | |
|--|--|--|

Feedback: invite the learners to complete a worksheet and check their learning.

<p>Have it Ready! Student Worksheet S1L3.9 <i>Hairstyles Through History</i>. Answer key: 1C 2A 3B 4D</p>

- Introduce the learners into the vocabulary related to different cultural hairstyles and accessories: cornrows (hair is plaited close to the scalp in a pattern of cornrows), braids, twists (when hair is twisted into coils) and dreadlocks (when hair is palm-rolled and left in its natural state) – styles more often unwelcomed –:



Pair Work

- Tell the learners to look at yourself and answer, in pairs, the following questions:

Provide some Scaffolding!

Has your teacher got...?

thick/rich/strong/healthy/shiny hair
damaged hair/split ends
straight/wavy/curly hair
spiky hair
fringe
permed hair
coloured/dyed hair
bleached hair/highlights
pigtails/ponytail/braids/bun/dreads
long/short/shoulder-length

Change your look from time to time during the session if you want to make the whole exercise a bit more fun (put a headband on, a wig with a different hairstyle, put your hair into a ponytail...)

Then, ask each learner to make a picture of your hairstyle and describe it.

Have it Ready!

Student Worksheet S1L3.10 *My teacher's hairstyle.*

Pair work

- Tell the learners that now it's time to go to the hairdresser. In each pair, one learner will be the hairdresser and the other will be the client. They will interpret a real life situation with some language support. This will allow each pair to do variations and have different dialogues that can always be recorded and played after for a discussion or a feedback. Use TR.5 as the conversation pattern (advice section: learner's chance to produce more freely) and TR. 6 (rules for the learners to sign and compromise themselves to do a good job).

Activity 13 – Main Activity (part 6)

Individual/Pair/Group work
(your choice)

Art Activity (heads and hairstyles*)

Check TR.7 (Period Heads), TR.8 (Gothic Head), TR.9 (Punk Head) and TR.10 (African Head) to see the details of the activity.



*With the collaboration of Rosa Maria Avante Papaseit, Art teacher and adviser.

Have it Ready for the Next Session!

An onion, a knife and a plate.

And I must state the obvious – health, safety – keep the knife out of children's reach!

Activities 14, 15, 16, 17, 18, 19, 20 Main Activities (part 7)

Whole Class

- Play hangman to help learners guess the word 'respect'. Discuss this concept as it should be encouraged in every learner's home. Ask the learners how they show respect towards their grandparents, siblings or other family members. Work together to write a list of ways respect is shown back home.

Whole class

- Show the onion and ask learners what it is. Tell them that this onion is just like a story and you are going to explain why. Cut the onion in half (across the middle). A good story has:

- Layers –ideas to develop and interconnect and getting deeper. Pull away some of the layers of skin from the onion;
- Surprises –twists and turn which we might not expect. See how, as the reddish-brown skin is pulled away, the twists and turns in the onion reveal a pure white interior and a pattern;
- Structure –stories have a structure which brings the reader back to the beginning. They have a circular logic, ending where the story began, just like the rings from the onion (cut off a slice to show the onion rings);
- Strength – a good story has strong ideas, just like the onion has strong smells. Allow some children to smell it, and get them to describe the smell to everyone else. And, just as when you chop onions they can make you cry, so too can a powerful story. It can make you cry with laughter, joy or sadness.

An onion, like a story, goes with other things. You can't eat an onion on its own, you have to combine it with other ingredients, cook it and serve it. Just as with a good story, you need to think about it, savour it in your own mind and then share it with someone else by telling them about it, or recommending that they read it. So an onion really is rather like a good story!

Ask the learners *What is your favourite story?* Ask them about the surprises in it.

In this lesson you have the chance to teach children about techniques of reading aloud to other children:

- Reading aloud is not about shouting;
- Learners should open their mouths wide as they speak;
- They should be aware of speaking from the diaphragm, not the throat;
- They should be aware of breathing deeply and regularly, to give their voice power;
- They should hold the script in a position that neither covers their mouth, nor forces them to look down;
- They should make as much eye contact as possible with the audience.

Whole class

- Learners will be able to put these techniques into practise by using the book *Dad David, Baba Chris and ME*. To do so, help learners reflect on the meaning of the words *ordinary* and *special* by doing the following:

A) Use a familiar object and place it in an unfamiliar position or in an unfamiliar setting. You can, for example, get a remarkable amount of learning from a bicycle that has been upside down in the main English classroom entrance as the children come into the CLIL lesson. Upside down, because that makes the bike less familiar, less ordinary, and therefore easier to observe accurately. The object being visible in the main classroom entrance, of course, has provided the unfamiliar setting.

Tell the learners that we depend on ordinary things –the cooker that makes raw food edible, the television that gives us images, the Play station that gives us pleasure, the book that excites us... Ask learners for some suggestions of other ordinary things on which we depend. This part of the lesson is about something very ordinary: a bicycle.

Take children through the possible learning here:

- Science: all science begins with observation. Ask the learners to watch as you turn the pedals. Ask for the reason why wheels turn faster than the pedals and discuss gears. Ask the learners to close their eyes and listen as wheels turn.
- Mathematics: ask learners to identify all the shapes in the bicycle.
- History: ask learners to research, in encyclopaedias or on the Internet, the history of the bicycle (this can be done as homework)
- PE: here you have a chance to talk about safety –good riding, helmets...–

Can the learners define the word *ordinary*? (not unusual or different in any way, not special)

B) Use TR.11 of this section to talk about the meaning of the concept *ordinary* and help learners understand that what is “normal” (ordinary) for them might not be “normal” (awkward, strange) for others and viceversa.

The graph, for example, can show learners the means of transport that Catalan children use to go to school. They don’t often go by train, but in other places (Paris, for example) going by train can be much more common.

Food culture is also a very good way to show differences that should be respected. Once again, some societies might find very common to eat frog legs, whereas most Catalans see it as something really unusual. But does that mean that it is unusual? Of course not. The picture with the child and the two fathers is a good stimulus to be able to deepen the issue of family differentiation and the meaning of *normality*.

Lesbian and Gay Parenting

Millions of children have one or more gay and/or lesbian parents. For some children, having a gay or lesbian parent is not a big deal. Others may find it hard to have a family that is different from most families. As acknowledged in previous lessons, being different in any way can be confusing, frustrating, and even scary. In this case, what really matters is that children can talk to their parents about how they feel and that there is love and support in the family.

Studies have shown that children with gay and/or lesbian parents are ultimately just as happy with themselves and their own gender as are their friends with heterosexual parents. Children whose parents are homosexual show no difference in their choice of friends, activities, or interests compared to children whose parents are heterosexual. As adults, their career choices and lifestyles are similar to those of children raised by heterosexual parents.

Research comparing children raised by homosexual parents to children raised by heterosexual parents has found no developmental differences in intelligence, psychological adjustment, social adjustment, or peer popularity between them. Children raised by homosexual parents can and do have fulfilling relationships with their friends as well as romantic relationships later on.

'There is no evidence to suggest that lesbian women or gay men are unfit to be parents or that psychosocial development among children of lesbian women or gay men is compromised relative to that among offspring of heterosexual parents. Not a single study has found children of lesbian or gay parents to be disadvantaged in any significant respect relative to children of heterosexual parents. Indeed, the evidence to date suggests that home environments provided by lesbian and gay parents are as likely as those provided by heterosexual parents to support and enable children's psychosocial growth. It should be acknowledged that research on lesbian and gay parents and their children, though no longer new, is still limited in extent.'

Charlotte J. Patterson PhD (American Psychological Association:
<http://www.apa.org/pi/lgbt/>)

Children will probably have different concerns and questions depending on their age, personality, and their own family's decisions. For example, all children whose parents have separated or divorced need to know that the separation was not their fault, and that both parents should continue to love and care for them. Children and teens may be interested in the implications for them of whether their same-sex parents are married or united in a civil union.

Children are interested in and affected by their parents' thoughts, feelings, and decisions. It's important that you answer the learner's questions as honestly as you can and try to be sensitive to their developmental needs. Confidentiality might be necessary at some stage as well.

Here you have an introduction to language often used when educators want to bring up a discussion of the topic of gender variant. In this case, probably just for you to improve your language!

Learning the Lingo http://www.imatyfa.org/permanent_files/learning-the-lingo-06-08.pdf

As well, you might be interested in these articles for Lesbian parents on coming out to their children:

About.com <http://lesbianlife.about.com/cs/families/a/comeouttochild.htm>

Colage http://www.colage.org/resources/tips_for_coming_out.pdf

Whole class

- Read the book *Dad David, Baba Chris and Me*. Discuss the following book quotes:

- 'I'm just like everybody else' (page 2)
- I started to worry about not being ordinary any more. I didn't want to be different from everybody else. (page 9)
- She said everyone is different and no one is just ordinary because every child and every family are also special. (page 11)
- I feel sorry for the children who don't understand that being different is special. (page 13)
- It all feels quite ordinary, but I'm glad it also feels special. (page 14)
- They said it would be quite alright and quite ordinary whatever I did. (page 16)
- I hope they'll be ordinary like me but then I'll be able to tell them they're also special. (page 19)

Have it Ready !

Merchant, Ed. (2010) *Dad David, Baba Chris and Me*. BAAF Adoption and Fostering. London.

Whole class

- Ask a learner to be the class reader and help him/her to apply what you showed through the use of the onion. You might prefer to ask a different learner for every page

Individual work

- The following website provides good colouring pages that cover the topic:

Family Equality Council

http://www.familyequality.org/site/PageServer?pagename=resources_kids_corner_coloring_pages

This resource can also be really helpful, especially if you have some computers available. It is a good way to talk with learners about happiness and relate it to what Ben explains on pages 4 and 5 from the book:

Buddy G. My two mums and Me http://www.buddyg.tv/jigsaw_puzzles.php (puzzle file number 3: My mom's a rock! They made me a tree house!)

Whole class

- Use the following resource to let children listen to a song which deals with the topic. Ask learners if they recognize the language used by the singer and see if they can locate it on the world map:

Buddy G. My two mums and Me http://www.buddyg.tv/video_pics_for_kids.php (click on Kinderen voor Kinderen –Two fathers) A song titled Twee Vaders which is sung by Terence, an 11 year old child who has got two fathers.

- Help learners identify several activities that any kind of family could do together for fun or leisure.

Rationale

In our culture, the times a family can do things together may seem rare, considering all of the different activities and schedules. Nevertheless, it is important for a family to spend time together. There are many family activities that can be done on any budget, any time. Hopefully, learners will realize that their family is a social grouping that can be a lot of fun and should be loved and respected.

Provide some Thinking Questions

1. What are some ways that a family could have fun together? (going on a picnic, taking a vacation, riding bikes, etc.)
2. Who has been on a family vacation? Where did you go? (ask for examples)
3. What are some things that a family can do together in the house or the same village/town/city? (play cards, basketball, go swimming, go to the zoo, etc.)
4. Brothers and sisters sometimes fight. But what can they do together that is fun?
5. What is different between having fun with your family and having fun with friends? (possible relation by blood, same background... with friends you might be about the same age, although may change friendships with time as you get older, etc.)

- The worksheet lists five typical family activities (A-E). Learners read the five conversations, match them with the activities and then write the letters of the activities on the line

Feedback: after discussing the answers on the worksheet, learners think list other activities that a family could do together for fun.

Have it Ready !

Student Worksheet S1L3.11 *Family Fun*

Answer Key:

1c, 2e, 3b, 4d, 5a

Have some extra time?

Acting and theatre games help people of all ages focus and concentrate their energies and improve their writing and communication skills – tools useful in every aspect of life – Help children learn by doing and let them expand their imagination by playing Family Portraits:

A picture tells a lot about a character –the way he/she stands, the expression on her face, the way he/she looks at others. The activity gives you ideas for different kinds of characters. It is as fun to watch as it is to play. Divide the group in half – or smaller groups if it is a large class –, so half can watch while the other half plays. Then, switch around.

In each group, choose one player to be the photographer. Everyone else in this group gets together and poses like they are having their picture taken. The first picture should look like a nice family portrait; perhaps some children are kneeling in front, while others are standing at the back. Once learners are in their family portrait position, the photographer calls out a kind of family such as “the musical family” and counts to three slowly. The posing players have around five seconds to change their position and pose the way the musical family would pose. For example, learners might change the positions of their arms and pretend to be playing an instrument. By the time the photographer is done counting to three, everyone should be frozen in their new pose.

The photographer calls out another family such as “the sleepy family”, and counts to three. Again, the posing players change their positions and facial expressions to become the sleepy family before the photographer finishes counting to three. The photographer calls out four family types and then the next group takes a turn.

Provide some Scaffolding! Suggestion for family types

- Magical family
- Sick family
- Dancing family
- Crazy family
- Loving family
- Fighting family
- Sporty family
- Swimming family
- Movie star family
- Teacher family
- Artist family
- Sad family
- Playful family

