

Topic: Shared values and diverse beliefs

Lesson: Shared values and diverse beliefs	KS or Year Group: KS 3
Resources: <ol style="list-style-type: none">1. Resource 1 - Definitions and faces2. Resource 2 - Four poems3. Resource 3 - Three factsheets4. Resource 4 - Acrostic poem	Outcomes: <ul style="list-style-type: none">• Student will learn to recognise situations in which differences in belief, culture and tradition can be positive or negative.• Students will understand how people from different cultural backgrounds feel about Britain.• Students will be able to describe the positive and negative features of a diverse society.

National Curriculum

Key Concepts: 1.1.b, 1.3.a, 1.3b & 1.3.d.

Key Processes: 2.1.a, 2.1.c & 2.2.d.

Range and Content: 3e, 3i, 3j & 3k.

Lesson

In this lesson, students will explore what 'culture', 'tradition' and 'belief' mean. They will study two poems by poets who are, to a greater or lesser extent, writing from an immigrant perspective. The students then write their own acrostic poem about the negative and positive aspects of different cultures mixing in Britain. For inspiration, the students are given information about

- a) an NSPCC hotline for Asian children
- b) Polish people living in Crewe
- c) a famous Spanish footballer who plays for Arsenal.

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Starter

- Give each student a copy of **Resource 1 – Definitions and faces** and ask them to discuss (in small groups) what Britain would be like if everyone's cultures, traditions and beliefs were the same.
- Make sure that every small group has **Resource 2 – Two poems**. Volunteers should be recruited to read the two poems to the class.
- After each poem, quiet reflection time should be given to the following questions:
 - Which positives emerge from the poem?
 - Which negatives emerge from the poem?
 - Who might particularly identify with the poem?
 - Which message do you think that the poet was trying to convey?
- Students should be encouraged to answer these questions orally and praised for doing so.

Main activity

Activity 1:

- It is explained that each student is going to produce an acrostic poem called 'Differences'. This is to be based upon the positive and negative aspects of diversity in Britain. They are told that they need to think very carefully about the many ways in which people can be different from one another.
- Students are given copies of **Resource 3 – 3 factsheets** and are asked to read them in small groups. It is explained to them that they might wish to use the information from the factsheets to inspire their poetry.

Activity 2:

- Students are each given a copy of **Resource 4 – Acrostic poem**.
- Each student produces their own acrostic poem (the sheet explains what an acrostic poem is and that acrostic poems can rhyme but do not have to).

Plenary

Ask students to volunteer to read out their acrostic poems. Students should comment on the extent to which each other's poems have fulfilled the learning outcomes.

Aim high

It would be a good idea to introduce a competitive element to the poetry writing by inviting a School Council representative into the lesson. This representative could select two or three poems to be read out in assembly.

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Assessment

In order for students to achieve certain levels within the lesson, the following should be considered:

LEVEL FIVE:

Students can use the two poems and the three factsheets to show that not everyone in Britain is treated fairly.

Students can explain the ways in which Britain can benefit from having foreign workers.

LEVEL SIX:

Students can talk about the ways in which certain cultures (e.g. Asian or Polish) have had an impact on Britain.

Students can explain why being a foreigner in Britain can sometimes be a difficult experience.

LEVEL SEVEN:

Students can argue persuasively about whose poem meets the lesson's learning outcomes most successfully.

Students can explain where some British citizens get their opinions from about Britain's status as a diverse community.

LEVEL EIGHT:

Students can hypothesise about ways in which Britain's immediate future might be influenced by some of the issues raised in the poems/factsheets.

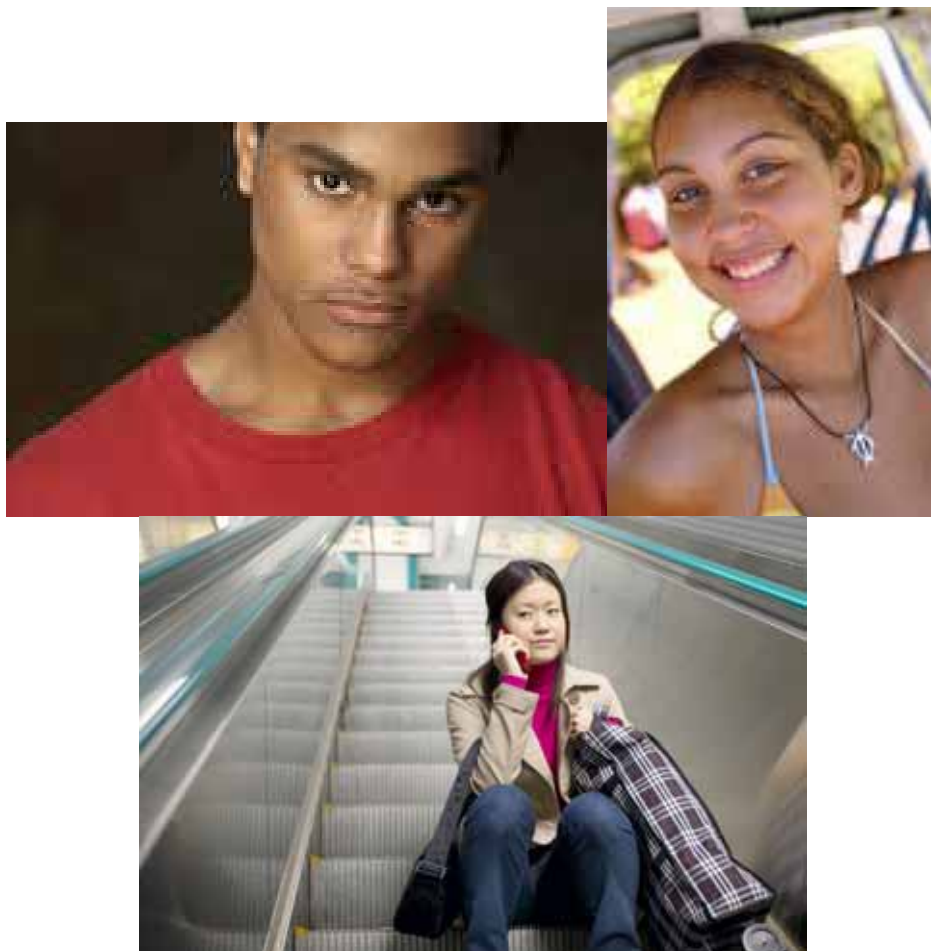
Students can show that they have detailed knowledge of current affairs issues which demonstrate that differing culture, beliefs and traditions can have both positive and negative effects.

Summary of key learning

- Students recognise that not everyone living in Britain has the same background.
- Students know which advantages and disadvantages can arise through different types of people living in one country.

Resource 1 – Faces and definitions

What would Britain be like if everyone was the same?



CULTURE:

The customs and beliefs of a particular group of people at a particular time, e.g. 'in British culture, women are given the same rights as men and are highly respected'.

TRADITION:

A belief, principle or way of acting which people in a particular society or group have continued to follow for a long time, e.g. 'most British families have a tradition of lighting fireworks on 5th November'.

BELIEF:

The feeling of certainty that something exists or that it is true, e.g. 'some British teenagers have a strong belief in Christianity'.

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Resource 2 – two poems

THE BRITISH (SERVES 60 MILLION PEOPLE)

By Benjamin Zephaniah

**Take some Picts, Celts and Silures
And let them settle,
Then overrun them with Roman conquerors.**

**Remove the Romans after approximately 400 years
Add lots of Norman French to some
Angles, Saxons, Jutes and Vikings, then stir vigorously.**

**Mix some hot Chileans, cool Jamaicans, Dominicans,
Trinidadians and Bajans with some Ethiopians, Chinese,
Vietnamese and Sudanese.**

**Then take a blend of Somalians, Sri Lankans, Nigerians
And Pakistanis,
Combine with some Guyanese
And turn up the heat.**

**Sprinkle some fresh Indians, Malaysians, Bosnians,
Iraqis and Bangladeshis together with some
Afghans, Spanish, Turkish, Kurdish, Japanese
And Palestinians
Then add to the melting pot.**

Leave the ingredients to simmer.

**As they mix and blend allow their languages to flourish
Binding them together with English.**

Allow time to be cool.

**Add some unity, understanding, and respect for the future,
Serve with justice
And enjoy.**

Note: All the ingredients are equally important. Treating one ingredient better than another will leave a bitter unpleasant taste.

Warning: An unequal spread of justice will damage the people and cause pain. Give justice and equality to all.

SEARCH FOR MY TONGUE

By Sujata Bhatt

**You ask me what I mean
by saying I have lost my tongue.
I ask you, what would you do
if you had two tongues in your mouth,
and lost the first one, the mother tongue,
and could not really know the other,
the foreign tongue.
You could not use them both together
even if you thought that way.
And if you lived in a place where you had to
speak a foreign tongue—
your mother tongue would rot,
rot and die in your mouth
until you had to spit it out.
I thought I spit it out
but overnight while I dream,
may thoonky nakhi chay
parantoo rattray svupnama mare bhasha pachi aavay chay
foolnee jaim mari bhasha mari jeebh
moddhama kheelay chay
fullnee jaim mari bhasha mari jeebh
moddhama pakay chay
it grows back, a stump of a shoot
grows longer, grows moist, grows strong veins,
it ties the other tongue in knots,
the bud opens, the bud opens in my mouth,
it pushes the other tongue aside.
Everytime I think I have forgotten,
I think I have lost the mother tongue,
it blossoms out of my mouth.**

Resource 3 – three factsheets

1. Children in Britain with language needs

The NSPCC has launched a new helpline for children who speak Hindi, Urdu, Punjabi or Gujarati.

The children's charity the NSPCC says that it wants to make it easier for Asian children to get help if they're facing problems at home or school.

The charity's boss said: "It overcomes the barriers of language and cultural differences, which would otherwise exclude them from the services offered by the NSPCC."

Helpline numbers:

The free Asian helpline is open 11am to 7pm, Monday to Friday and has different numbers for each language.

Here are the numbers if you or a friend want to contact the NSPCC:

- Bengali/Sylheti 0800 096 7714
- Gujarati 0800 096 7715
- Hindi 0800 096 7716
- Punjabi 0800 096 7717
- Urdu 0800 096 7718
- English Asian service 0800 096 7719.

2. Foreign footballers in the UK

Fàbregas started playing club football at 'FC Barcelona' and was used mostly as a defensive midfielder. He was also a great scorer, sometimes managing more than 30 goals in a season! He decided to join Arsenal in 2003. Initially, he found life difficult in England's capital but soon struck up a friendship with team-mate Philippe Senderos, who helped him settle in.

He made his début in a League Cup tie at home to Rotherham United. This made him Arsenal's youngest ever first-team player, aged 16 years and 177 days!

Despite his young age, his performances were watched closely by those who around him. He had his own style of play and impressed the crowd, often working well with Thierry Henry.

The famous Spanish player did very well in the UEFA Champions League 2006-2007. He ended the season with the 'Golden Boy award'. He was also named FA Premier League Player of the Month in January 2007.

Fàbregas was very proud to be selected for the 2006 Spanish World Cup team and was a credit to his country.

3. Polish people in Crewe

Crewe is a town built around a railway station. Millions of people pass through, but most are only changing trains.

Few new arrivals ever make it to the streets beyond the platforms... or at least they didn't until recently.

Many thousands of incomers are now arriving in the town. They already make up 6% of the population, and they're from Poland. At the last census, less than 2% of Crewe's population were from ethnic minorities. However, this began to change when the town's biggest job agency ('Advance Personnel') discovered that many businesses just couldn't get enough English workers locally. They just didn't seem to be interested in low-paid jobs.

In Poland, unemployment reaches almost 20%. This explains why so many Polish people were happy to start work in Crewe. At first, single Polish men moved to Crewe alone, but now many of them have brought their families too. A local primary school welcomed 23 Polish children, none of whom cause the Headteacher any problems. The foreign children integrated well and learnt a lot of English very quickly.

Nobody knows yet how many Polish families will settle in Crewe permanently. However, what is clear is that many Polish workers are earning about six times what they used to earn in Poland. This is incredible when you remember that they are doing low-paid jobs by British standards.

Resource 4 – Acrostic poem

The title of an acrostic poem is the same as the word going down the side. Acrostic poems can rhyme, but they don't have to.

Here is an example about **CATS**:

Cats are furry balls of love,
And really rather clever.
Tabby is my precious puss,
She'll live with me forever.

What are the positive things about different types of people living in Britain? What are the negative things? Use your answers to make an acrostic poem. You can borrow words from the four poems you read. You might choose to base your work on one of the information sheets.

Poem's title: **DIFFERENCES**

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