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Part One:

Background and Aims

Welcome - This teaching resource is designed to compliment the Learning for Life Values Poster Programme.

For those already taking part in the poster programme, the activities in this pack have been designed to add value to the experience. It will enable the young people to develop their knowledge and skills before filling in their posters.

All the activities could also be a useful tool for teachers and others, who are maybe not looking to undertake the poster programme straight away, but are looking for some inspiring activities to enable their students to look at and develop their characters.

We believe that the activities are flexible and can be delivered in different contexts, both in schools and community settings. The activities would be best suited to 11-16 year olds.

More information about the Poster Programme can be found at www.learningforlife.org.uk

1.1 Learning for Life

This guide has been produced by Learning for Life. Learning for Life is a UK organisation that aims to build and strengthen character in the contexts of the family, school, university and employment through national evidenced based research and developmental work.

We seek to make a real difference to the lives and personal development of both learners and the professionals who support them in character formation. We seek to make an impact based on high quality research work, which provides a sound base for development.

This guide is one of several resources created by Learning for Life. Other similar resources can be found at www.learningforlife.org.uk.

1.2 The Values Poster Programme

The Learning for Life poster programme is a rewarding learning activity for 11– 16 year olds. It helps them to explore their character, ideals and values through a unique poster template and supporting resources. The poster programme is an innovative, personalised learning opportunity that enables young people to identify and examine their core values and character qualities. The Learning for Life poster and supporting website provide a reflective tool that can be used in the context of citizenship education, PSHE or religious studies and has links to many other curriculum subjects.

1.3 Linking the Activities Pack to the Poster

We hope that by delivering some or all of these activities to young people they will feel more confident about filling in their posters. We suggest that teachers / facilitators dip in and out of the activities and deliver those that are the most useful and relevant to them. You might find that all the activities are useful in your context; while others may just be looking for an activity to introduce the concept of 'posters' or of 'values'.

1.4 One Hour Introduction to the Values Poster Programme

Finding the time to run the poster programme as well as all the activities in this pack will be a challenge for many educators. To make things easier for you we have suggested below a one hour session, using some of the activities in this pack, which we believe is a good way to introduce the themes that will be developed in the poster programme.

Timing	Activity	Aims
0-15 mins.	Values for Life	To introduce the concept of values.
15-30 mins.	Personal Development Card Sort	To familiarise the students with the personal development values and to help them to decide which are the most important to them.
30-45 mins.	Successful Living: Walk the Talk	To encourage students to think about what it means to have a successful life.
45-1hr	Quote the Quote	To get students to think about quotes connected with values and how reading the quote makes them feel.

1.5 Resources and Timings

All the activities give some guidance on the time required to complete them. However this is only a guide as the topics can be looked at in greater or lesser detail. We hope the activities will get the young people discussing and debating and so depending on the group more time could be allowed for this. Some of the activities have suggestions for making them easier / harder or about how to extend them which will be useful for teachers looking for differential learning opportunities. All the resources and activities can be adapted to accommodate the young people's specific needs.

For most of the activities the resources are provided in the pack. The only additional resources required are stationery and paper. The resources that have been provided have been designed so that they can be photocopied and therefore used many times with different groups.

Part Two:

Activities to Introduce the Values Poster Programme

Activity 1: Values for Life

Resources in pack: Values cards

Other Resources you will need: A4 paper and pens

Timings: 30 – 45 mins

Activity Aims:

To introduce the concept of values and to get young people to think about which values are the most important to them.

Show the young people the following list of values.
(Either use the prompt cards in this pack or by write them on the board)

Trust
Responsibility
Respect
Courage
Empathy
Integrity
Honesty
Perseverance
Gratitude
Humility
Forgiveness

Check that all the young people understand what all these values mean.

Ask the young people to get into groups of 4-6 people and give each group a pack of the value cards. Ask the students to rank the values in order of which they think is the most important for people to have and which is the least important. The young people can write on blank cards any other values that they think are important and not already in their list.

Ask the young people to feed back to the other groups which they decided were the most important values and why.

Activity 2: Poster Messages

Resources in pack: Example posters

Other Resources you will need: Example posters
An example Learning for Life poster (available online)

Timings: 30 mins

Activity Aims:

- To get students to think about posters and what messages they send.
- To enable students to discover what is required to create a successful poster.

Ask the students to get into small groups. Give the students a selection of different posters. There are some example posters in this pack, including one advertising an upcoming local event, some sunglasses, a film and one about health and safety in the workplace. Also give the students an example of a Learning for Life poster. In groups, ask the students to look closely at these posters, and discuss the following questions:

What message is each poster trying to send to its audience?

Who is the audience for each poster?

How do they get these messages across?

Are some posters better at getting their message across than others? If so, why?

What makes some posters stand out more than others?

Can the students remember any other posters they have seen? What made them stand-out?

Is the Learning for Life poster a better way for students to talk about themselves than writing an essay? If yes – why?

What are the top five things to remember when designing and creating an effective poster?

Ask the groups to feedback their answers to the other groups. As a whole group, compile a list of the top things to consider when designing a poster to ensure it has the maximum impact.

Part Three:

Activities to Help Young People Complete Their Poster

Activity 3: Personal Development Card Sort

Resources in pack: Personal Development Cards

Other Resources you will need: None

Timings: 15 Minutes

Activity Aims:

To familiarise the students with the personal development values and to help them to decide which are the most important to them.

Ask the students to get into groups of 4-6 people. Give each group a pack of the personal development cards. Ask the students to rank these cards into which they think is the most important for individuals to have and which they think is the least important. The students also have to give a reason why they have ranked the cards in the way they have.

Ask each group to say how they have ranked the cards and the reasons why.

Activity 4: Successful Living - Walk the Talk

Resources in pack: None

Other Resources you will need: A4 or larger paper

Timings: 10 Minutes

Activity Aims:

To encourage students to think about what it means to have a successful life.

On large pieces of paper write down the following statements and place them in a clear area on the floor.

I don't know what this word means

I know what this word means

I know what this word means and can give an example of how it will make my life more successful.

Read out each of the successful living words: Creative Thinking, Learning, Focus, Hard work, Ideas / Vision, Purpose/ Goals, Courage, Friendship, Confidence and Self-discipline.

As each word is read out ask the students to stand next to the statement that describes best what they know / think about that word. Ask those that stand next to the 'I can give an example' statement to explain why they think that word is important for someone looking to lead a successful life.

Activity 5: Developing Resilience

[Getting from A to B]

Resources in pack: Developing Resilience Cards

Other Resources you will need: Pens

Timings: 15 minutes

Activity Aims:

To get students to think about what steps they would need to take to become a more resilient person.

Explain to the students that the activity is all about developing resilience.

Check that the students know what 'resilience' means.

Ask the students to get into small groups. Give each group a set of the developing resilience cards. Ask the groups to sort the cards into their opposites. Put all the problems under the 'A' card and all the positive outcomes under the 'B' card. On blank cards the students should write one or more actions that would help them get from A-B. For example – To get from 'fear about giving a presentation' to 'gave a successful presentation' they might write 'calm down' 'practice' 'take a deep breath' etc.

After all the groups have done the activity get the young people feed back to the others about which actions they must carry out in order to get from A to B.

Activity 6: Personal Relationships

[Create a symbol]

Resources in pack: Personal Relationship Symbol sheet (copy or print)

Other Resources you will need: Coloured pens

Timings: Up to 45 mins

Activity Aims:

To get students thinking about personal relationships.

Tell the students they are going to think about what key values are needed to have a successful relationship – whether this be with friends, family or others. For example they may say trust, generosity, compassion etc. After the discussion show the students the following list of words that are taken from Templeton's Laws of Life and used in the poster programme.

Co-operation
Responsibility
Empathy
Trust
Kindness
Forgiveness
Respect
Volunteering
Listening
Openness

Ask the students to say why they think each word is important in maintaining a successful relationship.

Tell the students they are going to have to represent each of these words with a symbol. Use the worksheet included with this pack as a guide. The students are going to have to use their creativity and imagination to come up with a symbol that represents each of the words.

After they have created symbols for all the words ask the students to show the one they like the best to the rest of the group.

Hang up all the worksheets round the classroom. Ask the students to walk round all the worksheets and decide which symbols they like the most. Hold a class vote to decide which symbols they like best for each word. These could then be compiled, re-drawn on a bigger scale and then added together to create a class set of symbols.

Activity 7: Quote the Quote

Resources in pack: Quote cards and sentence stems

Other Resources you will need: Pens

Timings: 20 minutes

Activity Aims:

To get students to think about quotes connected with values and how reading the quote makes them feel.

Explain to the students that they are going to look at famous quotes that are about having values or a good character. They are going to think about how these quotes make them feel.

Ask the students to get into small groups. Give each group a pack of the quote cards and accompanying sentence stems. The students need to match a quote to a sentence stem. Explain that there is no right or wrong answers – it is just how they feel as a group. Tell the groups that once they have matched all the quotes that they will have one sentence stem left over. For this remaining stem they have to make up their own quote.

This quote makes me:

feel happy
want to help others
want to meet the person who said it
want to change something in my life
want to stand up and shout it out
feel sad
want to be a better person
want to discover new things
feel nothing

Activity 8: The Good Citizen

[A fable from Hollywood]

Resources in pack: Good Samaritan Story
Storyboard frames

Other Resources you will need: Paper and pens

Timings: Up to 1.5 hours

Activity Aims:

- To get students to think about how good citizens have been represented in parables, stories and fables in the past.
- To get students to think about how students are represented in current films and television programmes.
- To get students to create their own 'good citizen' blockbuster film.

Ask the students to think of any past parables, fables or stories that they know of that feature 'a good citizen' – for example the Good Samaritan.

Ask the students to explain the story to the rest of the class and what it is about the central character that makes them a good citizen?

Now ask them to think of anybody in a current news story that could be considered 'a good citizen'.

Ask them to talk about the news story and why the person in it is a good citizen. Ask the students if they think there are more news stories about good or bad citizens. If bad, why do they think this is the case?

Show them the Good Samaritan parable in the pack. In small groups or on their own ask them to answer the following questions.

Where does this story come from?

Why do you think there were stories like this in the past?

Do you think people believed in these stories – how did the stories influence them?

Now ask the students if they can think of any recent films or television programmes that feature a good citizen. If so which? Ask them to explain the plot of the film and what makes the central character a good citizen.

Explain they are going to draw up their own film called 'the Good Citizen'. Using the A3 storyboard that has been provided they should sketch out the plot of this new film. They should think about the characters and plot of their film before starting to fill in their story boards.

Display these storyboards and get the students to talk through the plot of the films they have created. They could also create a role play based on their storyboard.

Activity 9: Inspirational Figures

Resources in pack: Inspirational Figure Cards

Other Resources you will need: Pens

Timings: 30-40 mins

Activity Aims:

To enable students to hold a debate about who they think is an inspirational figure and why.

Ask the students to get into groups of five. Each student has to pick one of the inspirational figure cards. This card will tell them about the person they will be playing in a talent show. The student should spend a few minutes familiarising themselves with the person they have chosen (possibly researching further details about this person in the library or internet).

Tell the students they are all contestants in a television talent contest. One person will be voted off the show every 5 minutes. The winner is the person in the group who they think is the most inspirational.

Allow each student one minute to say who they are and make a case for why they are an inspirational figure and why they should be saved. During this time the only person who can speak is the person making their case.

After everyone has spoken give the groups five minutes to discuss who they think they should be voted off first. After five minutes the group should vote on who they think is the least inspirational figure. The person who loses the vote is out of the talent show.

The person voted off then joins the audience, and can ask questions of the remaining contestants and can also vote. The remaining contestants are given another 5 minutes to debate why they should stay. After five minutes they must hold another vote and another contestant should be voted off. Keep doing this until there is one contestant left and they are crowned the most inspirational figure.

Get the student to reflect on the activity. Each group should say which character won the talent show and why.

Activity 10: The Art of Personal Reflection

Resources in pack: Reflection statements

Other Resources you will need: Flip chart paper and Blu-tack

Timings: 30 mins

Activity Aims:

To encourage students to think about the content and structure of their personal statement.

Explain to the students that in order to write a good personal reflection they need to think about the content of what they are going to write and also the structure of what they are going to say. Therefore they should plan their personal reflection statements before they start writing them. The following activity may help with this planning.

Give the students a pack of the Reflection Statements. As a group or in pairs ask them to choose the statements they like and have something to say about. From these statements that they have chosen ask the students to put them into an order which makes sense to them. Explain that there is no right or wrong order – just they need choose an order which they think best allows one statement to flow onto another.

Once the students have chosen an order they should Blu-tack the stems in this order to a piece of flip chart paper. Then they should brainstorm all the ideas they have about each statement they have chosen on this flip chart paper. Once this is completed it should serve as a good reference for helping to complete the personal reflection section of the poster.

Adapted from an activity by Bob Hector, Radyr Comprehensive School

Part Four:

Reflection and Evaluation

Here are a few suggestions on how you can get any young people who have completed a poster to reflect on the experience of doing so. It is also important that all the young people who took part have their achievements celebrated.

4.1 Circle time

Circle time is important as it gives each person a chance to reflect individually and also listen to the thoughts of others. The young people should sit in a circle with everyone visible and audible. They should share their thoughts about completing their posters and suggestions for what could have made it better. One suggestion is to ask the young people to name one good thing, one bad thing and one thing they would change about their poster.

4.2 Assemblies

Assemblies can be an ideal time and space to share young people's achievements with the school. The young people could be asked to prepare and deliver a presentation about their poster. They may like to use their IT skills to show a power point presentation, video clips or photographs. By presenting in assemblies young people are given a voice and a chance to analyse and celebrate their achievements.

4.3 Write a news / website article

Young people could write an article reflecting on their poster which could be published in a school newsletter, website or local paper.

Activity 1: Values Cards

<p>Trust</p> <p>learningforlife</p>	<p>Responsibility</p> <p>learningforlife</p>
<p>Courage</p> <p>learningforlife</p>	<p>Empathy</p> <p>learningforlife</p>
<p>Respect</p> <p>learningforlife</p>	<p>Humility</p> <p>learningforlife</p>
<p>Integrity</p> <p>learningforlife</p>	<p>Honesty</p> <p>learningforlife</p>
<p>Perseverance</p> <p>learningforlife</p>	<p>Gratitude</p> <p>learningforlife</p>
<p>Forgiveness</p> <p>learningforlife</p>	<p>learningforlife</p>

Activity 2 Resource: Example Posters

Also available as a PowerPoint presentation to download - <http://www.learningforlife.org.uk/awards/downloads/index.aspx>



HEALTH AND SAFETY LAW



What you should know

Your health, safety and welfare are protected by law. Your employer has a duty to protect and keep you informed about health and safety. You have a responsibility to look after others. If there is a problem, discuss it with your employer or safety representative, if there is one. Below is a brief guide to health and safety law. It does not describe the law in detail, but it does list the key points.

Your employer has a duty under the law to ensure, so far as is reasonably practicable, your health, safety and welfare at work.

Your employer must consult you or your safety representative on matters relating to your health and safety at work (see box below).

In general, your employer's duties include:

- making your workplace safe and without risks to health;
- ensuring plant and machinery are safe and that safe systems of work are set and followed;
- ensuring articles and substances are stored, stored and used safely;
- providing adequate welfare facilities;
- giving you the information, instruction, training and supervision necessary for your health and safety.

Health and safety consultation and representation arrangements at this workplace

Your employer must consult you or your representative on matters to do with your health and safety, including:

- any change which may substantially affect your health and safety at work, eg in procedures, equipment or ways of working;
- the employer's arrangements for getting competent people to help monitor safety health and safety issues;
- the information you have to be given on the likely risks and dangers arising from your work, measures to reduce or get rid of these risks and what you should do if you have to deal with a risk or danger;
- the planning of health and safety; and
- the health and safety consequences of introducing new technology.

Name and contact details of trade union or other safety representatives, and the groups they represent

Name
Location
Group

Name
Location
Group

Name
Location
Group

In particular, your employer must:

- assess the risks to your health and safety;
- make arrangements for implementing the health and safety measures identified as being necessary by the assessment;
- if there are five or more employees, record the significant findings of the risk assessment and the arrangements for health and safety measures;
- if there are five or more employees, draw up a health and safety policy statement, including the health and safety organisation and arrangements in force, and bring it to your attention;
- appoint someone competent to assist with health and safety responsibilities, and consult you or your safety representative about this appointment;

Management of health and safety

Appointed person(s)	Health and safety responsibilities
---------------------	------------------------------------

- co-operate on health and safety with other employers sharing the same workplace;
- set up emergency procedures;
- provide adequate first-aid facilities;
- make sure that the workplace satisfies health, safety and welfare requirements, eg for ventilation, temperature, lighting, and sanitary, washing and rest facilities;
- make sure that work equipment is suitable for its intended use, so far as health and safety is concerned, and that it is properly maintained and used;
- prevent or adequately control exposure to substances which may damage your health;
- take precautions against danger from flammable or explosive hazards, electrical equipment, noise and radiation;
- avoid hazardous manual handling operations, and where they cannot be avoided, reduce the risk of injury;
- provide health surveillance as appropriate;
- provide fire and eye protection clothing or equipment, where risks are not adequately controlled by other means;
- ensure that appropriate safety signs are provided and maintained;
- report certain injuries, diseases and dangerous occurrences to the appropriate health and safety enforcing authority (see box in column 3 for who this is).

As an employee you have legal duties too. They include:

- taking reasonable care for your own health and safety and that of others who may be affected by what you do or do not do;
- co-operating with your employer on health and safety;
- correctly using work items provided by your employer, including personal protective equipment, in accordance with training or instructions; and
- not interfering with or misusing anything provided for your health, safety or welfare.

If you think there is a health and safety problem in your workplace you should first discuss it with your employer, supervisor or manager. You may also wish to discuss it with your safety representative. If there is one, your employer or your safety representative can get information on health and safety in confidence by calling HSE's advice helpline service on 0501 540000.

If you think your employer is ignoring you to risk, or is not carrying out legal duties, and you have pointed this out without getting a satisfactory answer, you can contact the enforcing authority for health and safety in your workplace (see below). Health and safety inspectors can give advice on how to comply with the law. They also have powers to enforce it. HSE's Employment Medical Advisory Service can give advice on health at work. You can contact them at the address below.

Name and address of enforcing authority whose health and safety inspectors cover the workplace (eg HSE or your local authority's Environmental Health Department)

Name
Address

Employment Medical Advisory Service
Address

You can get advice on general fire procedures etc from the Fire Brigades or your fire officer.

More information about health and safety law is set out in HSE priced publications, such as:

Essentials of health and safety at work
HSE Books ISBN 0 7176 0724 X,
and in free leaflets such as:

An introduction to health and safety
INDG255 HSE Books.

Details of HSE publications can be found on ORE's home page on the World Wide Web <http://www.oreg.gov.uk/ore/books.htm>

All HSE publications are available from HSE Books, PO Box 1999, Sudbury, Suffolk CO10 2BA. Tel: 01787 891165.

HSE priced publications are also available from good bookshops.



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WITH ROBERT PATRICK AND TONY SHALHOUB ALISA VESPA AS SHARON WITH MUSIC BY DAVID SLOAN WILSON COSTUME DESIGNER MARY WILSON ANNE MCCARTHY EXECUTIVE PRODUCERS LESLIE E. EVERTON PRODUCED BY DANNY ELFMAN DIRECTED BY ROBERT RODRIGUEZ
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SMOKING**

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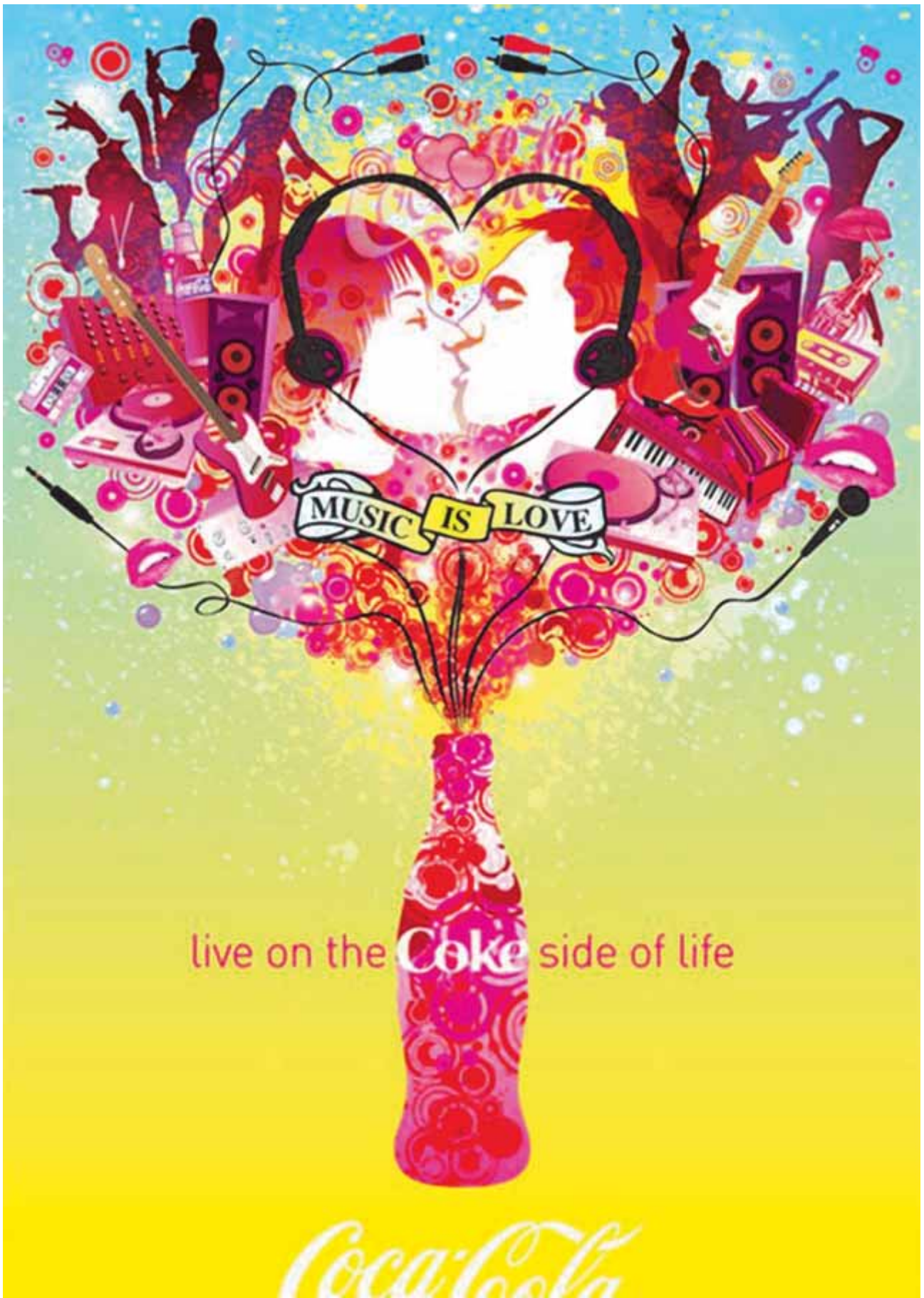


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live on the **Coke** side of life

Coca-Cola

LABOUR *still* ISN'T WORKING.



**OVER 2 MILLION PEOPLE ARE NOW UNEMPLOYED.
THANKS GORDON.**

Activity 3 Resource: Personal Development Cards

<p>Positive Outlook</p> <p>learningforlife</p>	<p>Gratitude</p> <p>learningforlife</p>
<p>Love</p> <p>learningforlife</p>	<p>Enthusiasm</p> <p>learningforlife</p>
<p>Happiness/Joy</p> <p>learningforlife</p>	<p>Perseverance</p> <p>learningforlife</p>
<p>Generosity</p> <p>learningforlife</p>	<p>Honesty/Integrity</p> <p>learningforlife</p>
<p>Humility/Modesty</p> <p>learningforlife</p>	<p>Wisdom</p> <p>learningforlife</p>
<p>learningforlife</p>	<p>learningforlife</p>

Activity 5 Resource: Developing Resilience Cards

<p>The bus you always get home is not running today</p> <p>learningforlife [A]</p>	<p>You arrive home safely</p> <p>learningforlife [B]</p>
<p>You want to go to university</p> <p>learningforlife [A]</p>	<p>You start your first day at university</p> <p>learningforlife [B]</p>
<p>You feel you cannot pass your exams (pessimistic)</p> <p>learningforlife [A]</p>	<p>You pass your exams</p> <p>learningforlife [B]</p>
<p>You are angry that you have been told you cannot do something</p> <p>learningforlife [A]</p>	<p>You are calm and understand why you can't do something</p> <p>learningforlife [B]</p>
<p>You have a long list of jobs you have to complete</p> <p>learningforlife [A]</p>	<p>You tick the last job off on your list</p> <p>learningforlife [B]</p>
<p>You feel stressed about a job</p> <p>learningforlife [A]</p>	<p>You complete the job in a calm manner</p> <p>learningforlife [B]</p>
<p>You are full of fear as you have to give a presentation</p> <p>learningforlife [A]</p>	<p>You give an excellent presentation</p> <p>learningforlife [B]</p>

Activity 6 Resource: Personal Relationships Symbol Sheet

Use your creativity and imagination to design a symbol that represents each of the words

Co-operation	Responsibility
Empathy	Trust
Kindness	Forgiveness
Respect	Volunteering / Service
Listening	Openness



Activity 5 Resource: Inspirational Quotes & Sentence Stems

<p><i>“Peace begins with a smile.”</i></p> <p>Mother Teresa</p>	<p><i>“Even the tallest tower got started from the ground.”</i></p> <p>Chinese Proverb</p>	<p><i>“May you live every day of your life.”</i></p> <p>Jonathan Swift</p>
<p><i>“Be the change that you want to see in the world.”</i></p> <p>Mohandas Gandhi</p>	<p><i>“Poor is not he without a cent, but he who is without a dream”</i></p> <p>Harry Kapp</p>	<p><i>“Anything is possible. You can be told you have a 90% chance or a 50% chance or a 1% chance, but you have to believe that you have to fight”</i></p> <p>Lance Armstrong</p>
<p><i>“Mankind must destroy war or war will destroy mankind”</i></p> <p>John F. Kennedy</p>	<p><i>“Well done is better than well said”</i></p> <p>Benjamin Franklin</p>	

<p>This quote makes me...</p> <p>feel happy</p>	<p>This quote makes me...</p> <p>want to help others</p>	<p>This quote makes me...</p> <p>want to stand up and shout it out</p>
<p>This quote makes me...</p> <p>want to meet the person who said it</p>	<p>This quote makes me...</p> <p>want to change something in my life</p>	<p>This quote makes me...</p> <p>feel sad</p>
<p>This quote makes me...</p> <p>want to be a better person</p>	<p>This quote makes me...</p> <p>want to discover new things</p>	<p>This quote makes me...</p> <p>feel nothing</p>

Activity 5 Resource: Inspirational Quotes/Sentence Stems [Reverse]

learningforlife Inspirational Quote	learningforlife Inspirational Quote	learningforlife Inspirational Quote
learningforlife Inspirational Quote	learningforlife Inspirational Quote	learningforlife Inspirational Quote
learningforlife Inspirational Quote	learningforlife Inspirational Quote	learningforlife Inspirational Quote

learningforlife Sentence Stem	learningforlife Sentence Stem	learningforlife Sentence Stem
learningforlife Sentence Stem	learningforlife Sentence Stem	learningforlife Sentence Stem
learningforlife Sentence Stem	learningforlife Sentence Stem	learningforlife Sentence Stem

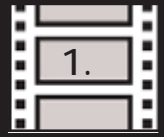
Activity 8 Resource: The Good Samaritan

A man was going down from Jerusalem to Jericho, when he fell into the hands of robbers. They stripped him of his clothes, beat him and went away, leaving him half dead with no clothes. A priest happened to be going down the same road, and when he saw the man, he passed by on the other side. So too, a Levite, when he came to the place and saw him, passed by on the other side. But a Samaritan, as he traveled, came where the man was and when he saw him, he took pity on him. He went to him and bandaged his wounds, pouring on oil and wine. Then he put the man on his own donkey, took him to an inn and took care of him. The next day he took out two silver coins and gave them to the innkeeper. 'Look after him,' he said, 'and when I return, I will reimburse you for any extra expense you may have.'

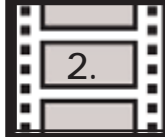
Photocopy of print copies of the A3 storyboard for activity 8 over the page >>




My Blockbuster Movie: _____



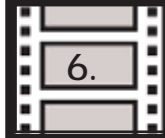
Scene 1 Description:



Scene 2 Description:

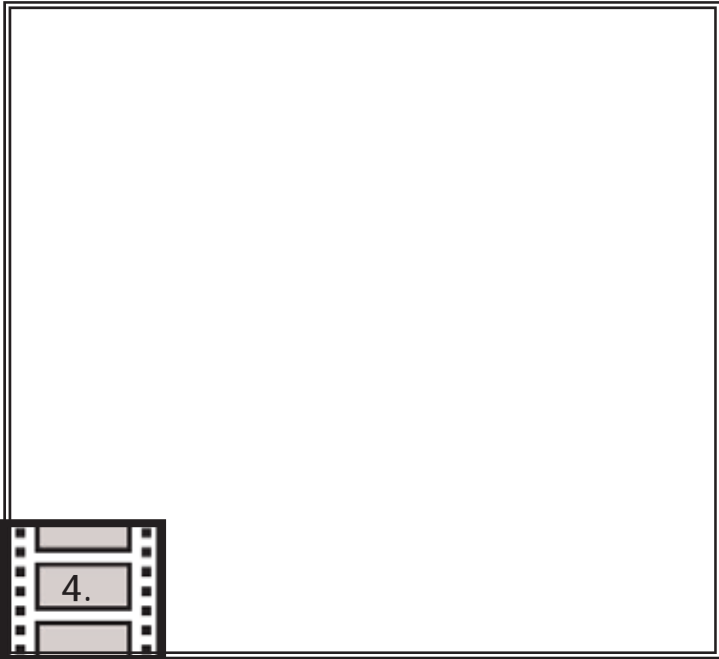
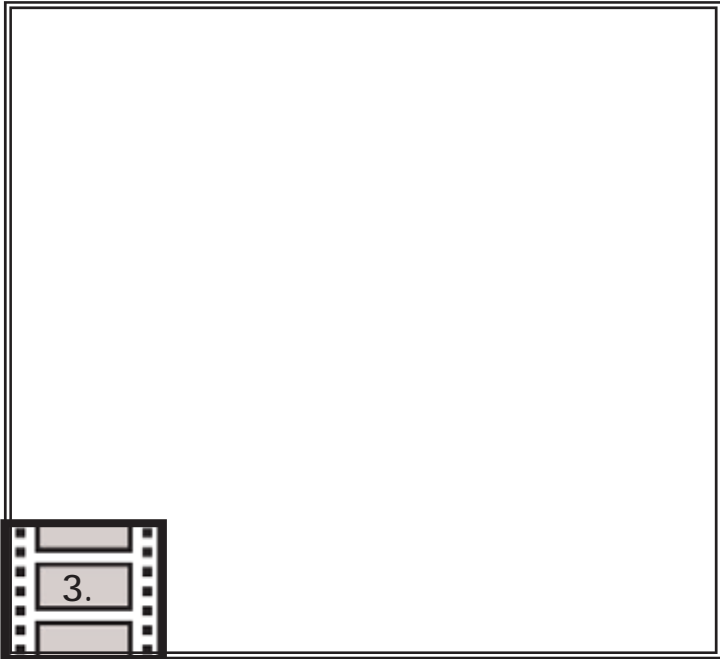


Scene 5 Description:



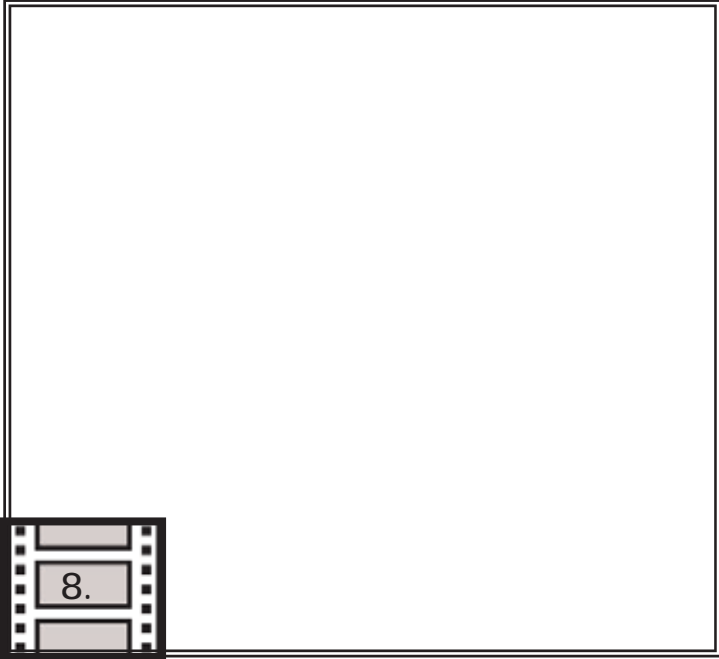
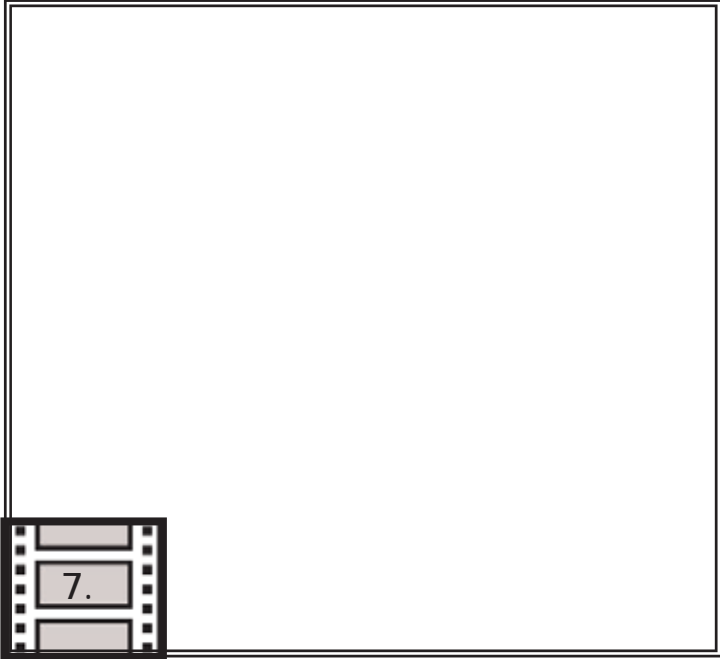
Scene 6 Description:

Written and Directed by: _____



Scene 3 Description:

Scene 4 Description:



Scene 7 Description:

Scene 8 Description:

Activity 9 Resource: Inspirational Figure Cards



Bob Geldof

Bob Geldof was born in the Republic of Ireland, to Roman Catholic parents. He became the lead singer of the band The Boomtown Rats, a rock group closely linked with the punk movement.

Geldof co-organized Live Aid (in 1985). The show, and its spin-off albums and movies, raised considerable sums of money for Amnesty, and raised public consciousness about human rights. With some of his musician friends he organized a show called Band Aid. He organized for popstars to sing 'Do they know Its Christmas time?'. In its first week of release the single became the UK's fastest seller of all time, entering the chart at number one and going on to sell over three million copies, making it the biggest-selling single in UK history up to that point, a title it held for almost 13 years and eventually it raised over £8 million.

During the broadcast of Live Aid, Geldof shocked viewers into giving cash by slamming his fist on the table and practically ordering them not to go out to the pub, but to stay in and watch the show. In total, Live Aid raised over £150 million for famine relief. Much of the money raised by Live Aid went to NGOs in Ethiopia.

There is no disputing the impact of Geldof in popularizing the cause of the poor of Africa. Live Aid in 1985 and Live8 in 2005 were both watched by more than half the world's population. His work has changed countless lives in the Third World and inspired millions of activists. Extraordinary for acting where others too scared, for being very forceful with presidents and prime ministers, many say he speaks truth.



Mother Teresa

Some of the qualities of Mother Teresa were that she was very generous, modest, demonstrated, great kindness and compassion.

Mother Teresa was born Agnes Gonxha Bojaxhiu in Skopje, Macedonia, on August 26th, 1910. Her family was of Albanian descent. At the age of twelve, she felt strongly the call of God. She knew she had to be a missionary to spread the love of Christ. At the age of eighteen she left her parental home in Skopje and joined the Sisters of Loreto, an Irish community of nuns with missions in India. After a few months training in Dublin she was sent to India, where on May 24, 1931, she took her initial vows as a nun. From 1931 to 1948 Mother Teresa taught at St. Mary's High School in Calcutta, but the suffering and poverty she glimpsed outside the convent walls made such a deep impression on her that in 1948 she received permission from her superiors to leave the convent school and devote herself to working among the poorest of the poor in the slums of Calcutta. Although she had no funds, she depended on Divine Providence, and started an open-air school for slum children. Soon she was joined by voluntary helpers, and financial support was also forthcoming. This made it possible for her to extend the scope of her work.

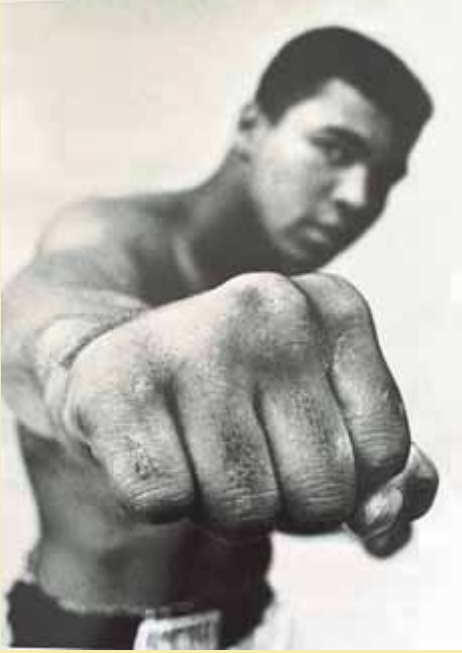
She gave the world a moral example that bridged divides of culture, class and religion.

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Inspirational Figures

Bob Geldof

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Inspirational Figures

Mother Teresa



Muhammad Ali

Some of the qualities of Muhammad Ali are that he had great courage, self-discipline and he believed in tolerance of all people. Muhammad Ali is one of the most famous sportsmen ever and is well known for his work against racism.

Ali was born on 17th January 1942 in Louisville in America and his original name was Cassius Clay. In his early years Ali decided to drop out of school but then started a well known sports school where he attended until he was 18. He started boxing when he was just 12 years old and trained hard to take part in the Olympics in Rome in 1960. Ali won the gold medal in that competition but later threw the medal into the Ohio River after a restaurant refused to serve him because he wasn't white.

He became known as the greatest boxer of all time and was well liked by the press because of his clever poems that he created. His fast feet led to the expression 'float like a butterfly and sting like a bee' being used to describe his style of fighting. Although he is most well known for his fighting, he is also famous for his fight against racism and became a controversial figure when he campaigned against white people.

Ali has since done a great amount of work for charities around the world and has worked with the United Nations to help gain peace in many countries. Muhammad Ali was a very influential figure who stood up for what he believed in. Once he decided that something was wrong he used his position in society to make a difference and help the lives of others.



Nelson Mandela

Nelson Rolihlahla Mandela (born 18 July 1918) is a former President of South Africa, the first to be elected in fully representative democratic elections. In August 1954 Nelson Mandela opened South Africa's first black law firm in central Johannesburg.

Before his presidency, Mandela was an anti-apartheid activist and leader of the African National Congress. He spent 27 years in prison, much of it on Robben Island. Among opponents of apartheid in South Africa and internationally, he became a symbol of freedom and equality.

Following his release from prison in February 11, 1990, he helped lead the change to multi-racial democracy in South Africa. Since the end of apartheid, he has been widely praised, even by former opponents.

Mandela has received more than one hundred awards over four decades, most notably the Nobel Peace Prize in 1993. He is currently a celebrated elder statesman who continues to voice his opinion on topical issues. In South Africa he is often known as Madiba, an honorary title adopted by elders of Mandela's clan. The title has come to be synonymous with Nelson Mandela.

Mandela has frequently credited Mahatma Gandhi for being a major source of inspiration in his life, both for the philosophy of non-violence and for facing adversity with dignity. Many people admire him because he has said that he forgives the people who were responsible for keeping him in jail for so long.

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Inspirational Figures

Muhammad Ali

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Inspirational Figures

Nelson Mandela



Martin Luther King Jr

Some of the qualities of Martin Luther King were that he displayed great wisdom had a positive outlook and showed great kindness. Dr. Martin Luther King Jr. was born on January 15, 1929 in Atlanta, Georgia.

He was a Baptist minister and political activist who was the most famous leader of the American civil rights movement. He won the Nobel Peace Prize and Presidential Medal of Freedom before being assassinated in 1968. For his promotion of non-violence and racial equality, he is considered a peacemaker by many people around the world. Martin Luther King Day was made in his honour.

He graduated from Morehouse College with a Bachelor of Arts degree in Sociology in 1948. At Morehouse, he was mentored by President Benjamin Mays, a civil rights leader. Later he graduated from Crozer Theological Seminary in Chester, Pennsylvania with a Bachelor of Divinity degree in 1951. He received his Ph.D. in Systematic Theology from Boston University in 1955.

He was assassinated on April 4, 1968, at 6:01 PM, on the balcony of the Lorraine Motel in Memphis, Tennessee, while preparing to lead a local march in support of the heavily black Memphis sanitation workers' union which was on strike at the time.

The assassination led to a nationwide wave of riots in more than 60 cities. Four days later, President Lyndon Johnson declared a national day of mourning for the lost civil rights leader. A crowd of 300,000 attended his funeral that same day.



Helen Keller

Helen Adams Keller was born on 27 June 1880 in Tuscumbia, in North-west Alabama, USA. In February 1882, when Helen was nineteen months old, she fell ill. Whatever the illness, Helen was, for many days, expected to die. When, eventually, the fever subsided, it became apparent that Helen's illness had left her both blind and deaf. Helen became a very difficult child, smashing dishes and lamps and terrorising the whole household with her screaming and temper tantrums. In despair, her mother took Helen, now six to visit Alexander Graham Bell, the inventor of the telephone, who recommended a teacher, Anne Sullivan who had been almost blind from the age of five. It became clear to her teacher that Helen's problem centered on her inability to realise the significance of the "words" which Anne was spelling out to her. After a month of no apparent progress, Anne Sullivan achieved a "miracle".

In Helen's own words, "We walked down the path to the well-house, attracted by the fragrance of the honey-suckle with which it was covered. Someone was drawing water and my teacher placed my hand under the spout. As the cool stream gushed over one hand she spelled into the other the word "water", first slowly, then rapidly. I stood still, my whole attention fixed upon the motions of her fingers. Suddenly I felt a misty consciousness as of something forgotten, a thrill of returning thought, and somehow the mystery of language was revealed to me".

Helen's progress from then on was astonishing. She became the first deaf and blind person to earn a Bachelor of Arts degree. Helen raised money for the blind by means of world-wide lecture tours. In 1964 Helen was awarded the Presidential Medal of Freedom, the nation's highest civilian award, by President Lyndon Johnson. A year later she was elected to the Women's Hall of Fame at the New York World's Fair.

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Inspirational Figures

Martin Luther King

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Inspirational Figures

Helen Keller

Activity 10 Resource: On Reflection Writing Frame

In my opinion the thing that matters most is because

The person that is most important to me is because

The quality that I most admire in someone is

The object that is most special to me is because

The happiest moment out of my life is because

The most challenging moment of my life has been because

The thing that I would protest for (fight for) is because

The most rewarding experience of my life was when

The event out my life I am most looking forward to is

If I could change something about my life it would be

What I like about myself is

The thing that I most like about the world

If there is one thing that I could change about the world it would be

My hopes for the future are

The thing that I most want to be remembered for is