

LESSON PLAN EXERCISES: Introduction & Theme

This month's lesson plans are based around the theme of : RESPONSIBILITY

RELATED VALUES

LOVE:

Acceptance, Care, Consideration, Dedication, Devotion, Friendship, Interdependence, Sacrifice, Thoughtfulness, Unselfishness.

TRUTH:

Discernment, Fairness, Fearlessness, Integrity, Intuition, Justice, Self-awareness, Sincerity, Unity of thought, words and deed.

RIGHT CONDUCT:

Self-help Skills: Care of possessions, Diet, Hygiene, Modesty, Posture, Self-reliance, Tidy appearance.

Social Skills: Good behaviour, Helpfulness, Politeness and Good relationships.

Ethical Skills: Code of Conduct, Courage, Dependability, Determination, Duty, Efficiency, Punctuality, Respect for all, Responsibility.

PEACE: Attention, Calm, Concentration, Equality, Equanimity, Faithfulness, Focus, Patience, Reflection, Satisfaction, Self-control, Self-esteem, Self-discipline, Understanding, Virtue, Inner silence.

NON-VIOLENCE:

Psychological: Concern for Others, Consideration, Co-operation, Forbearance, Loyalty, Morality.

Social: Appreciation of other cultures and religions, Brotherhood/ sisterhood, Environmental Care, Citizenship, Equality, Harmlessness, National Awareness, respect for property, Social Justice, Universal Love.

Background to the theme:

According to the Webster's Dictionary, RESPONSIBILITY means the quality or state of being responsible, reliable or trustworthy. Synonyms include dependable, conscientious, honest, sound, steady, sober, mature, sensible and rational.

Responsibility involves discharging our obligations even if we would prefer to do something else; so, in a sense it involves sacrifice. I

Parents entrust their children to the teachers schools, believing that they are capable and willing to guide them and instil in them the skills and habits that can later help them to stand up against the hardships and temptations of the world.

Teachers are therefore "burdened with a great responsibility of equipping the child with knowledge and strength of character.

RESPONSIBILITY also implies having regard and concern for ones own self. Sometimes it is necessary to take time out to reflect on the nature and extent of one's RESPONSIBILITIES and consider how we can strike a balance between them and one's own personal needs. It is easy to become overloaded with RESPONSIBILITY and unless we learn to delegate properly or to manage our affairs more efficiently, we may find ourselves extremely tired and /or stressed and our health may suffer.

QUOTES

“Education must assume full responsibility to enter the moral and spiritual lives of pupils” (Sathya Sai)

“The role of the teacher is the most responsible one in the country. If the teacher strays from the path of truth the entire society will suffer.” (Sathya Sai)

STORY

Jamie's Day*by Kay Challenor*

Jamie looked at his sister Maggie with disgust. He loved his sister, but she really annoyed him. Maggie was five, three years younger than Jamie and followed him everywhere. Jamie loved his sister, but wished that she would go and do her own thing and leave him alone.

Maggie returned his stare and playfully stuck out her tongue.

“Why can't you stay here and play?” Jamie asked.

“Come on, Jamie,” replied their mother, “It won't hurt for you to play with your sister. You never know you might even enjoy it.”

Jamie was not convinced. He was going to meet his friends in the playing field. They would be climbing the wooden adventure frame and sliding down the big slides. Not the sort of thing that Maggie could do.

“But, Mum, Maggie is too small to climb.”

“Then you will have to play something else, so that you can include her. Now I trust you to be responsible for your sister. It is only for an hour and then I will come and pick Maggie up. Here is some money for an ice cream. Keep it safe. I am trusting you, Jamie.”

Jamie took the money that his mother held out for him. He went into the hall and, taking his trainers out from the cupboard, he slowly pulled them on his feet. Maggie was very excited. She began to run around the hall while she waited for Jamie.

“All right, slow down!” Jamie said. “Now hold my hand until we have crossed the road. Come on.”

Maggie whooped with delight and skipped along the pathway beside her brother. She was very happy.

When the pair arrived at the playing field, Jamie's friends had already arrived. They were playing on the climbing frame and were swinging from one bar to another having a lot of fun.

“Come on, Jamie,” they cried as Jamie got near.

“I can't,” Jamie yelled back. “I have to look after Maggie.”

“Oh, come on! She will be all right. You can keep an eye on her from up here.”

Jamie really wanted to join his friends. He stood and watched them thinking that they were right. He could leave Maggie for a little while. She would be all right if she sat on a bench and waited. Jamie made up his mind. He turned to Maggie.

Maggie looked up at him. Her large brown eyes full of excitement. Jamie felt his heart melt. He could not expect her to wait while he had all the fun. After all he had promised their mother that he would look after his sister.

“Come on, you,” Jamie sighed. “What do you want to do?”

Maggie looked at the wooden park, at the swings, the slides and she pointed at the roundabout.

“Are you sure?” exclaimed Jamie. “The roundabout is very fast!”

Maggie nodded grinning.

Jamie led the way to the roundabout and helped Maggie climb on. “Now hold on tight!” He began to run round the roundabout, pushing the wooden beam to make it turn. Maggie began to laugh with glee.



“Faster!”

Jamie pushed even harder. The roundabout began to turn faster and faster. Soon he was struggling to keep up with it as it spun round and round. He took a leap and jumped aboard with his sister.

“Woow!” he exclaimed.

The world became a blur as they spun round and round together. Jamie felt his head go all funny and he wasn't entirely sure that he liked the experience, but his sister was laughing, totally enjoying herself.

Eventually the roundabout slowed and the two jumped off. They fell into a heap on the grass. Jamie felt much better about being with his sister. He had never had so much fun with her before.

"What next?"

Jamie grinned as Maggie looked at the slides.

"Come on then. We will slide down together. You will have to hang on to me."

Jamie lost count how many times they slid down the slides. They went on them all, even the bumpy ones. In fact, the steeper and more bumpy that they were, the more Maggie laughed and enjoyed them. Jamie was laughing too. He had forgotten all about his friends on the climbing frame. He was having such a lovely time with his sister.

"Come on, you two. I have come to collect Maggie!" called their mother.

"Gosh. Has an hour gone already? We haven't even had our ice creams yet!" exclaimed Jamie.

Their mother smiled. "Actually you have been playing for much longer than an hour. I have been standing here watching you. You both looked so happy that I didn't want to stop you straight away. It was so lovely to see you enjoying each other's company. How about if we all have an ice cream together before we go home?"

Jamie smiled. He had really enjoyed himself. He looked at Maggie and could see that her face was glowing with light and happiness.

"Love you," he said, giving his sister a hug. "You're the best!"

Questions

1. Why didn't Jamie want to go to the playground with his sister?
 2. What did his friends say when he arrived?
 3. Why didn't Jamie leave his sister on her own, even though he wanted to go and play on the climbing frame?
 4. What did Maggie choose to play on first?
 5. What did Jamie discover from his roundabout ride?
 6. How long did Jamie and Maggie play together?
 7. Why did they lose track of the time?
 8. How did their mother feel when she saw Jamie and Maggie playing together?
 9. Do you think that Jamie enjoyed being responsible? Why?
 10. How did you feel when you read the story?
 11. Did it remind you of anything in your own life?
-

POEM

The following poem is for Junior, Secondary levels to stimulate thought, discussion, and class work related to the value of RESPONSIBILITY.

I am going to be responsible by Zita Starkie

I'm going to be responsible
I'll give my Mum a shock
When it's time to go to school
I'll make sure I watch the clock.

And then when I come home,
Before rushing out to play,
I'll go and feed my rabbit
And make sure that he's OK.

I'm going to be responsible
The old me just won't fit,
I'm older now, I'm wiser too
I'm going to do my bit.

I'll do my homework well in time
So Dad won't need to say.
And I'll pack my bag and tidy up
And then I'll go and play.

I'm going to be responsible
The old me just won't fit
I'm older now, I'm wiser too
It's time to do my bit.

I'll remember Granny's birthday
And make a birthday card
And ask Grandad if he wants help
And I'll work very hard.

I'm going to be responsible
The old me just won't fit
I'm older now, I'm wiser too,
I'm going to do my bit.

POEM

This poem is for Secondary level.

Grandad

by Zita Starkie

Whose responsible for you
Sitting alone in your chair?
Do I care
As you sit in prayer
With down cast eyes?
Am I aware
That when you stare
You're wishing I'd be there?

Whose responsible for you
When your eyes are sad?
Do you feel bad
Recalling times you had
In your youth
When you were glad
To be a lad?
Is loving you a fad?
Whose responsible for you
To light your day
To shift the grey
To sweetly say
"I really love you"?
To move your tray
To say, "I'll stay
A while - you'll be OK."

CURRICULUM SUGGESTIONS

WHOLE SCHOOL: A day could be set aside as RESPONSIBILITY day. The school could prepare for the day by inviting suggestions from the pupils and the staff as to how the day could be marked. A suggestion box could be placed in a prominent place. A short brief during assembly, or from their form teacher, could inspire the children.

Children could be encouraged to reflect upon the benefits of RESPONSIBILITY. A sheep dog could be used as an appropriate symbol to mark the day. Badges could be made and presented to pupils that have shown great responsibility in their behaviour or actions. Pupils from different years could draw up a CHARTER OF RESPONSIBILITIES.

These could be displayed in the school on RESPONSIBILITY DAY. Examples could include:

(a) personal responsibility - personal cleanliness and cleaning up after oneself; keeping the body healthy through following a good diet, exercising and taking time to relax; observing a code of conduct which involves being honest, acting with kindness and consideration and treating all with respect; and acting responsibly in terms of personal safety by observing the “Green Cross Code” on roads.

(b) Social responsibility - helping parents, family members and teachers; supporting peers; behaving well in class;

(c) Environmental responsibility - being “Green” by trying not to waste energy, water or other resources and by recycling; respecting the environment by binning litter and respecting fauna and flora. Pupils could plan an Eco-friendly campaign. The school could enter the Eco-award scheme. For information on being Eco-friendly pupils could write to CAT. (Machynlleth Centre for Alternative Energy, N Wales Powys, SY20 9AZ; Tel 01654 705982; Fax 01654 703605; or email them on mail.order@cat.org.uk).

CAT provides Eco courses for pupils and guidance for teachers. For a list of courses and for mail order catalogues, or for information on books that are available, visit the website at www.ecobooks.co.uk CAT’s education department hosts 25,000 children each year, and supplies these and schools with its own publications. These are designed to meet the needs of the National Curriculum. They contain extremely useful and practical information based on years of experience in communicating complex environmental and technological ideas to children of all ages. Titles include Pupils’ guides to Renewable Energy, Teachers’ guides to Renewable Energy Projects, Teaching About Energy: Practical activities for 7-11 year olds, School Group Day Visit pack and the Star Quiz Survival test. (100 multiple-choice fun questions for 10-14 year olds to test their environmental awareness (Key stages 2 and 3). These can be used for team quiz games.

The whole school could focus on ways of helping the elderly. Pupils and staff could suggest ways that their school could help old people. Suggestions could include putting on a show at a local old people’s home, writing letters and cards, drawing pictures to give them, arrange work parties to help out in the garden or to do little errands. For more information, the school could contact Help the Aged (St James’s walk, Clerkenwell Green, London, EC1R OBE).

The school could invite speakers to talk on various subjects related to the theme of RESPONSIBILITY. They could, for example, invite a speaker from the Alternative Energy Centre, to talk to pupils about the importance of being Eco friendly. Representatives from the RSPCA could give a talk on the subject 'A pet is for life'. A carer from an old people's home and/or from Help the Aged could be invited to speak on the subject of the elderly. They could also invite speakers whose jobs involve great responsibility such as teachers, doctors and nurses, police, fire officers and carers.

ENGLISH:

At Junior level, SSEHV materials from the books and CDs can be used as the basis of discussion, activities and work. Lessons can be based on the following sections:

- Book 1, Lessons 1.2 "Telling the Truth", 1.6 "Owning up", 1.9 "Consideration", 1.19 "Good relationships", 1.20 "Helping those in trouble", 1.21 "Politeness", 1.22 "Consideration for Wildlife", 1.23 "Friendship with animals", 1.24 "Living without waste- use of time", 1.25 "Love of nature" and 1.26 "Universal love";
- Book 2, Lesson 2.2 "Discernment", 2.7 "Caring", 2.8 "Friendship", 2.10 "Kindness", 2.12 "Appreciation and gratitude", 2.16 "Self control", 2.21 "Using time usefully", 2.22 "Care of the environment", 2.23 "Human Rights, 2.24 "Kindness and concern for all" and 2.26 "Living without waste".
- The songs: "Never Tell a lie" (Track 3), "Mother Teresa" (Track 5), "Children of the World" (Track 12), "Come, take my Hand" (Track 19), "Good Manners" (Track 22), "Let's Care" (Track 26) and "Feeling world" can be found on CD 1.
- The following can be used from CD 2: "Come, Take my Hand" (Track 5), "Happy are they" (Track 11), "Self control" (Track 16), "St Francis Prayer" (Track 18), "I respect the things you say" (Track 20), and "I had a dream" (Track 23), "Water" (Track 26).
- The first of the above poems, "I'm going to be responsible", can be used in a similar way.
- Dipak Fakey's Human Values board-games (available from SSEHV Promotions Ltd) is also a very useful source for activities.

Pupils could be asked to talk about what they think RESPONSIBILITY means. Suggestions could be placed on a mind map/flow diagram, which can be displayed in class. Stories and poems could be written on the theme of RESPONSIBILITY. Possible titles could include, "My pets need me", "Doing jobs around the house", "Tidying up can be fun" and "I'm big enough to do my bit". These could also be displayed and some could be read out in assembly on RESPONSIBILITY DAY.

At Lower Secondary level:

- Book 3 could be used as a basis for discussion and work. In particular Lesson 3.2 "Truthfulness", 3.3 "Friendship", 3.4 "Self control", 3.5 "Personal resources: time management and cleanliness", 3.6, "Care for the community", 3.7 "Integrity", 3.9 "Racial harmony," 3.15 "Honesty" 3.16 "Waste minimisation/protecting the environment" and 3.25 "Respect".
- The second poem in this newsletter, "Grandad", can also be used as a basis of stimulus and discussion.
- Pupils could write their own play as a joint class project concerning the theme of RESPONSIBILITY. Two contrasting families could be portrayed; one that acts in a responsible way and one that does not.

- Essays and poems can be written that are related to the topic. Possible titles could include, “A pet is for life”, and “My grandma/granddad needs me” and “The day I took charge”, “The polluted planet”.
- Projects could also be set concerning the elderly. Pupils could write to Age Concern for information. They could consider the difficulties experienced by the elderly. These could be put on a mind map, which can then be used as a basis to consider ways in which they could help to improve the quality of life of elderly people. Visits too could be arranged to a local old people’s home. The pupils could write and perform a play to entertain them. Pupils could write letters to members of their families who may live on their own, or be going through a particularly hard time because they are old, infirm or ill.
- They could also write letters to environmental organisations to find out how they can learn to act more responsibly towards their environment. (See section on whole school).

At GCSE level, pupils could give a talk about RESPONSIBILITY or the lack of it. A debate could be arranged. Topics could include, “We are all responsible for our old folk”, “Irresponsible behaviour harms our planet”, “Responsibility is good for us,” and “It’s time I did my bit”.

A number of set texts could be used to explore the theme:

- In “To Kill a Mocking bird” by Harper Lee, Atticus knows that he is RESPONSIBLE for ensuring that his black client is treated justly.
- In “Mice and Men” by John Steinbeck, George always acts in a RESPONSIBLE manner towards Lennie. He looks after him and watches over him like a father. He takes full responsibility for him at the end of the book when he decides that both Lennie and the community as a whole would not benefit by him being around any more.
- In “A View from a Bridge” by Arthur Miller, Eddie takes full RESPONSIBILITY for his niece’s well being after her mother dies. He becomes incapable, however, of handing over any RESPONSIBILITY for her own life, even when she comes of age. This has disastrous consequences.
- Shakespeare can also be used to explore the theme. In “Romeo and Juliet”, Juliet’s father tells Juliet that she has a REESPONSIBILITY to her family and therefore she should agree to an arranged marriage; again this leads to tragedy.
- In Shakespeare’s “Macbeth”, Malcolm eventually agrees to resume responsibility for saving Scotland from the grips of Macbeth’s tyrannical reign.
- In poetry the poem “Dolce et Decorum Est”, the war poet, Wilfred Owen, describes how soldiers keep going, despite all their suffering because it is their duty.
- “The Charge of the Light Brigade “ by Alfred Lord Tennyson, also is a testimony to men who persevered in their duty, despite the fact that they knew that they were riding to their death.
- The poems “In memory of my Grandfather” by Edward Storey, “Hello” by Sheenagh Pugh and “Another small incident” by David Sutton, are useful for giving an insight into the difficulties experienced by the elderly. They could be used as stimulus for projects concerning RESPONSIBILITY towards the elderly.
- The book “Involved in poetry”, (ISBN 0-435 14040X), is a useful source of “political” poems that touch upon the theme of social RESPONSIBILITY. Suitable poems include “Petition” (against nuclear weapons) by R.G.Hay; “Open Invitation” by Bruce Dawe and “Election Speech “ by Vincent Buckley (concerning the responsibility of voting); “A Litany” by Salvador de Madariaga (concerning political prisoners); and “On the 7th Day”, (concerning pollution) – author unknown.

At A/S level:

- pupils could be asked to prepare a debate for presentation to the school. Suitable titles could include, “RESPONSIBILITY builds character”, and “We are all responsible for our elderly” and “Our environment needs us”. The quotes at the beginning of this newsletter can also be used.
- Essays and poems can be based on the same or similar titles.

In the A/S and A level Literature course, the theme of RESPONSIBILITY can be explored in different ways:

- They could consider how far both 19th century fiction and Shakespeare’s plays are concerned with RESPONSIBILITY. They could, for example, look at gender, age and class in this light. A suitable book would be Jane Austen’s “Pride and Prejudice”. One of Elizabeth’s friends, for example, is obliged to marry Mr Collins, to preserve her social position. Mrs Bennett feels that it is her RESPONSIBILITY to see that her daughters “marry well”.
- This attitude can be compared to that expressed by Capulet in “Romeo and Juliet” and Shylock, in “The Merchant of Venice”.
- Shakespeare can also be used to explore the theme of RESPONSIBILITY through looking at the attitude of those who hold positions of power in his plays. Suitable examples would be Henry IV Part II, and Prince Hal’s decision to abandon his old irresponsible ways, and Malcolm’s speech, in “Macbeth”, concerning the responsibilities and duties of being a king.
- The play by the 18th Century playwright William Goldsmith, “She Stoops to Conquer”, also explores the nature of RESPONSIBILITY through the choice of marriage partner, as can be seen in the interaction between Mrs Hardcastle and Kate.
- The theme of man’s social RESPONSIBILITY to his fellow man in Victorian times is central to Charles Dickens’ writings. He is particularly concerned about authoritarian institutions and the treatment of children.
- Elizabeth Gaskell is concerned with the subject in terms of the effects of the industrial revolution on factory workers.
- The theme of social RESPONSIBILITY can also be explored through poetry. Pupils could look at the work of the Malaysian poet Cecil Rajendra, in the light of his belief that poetry has “a moral purpose in society”. They could comment on the socio-political theme of the poems “Glass” and “My message”.
- The work of the black feminist, Maya Angelou, could also be explored in a similar way.

RELIGIOUS EDUCATION

A multi-faith activity could be set up for RESPONSIBILITY DAY. Individual pupils or small groups could research a particular religion or faith. Their work could be mounted and displayed in a prominent place on RESPONSIBILITY DAY. Pupils could be asked to suggest ways that they can explore the theme. Pupils could do a project on the lives of spiritual teachers whose lives have been examples of RESPONSIBLE behaviour.

Examples could include Jesus’ disciples, the Dalai Llama, Moses, Red Cloud and Rama. Pupils could also reflect on the RESPONSIBILITY of truly living one’s religious beliefs so that head, heart and hands are united. They could talk about the difficulties involved in following this practice and make suggestions as to how to overcome them. They could also consider the RESPONSIBILITIES involved in living in a multicultural society.

They could be encouraged to look at ways in which people could move towards religious tolerance and appreciation of different faiths. They could contact their local interfaith community to ask for guidance. One such community is the Ammerdown Conference and Retreat Centre, which runs residential and day courses. The centre is an open Christian community “dedicated to peace, reconciliation and renewal”. It aims to promote mutual respect and understanding between faiths.

During courses and retreats, the worship, services and Eucharist are celebrated according to the religious traditions of the course leader(s). Courses from the end of October include meditation, Jewish Christian text study and Buddhism. (For more information write to the Ammerdown centre, Ammerdown Park, Radstock, Somerset, BA3 5SW Tel: 01761 433709 Fax: 01761 432756 email: Centre@ammerdown.freemove.co.uk , http://www.midsomernorton.co.uk/small_pages/ammerdown.htm) A list of useful Interfaith publications can be obtained from Religion One World (ITPS, Cheriton House, North Way, Andover, Hampshire SP10 5BE fax: +44(0) 1264 342761, email oneworld@tips.co.uk); and Plough (the Plough Publishing House, Darvell Bruderhof, Robertsbridge, East Sussex TN32 5DR)

DRAMA

At all levels, both Junior and Secondary, pupils could write and enact plays based on the lives of people who have not abused their positions of RESPONSIBILITY, but rather that have used them to improve the lives of others. Suitable examples include King Solomon, King David and Ghandi. Pupils could study Robert Bolt’s play, “A man for all Seasons”. They could investigate the life of Thomas More, who felt it was his RESPONSIBILITY to follow the guidance of his church rather than obey the wishes of his king, Henry VIII. They could then write their own play concerning the conflicts, in terms of loyalty, that may arise when different areas of RESPONSIBILITY clash. The play could be acted out in assembly.

PSHE

The theme of RESPONSIBILITY could be introduced by asking pupils to construct mind maps. The following suggestions could be used as guidelines.

Self ~ (1) DEVELOPING A HEALTHIER, SAFER LIFESTYLE and the benefits of

- (a) exercise
- (b) healthy eating;
- (c) observing rules and guidelines concerning health and safety, basic emergency procedures and where to get help, laboratory rules, road safety, etc.

(2) HEALTHY MIND: (a) what effects mental health

- (b) how to make informed choices
- (c) the importance of personal cleanliness and general hygiene
- (d) the importance of developing inner peace as a basis for personal problem solving and as a basis for understanding and acceptances of differences between people ~ silent sitting, hard work, service to others

(3) SETTING PERSONAL GOALS

(4) MAKING RESPONSIBLE CHOICES. They could also look at RESPONSIBILITY from different perspectives such as

- (a) Family ~ What RESPONSIBILITIES do they have towards their parents, grandparents, brothers and sisters. These could include showing respect and helping.
 - (b) Friends ~ What are the responsibilities of a friend? For example, someone who can be depended on.
-

- (c) Community ~ To realise the consequences of anti-social and aggressive behaviour, such as bullying and racism. They could consider how to resolve differences by looking at alternative ways of behaving. They could also make a commitment to learning more about road safety and first aid.
- (d) World/Planet ~
- (i) They could look at ways of exercising their purchasing power in a way that shows understanding and respect for producers in less developed countries. For further information about fair trade and for posters, pupils could write to CAFOD Campaigns (freepost Cafod, Romero close, Stockwell Road, London SW 9 9BR. Tel: 020 7326 5518 or visit ww.cafod.org.uk/campaign)
 - (ii) To exercise their purchasing power in a way that shows consideration to animals. Pupils could send off for a copy of "The Compassionate Shopping Guide." Naturewatch 122, Bath Road, Cheltenham, Gloucestershire GL537JX. www.naturewatch.org They could discuss the following statement, by the TV Wildlife presenter Chris Packham, "Only by shopping effectively, using the pounds in our pockets to pinch their profits will we make an immediate difference." For further ideas see sections on Geography and Biology.

Pupils could also consider how the different kinds of rights, duties and responsibilities, (home school and community) might sometimes conflict with each other (see section on Drama).

GEOGRAPHY

At Junior level, children could look at ways in which they can show a responsible behaviour towards their immediate environment. Suggestions could include:

- (a) not dropping litter
- (b) recycling and not wasting materials
- (c) guarding against pollution
- (d) conserving energy. Pupils could design, draw and make models of Eco-houses.

At Secondary level teachers could use the topic of the use and abuse of resources.

At GCSE, pupils could explore the following topics related to RESPONSIBILITY and STEWARDSHIP:

- (1) RESOURCES: define and explain renewable and non-renewable resources; in what ways can abusing resources cause environmental damage? What are the implications of quarrying in terms of land resources and what role does conservation and recycling play in providing for the future? (For further information contact: Organic Energy Company at eny@organicenergy.co.uk or The centre for Alternative technology at Machynlleth info@cat.org.uk)
- (2) TOURISM: Compare the advantages and disadvantages of tourism? How do the demands of tourists cause conflict in MEDCs? In what ways may tourist development threaten natural resources? In what way can MEDC visitors challenge LEDC attitudes ~ for example in terms of dress and behaviour? How can tourism affect LEDC Cultures?
- (3) ACID RAIN
- (4) GLOBAL WARMING
- (5) POLLUTION (see THE REVISION GUIDE GCSE Geography, Edited by Richard Parsons ISBN 1 841467006)

A/S and A level, pupils could study

- (1) RECREATION: Define the following
 - (a) Tourism
 - (b) International tourism, elite or specialist tourism
 - (c) Ecotourism
 - (d) Alternative tourism
 - (e) Enclave tourism. Referring to a particular case study, give an example of Ecotourism. What are the possible implications of Ecotourism on tourist expansion in less developed countries?

- (2) ECOSYSTEMS:
 - (a) Define what is meant by an ecosystem.
 - (b) With reference to a particular area, discuss the arguments for and against the protection of estuarine Ecosystems.

- (3) POPULATION:
 - (a) Describe and comment on the ways that certain countries have tried to reduce pressure on their resources by attempting to limit population growth;
 - (b) Compare and contrast China's one child policy to Thailand's population control policy (education, health care, establishing reasonable rights for women and making contraception easily available).

- (4) POLLUTION: Discuss the following statements:
 - (a) Pollution is an International problem
 - (b) Pollution is a global problem
 - (c) Many pollution problems are political issues.
 - (d) International diplomacy is an important aspect of global pollution issues.

HISTORY

At Junior level, pupils could look at inspirational figures in History that have held positions of great RESPONSIBILITY such as monarchs, presidents, prime ministers, leaders of political parties, organisations and movements.

At Secondary level, pupils could consider the lessons that are available to us through the study of History. Pupils could debate how far the decision to use military force is a RESPONSIBLE one. As a background to their debate they could look at the CND party and their campaign for Nuclear Disarmament, and the 'Flower power' anti-war movements of the 1960s. They could also study the 1962 missile crisis in Cuba which brought the world on to the brink of nuclear war and compare it with the post "Twin-Tower" pressures on politicians to exercise military retaliations.

At GCSE level, suitable topics could include:

the legacy of the Spanish Conquest of South America and the North American Indian Wars
the reasons behind Lloyd George's opposition to the Treaty of Versailles,
the Irish conflict,
the Nuclear arms Race,
the Bay of Pigs and the Cuban Crisis,
the Arab Israeli conflict,
the Vietnam war and
the Space Race.

At A/S and A level, suitable examples could include Post-Colonial Africa. Pupils could consider how far colonialism was responsible for the later tensions and conflicts between and within African states, and for the destabilisation of the continent as a whole. Suitable questions could include:

- (1) Describe how and why tribal boundaries were ignored during the Colonial period. What were the immediate and long term effects of such a policy?
- (2) Evaluate the implications of the stripping of power from traditional tribal leaders in political, economic and social terms.

ART

At Junior level, children could design and make a poster that outlines their classroom responsibilities: for example to tidy up after themselves and to show regard towards each others belongings and the class equipment. They could paint pictures of Eco-houses or make collages to illustrate ways in which people can be ecologically caring.

At Secondary level, pupils could look at society's RESPONSIBILITY to make works of art accessible to the public and to preserve them for the future. Pupils could write to local art galleries for information on the subject. They could also investigate the way in which old paintings, frescoes and other works of art are restored. They could also see how they could become involved in local schemes to preserve or restore works of art or special buildings.

At GCSE, pupils could do projects concerning the RESPONSIBILITY of the artist. A suitable example would be Leonardo da Vinci. Pupils could compare and contrast his emphasis on artists needing to have a knowledge of body anatomy with the attitude of more modern artists, who stress the responsibility of conveying the essence or feeling of a particular thing or subject. Pupils could also look at the influence of Leon Battista Alberti on renaissance art. They could, for example, discuss the implications of his statement, "I would say this business of the painter is this: to draw lines and dye with colours...the like {nesses} of the visible surface of any body, so that viewed from a certain distance and central position, their bodies seem to be in relief and very similar."

At AS and A levels, pupils could comment on the view of the Renaissance artist, Leon Battista Alberti that "the painter wishing to express life in things will show every part of them in motion. But in every motion he will maintain charm and grace." This then could be compared and contrasted to Edward Fry's statement, that it is the RESPONSIBILITY of the artist, "To attain depth through the radiating influence of volumes and the multiplication of measures with the aid of a reasoned technique". A suitable question would be "Do you agree with Blaise Cendrars's remark that the formula was never observed."

They could also comment on the statement that it was the RESPONSIBILITY of the surrealists and above all Picasso, "to re-record the human image" and that the 1920s and 1930s saw a new attitude "towards the expressive potentialities of the human figure, based not on gesture and physiognomy, but on the complete freedom to re-order the human image". (See "Cubism" by Edward Fry.)

Pupils could also look at African and Asian influences on Western art. Suitable questions could include:

- (1) "African influences have restored sculpture to its integral dimensionality, in all its roundness." Discuss. (See Henry Moore" by Albert Read.)
- (2) How far do you agree with the statement that the responsibility of the Eastern artist, especially the Japanese, is to "convey his idea of essential reality not by assembling geometrically deconstructed closed shapes, but by weaving tissues of lines that symbolise movement and relationships of movement." (See Japanese paintings by Philip S. Rawson).
- (3) How far have modern Western artists truly succeeded in escaping from their inherited sense of underlying form? Discuss.

DESIGN TECHNOLOGY

Pupils could design and make inspirational objects for RESPONSIBILITY DAY. These could include badges, a school plaque (see quotes) or some other representation of RESPONSIBILITY through a sculpture, collage, tapestry or other medium. Suitable subjects could include Eco-houses/schools

MATHS

At Junior level, children could be given a sticker when they have shown great patience over a particular set task. These stickers could be placed on a large graph. The graph could be analysed at the end of a suitable period. Pupils could be reminded of the responsibility of making the correct mathematical calculations. They could look at projects that have depended on this. Suitable examples would include the building of the pyramids, tower blocks, multi-story car parks, thrill rides, aeroplanes, the space shuttle, bridges and tunnels.

At Upper and Secondary levels, pupils can be asked to devise surveys concerning RESPONSIBILITY. These findings can be analysed as both quantitative and qualitative evidence and displayed in a prominent place of the school for RESPONSIBILITY or longer. A variety of types of graphs can be used to display the evidence such as bar, line, flow, scatter, and pie diagrams.

The survey can be conducted in the form of questionnaires. Pupils could be asked to tick the relevant box (boxes) and write comments in appropriate places.

Suitable questions could include:

- "If you are supposed to do something, but you don't want to, do you refuse to do it?"
yes, no, sometimes, never."
 - "Do you think that it is important to act RESPONSIBLY with your school work?" *Yes, no, sometimes, not sure.*
 - "Do you think having RESPONSIBILITY helps to make you feel good about yourself?"
yes, no, sometimes, not sure.
 - "How do you feel when you have acted in a RESPONSIBLE way?" *OK, not sure, very happy, excited, proud of yourself? (You may tick as many boxes as you want).*
 - "Why do you think that people often give up easily?" *only think of negative things, don't value themselves enough, have not been shown how to persevere? (You may tick as many boxes as you want).*
-

BIOLOGY

At Junior level, children could look at how they can act RESPONSIBLY as regards the environment. They could make a large mind map which depicts potential sources of waste, which could be hazardous to humans and wildlife. Examples could include old batteries, fishing hooks, batteries, plastic rings that hold together drink packs, cans and bottles. Children could write to various animal organisations to ask for further information.

These could include:

- The WPCA, 89 Albert Embankment, London SE 1 7TP: www.wspa.org.uk ;
- The World Wildlife Fund, Panda House, Weyside Park, Godalming, Surrey GU7 1XR www.wwf.org.uk ;
- Naturewatch 122, Bath Road, Cheltenham, Gloucestershire GL51 7JX info@naturewatch.org and
- RSPB , UK Headquarters, the Lodge, Sandy Lane, Bedfordshire SG19 2DL www.rspb.org.uk

Their findings could be displayed on RESPONSIBILITY DAY.

At Secondary level, pupils could study the effects of substances that are taken into the body, with the teacher placing emphasis on the importance of taking RESPONSIBILITY over one's body. Topics could include healthy eating. Pupils could do a special project on the effects of smoking and drugs on the body.

A suitable question would be: When you smoke you damage the structure of your lungs. This makes gas exchange less efficient. Smoking may lead to lung cancer.

Put these statements in the order in which they happen to a smoker:

- (a) smoker's cough develops
- (b) chemicals in smoke damage tiny hairs (cilia) lining windpipe
- (c) coughing damages air sacs
- (d) severe breathlessness develops. (*Revision for Science Key stage ISBN 0 7195 7025 5*)

At GCSE level, teachers could introduce the topic of RESPONSIBILITY when studying Ecosystems.

A suitable question could be: In 1992 elephants living on the shores of Lake Kariba in Zimbabwe were slowly starving because they lost the use of their muscular trunks to obtain food. They had a problem with floppy trunks. All the affected elephants lived in the area of Zimbabwe subjected to severe drought.

The drought caused the lake to become smaller. Lake Kariba is used for fishing, tourism and water sports, but not for human water supplies. Lead fishing weights, petrol, exhaust fumes, discarded batteries and oil filters from boats are all sources of lead pollution. Lead is a poisonous metal, which affects the nervous system.

Use the information above and your knowledge of pollution to answer the following:

- (a) state the link between drought and the effects of lead pollution on the elephants.
 - (b) Suggest why trunks were floppy.
 - (c) Describe how the lead pollution in the lake might effect humans. *WJEC 1996*
-

At A/S and levels, the topic of RESPONSIBILITY could be introduced by looking at human activities and the ecosystem. Suitable areas to cover could include:

- (a) the impact of pre-industrial man on the environment
- (b) the exploitation of natural resources
- (c) pollution and conservation. Suitable questions could include
 - (1) SEWAGE (a) what is meant by sewage. (4 marks),
(b) Describe the sequence of stages used in the treatment of raw sewage produced by an urban community (10 marks)
(c) what are the problems associated with the disposal of large amounts of sewage? (6 marks) *London boards June 1986 Paper 2 no.4*
 - (2) PESTICIDES: discuss the advantages and disadvantages of the use of pesticides, indicating how the disadvantages may be overcome. (20 marks)
Welsh Joint Committee June 1984 Paper All no 17

Pupils could also look at the importance of looking after the body through having a positive attitude to life, Deepak Chopra's book "Quantum Healing" (ISBN 0 553 17332 4) could be used as a source for investigation.

CHEMISTRY

At Junior level, pupils could construct mind map outlining RESPONSIBLE behaviour in the lab. Suggestions could include: wearing protective clothing where necessary, not mixing chemicals unless instructed to do so, storing and using appliances correctly, not running in the lab, being careful when heating materials and general use of bunsen burners, and taking care not to spill chemicals or to knock any one who is handling them.

At Secondary levels, pupils could write to the environmental organisations Green Peace, Freepost ND944 Northampton NN1GP www.greenpeace.org.uk asking them to give information on the campaign, launched in 1989, to eliminate ozone-destroying chemicals.

Pupils can find out how they, as individuals, can assume RESPONSIBILITY for protecting the environment. For example, they could investigate the dangers presented to the environment by chemicals leaking from old batteries. They could spearhead a campaign in the school to use rechargeable batteries. They could also look at the kind of chemicals that are harmful to the environment and study their effects, such as acid rain on soils. They could investigate the reasoning behind the "greenfreeze" refrigeration campaign, the banning of sea dumping of radioactive and industrial waste and the Stockholm treaty of 2001, which focused on twelve of the worst toxic pollutants.

At GCSE level, pupils could explore the theme of RESPONSIBILITY by studying the way that chemicals combine to form toxic pollution. A suitable questions would be:

- (1) Fossil fuels contain between 1% and 4% sulphur. As a result 30 million tonnes of sulphur dioxide was emitted from the chimneys of Europe in 1999. Much of this combines readily with other chemicals like water and Ammonia and is quickly deposited. It may also increase soil fertility in areas where sulphate is deficient.
 - (a) Describe how sulphur dioxide and water combine to form sulphurous and sulphuric acid.
 - (b) Explain the relationship between low pH and acid rain.
 - (c) Carbon monoxide and nitrogen oxides and lead is found in exhaust emissions from cars and other vehicles.

(2) Explain how air pollution can be partly controlled by using non-lead anti-knock agents. Why does passing sulphur through a spray of water reduce emissions from chimneys? What are chloroflourocarbons (CFCs)?

A/S level this theme could be explored at greater depth.

PHYSICS

At Junior and Lower Secondary levels, the theme of gravity and forces. Pupils could look at the RESPONSIBILITY of architects to construct structures that are stable, weight bearing and durable. They could, for example, test different shapes, to see how well they cope with weight and movement. Suitable questions could include

- (1) When a big force acts over a small area we say it exerts a large pressure. What type of shoe would be less likely to damage a floor: a flat-heeled, or a stiletto heeled shoe?
- (2) Forces can make materials bend, stretch or twist. How important is it that the architect responsible for designing a bridge calculates the possible forces accurately? Pupils could be RESPONSIBLE for constructing models of a small play houses. The best could be replicated in the school grounds.

At GCSE and A level, the same topic can be explored in more depth. They could, for example, look at the use of flying buttresses, the construction of arches, pointed vaults and the importance of correct pitch for roofs. They could explain how forces are distributed with these devices.

Pupils could also do a project on energy. They could consider the RESPONSIBILITIES involved in producing energy that is not harmful to the environment. A suitable example would be to look at the implications of creating nuclear energy through fission and fusion. They could construct a mind map outlining possible dangers associated with nuclear energy. Examples could include: explosions in advanced atomic reactors, leaks of radiation, contamination of staff, contamination of water supplies and seas, the difficulties and dangers involved in transport and disposal of waste, and the use of nuclear material being used in weapons of destruction.

MUSIC

At Junior and lower Secondary levels, pupils can be reminded of their RESPONSIBILITY to treat musical instruments with great care, for example, in terms of how they handle them, play them, store them and transport them. They could construct a mind map that outlines other RESPONSIBILITIES that concern singers or musicians. Examples could include:

- (a) In a choir or ensemble ~ listen to other players, do not drown other players out and consider the good of the whole performance.
- (b) Before performing ~ check that your instrument is in tune and working properly, practice regularly and thoroughly, make sure (if possible) to arrive in plenty of time and that you know where you have to be.
- (c) When performing ~ to perform to the best of your ability, to play with feeling, to concentrate and to give attention to the conductor.

At GCSE and A level, pupils could consider the role of benefactors and their RESPONSIBILITY for a musician's survival and recognition. A suitable example would be that of Beethoven and the support he received from his teacher Hayden, Hayden's benefactor, Count Waldstein, and his later foremost patron Prince Karl Lichnowsky. Another example could be that of Leopold Mozart, who felt it was his RESPONSIBILITY to ensure that his child prodigy son, Wolfgang Amadeus, was secured the fame and fortune that he deserved.

LANGUAGES

At Junior and Secondary levels, pupils could discuss whether they think that visitors to a foreign country should try to learn the language of the area that they are visiting. They could look at the difficulties involved.

Examples of these could include: local dialect, many languages spoken in one country, unwillingness of inhabitants to encourage foreigners to speak their language and the practical difficulties involved in learning a language.

At lower Secondary level, pupils could be asked to enact a play based on the theme of RESPONSIBILITY. Key words related to RESPONSIBILITY could be displayed in a spider diagram (see dictionary definitions at the beginning of the Newsletter.) Each child could be responsible for translating and writing up one of the related meanings.

At GCSE level, pupils could write about creatures that display social RESPONSIBILITY such as bees, ants, elephants, dolphins and apes.

At A/S level, pupils could write an essay or a talk on the theme of RESPONSIBILITY. Great French heroes/heroines such as Joan of Arc or ordinary people such as the members of the French Resistance during the 2nd World War could be subjects for essays and for talks. French leaders such as Napoleon Bonaparte and Charles de Gaulle could also be researched.
