

KS3 PD

NEWSTHINK PROJECT 2

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6 lessons

Lesson 1 – Hot, hot, hot

Learn how to build your resilience to cope with heatwaves

Imagine this scenario: *The media have been reporting that a long, hot summer may be in store for the UK, with some newspapers suggesting that water levels are low and a drought is possible.*



Task 1 – Explain how would you deal with the following situations effectively? You may ask for advice

1. Your little sister has spent lots of time playing in the sunny play area. She comes back over to you looking very hot and sweaty. She complains to your mum that she has a headache and feels a bit dizzy and sick. What should you do now?
2. You are planning to go to the park to play football with your friends all afternoon. The weather forecast is for hot sun and temperatures of around 30°C. How might that affect your plans?
3. After a few days of hot sunshine there's an afternoon thunderstorm, with heavy rain, thunder and lightning. If you are out in the countryside, what should you do – shelter under a tree, get in a car or crouch down in the open?
4. You are enjoying a family picnic when someone cries out that they have been stung by a bee. How should you help them?
5. An older person who lives in the top floor of a block of flats asks for advice on how to keep cool at home during the hot weather. They have limited mobility and spend many hours in the flat, where the temperature soars. What do you suggest?

Lesson 2 – Syria: Building a school from the rubble



The Syrian conflict began in 2011, and fierce fighting and bombing has left the city of Raqqa in ruins.

In 2018, a group of teenagers decided that, rather than waiting for others to rebuild the city's schools, they would create their own school. They had all missed four or five years of education and they felt there was no time to lose.

Currently, all schools are closed. Everyone likes a few weeks off in the holidays, but what if you hadn't been to school for five years? You may have missed the chance to learn to read and write, or to pass the exams you need to get a good job. What if, instead of going to school, you had to survive in a war zone, not knowing whether your home would be bombed or if your family would have to leave home at a moment's notice.

Task 1 - Read the report below and then answer the questions:

A group of teenagers in Raqqa, Syria decided after many years of conflict ... that they were tired of waiting for others to give them an education. They set up their own school.

Their city had been ruined by conflict and bombing so the best classroom they could find was a building with no electricity surrounded by ruins. The freezing winter weather did not deter the eight teenagers who founded the school; they were desperate to learn after years with no school.

First of all, they needed teachers. This was not easy, as many people had fled the city. Eventually they were able to find 10 teachers and now the school has a growing number of students. The students and their families put together what money they have to pay the teachers' wages.

The students have overcome so much to restart their learning. Many had to leave their homes during the fighting. They are still nervous that the political situation could change and that their hard-won education could be taken away by the war, but they are also optimistic that they will one day learn all they need to achieve their dreams of becoming doctors, engineers or architects.

1. Some of these teenagers have not been to school for the last five years. What would you have missed if you'd missed the last five years of school?
2. What does school provide in addition to what you learn in the classroom?
3. If you lived somewhere affected by conflict, how important do you think going to school would be?
4. Why do you think the teenagers and their families resorted to paying the teachers themselves?
5. Why do you think the teenagers of Raqqa were so determined to set up their own school?

What do you think would be important if you were planning your own school? What do you think are the most essential things that every school needs?

Areas to think about could include:

- > Buildings and facilities: You need a space to learn but what about exercise and providing food and drink?
- > Staff: Which subjects would be most important? Would you need a range of teachers and subjects? And what kinds of teachers would you want? What about others such as a headteacher and supporting learners?
- > Books and other learning resources: What's more important: textbooks or pens and paper for writing and expressing yourself?
- > Extra-curricular activities
- > What else might be important for students' wellbeing at school?

Stretch task: Explain what your school would be like.

Look for words that would describe the atmosphere and values of school.

Think particularly about elements that would be particularly important in conflict, such as safe, open to all, welcoming, focussed on students' future lives and helping their community to rebuild.

Task 2 - How different do you think your school would be like from the one the students built in Syria?

Lesson 3 – Knife crime: living peacefully and avoiding conflict

In November 2018, the news reported on a number of fatal knife attacks in London and this raised concerns about violence among young people in particular.



Task 1 – read the article and answer the questions:

A teenage boy and a man are seriously ill in hospital after becoming the latest victims of separate knife attacks in London.

Police were called just after midday on Wednesday to reports of a stabbing in White City, west London. The victim, a boy believed to be in his teens, was found at the scene with life-threatening stab wounds and taken to hospital by ambulance.

Within two hours, at 1.53pm, police were called to a separate incident in Hackney, east London. A man, who was found at the scene with stab wounds, was taken to hospital in a serious condition, the Metropolitan police said:

The incidents come amid growing alarm about a spate of fatal stabbings in London.

On Monday night, a 16-year-old boy, named locally as John, died in front of his parents in Tulse Hill in the fifth fatal stabbing in London in six days. It was the 119th violent death in London so far this year.

The other stabbing victims in the past week were Rocky Djelal, 38, Jay Hughes, 15, Malcolm Mide-Madariola, 17, and an unnamed 22-year-old man.

- 1) Explain how this story makes you feel. (Is there anything that surprises or shocks you? How do the ages of the victims make you feel?)

Task 2 - Using the space outside of the circle, think about and record the possible causes of conflict that young people may experience within their own lives (this could be at school, at home or when they are out in their community). These could be small incidents.

Peace circle

Causes of conflict



Task 3 - Take each of the causes of conflict that you have identified and try to think of an appropriate peaceful solution (or a step in that direction at least). You should write your solution inside the circle and can connect it to the relevant conflict with a line. The same solution may be appropriate for several different causes of conflict. Solutions may include:

- > Respecting the views and opinions of others
- > Treating others with dignity and respect
- > Discussing differences in a safe space
- > Thinking about why the person is behaving in that way
- > Understanding and accepting that others may have different points of view, even if we do not agree.

Lesson 4 – Defusing conflict



Tension is in the air. A disagreement seems to be building into something more threatening. An awkward confrontation is expected that could involve hurtful words or physical violence. If you can, you would like to cool the tension and reduce the aggression.

What can you do? Working that out is not easy. Success is not guaranteed. But if you get it right, the rewards are great. Increase your chances with this defusing conflict briefing.

Task 1 - Imagine these scenes that could either escalate into conflict or could be defused.

Explain what you would choose to do to defuse each situation and consider the following:

- Can you help?
- Is what you are aiming for realistic?
- What are the risks?
- What would you do or say?
- What will make things worse?

1. *A ticket inspector enters a first-class train carriage to find a group of football fans. They have been drinking, are rather pleased with themselves and noisy. They don't have first-class tickets.*

2. *A man gets out of a car. He is red in the face, shouting, swearing and clearly angry about something.*
3. *A youth worker sees a group of young people she knows in a state of agitation. When she looks again, she realises that they are being taunted, and prevented from moving on, by a group of bigger teenagers from a different area.*
4. *A long-standing irritation about noise levels has risen to a point where a householder feels they really must speak their mind to a neighbour.*

Task 2 - Look back at the list of situations.

What would be a bad way to react to the following:

- > Football fans in a first-class train carriage.
- > An angry-looking motorist.
- > A group of teenagers surrounded by bigger and more threatening young people.
- > A noisy neighbour.

Task 3 - Discuss why the responses would be unhelpful and describe what is likely to happen next in each case

Stretch task: what have you learned from this section?

Lesson 5 – Migration to Britain: Crossing the Channel



In December 2018 and January 2019, migration to the UK hit the headlines again. News sources reported that more than 200 people arrived on the coast of Kent in southern England in small boats. Many of these migrants hoping to reach the UK were from Iran.

Task 1 - Read this quote and then explain how it makes you feel?

What recent news stories could this quote relate to? What do you know about them?

“You have to understand no one puts their children in a boat unless the water is safer than the land.”

These people have left their homes and what they know to make a very dangerous journey to the UK, where they hope for a better life. They have crossed the English Channel on small boats, a journey which is extremely dangerous. Crossing the busy shipping lanes of the Channel in these small, inflatable boats has been compared to crossing a motorway on foot. There are few legal and safe routes for them to travel to the UK, so they have no choice but to make this dangerous journey to find safety.

Task 2 – Imagine how you would feel if you were considering taking this journey from a dangerous country abroad to the UK.

Write your response under the following headings:

Before the journey

- > What reasons could you have for leaving your home country and travelling thousands of miles to find a new home?
- > How might you feel before leaving home? (Answers could include being nervous about your dangerous journey, concerned about leaving home, excited about finding a better life, worried about the unknown.)
- > What might you be leaving behind?
- > What might you be able to take with you? Think about things that would remind you of home.

During the journey

- > Why might you take the decision to cross the sea in a small boat?

After the journey

- > How might you feel when you land in the UK? Think about how different this may be to your original home and the things you will need such as food and shelter, the uncertainty of what will happen next.



Lesson 6 – Indonesia: Forces of nature and learning about resilience



Some areas and people around the world seem to be facing more natural disasters. In December 2018, Indonesia was struck by a devastating tsunami, triggered by a landslide of part of Anak Krakatau volcano. This was following the previous tsunami that occurred in September 2018.

The image above shows a woman salvaging materials from her restaurant which was washed 30 metres across a road by the tsunami in Banten, Indonesia, on 28 December.

Task 1 – Consider and explain the following in relation to the image.

- > What emotions might the people affected by this disaster feel as they see its effects?
- > What impact could the threat of natural disaster have on aspects of people's lives? (Think about the impacts on homes, jobs, schools etc. as well as health effects. The impact could be practical and emotional.

Resilience is defined as:

“Having the ability, skills, behaviours and coping strategies to support yourself and others during times of change or a sudden shift in circumstances, such as a crisis caused by a disaster or emergency.”

Task 2 – Answer these questions in relation to the tsunami in the image

1. Why might **resilience** be important for people affected by the disaster?
2. What might the qualities be that make people **resilient** and able to recover from situations like this? (Think about skills, behaviours and strategies. It might be helpful to relate this to how you recover from setbacks in your own life, e.g. by focusing on the future, the support of family and friends, making changes to avoid the same things happening again, doing activities you like.)
3. What factors might hinder or help with recovery? (Think about infrastructure, funding, support services, healthcare, etc.)
4. When a whole community has been affected by a natural disaster, how can that community help each other to recover? (Ideas could include working together to repair damage or supporting those who have been most badly affected.)
5. What help from outside might the community need to recover from these events? (This might include help from governments or aid agencies to rebuild buildings, restore clean water supply etc.)
6. Why might it be harder for some people to recover than for others? What kinds of support might they need?

Lesson 1 – Hot, hot, hot – answers

Your little sister has spent lots of time playing in the sunny play area. She comes back over to you looking very hot and sweaty. She complains to your mum that she has a headache and feels a bit dizzy and sick. What should you do now?

Suggested answer:

Tell your sister to come and sit down in the shade for a while.

Make sure she drinks plenty of cold fluids.

She could pour some water over her head or skin to cool her down.

Seek medical advice. Even if she appears to recover fully, you should seek medical advice. If she gets worse, call 999 for emergency help.

You are planning to go to the park to play football with your friends all afternoon. The weather forecast is for hot sun and temperatures of around 30°C. How might that affect your plans?

Suggested answer:

Try to play out of the hot sun, and not during the hottest part of the day.

Wear a hat and some light-coloured, loose-fitting clothes so you can stay cool.

Ensure you drink lots of fluids and wear sunscreen.

If you, or your friends, feel unwell, move into the shade and drink plenty of water.

After a few days of hot sunshine there's an afternoon thunderstorm, with heavy rain, thunder and lightning. If you are out in the countryside, what should you do – shelter under a tree, get in a car or crouch down in the open?

Suggested answer:

If a thunderstorm is approaching, you should always go inside, but if you are caught outside and cannot reach a safe building, you would be safer in a car or by crouching down.

You should avoid high ground; water; tall trees; and metal objects such as fences or metal benches.

If you are in a car during a thunderstorm, stay inside it and do not touch anything metal that could conduct lightning.

If you hear thunder when you are swimming or paddling, get out of the water immediately and go inside.

You are enjoying a family picnic when someone cries out that they have been stung by a bee. How should you help them?

Suggested answer:

If someone has been stung and the sting is visible on the skin, use the edge of a credit card to scrape it away.

Apply an ice-pack to the affected area to minimise pain and swelling.

Watch for signs of a more severe allergic reaction including a rash, itchiness or swelling on a person's hands, feet or face. Their breathing may also slow down. If this happens call 999.

An older person who lives in the top floor of a block of flats asks for advice on how to keep cool at home during the hot weather. They have limited mobility and spend many hours in the flat, where the temperature soars. What do you suggest?

Suggested answer:

Keep the curtains closed to keep the sunlight out of the house.

Keep windows open.

Drink plenty of water.

Wear light, loose-fitting clothes made of natural fabrics.

Splash themselves with cool water.