

Red Nose Day Project



<u>Objet</u> : Projet pédagogique en anglais pour le niveau 3^{ème}

La **tâche finale** sera de *promouvoir une cause / une action caritative en prenant la parole en public et en créant une affiche pour défendre une cause.*

Pour pouvoir promouvoir l'évènement, les élèves de 3^{ème} devraient pouvoir prendre la parole devant des classes ne connaissant pas le sujet et à même de les comprendre (niveau 4^{ème}). Pour cela, quelques élèves de 3^{ème} (4 ou 5 par classe ; toute la classe se sera entrainée dans ce but) devraient avoir l'autorisation de quitter un cours pendant 5-10 minutes pour venir présenter l'évènement aux élèves de 4èmes en cours d'anglais.

Ainsi, les élèves de 3^{ème} interviendraient dans les classes de 4ème la semaine du 11 au 15 mars 2013.

Ces discours de présentation et de promotion préparés en classe et à la maison feront évidement l'objet d'une évaluation en salle informatique à l'aide des casques-micros de langues.

De plus, toujours dans le but de la promotion de l'évènement, l'autorisation d'afficher des posters (officiels de l'évènement que nous allons recevoir gratuitement début février) et des affiches confectionnées par les élèves (faisant l'objet d'une évaluation) est requise.

L'affichage pourrait se faire dans les couloirs du 1^{er} et du 2nd étage ainsi qu'au CDI ; dans certaines salles de langues voire peut-être au self et à la vie scolaire?

Récolte des fonds sous 2 formes:

- Fiches de sponsoring
- Vente de nez rouges (symboles de l'évènement)

1) <u>Sponsoring :</u>

Le slogan étant : « *Do something funny for money* » (fais quelque chose de drôle pour de l'argent), les élèves devront trouver des idées pour faire une action amusante (dans les limites du règlement intérieur et après accord du professeur) afin de récolter des fonds.

Cette action étant par exemple de porter quelque chose d'inhabituel (nez rouge, bas de pyjama, oreilles de chat, perruque rouge...mais pas de déguisement complet), de se taire pendant une journée (ou de telle heure à telle heure), de ne pas jurer pendant une journée, sketches, petits concerts...etc.

Ils présenteront l'idée à leurs camarades qui décideront ou non de les sponsoriser à hauteur de 50 centimes par personne.

Chaque élève de 3^{eme} se verra remettre une fiche de sponsoring où il notera les noms des personnes s'engageant à les sponsoriser le jour de l'évènement.

Ces fiches de sponsoring seront ramassées par les professeurs d'anglais du niveau 3^{ème} quelques jours avant l'évènement.

2) <u>Vente de nez rouges</u>

Une vente de nez rouge (à raison d'un euro le nez rouge) aura lieu la veille de l'évènement pendant les récréations sous le préau ou dans une salle d'un des professeurs d'anglais; et le jour de l'évènement à un stand tenu par des professeurs et quelques élèves volontaires se relayant, entre 11h30 et 14h.

Récolte des fonds :

- Stand tenu par élèves et professeurs volontaires
- Soit au foyer soit dans le hall menant au self
- Entre 11h30 et 14h le vendredi 15 mars 2013
- Argent liquide des sponsors et ventes de nez rouges dans une boite avec le logo de Red Nose Day

Name

is going to

for Red Nose Day 2013

By being a brilliant sponsor you'll help to change lives for the better

could buy rapid malaria testing £ kits for five children in Uganda so they can receive the life-saving treatment they need.

8 could buy art-therapy materials to help a bereaved child in the £ UK express their feelings and cope with their grief.

Full name	Home address	Postcode	Total amount	Date Paid
A. Person	A House, A Town	AB12 3CD	£X DI)/MM/YY
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			┫	
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			┫┝──┼	
			┫╞───┼	
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Please give your sponsorship form and all the money you've raised to your Teacher.

To the Teacher

Cheques should be made payable to Red Nose Day 2013 (Schools) or Red Nose Day 2013 (Early Years).

Find out how to pay in the money raised for Red Nose Day at rednoseday.com/schoolspayin

* You will need to have paid UK Income and/or Capital Gains Tax this year at least equal to the 25% Comic Relief, and any other charities or Community Amateur Sports Clubs (CASCs), will claim on your donations. Council Tax and VAT do not count for Gift Aid purposes.

RND13/122



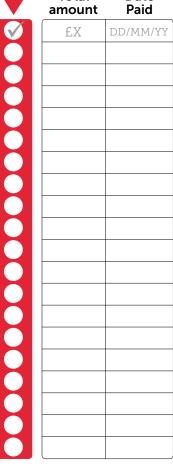
(Well done!) For office use only

Total raised



RED

15 March 2013







This lesson aims to raise pupils' awareness of the challenges faced by children living in poor conditions in urban slums. Through role play, pupils explore issues faced by an eight-year-old boy called Robert, who lives in a Kenyan slum. They then write an informative newspaper article that describes Robert's life in the slum. Linked to PSHE, Citizenship and English. The lesson will take about an hour.

LEARNING OBJECTIVES

- To empathise with children who face difficult living conditions in Africa
- To describe and express opinions concerning global issues through verbal and written communication
- To consider their role as an active citizen

YOU WILL NEED

Photosheets: 'What can you see?' from rednoseday.com/primaryresources

DAY

- Film: 'Welcome to my world' from rednoseday.com/primaryresources
- Worksheet: 'Newspaper journalist'
- Worksheet: 'Robert's story'
- Worksheet: 'Meet Robert'

CURRICULUM LINKS: KEY STAGE 2, PSHE AND CITIZENSHIP

Developing confidence and responsibility and making the most of their abilities

1a To talk and write about their opinions, and explain their views, on issues that affect themselves and society

Developing good relationships and respecting differences between people

4b To think about the lives of people living in other places and times, and people with different values and customs

CURRICULUM LINKS: KEY STAGE 2 ENGLISH

Composition

- 1a Choose a form and content to suit a particular purpose
- 1e Use features of layout, presentation and organisation effectively



STARTER: WHAT CAN YOU SEE?

Display image one of Robert from the photosheets on the interactive whiteboard or give pupils copies of the image to share.

Ask the children to look closely at the image.

Prompt questions

- What can you see in the picture?
- Where do you think the boy lives?
- Does it look warm or cold?
- What do the houses and streets look like?

Note their responses and reasons.

TOP TIP

You could design your own activity about Robert's life using the other photosheets from 'What can you see?'

5 MINS

NOTES

- The boy is called Robert. He is eight years old and lives in a slum called Mukuru in the city of Nairobi, Kenya.
- Robert lives with his parents and three older siblings. He attends a local primary school but has to walk across a busy road to get there. Robert likes playing with his kitten called Bruce.
- Robert's mum Mary works seven days a week in her kiosk (shop) selling hot food and tea but she is still unable to pay for all the things needed to live. When he is not at school Robert helps his mum at her kiosk (shop) by collecting water for the tea.
- Urban slums develop when large numbers of people move from the country to the city to look for work or start a new life. There are not enough places to live and many families end up living in poorquality housing.

WATCH THE FILM: WELCOME TO MY WORLD

Tell the children they are going to watch a film about the boy in the picture. He is called Robert, is eight years old and lives in Mukuru, a slum in Nairobi, Kenya. Tell your pupils to pay attention as they will be asked questions at the end.

Show the film 'Welcome to my world' from rednoseday.com/primaryresources

After watching the film, encourage the children to reflect on what they have seen.

Prompt questions

- Who does Robert live with?
- What type of house does Robert live in?
- What objects did you see in his house?
- What problems affect Robert where he lives?
- What happened to Robert when he was young?
- What do you think about where Robert lives?
- How do you think Robert feels about where he lives?

THE NOSEY TIMES BIG INTERVIEW

Get your children into pairs and ask them to nominate who is A or B. Tell your children that As will be newspaper journalists for 'The Nosey Times' and Bs will be Robert.

In their pairs, the As interview Robert about his life and note down his answers on the 'Newspaper journalist' worksheet. The Bs imagine what it would be like to be Robert and live in Mukuru. They answer all the journalist's questions on 'Robert's story' worksheet.





15 MINS

WRITING AN ARTICLE ABOUT ROBERT

Tell your children that they are now going to write a newspaper article about Robert's life in Mukuru for 'The Nosey Times'. The article should give lots of detail so readers can understand the challenges that Robert faces every day.

The worksheet 'Meet Robert' provides a framework for children who need it.

You could link this activity to the learning poster 'Want to come and play at my house?' by displaying pupils' articles around it. The posters can be found in the School Fundraising Resource Pack.
Or extend this activity and ask your pupils to design a new house for Robert to live in.

PLENARY

Ask a selection of your pupils to share their feelings and responses to Robert's story in the film and the articles that they have created.

Ask your pupils how they think they could help children like Robert and what they could do to fundraise for Red Nose Day 2013. For example they could be sponsored to 'Give something up', sell unwanted toys and books or organise a Red Nose Day disco.





10 MINS



Newspaper journalist

You are a journalist and are interviewing Robert about his life. Here are some questions to get you started. There is space for you to add your own questions too.

	QUESTIONS	ANSWERS
	How old are you?	
	Who do you live with?	
	Can you describe your house?	
	Do you go to school?	
	What are you chores?	
	Where do you play?	
	Where do you get your water?	
	Where do you go to the toilet?	
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Robert's story

ROBERT'S STORY

Robert is eight years old. He lives in a slum called Mukuru in the city of Nairobi, Kenya.

Robert lives with his parents and three older siblings. He attends a local primary school but has to walk across a busy road to get there. When he is not at school he helps his mum at her kiosk (shop) by collecting water.

Robert likes playing with his kitten called Bruce.

WHAT DOES ROBERT SAY?

- I live with my mother and father and brothers and sister.
- My house is too small. I live in a small house. It does not have a bathroom or kitchen.
- I clean the plates, knives and forks.
- I pay five shillings each time I have to go to the toilet.
- I don't have many toys.
- I don't have a safe place to play.

You can write down your responses to the interview questions in the space below.





Meet Robert

As a journalist it is your role to write an article telling Robert's story to other people. The article should give lots of detail so readers can understand the challenges that Robert faces every day.

Title		
Little		
Article	Image	



Article			
	Article		
Image			
Image Image			
Image Image			
		Image	
		-	
)



Choose two of these images to illustrate your article.













FUNDRAISING FOR RED NOSE DAY

RED

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DAY

For information on how to pay your money in please go online to rednoseday.com/schoolspayin