

# WE ARE ALL DIFFERENT, WE ARE ALL SPECIAL - GUIDE



◆ **Domain:**

Appreciation of literature and culture

◆ **Benchmark:**

Discuss themes and conflicts in literary texts

◆ **Description:**

Students are required to orally present an introduction to the issue of social rejection in front of different classes in the school. They will first read a true story about a schoolgirl who suffered rejection, scorn and derision from her schoolmates. Students will then be required to give an oral presentation introducing the issue to students in various classes.

◆ **Rationale for choice of topic:**

All teachers would agree that the issue of social rejection is an important one and it is essential that it be dealt with in school, where more than a few pupils may suffer derision, humiliation and rejection.

◆ **Suggestions for implementation (prior to and/or during):**

You should first find out if any of your students have experienced social rejection in or outside of the school. There may be students in your class who are particularly sensitive to the issue. You may also want to find out about your students' attitudes to this issue before reading the story and developing the discussion. You may decide to read the story together with the class.

◆ **Suggested time allotment:**

Double lesson

◆ **Prerequisites:**

- Ability to read between the lines
- Knowledge of use of adjectives and adverbs for expressing feelings
- Experience in giving a formal presentation

Name: \_\_\_\_\_

Class: \_\_\_\_\_

## WE ARE ALL DIFFERENT, WE ARE ALL SPECIAL - TASK

*In this task you will be asked to give an oral presentation after reading a story about a rejected girl:*

It's hard to be different, especially when you are a teenager. Many teenagers who are "different" suffer *humiliation* and even rejection. Your school *counselor* wants students to discuss this important issue with other students in different classes. To prepare for the discussion, each student will prepare an introduction to the *issue*.

**Read** "Valeria's Story" and give an oral presentation to **present** the issue to your class. Your introduction should include:

- a description of Valeria's story and her problem;
- a description of the issue in general;
- suggestions of ways to help students who are *rejected*.

You can tape your presentation. (The presentation should be at least five minutes long.)



**Note:**

**Read** the checklist before you start working and **fill it in** when you finish.

humiliation - השפלה - إهانة

counselor - יועץ/יועצת - مستشارون

rejected - דחוי - مٌؤحَل

issue - סוגיה - قضية

## WE ARE ALL DIFFERENT, WE ARE ALL SPECIAL - CHECKLIST

<b>What to check</b>	✓
I described Valeria's story and her problem.	
I described the issue.	
I suggested ways for her to deal with the problem.	
I suggested ways to deal with similar problems that other pupils have.	
I spoke clearly.	
I spoke fluently.	

## Valeria's Story\*

One fine spring morning, a grandmother climbed up the hill to the Tapori House. I knew she lived in a very poor house. In her sack she carried a treasure - five small, round, golden stones to give to Tapori for the Special Stones Campaign. As she arrived in our house, she placed the stones on the table, sat down and spoke: "These five stones come from my grandchildren, Valeria, Rachel, Marco, Michelle and Roxana. It was Valeria who had the idea to paint them gold. I want to give you the message that goes along with her stone, but first I want to tell you her story....

"Valeria almost died when she was born. Thankfully, in a few days, everything worked out. Well, not everything. Her eyesight was severely damaged. Even as a small child, she had to wear thick eyeglasses that looked like the bottoms of soda bottles. She hated her glasses and the older she got, the more unhappy she became.

When she started school, everyone made fun of her. Her classmates said that she looked like an ugly frog with big eyes. One day, someone even wrote on a wall of the school in big letters, 'Valeria = Frog-eyes.' She came home in tears. Her dad hugged her and tried to make her feel better, but it didn't help. Valeria cried and cried and threw her glasses away.

When Valeria's father saw how upset she was, he got a bucket of water and a brush and went to the school. He scrubbed and scrubbed the wall until all the hurtful words were gone. That wall had never been so clean! Still, in school nothing changed. Valeria went back without her hated glasses. But without them she could not see anything. She bumped into people and even stepped on their feet. She could not read what was written on the board and in her books. The other children said that she was stupid. The more her classmates treated her this way, the more unhappy Valeria became. Her grades got worse and worse. Two of her classmates, Britt and Yvan, tried to be on her side, but they were afraid to go against the others.

One day, Valeria would have a stomachache. The next day, she would have a headache. She did not want to go school. Her mother talked to her teachers, the principal and even doctors. Perhaps a pretty pair of glasses? But what use would the prettiest pair of glasses be if behind them were two eyes full of tears and fears?

It was her teacher who understood that something else was needed for Valeria to smile again. She decided to invite the parents to join their children in her classroom. She told them about Valeria, about her life, about the difficulties and courage of her family. The teacher told everything in a simple way, not insisting too much on the 'Valeria = Frog-Eyes Episode'. When it was time to go, everyone left in complete silence. Since that day things have changed.

Little by little, friendship returned among the children. Her grades are getting better, and Valeria is smiling again.

This is why Valeria wrote: 'I want these golden stones to be part of a prince's crown. I once read a fairy tale that a frog changed into a prince simply because someone loved him.'"

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\* This story appeared in the Taporí newsletter WWW.TAPORI.ORG. It also appeared in a book called "My Heart is in This Stone" by Noldi Christen, Fourth World Publication 2000, with six other stories and the whole book is in four languages. It can be ordered from the address: Taporí. Joseph Wresinski House, Chemin Galiffe, 5, CH-1201 Geneva, Switzerland.

## WE ARE ALL DIFFERENT, WE ARE ALL SPECIAL - RUBRIC

Dimension	Text Type	Content	Speech	Vocabulary
<b>Criteria</b>	<i>Features of orpresentation</i>	<i>Description Relevance</i>	<i>Fluency Pronunciation</i>	<i>Appropriacy to topic Range</i>
<b>Grade Level</b>				
<b>On Target 5</b>	Arouses listeners' interest. Makes the most of time allotment; keeps contact with audience through direct eye contact; loud enough for audience to hear; and changes in volume keep interest.	Clear description of Valeria's story and the issue in general. At least three suggestions; all relevant to the issue.	Generally fluent with almost no hesitations. Generally comprehensible pronunciation.	Vocabulary is appropriate to topic. Vocabulary is rich and varied.
<b>4</b>				
<b>On Your Way 3</b>	Some attention paid to arousing the interest of listeners. Finishes within time limit; makes some eye contact with audience; loud enough for audience to hear.	Clear description of Valeria's story. May be unclear about the general issue. Two suggestions; both relevant to the issue.	Some degree of fluency, but a few hesitations. Some mispronunciations, but they do not detract from comprehension.	Vocabulary is usually appropriate to topic. Range of vocabulary is adequate.
<b>2</b>				
<b>Starting Out 1</b>	No attention paid to arousing interest of listeners. Either finishes much too early or too late; no attention paid to making eye contact with audience ; low volume makes it difficult for audience to hear presentation.	Either no description of Valeria's story, or description is not related to the story. Not more than one suggestion and it may not be relevant to the general issue.	Mostly hesitant. Mispronunciations make it hard to follow what is said.	Vocabulary is inappropriate to topic and/or genre. Vocabulary is poor and limited.

# We Are All Different, We Are All Special

## שאלון לתלמיד המבצע משימה

שלום תלמידים,

זה עתה סיימתם לעבוד על המשימה באנגלית. אנו מעוניינים ללמוד על ההתנסות שעברתם על מנת לשפר את המשימה. על כן אנו מבקשים שתקדישו מספר דקות כדי לענות על השאלות המצורפות כאן (ענו בעברית). תודה לכם מראש על שיתוף הפעולה.

- האם התנסיתם במהלך לימודיכם בחטיבות הביניים (כל מקצועות הלימוד) במשימות מן הסוג הזה? כן לא (הקיפו את התשובה המתאימה).
- מה במיוחד אהבתם במשימה ומה לא אהבתם? פרטו.

אפתי הספור היה נחמד, נענין וענין למשימה  
אני בטוח שזה היה לי אהבה ולענין ולענין  
אני

- מה היו הקשיים בביצוע המשימה? פרטו (אם היו מספר שאלות במשימה, אל תשכחו לציין את מספר השאלה שאליה אתם מתייחסים).

היה קשה קצת, אהבתי את זה (השאלה) עם אהבה ואהבה  
אהבתי את השאלה

- מה הייתם משנים במשימה? פרטו.

אם זה שאלה, אהבתי (אני) יותר מאשר אהבתי  
אני

- האם יש עוד הערות/הארות/רעיונות שהייתם רוצים לחלוק אתנו? פרטו.

