

# We are all the same,

## LIVING TOGETHER

1



2



3



4



5



1. Match each caption to the corresponding picture.

- Different ages, but the same fun.
- Different ethnic origins, but the same objectives.
- Different sex, but the same studies.
- Different physical condition, but the same desire to win.
- Different cultures, but the same love.



# we are all different

## THE SAME BUT DIFFERENT

- We are all the **same**. We are the same species. The **Universal Declaration of Human Rights, 1948** says that we all have the same rights.
- We are all **different**: in age, sex, size, weight, the colour of our skin, handicaps. Our differences depend on where we live in the world, how we live and the way we think.

## WHAT CAN WE DO ABOUT DISCRIMINATION?

- We can:
  - overcome prejudice;
  - address public organisations who help victims of discrimination;
  - **prosecute**. Discrimination is illegal.

## 2. Complete the sentences with the words from the list below.

- crime   • multicultural   • racism
  - discrimination   • sexism   • prejudice
- 1 When people treat a child differently because he comes from a different school, or area, this is .....
  - 2 When a person thinks that people from a certain region are lazy and do not want to work, his opinion is .....
  - 3 According to the law, discrimination is a .....
  - 4 Discrimination against a man or woman is .....
  - 5 Discrimination against people of different ethnic origin is .....
  - 6 A group of people from a different culture is a ..... group.

## DISCRIMINATION – WHAT IS IT?

- **Discrimination** starts when people hold **prejudices** – when they have negative opinions about people they don't really know for their physical appearance, sex (sexism), religion or their ethnic origin (racism).
- In many countries discrimination is a crime.



## infoUK-USA

### A multicultural population

One in three Londoners belongs to an ethnic minority group. There are residents in London from over 90 countries. The British population is multi-ethnic and multicultural, but unfortunately certain prejudices are still there.

### Racism and teenagers

*The Skin I'm In* is a story by the American author Sharon Flake. Maleeka is a girl at Junior High School. Students at school bully her because of her skin colour. Maleeka's mother is poor and makes clothes for her. People tease Maleeka because her clothes are different. One day Maleeka has a new teacher called Miss Saunders. She has a rare skin disease. Maleeka realises that Miss Saunders is not ashamed of her skin. The moral of the story is that we are all different and it doesn't matter what people think. We are all beautiful in our own way.



### and in Italy?

Draw a family tree of your parents and your grandparents. Maybe you have ancestors from another country or from several Italian regions. Discover your origins with your classmates. Maybe your class is multi-ethnic and multicultural.

# How people can help

## Junior Forum

Is helping people important? Can young people take on responsibilities at school and in their towns or villages?



No, it's useless. Young people can't take on more responsibility in their towns and villages, because adults don't listen to them. It's a waste of time!

**Chris**



Are we involved in social or political life? You can't be serious! At our age we don't know anything about this. Some of us have the same opinion as our parents and our friends.

**Rose**



I have my own opinions. I say what I think. It's my right.

**Amir**



I agree with Amir. I don't think Chris and Rose understand. When we deal with the problems we have with society now, we can all live in a better world tomorrow.

**Thomas**



I am the class representative. My class elected me last year. It's a lot of work, but it's very useful. With the other representatives, we can change and improve lots of things at school.

**Henry**



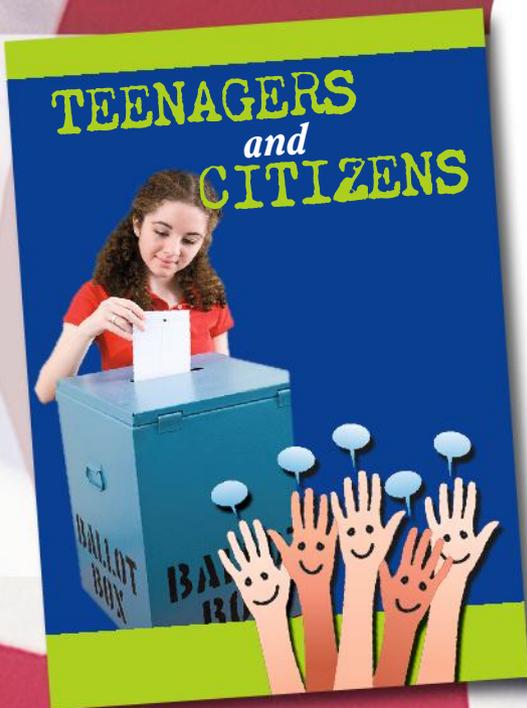
I'm interested in the problems of citizenship, road safety and the environment. Adults listen to me and I can tell them what young people (10-16 year olds) think about these problems. Working together is a positive experience for everyone in my area.

**Emily**

### 1. Read the forum. Who is for? Who is against?

	Amir	Chris	Rose	Emily	Henry	Thomas
For						
Against						

### 2. What is your opinion? Do you think that young people can participate in citizenship? Write something for the Junior Forum.



**3. Match the first part of the sentence (1-7) with the second part of the sentence (a-g) to find seven suggestions.**

- |   |   |   |                                       |
|---|---|---|---------------------------------------|
| 1 | Citizenship...                                    | a | where people care for each other.     |
| 2 | We dream of a fairer world...                     | b | but responsibility is also important. |
| 3 | We learn about liberty and rights...              | c | we can become good citizens.          |
| 4 | We learn that even before young people vote...    | d | we can live together.                 |
| 5 | When young people think about important things... | e | they take their place in society.     |
| 6 | When we understand the problems in the world...   | f | is not only for adults.               |
| 7 | When there is respect and solidarity...           | g | they become better adults.            |

## Play your part



“Citizenship isn’t only for adults. Young people can take their place in society even before they vote at the age of 18. When we understand the problems in the world around us, we can become good citizens. We learn about liberty and our rights, but responsibility is also important. When there is respect and solidarity we can live together: at school, in our towns and villages and in our countries.

When young people think about these important problems, they become better adults. We can dream of a fairer world where people care for each other.”

*Extract from Teenagers and Citizens*



## infoUK

### A letter to the Prime Minister

You can write to the Prime Minister of the UK. The Prime Minister receives many letters and emails and he/she cannot give a personal reply, but his/her staff read them. When necessary, they give letters to relevant government departments. You can begin your letter “Dear Prime Minister,” and send it to:  
10 Downing Street  
London SW1A 2AA.

### The British Youth Council

The British Youth Council (BYC) is the National Youth Council of the UK. It is an independent charity and started in 1948. There is a board of 13 trustees and they meet six times a year. BYC has a vision of a world where people respect the opinions of young people. It wants young people to influence decisions that affect their lives. It promotes equality and celebrates the diversity of young people. The council shows young people of 25 and under how they can help their communities. Volunteers can build the future.



### and in Italy?

Is there a youth council in Italy? How can young people express their opinions on the environment, security or citizenship?

## The role of solidarity

## Kristin, 31

I went to Brazzaville in the Congo, five months ago for work. It was my third mission for Doctors Without Borders. I'm part of a mobile health clinic and we go from village to village with medicine, instruments and tables.

We arrive at a village, say hello to everyone and then we help the ones who are ill. But my method of nursing isn't only about treatment. We are teaching the population about their problems. We contact the local authorities and we train people to work in the villages.

I see difficult and very sad situations, but I get great satisfaction from my work. When we arrived here, there was a serious epidemic. It affected all the inhabitants of the village. Lots of children were in critical conditions, but now the situation is much better. We are all happy.



## Mark, 26

I'm a helper in a holiday home for disabled adults. I wanted to do this and a friend encouraged me. The first days were difficult. I doubted my ability and I was anxious.

My colleagues, who had a lot of experience, helped me. The people who were there on holiday helped me too. I remember it well. After four weeks, the penny dropped. This was my professional vocation. Some months later, I started my special training. Now I'm a specialised helper and I work in a centre in Manchester. It's for young people who were injured in driving accidents. In my job I need lots of energy, creativity and patience, but this is the job for me!



## infoUK

## Crisis UK

Crisis UK opens Christmas centres across London and Newcastle from 22<sup>nd</sup> to 30<sup>th</sup> December. The organisation gives people hot meals and a warm place to stay. Homeless people have someone to talk to. There are many volunteers who help. In 2012 Crisis UK welcomed 3,400 guests. Guests received health care, saw a dentist and an optician. The volunteers served 23,400 meals to guests during this week. Crisis at Christmas has over 8,000 volunteers. It is the largest volunteer led event in the UK.



## and in Italy?

Which organisations help homeless people at Christmas or at other times during the year?

## 1. Answer the questions.

## Kristin

- 1 Which organisation does she work for?
- 2 What country is she working in at the moment?
- 3 What's her job?
- 4 What does she do precisely?

## Mark

- 1 What's his job?
- 2 Where does he work?
- 3 Who helped him?
- 4 What qualities does he need for his job?

## SOLIDARITY – ME TOO



Solidarity is important to me. But with school and my theatre course... I can't do everything.

But you don't need to play superheroes from morning to night: look at the people around you. For example – look at the elderly lady who lives near you. Speak to her and help her.

Do little things for her like going to the chemist. It's very important for the elderly to speak to young people.

You are in a theatre group, so you can read people stories. There are associations which help blind people. They need volunteers to record CDs – novels, poems, children's stories.

You could work for them. You can help people in your spare time and practice your diction. It isn't a bad idea!



### 2. Re-write the text and correct the mistakes.

Emma likes the idea of solidarity, but she can't help because she is shy. Julie gives advice on how to help. Julie suggests that Emma can be friendly to retired people in a care home. Julie suggests that Emma speaks in a loud voice to elderly people or has a chat. Julie says that Emma can contact associations that help poor people in the town. She suggests baby-sitting to Emma, because she is very good at reading stories.

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*Now it's your turn*

## Solidarity project

With your teacher and your classmates, create a solidarity project. Raise money through a garage sale etc. Follow these points:

- 1 The Purpose:** Who is the money for? Why?
- 2 The Plan:** What are the objectives of the project? What activities do you want to organise? What resources do you have? How can you do it?
- 3 Put into action:** Your plan
- 4 Evaluate:** Did you achieve your objectives?