THE CHARIS PROJECT

Christian resources promoting spiritual and moral development across the curriculum

CHARIS

DEUTSCH

EINHEITEN 6 - 10

AGE RANGE 14 - 16+

PHOTOCOPIABLE

THE CHARIS PROJECT

The aim of the Charis Project is to promote the spiritual and moral development of pupils through the teaching of a range of subjects across the curriculum.

Beginning with resources for 14-16 year olds, the initial phase of the project produced curriculum resources for English, Mathematics and Modern Languages. In the second phase, further resources have been produced for these subject-areas together with a Science resource. Future development of the project will include resources for other subject-areas and age-groups.

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THE STAPLEFORD CENTRE

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Foreword to the first Charis publications by Professor Sir Stewart Sutherland

The OFSTED discussion paper of February 1994, in which I took a particular interest, *Spiritual, Moral, Social and Cultural Development*, pointed out that the development of pupils in these areas, could not be restricted to one or two periods per week and related school assemblies. The focus in question is rather a whole school and whole curriculum activity.

Schools declare and commend values under all four of these headings in a whole variety of ways - as much by what schools do as by what they teach in formal context. Equally however, there is hardly an area of the curriculum which does not, both explicitly as well as implicitly, raise questions of fundamental beliefs and values. It is this latter aspect of spiritual, moral, social and cultural development which is the concern of The Charis Project. The Stapleford Centre is to be commended for its contribution to both the debate and to classroom activity.

The Charis Project materials have the great merit of raising specific questions of beliefs and values which arise out of particular cases of subject content. This is by no means as easy as some would imply, nor would we expect the specific examples given to be uncontentious. The most important contribution of this material is to show that questions of beliefs and values do arise across the curriculum, and that to ignore that is to diminish the impact and the potential of education. There may well be differences of opinion about precisely which questions will most stimulate young minds, and which potential answers most approach adequate answers. The challenge is to enter the debate and to do so in a way that is most likely to promote spiritual, moral, social and cultural development of pupils of diverse ages and diverse backgrounds.

Stewart Sutherland
Principal and Vice-Chancellor of the University of Edinburgh
and formerly Her Majesty's Chief Inspector for Schools
May 1996

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Introduction: The Charis Project

Teaching in the schools of the nineties

Teaching in our schools today is rather different from in previous decades. Teachers, pupils, communities and society have changed and developed, and technology has made a huge impact.

We talk of accountability and appraisal, SAT's scores and measurable outcomes, league tables and competition between schools. Somewhere, the pupil as a whole person is in danger of getting lost beneath the demands of all these outside constraints.

At the same time, the wider concerns are still there - both for legislators and for teachers. The 1988 Education Reform Act in England and Wales required schools to "promote the spiritual, moral, cultural, mental and physical development of pupils". This was further formalised by the Education (Schools) Act 1992, which saw the birth of OFSTED (the Office for Standards in Education), and of regular schools' inspections. Amongst other things, Registered Inspectors have to report on "the spiritual, moral, social and cultural development of pupils". These are not new considerations, they have always been there, but teachers are now giving more thought to this more fundamental dimension of education - the personal development of their pupils.

The development of the whole person

This renewed emphasis has spawned a mass of literature, seminars, consultations and conferences. A whole new language began to appear with much talk of the "four adjectives" or of "SMSC" (spiritual, moral, social and cultural). If that suggests that the person consists of four separate and unrelated 'bits', more recent talk of 'personal development' has re-affirmed the wholeness of the person.

The development of the whole person is clearly a whole school issue. It cannot be restricted to RE and assemblies and so become the responsibility only of those involved in these aspects of school life, of central importance though they may be. Also important to personal development, taking place as it does through personal relationships, especially those between teacher and pupil, is the ethos of the school. This pervades all aspects of the life of the school - in the classroom, in the playground, in the assembly-hall or at the bus queue.

The QCA (Qualifications and Curriculum Authority) Forum on Values in Education and the Community (1997) has emphasised the importance of considering values in all subjects of the curriculum. The QCA's school pilot guidance materials will contribute to the revision of the National Curriculum for the year 2000. It is envisaged that consideration of values should then be given much greater prominence in classroom teaching.

Promoting personal development throughout the curriculum

The OFSTED discussion paper *Spiritual, Moral, Social and Cultural Development* (February 1994) claims that the promotion of spiritual and moral development in all schools should be a whole-curriculum matter. It goes on to say that "to move to such a place where subjects see themselves in this way might seem to require a sea-change in attitudes and approaches, but certainly the potential is there".

The school, and here this means all teachers in every subject across the curriculum, is encouraged to create opportunities which:

- provide pupils with knowledge and insight into values and beliefs;
- enable them to reflect on and develop their own beliefs and values, aspects of life and experiences so that they develop spiritual awareness and self knowledge;
- encourage pupils to consider life's fundamental questions, and relate religious teaching to those questions;
- encourage pupils to explore meaning and purpose, values and beliefs;
- teach the principles which help pupils to make moral decisions and to distinguish right from wrong;
- foster values such as honesty, fairness, respect for truth, justice and property;
- encourage pupils to express moral values across issues affecting their school community;
- encourage pupils to respect other people and relate to them positively;
- encourage pupils to take responsibility, exercise initiative, participate in community and develop an understanding of citizenship;

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- create opportunities to work cooperatively, and to participate cooperatively in the school community;
- teach pupils to appreciate their own cultural traditions, and the diversity and richness of others, to gain understanding of societies, families, school and communities; and
- provide opportunities to enrich pupils' cultural learning experiences.

For some teachers, the responsibility that they are now given for the personal development of their pupils could be an added burden. For others it is a welcome return to educating pupils in a more holistic manner, re-focussed away from the exam success mentality. For all teachers in every part of the curriculum, it is an opportunity to enhance their teaching styles and resources.

The Charis Project

The Charis Project was set up to produce classroom resources for teachers who are beginning to effect the sea-change in attitudes and approaches to the curriculum called for by OFSTED. The first three subject-areas tackled are English, Mathematics and Modern Foreign Languages (French and German) with Science being added subsequently. The resources have been designed with the needs of pupils aged 14 - 16 years in mind.

The teachers in the writing teams have sought to produce materials which will help their colleagues to create the opportunities set out above. In particular, they are concerned to:

- enable teachers to respond to the challenge of educating the whole person;
- help teachers to focus on the spiritual and moral dimensions inherent in their subject;
- encourage pupils towards a clearer understanding of Christian perspectives on the fundamental questions that arise in all areas of knowledge; and
- contribute to the breadth, balance and harmony of pupils' knowledge and understanding.

It is recognised that there is much that is held in common among people of various faith perspectives and of no particular religious outlook. Values are often very widely shared and there can be quite general agreement on what is true, beautiful or good. The Charis resources seek to promote these common values. At the same time, the reasons why they are held and the basic beliefs about reality in which they are grounded differ from one perspective to another. These fundamental differences lead to different total outlooks and to detailed differences on what qualities, attitudes and actions are truly moral and/or spiritual. The Charis Project is based on the belief that these differences and the distinctives of the Christian perspective are significant and that understanding this is an important element in a pupil's education and personal development and a positive preparation for life in our contemporary plural society.

We are often asked why Charis was chosen as the name of the project. We tried without success to invent a catchy acronym. The modern foreign languages teachers said we could not have an English word in the title of a French or German book so we went to Greek and Hebrew. Somebody said "charis" and we all realised how well its idea of grace and giving fitted in with one of our concerns - to provide an antidote to the consumerist "me-first" assumptions of some curriculum resources. So it became the Charis Project!

The Charis resources are offered as a starting point with ideas to help teachers to promote the personal development of their pupils while still teaching to their examination syllabus. It is also our intention that, in using these materials, teachers will be encouraged to develop their own resources and their own methodologies for the promotion of spiritual and moral development through their subject-area. In preparing them, we have experienced something of a sea-change in our own attitudes and approaches. We hope that they may stimulate our colleagues to produce more and better resources.

John Shortt and Alison Farnell
Project Directors

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Introduction: Charis Deutsch

1. What are the aims of the Modern Languages materials?

These units of work are intended for use with students aged 14 - 16+. They help to develop the moral, spiritual, social and cultural aspects of the National Curriculum (KS4 in England and Wales) and to encourage creativity and imagination. They may provide a basis for GCSE coursework if required.

The intention is also to give teachers the tools to critique their existing materials, to recognise the moral and spiritual dimensions implicit in them and to provide examples of a methodology which will enable them to adapt authentic materials and produce their own resources.

These units of work seek to:

- promote a sense of the meaning and the wholeness of life;
- challenge materialism and self-interest as a basis for life;
- explore moral aspects of relationships, including truthfulness and the role of language;
- encourage students to look positively and critically at other cultures and to question narrow stereotypes;
- help students to identify with the experiences and perspectives of people in other countries and communities;
- encourage an understanding of diversity of values, beliefs and customs; and
- generate appreciation of the foreign culture, by exploring aspects such as spirituality, faith, self-sacrifice, wonder, worship, freedom and responsibility, suffering, forgiveness, hope, love, compassion and received truth.

2. What are the implications for the Modern Languages teacher?

a) What am I aiming at when I use these units?

These are first and foremost language learning units with thought-provoking content.

In-depth discussion of moral and spiritual issues is not the aim nor can it be a realistic goal in the target language at this stage of the students' learning. However, these materials prompt students to reflect, and they stimulate their thinking and promote opportunities for their spiritual and moral development.

b) Won't this be too much for a disaffected class?

Don't under-estimate the effect of novelty.

Students become used to having a certain range of expectations placed on them in German lessons. Until now, this has not usually included consideration of spiritual and moral issues. These units may challenge your students' expectations of what they can think about in a foreign language lesson by addressing important issues of the utmost relevance. This can generate intense interest, not least amongst those in the foundation level groups.

3. What do I get for my money?

Worksheets, OHP masters, wordlists, solutions, full Teacher's Notes, and a cassette.

Here are a further five units for 14 - 16 year old pupils which tie in with your GCSE topics, using GCSE vocabulary in new contexts and providing materials which offer the students the chance to explore spiritual and moral values.

These are photocopiable materials. Each unit offers practice in two or more skills. The word lists and solutions offer support exercise by exercise, and allow students to work independently.

4. How do I fit in the time for these units on top of everything else?

Plan for integration into your existing course. Use them for revision and consolidation.

All units can be used at any stage with 14 - 16+ students. They do not attempt to cover an entire GCSE topic. Each unit has links with KS4 topics and is designed to enrich rather than replace existing work. They are intended to supplement your normal course. The GCSE links, listed on the front page of the Teacher's Notes, suggest points of contact with syllabi. These links are a way into the material and offer an opportunity to revise

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vocabulary. Some units provide revision of a specific grammar point, while others offer material for a coursework component (see fig. 1). They do this by taking a known or familiar starting point and developing it in new and unusual contexts. Within these contexts, the units give students opportunities for considering related spiritual and moral perspectives. Many of the units are ideal for use towards the end of your work on a topic. We expect them to take between one and four periods of 40 - 50 minutes.

The content of the units may initially appear more difficult than that of some of the texts in regular use. However it seeks to touch areas of students' lives that remain otherwise untouched in Foreign Language lessons. We can expect our students to be interested in more than the material superficial requirements of life. We can also present them with challenges to their thinking and attitudes as well as addressing their career prospects. As languages become a vehicle for communicating important matters in life, then we can show how they relate to the whole curriculum. Some units have very clear cross-curricular links, and in some cases these can be enhanced by the use of IT. Some examples are:

Unit	Title	Example of cross-curricular link
6	Ans Ziel!	Sport science
7	Licht	20th century history, art and design
10	Kunst macht Spaß!	History of art, art and design

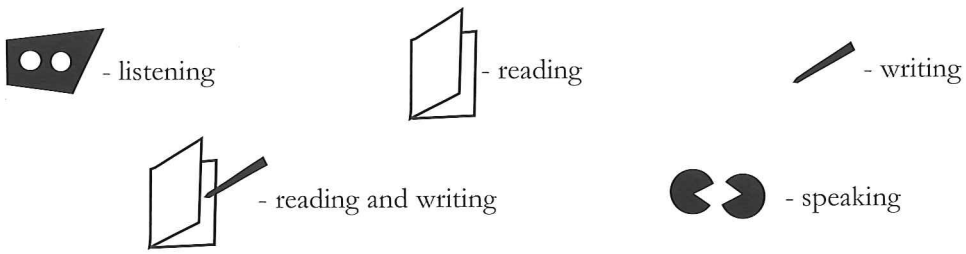
5. How do I use the course?

Start with the Teacher's Notes, read the sequence chart and the aims, and select worksheets for your group.

a) Planning

Before starting a unit, it is a good idea to look through the initial page of the Teacher's Notes and check the worksheets against the sequence chart in order to select those most appropriate for your teaching group. The dots at the top of each worksheet refer to the level of difficulty (• Foundation, •• Intermediate, ••• Higher). In your preparation, you may also wish to consider how the aims of the unit are to be fulfilled and how you will deal with the spiritual and moral issues which are contained in it. Look at the final outcomes and choice of activities. See if you need to allow time for any grammar exercises. Then follow the Teacher's Notes which make using the unit very straightforward.

b) Use of Worksheets and Photocopying



You should not need a copy of every worksheet for every member of your class. There are a number of ways of cutting down on photocopying. Some sheets can be shared or enlarged and produced on acetate. Others are only intended for a particular section of the class. You may prefer students to answer on their own paper and not on the sheet.

Some students do not like working from separate sheets, so it may be a good idea to turn a set of worksheets into a booklet.

c) Use of OHP

Some worksheets have been designed as OHP masters. These usually appear at the start of a unit and can be used as a way in to the material, working with the whole class. Alternative suggestions are made in the Teacher's Notes for classes which are less amenable to listening all together. Where an OHP is not available, photocopies issued to students will still allow the task to be completed as a whole-class activity.

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d) Use of wordlists

Wordlists are provided for every worksheet. You may wish to make a few copies on card and laminate them. Words are listed in alphabetical order and in the form in which they occur. Gender and plural forms are added where appropriate. Some Higher Level students will not need them.

e) Use of cassette

You may wish to copy the material for each unit onto a separate cassette.

f) "Zum Nachdenken"

Where you find this heading on a worksheet, we suggest that you allow students time to reflect on what they have learned. It may be that they have appreciated some great truth for the first time in their lives and may wish to note this either in the foreign language or in English as a response to what they have studied. This is just one way of allowing students to interact with a text and to respond at a personal level, without requiring them to share it with others unless they wish to do so.

g) Course work at GCSE

Many GCSE courses allow for the incorporation of course work. Students' responses to these materials will often culminate in a creative written or spoken task which benefits from the preceding practice exercises. Such a final product can be underway for several lessons enabling pupils to achieve work which may be submitted as course work (see fig.1).

6. What about methodology?

Familiar methodology will help students to engage with new subject matter.

As the units do not pretend to be a course book, any individual unit does not claim to offer all skills. It is likely that there will be a focus on just two or three skills. Every unit, however, does provide a reading resource, which will be a springboard for other activities. This is often a neglected skill, mainly because of a lack of suitably chosen and prepared texts. We hope that some of the activities will in turn give you ideas for using texts which go beyond the normal range.

a) Classroom organisation

A variety of styles is possible. In *Einladung zum Lesen*, students will work independently on different reading texts. Mixed ability grouping will be most appropriate in, for example, *Hoffnung im Gefängnis*. In *Kunst macht Spaß!* there is complete variety with a range of listening, pair-work, speaking and individual writing.

b) Target language

You may well be wondering how it is possible to achieve the aims of the units without any use of English. All tasks can be explained and carried out using the foreign language. Occasionally we suggest that questions may be answered in English or the mother tongue. (This would provide practice in line with the GSCE guidelines for testing.) If the content of any units provokes discussion, then it would probably be worth developing it in English, whilst remembering that the stimulus came in the foreign language. It would be very satisfying to think that students had been challenged to think hard about an issue as a result of study in the foreign language. We aim to show how a foreign language can open up new perspectives on other cultures and real life issues and so give greater value to learning another language.

We do not give the teacher the words for explaining every activity. Games are in any case best demonstrated with students observing how they work rather than listening to explanations. Instructions to students are provided for all games in the foreign language.

7. Won't this all be too difficult?

Not if you select suitable worksheets and choose appropriate outcomes.

Differentiation

Each unit has been planned for the full ability range. Where it appears that the whole class follows the same material, you will find that differentiation may be by pace, and that it is acceptable for students to achieve different amounts of work. Some extension worksheets have been written for those who have finished the core work or who wish to pursue a specific Biblical text. You will only need a few copies of these. In all units the final

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activities are differentiated by either the choice of task or by outcome. More able students will be expected to produce more and better quality pieces of work. It is also worth remembering that computers can give great support and are particularly useful for drafting and redrafting a poem or piece of writing. Differentiation can also be by support, and the wordlists can be used in this way and only photocopied for those who would otherwise look up every word in a dictionary.

Unit	Title	Example of differentiated task
6	*Ans Ziel!*	Langeweile (poem) Route A: find German words and phrases. Route B: reconstruct poem.
7	*Licht*	Adventskranz reading passage: differentated text.
8	*Hoffnung im Gefängnis*	Routes A and B throughout: differentiated tasks for poem and prayer.
9	*Einladung zum Lesen*	Reading passages with differentiated levels of difficulty.
10	*Kunst macht Spaß!*	Range of final tasks.

8. How do I judge success?

- Students enjoy the lessons.
- Students are stimulated to fresh self-reflection.
- Students ask you follow-up questions and want to discuss after the lesson.
- Students say, "I didn't know there were people like that!".
- Students start to ask their penfriends questions relating to any of the units.

9. German spelling

Charis Deutsch: Einheiten 6 - 10 have been prepared in accordance with the current changes to German spelling, except where older German texts are incorporated.

Summary

How do I get the most out of these units?

- Be prepared for the effect of novelty.
- Plan for integration of this material into your existing course. Use for revision and extension.
- See this as a vital part of your work as a Modern Languages teacher.

How do my classes get the most out of these units?

- by enjoying the language they meet in a fresh context;
- by following the worksheets which match their ability;
- by having time to reflect on the issues raised.

The Charis Modern Foreign Languages Team
November 1997

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Fig 1	Einheit 6 Ans Ziel	Einheit 7 Licht	Einheit 8 Hoffnung im Gefängnis	Einheit 9 Einladung zum Lesen	Einheit 10 Kunst macht Spaß!
AoE	A, B, D	C, E	B, F	For this unit see teacher's notes	B, E
Topics (NEAB/London)	• Everyday activities • Health and fitness • Personal and social life (self, free time, social relationships)	• Myself, family and friends (information about people) • World events and issues (famous personalities; major issues)	• Myself, family and friends (information about people) • World events and issues (famous personalities; major issues)		• Personal and social life (special occasions) • The international world
Linguistic structures	• imperative forms • comparatives • subordinate clauses (*weil*)	• understanding and using phrases in the genitive	• imperfect tense		• Asking questions • Giving descriptions
Possible coursework tasks (MEG)	FT: List your goals for the future. Write a poem about your goals and priorities. HT: List the rules you wish to live by. Write your CV as you wish it to look in 30 years time.		FT/HT: Write a poem about your character. HT: Write about a cause you strongly support and for which you would be willing to be imprisoned. Write a poem addressed to your hero/heroine.		
Sample moral/ spiritual aim	To challenge students to think about their priorities in life.	To consider the meaning of light in religious festivals.	To explore questions of values and personal identity through Bonhoeffer's poems.		To see how works of art can be a means of raising moral issues.

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THE CHARIS PROJECT

Christian resources promoting spiritual and moral development across the curriculum

CHARIS DEUTSCH

A unique teacher resource promoting moral and spiritual development through the Modern Languages Curriculum

- For use with ages 14 -16+
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"These units make a welcome change and provide serious topics on which pupils and teachers can work together. Genuine meaning in learning is the holy grail of contemporary modern language teaching - these go a long way towards providing it."
(Review of Charis Deutsch, Einheihten 1 - 5, ***Times Educational Supplement****)*

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