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Genetic Disorders UK

TEACHER'S NOTES

WHAT'S IN A VOICE?

OVERVIEW

(Prep time 15 mins/Class time 40 mins)

Learners listen to the voices of different people and are asked to choose a word that describes each. One of these words is then applied back to them, prompting discussions about the impact of labels and stereotypes. After watching or listening to a film about a boy who has a genetic condition that makes him look different, everyone writes a short newspaper piece about him, choosing their descriptive words carefully. The class then considers whether those who saw the boy in the film wrote different stories to those who only listened to it.

LEARNING OBJECTIVES

- To express and listen to opinions, contributing effectively to group discussions
- To consider the impact assumptions, stereotypes and word choice may have on others
- To recognise and respect differences between themselves and others
- To structure and write a newspaper-style article, choosing appropriate vocabulary

CURRICULUM LINKS

- Understanding physical development, health and wellbeing: recognise and challenge stereotyping and discrimination
- Understanding English, communication and languages: reflect on their own and others' speech and how it varies
- Understanding English, communication and languages: select form, content, style and vocabulary to suit particular purposes and reader

you will NEED

- Internet access
- Post-its, six for each learner
- A **The voice** worksheet for each learner

PREPARATION

- Visit www.soundsnap.com/search/audio/spoken+word and select six different voice clips to play in class. Choose a mixture of serious, funny and threatening voices.

Activity

- Ask learners to listen to each sound clip and choose a word from **The voice** worksheet list to describe each person. They should write one of their chosen words on each of their six post-its.
- The person sitting next to each learner then chooses one of the six post-its and sticks it to their neighbour's forehead. As a class, discuss everyone's reaction to their label. Who is happy/unhappy about the word on their head, and why? Is it fair? How might people treat them if they think about them in that way? Who wants to change their label? Who doesn't want a label at all? Who would change the words they chose at the beginning now?
- At the end of the discussion, ask the class to re-listen to the six voices and choose their words again. Do they stick to their original choices, or have they changed?

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WHAT'S IN A VOICE?

Activity

continued

- Split the class into two and explain that you'd like the class to watch a video about a boy named Ashley. Before you set the video up, ask one half of the room to turn their chairs away from the screen so they are only able to listen to it; the other half watch normally. As they watch or listen, learners should think about what words they might use to describe Ashley. Watch Ashley's story at: www.genesareus.org/filmlibrary/ashleysstory
- Working on their own, ask each learner to write the headline and first two paragraphs of a newspaper report about Ashley. They should think carefully about the words they use.
- Compare a handful of stories from different sides of the room. Are they different? Why? What difference did seeing Ashley's face make? Does this make anyone feel differently about how they will describe people in the future?

EXTENSION

- Design an advertisement about Ashley. Learners work in small groups to design and draw a poster which looks like a billboard advertisement. The 'product' they are selling is Ashley. What words will they use to describe him?

FURTHER INFORMATION

- The British Red Cross have a quick Exploring Stereotypes activity which challenges assumptions: www.redcross.org.uk/standard.asp?id=62727
- Gemma Webster's poster uses the form of an iconic food label to challenge stereotypes about old people: www.rcuk.ac.uk/documents/news/perspectives2009.pdf

FOR MORE RESOURCES GO TO WWW.GENESAREUS.ORG

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WHAT'S IN A VOICE?

Pick one of these words to describe each voice you hear. Write the words on separate post-its.

happy

weak

fun

poor

rich

strong

nasty

sad

scary

brave

a failure

boring

nice

scared

successful

funny



Why did you choose the words you did?

Could you have chosen different ones?

How would you feel if someone used those words to describe you?

Write your newspaper story about Ashley here:

THE DAILY VOICE



Write your headline here

Draw a picture here

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