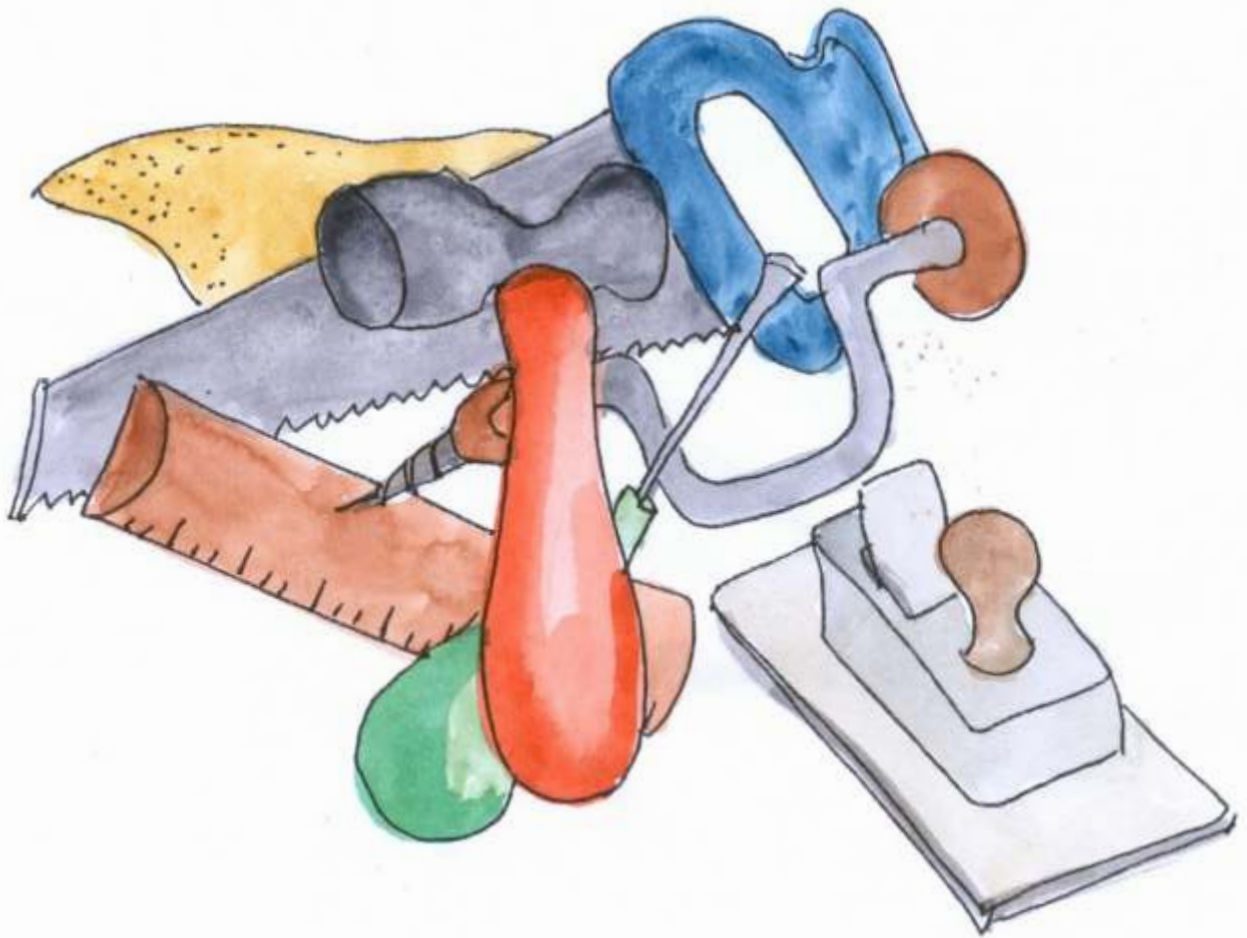


The Tools



THE TOOLS LEARNING ACTIVITIES

- Teachers and leaders can adapt the following to suit their own needs.
- The methodology that worked best on the pilots was 'circle time'. For more information about methodologies that build a positive learning environment please see the chapter on group work and facilitation in Lynagh N and M Potter, *Joined Up* (Belfast: NICIE, Corrymeela) 2005, pp 43 - 86. There is a hyperlink to this resource in the 'Getting Started' page in the Introduction.
- Teachers/leaders need to explore and be comfortable with their own identity before discussing identity with the class/group. It is important for us to accept others both for the ways in which we are different and also for the ways in which we are similar and to express our identity in ways that do not harden boundaries with others. You can find out more about sectarianism and approaches to difference in the trunk and branches sections of the downloadable 'Moving Beyond Sectarianism'(young adults) at:
www.tcd.ie/ise/projects/seed.php#mbspacks
- It is important that parents are aware of the issues in this unit. Write a letter to let them know what you will be covering and why.

<p>STEPPING OUT THE TOOLS A programme for 4 sessions of 30 - 40 minutes LEARNING INTENTION: In sharing The Tools story, we will consider inclusion and exclusion and associated feelings, stereotypes and assumptions; diversity and interdependence CORE CONCEPT: To recognise and value the differences within and between us as well as the similarities; and to value interdependence</p>	<p>SUGGESTED SUCCESS CRITERIA THE TOOLS SESSION 1 AIMS:</p> <ul style="list-style-type: none"> • We will continue to build trust • We will learn more about ourselves • We will think about the differences within and between us as well as the similarities • We will encourage empathy and active listening • We will consider inclusion and exclusion and associated feelings, stereotypes and assumptions • We will learn more about difference/diversity and its importance We will learn more about inter-dependence • We will share and evaluate what we have learnt from a baseline
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THE TOOLS	DETAIL OF WHAT TO DO
<p>This column gives suggestions for a lesson outline</p> <p>SESSION 1</p> <p>Opening activity</p> <p>The Tools Story Introduce the tools and invite the class/group to name and/or talk about them. Have they ever seen or used one? What is it used for? etc.</p> <p>Tools for Solidarity (TFS) Think about supporting this project as a practical application of the theme of interdependence in this story.</p> <p>Feelings Pictures - Talk about feelings. Look at the feelings pictures. Invite the children to describe them? Ask the children to make a face to match the feeling - angry; happy; sad; frightened; bored...</p> <p>Closure - All change - Try using specific statements about using tools or feelings & attitudes e.g. whether they have ever:- used a hammer etc; been angry with their friend; bored in school; happy in class; worried about tests; etc.</p>	<p>This column lists resources needed and gives sources for background information for each lesson</p> <p>SESSION 1</p> <p>Opening activity - Choose appropriate opening and closure activities from the 'Games' in the 'Resources' section</p> <p>The Tools Story - Print out your own copy of the story and accompanying pictures from this section. If possible collect a set of real tools. This works even better than the pictures especially for not so well known tools like the plane</p> <p>Tools for Solidarity (TFS) - There are lots of pictures of tools on this website http://www.toolsforsolidarity.org.uk/help.html</p> <p>There are also some really useful suggestions about ways you can support TFS by collecting and donating tools you no longer use.</p> <p>Feelings pictures - Print these out from this section or make/use your own</p> <p>All Change Game - read the instructions for playing this game in 'Games' in the Resources section. Think about how you will use it.</p>
<p>SESSION 2</p> <p>Circle activity - Clumps game</p> <p>Discussion - Share how it feels to be left out as you, reflect on the game. Talk about our behaviour - do we choose to be near our 'friends' or find the person nearest in order to play the game. Talk about feelings - being 'in' or 'out' of a clump. Acknowledge difference.</p> <p>Read Part 1 of the story to the class/group. Put the relevant pictures onto a story board in order as they come into the story. Invite some sharing about the characteristics of each tool. In the story they are each 'blamed' in turn for the trouble in the workshop. Is this fair? How does the group think each tool feels when they are blamed/singled out/set apart/excluded?</p> <p>See feeling faces. Have we ever felt like this? Were we the excluded or the excluding?</p> <p>Picture 1 (Hammer) - look at the picture and talk about the character. Use feelings pictures. Can the hammer e.g. help being noisy? Is he not just doing his job - being a hammer? What does this teach us about assumptions? Refer to the 'Clumps' game - sometimes we exclude without intending to hurt and hurt feelings are still the consequence. Introduce the word 'assumption.' Talk about some of the 'assumptions' we might make about people and why - e.g. how someone is dressed or their age - refer to different people in the community - people who wear a turban or hijab etc.</p> <p>Picture 2 (Saw) - look at the picture and talk about the character/feelings. Talk about whether or not it was 'fair' that he was being 'blamed' or 'set apart' for being a 'troublemaker'.</p> <p>Picture 3 (Plane) - look at the picture and talk about the character/personality and whether or not it was</p>	<p>SESSION 2</p> <p>Clumps - see 'Games' in the Resources section. Think about how you will use it. This game breaks people into clumps.</p> <p>Talk about 'assumptions' and 'blame' - Save the Children have produced a booklet, 'Think of me, Think of you' and another with Barnardo's entitled, 'Fair Play' either of which you will find very useful for this session.</p> <p>Flashcards - will be needed to help us remember the names of the tools; associated feelings; and new terms - assumptions; blame etc.</p> <p>Tools story part 1 and pictures</p> <p>Feelings pictures</p>

<p>'fair' that he was being 'blamed'. Introduce the words 'behaviour' and 'personality' e.g. of a leader; follower; joker; thinker; 'ideas' person; peacemaker etc and ask, 'What makes a troublemaker'?</p> <p>Closure - Passing the clap or group yell</p>	
<p>SESSION 3</p> <p>Opening activity - Gate game</p> <p>Discussion Talk about majorities and minorities and how it feels to be in either group; also 'unfair' attitudes to either group reflecting on the game</p> <p>Share what we remember about the story so far. Put the pictures of the hammer, saw and plane onto the story board in order as they come into the story.</p> <p>Read part 2 of the story to the group.</p> <p>Introduce Sandpaper; Ruler; screwdriver and Drill.</p> <p>Add their pictures onto the story board in the order they come into the story. Talk about the characters' feelings using feelings pictures and the trouble in the workshop</p> <p>Flashcards - Introduce and talk about stereotypes and discrimination against people according to gender; eye/hair colour; age; skin colour; or religion and introduce the terms - racism; sectarianism as appropriate</p> <p>Prediction Share what might happen next? How might the story end? - What task might the carpenter have for the tools? What can we learn about the value of difference or 'diversity' from this story? What can we learn about the value of 'interdependence'?</p> <p>Puppets, introduce them - consider assumptions based on hair colour; skin colour; age; size etc. Share what we know about people we know - how they are different and how they are also similar to us.</p> <p>Closure</p>	<p>SESSION 3</p> <p>Gate Game - see 'Games' in the Resources section. Think about how you will use it. This game, which 'sorts' people into categories according to gender; appearance; clothes worn etc. helps us experience what it's like to be 'grouped' together.</p> <p>Tools story part 2 and pictures</p> <p>Feelings pictures</p> <p>Flashcards</p> <p>Puppets - print out the 'Knitted Puppet' pattern in the 'Resources' section. As a 'whole school' activity why not make a few of these (for a whole school resource) inviting staff, governors, parents and extended family members to participate? Give them different coloured skin and dress them differently - wearing a turban; a Hijab; a Kippah; sari; etc.</p>
<p>SESSION 4</p> <p>Circle activity.</p> <p>Share what we remember about the story.</p> <p>Sequence - Put the pictures of the tools onto the story board in order as they come into the story.</p> <p>The nest box - Finish the story with the group/carpenter making a nest box. Show the picture of four of the tools and four of the stages in making a bird box. Invite members of the group to match them up. Consider making or purchasing a real nest box.</p> <p>The Carpenter and the Bird box - tell the story of how the bird-box was made.</p> <p>Wool web closure. - We have an opportunity to talk about what we have learnt as well as the importance of connections and interdependence. Talk about what we have learnt about interdependence from the story.</p>	<p>SESSION 4</p> <p>The tools story and pictures</p> <p>Nest box - Consider making or purchasing a real nest box from the RSPB to put up in the school/group grounds - see: www.rspb.org.uk/youth/makeanddo/activities/nestbox</p> <p>Follow the instructions for making a box on the RSPB website and invite members of the group to name each of the tools needed. They can enjoy using tools and making something themselves and as they watch the birds using it, will remember the story and the lessons learnt about difference, similarity and interdependence.</p> <p>Or buy one at http://shopping.rspb.org.uk</p> <p>Ball of wool - see 'Games' in the Resources section. You will need a ball of wool. This is an affirmation exercise as well as a closure. An evaluation can be made of the learning from this and the baseline after the first session.</p>

THE TOOLS STORY

I first heard this story at Corrymeela and the author is unfortunately unknown. It has been adapted, extended and illustrated for this resource.

PART 1

There was trouble in the workshop. The tools were unhappy and were having a row about who was the best. They argued about who was needed most. They talked about how peaceful the workshop would be without the troublemakers!

Some of the tools blamed the hammer for starting all the trouble. He was far too noisy. He must go. But the hammer blamed the saw.

He reckoned that she couldn't make up her mind what direction she was going and was driving everyone mad constantly going backwards and forwards, backwards and forwards...

No, the saw would not be blamed. She was accusing the plane. The plane's work was much too shallow. He was always skimming the surface and never doing any meaningful work.

The plane was sure that the screwdriver was at fault because she was constantly going round and round in circles and making everyone dizzy.

The screwdriver insisted that the ruler was the most troublesome tool in the whole workshop because he was a bully, always measuring the others by his own standards.

The ruler reported that after long and careful study, he had no doubt that the sandpaper was at fault for the difficulties in the workshop. Sandpaper was always rubbing the others the wrong way and making them cross.

The sandpaper protested loudly and said there could be no doubt in her mind that the drill was the culprit, as everybody knew he was so boring!

Then the carpenter arrived. He knew that each of the tools had equally important jobs to do and all of them were needed to complete the task...

PART 2

The carpenter was making a bird box for the garden. First the wood would need to be measured. What tool would be needed for this task I wonder?

Ah...Ruler of course. Now the wood was measured and the different sections marked, the carpenter needed a tool with which to cut the wood and only...

Saw could do this. But the wood was a bit bumpy and needed leveling...

It was Plane's turn to complete this task. The carpenter was very pleased with his work but the wood was a bit rough and needed smoothing. That was when...

Sandpaper came into the story. Now there was a big hole to be drilled on one of the pieces to allow the birds to get in and out of the box and smaller holes were needed for the screws...

Drill was ready for that task but what about a tool to screw all those bits together?

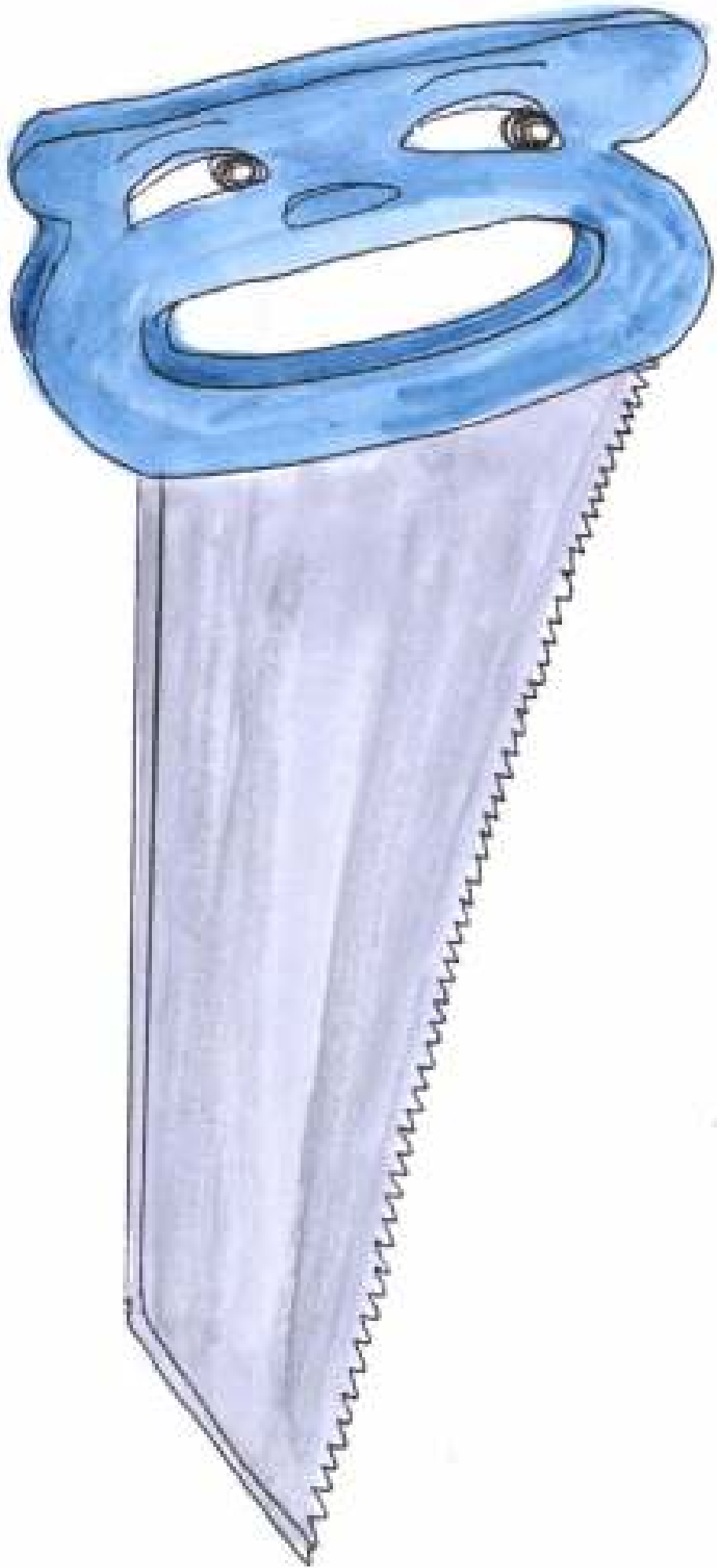
Screwdriver was ready to take her turn.

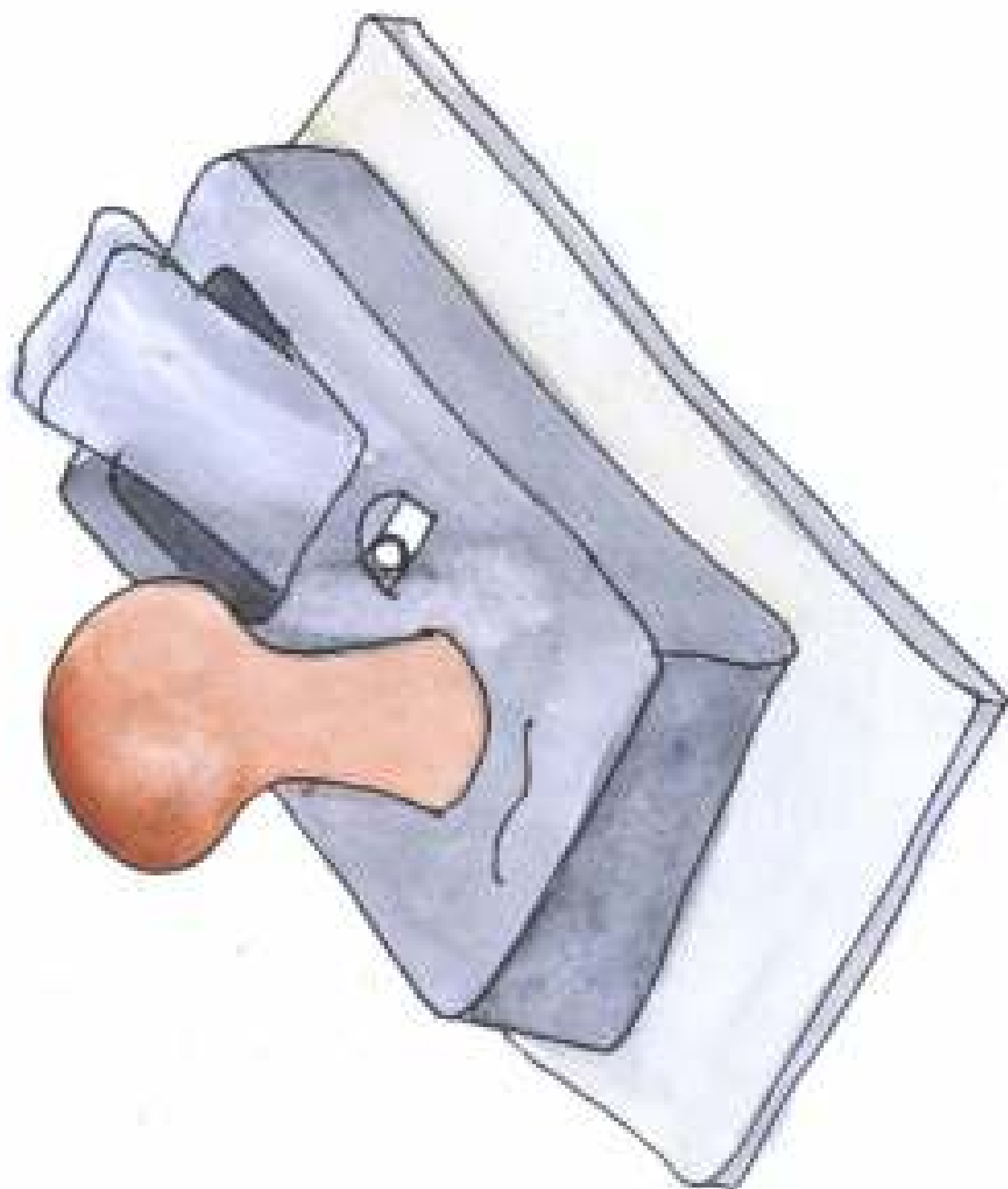
When the box was finished the carpenter searched for one last tool to nail it to the tree...

Of course, last but not least, Hammer was there - ready and willing like the others had been.

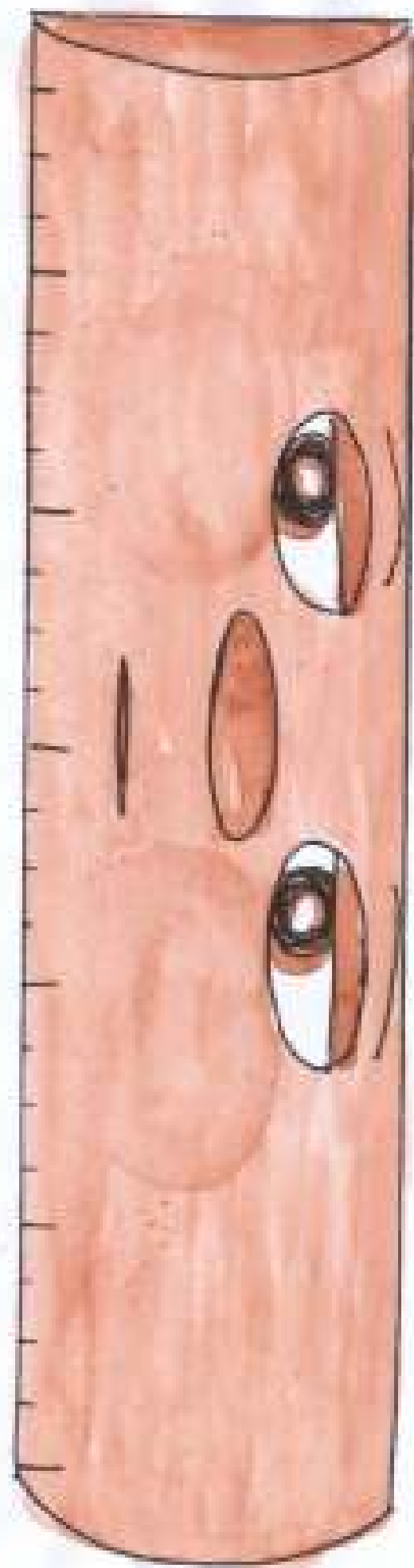
And so the work was completed with all of the tools involved at different stages of the task.

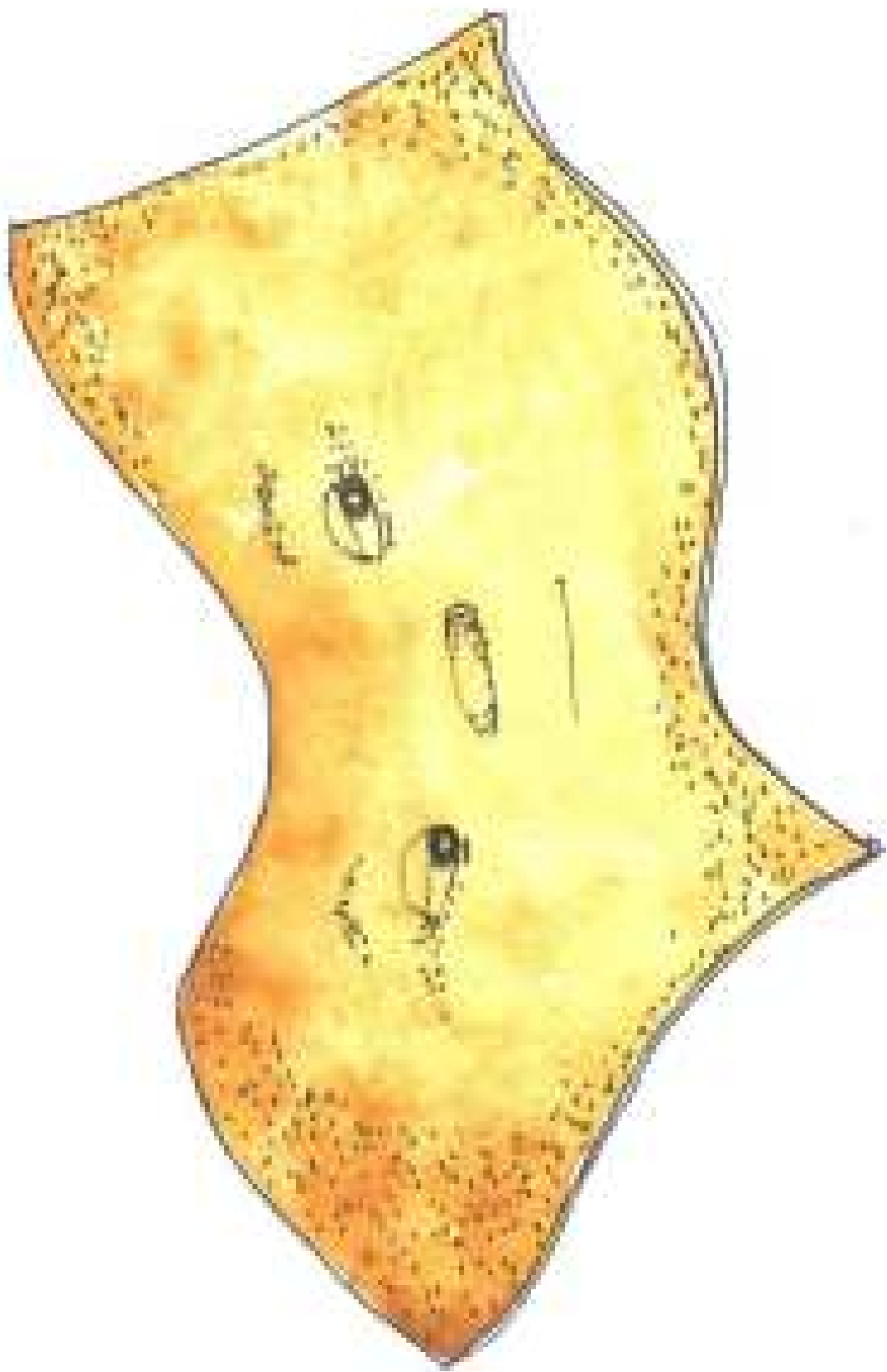


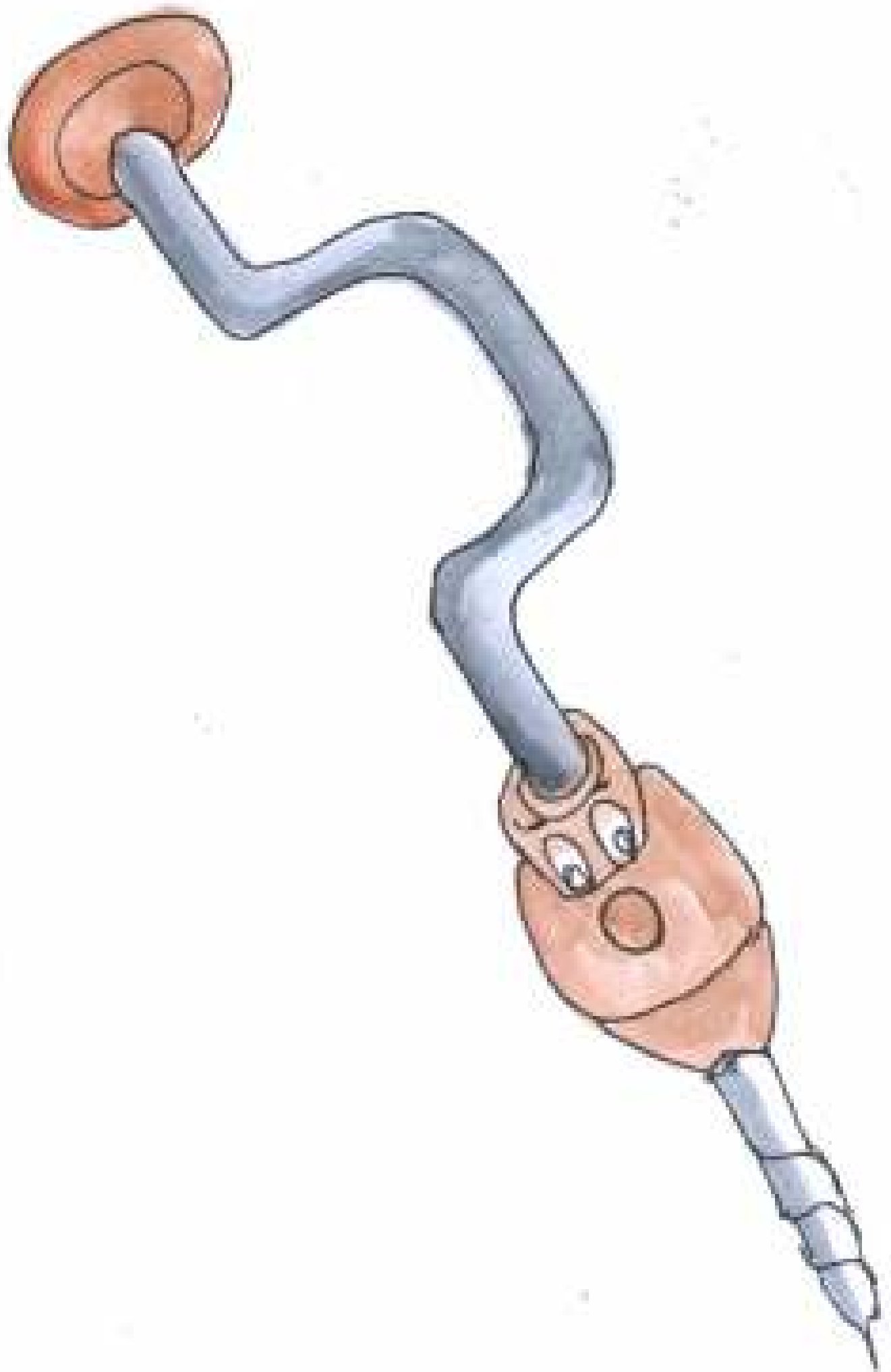




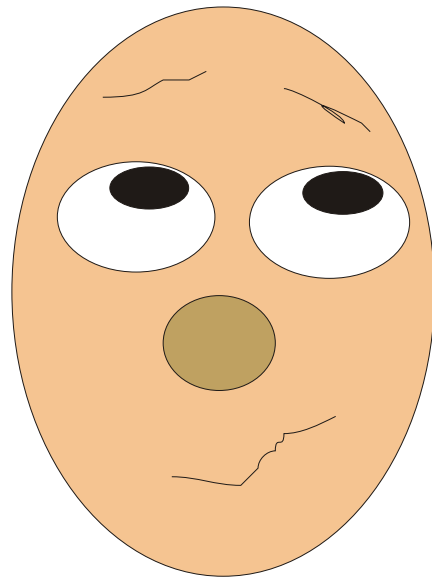
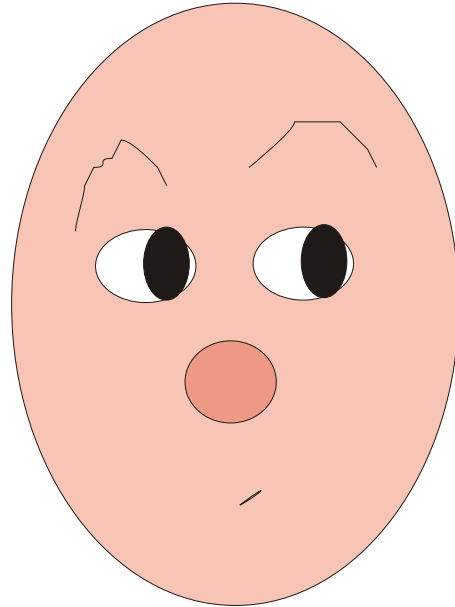
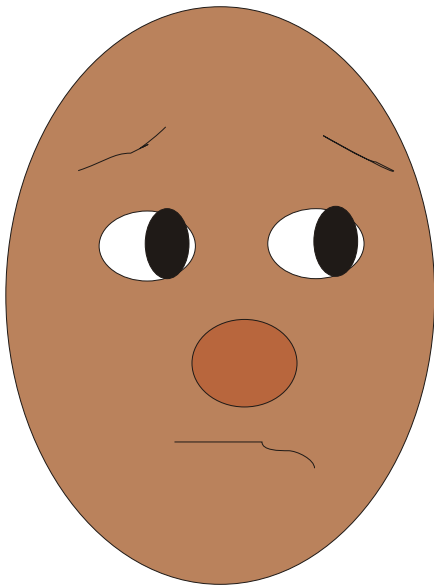
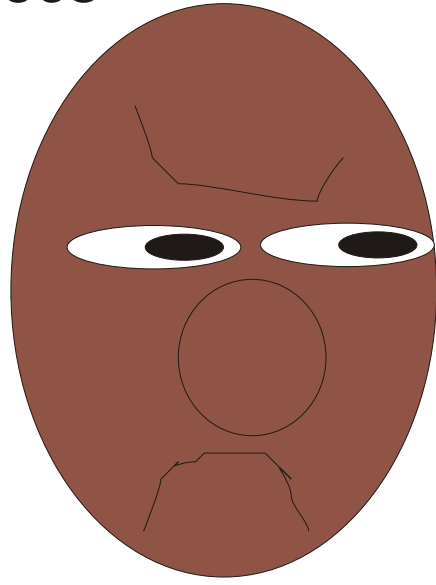
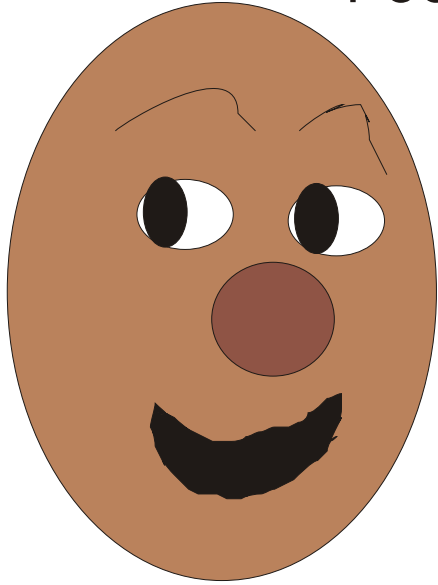








Feeling Faces





Name the Feelings

Happy

Sad

Angry

Worried

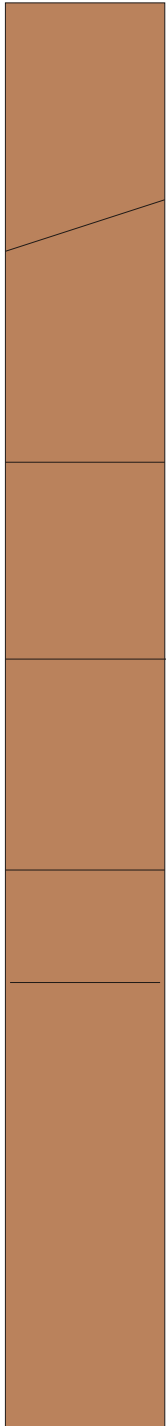
Guilty

Bored

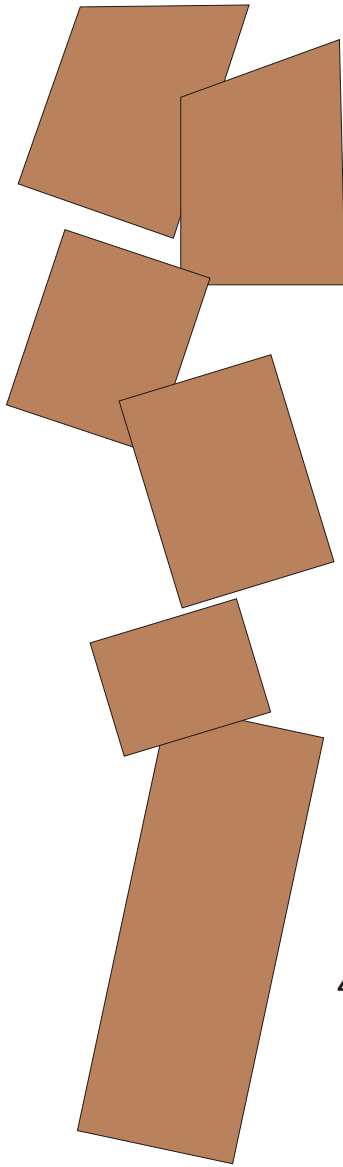
Making the Nest Box

What tool is needed for what?

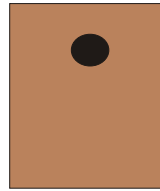
Match the letter (tool) to the correct number



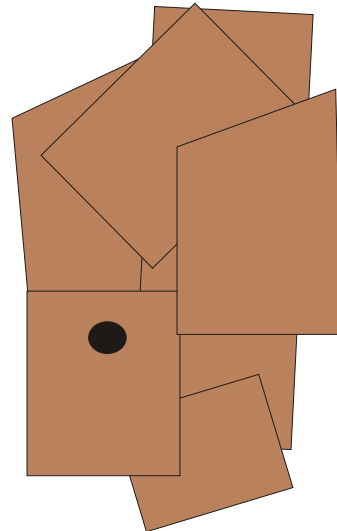
1 Measuring



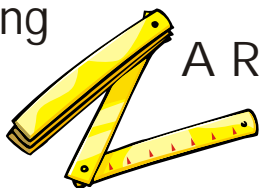
2 Cutting



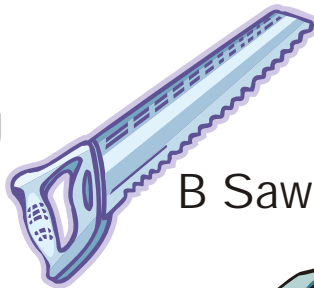
3 Drilling a hole



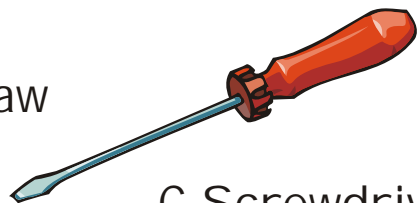
4 Screwing the pieces together



A Ruler



B Saw



C Screwdriver



D Drill