Level 4 Equality Act

**This unit allows pupils to explore prejudice and discrimination in society, measuring this against the Christian call to love of neighbour and the Common Good, and to reflect upon how they and others live out that call.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Teaching and Learning Methodology | Notes | Resources | Teacher comments/notes |
|  | Slides 1 - 5 - setting the context, defining terms and encouraging discussion about love of neighbour; Golden Rule; Common Good. Introducing appropriate scripture passages as stimulus for discussion on how we are called to treat others.  **DISCUSSION – WHOLE CLASS**  **The Golden Rule**  Without much in the way of introductory talk from the teacher, pupils should be asked to take a few seconds to look at the slide, and consider the words that are on it and the image,  **NOTE TAKING/NOTE MAKING**  **DEEPER THINKING & CONNECTING OUR LEARNING**  **DEEPER THINKING & DISCUSSION**  **SLIDES 6 – 16 – HISTORY OF DISCRIMINATION LAW**  **READING AND EVALUATING INFORMATION**  **MAKING INFORMED CHOICES**  **EXPLAINING DECISIONS**  **SLIDES 9 & 10**  **ANALYSING AND INTERROGATING EVIDENCE**  **SHARING IDEAS/SPEAKING & LISTENING SKILLS**  **SLIDES 13 - 16**  **ANALYSING, INTERROGATING AND COMPARING EVIDENCE**  **SLIDES 17 - 42**  **QUIZ TASK/REVIEWING LEARNING**  **RECALLING AND APPLYING LEARNING**  **SLIDES 43 – 61**  **RESEARCHING, EVALUATING, COLLATING AND PRESENTING INFORMATION**  **CREATING PEER LEARNING RESOURCES**  **DISPLAYING INFORMATION EFFECTIVELY**  **VIDEO TASK**  **RESPONDING TO INFORMATION AND EXPRESSING VIEWS AND OPINIONS**  **NB – THE TEACHER SHOULD TAKE THE CLASS THROUGH THE EXEMPLAR GIVEN, ON SEXUAL ORIENTATION, AND NOT CHOOSE TO DO ANOTHER OF THE PROCTECTED CHARACTERISTICS. THIS IS TO ALLOW A MEASURE OF CONTROL IN THE DISCUSSIONS.**  **SLIDES 63 – 65**  **PUPIL PRESENTATIONS**  **TEACHER TO ALLOCATE EACH GROUP A PROTECTED CHARACTERISTIC TO EXPLORE, BASED ON EXEMPLAR MODEL**  **NEW INFORMATION – MAKE A NOTE**  **SLIDE 66**  **CONSOLIDATING LEARNING**  **COLLATING AND EVALUATING INFORMATION**  **REACHING INFORMED CONCLUSIONS**  **EXPRESSING PERSONAL REACTIONS – LISTENING, TALKING AND WRITING**  **SLIDE 67**  **PERSONAL REFLECTION**  **PERSONAL SEARCH**  **REFLECTION** | The unit begins with this discussion in order to get pupils to engage with key vocabulary and to reflect upon prior learning.  Main points:  Are they familiar with the words ***prejudice, discrimination and stereotypes***? What understanding do they have of those terms?  How does this marry with the word ***equality***?  What about the word ***Act*** in this context? We will be looking at law. We do we feel the need to pass laws on anything?  What about the image? Is that someone talking down to someone, and keeping them down? Or is it someone helping another person to their feet to stand beside them? Is this a good image to use in this context? Why/why not?  The text from Jesus ***Do unto others as you would have them do unto you:*** is that appropriate in this context? This is called **The Golden Rule**, and is an idea that recurs in all the major World Religions and in many other philosophies and belief systems. It is certainly a hugely important part of the teachings of Christ and of the Catholic Church.  Point out that it is **NOT** do unto others as they do unto you. It is not the same as an eye for an eye. If we are badly treated, it does not justify us in treating others badly. It is about setting and ideal; it reminds us that we are in control of our attitudes, words and actions; these should not be governed by others.  Teacher should sum up main points of discussion; these can then be recorded by pupils in jotters.  What we can expect from this unit  First click will bring up question:  It is at the start of every unit in “Called to Love”. It is in a relationships unit because it reminds us of our innate value, dignity and worth.  This is true of us throughout our lives . And if it true of each of us, then it is true of all of us.  And it remains true.  Second click will bring up question:  It begins our unit on prejudice and discrimination to remind us that if we believe that all human beings are the work of God, then they have that innate value, dignity and worth. That does not change because we don’t like someone, or don’t approve of them.  The Christian call is to love of neighbour, and to treat others as we ourselves would like to be treated. To always remember that everyone we come across is just as made by God as we are ourselves.  Third click will bring up instruction to bear this in mind.  Each definition comes up on a separate click . Ask pupils if they agree with definitions. Ask them if they can give examples. If they want to make changes, they can, so long as definitions are not inaccurate.  Emphasise the difference between **prejudice** being about our thoughts and attitudes, and **discrimination**, being about our words and actions.  Although we can make laws that punish discrimination (the way people act), we cannot pass laws that stop prejudice (the way people think).  Prejudice and discrimination often feed off one another.  Ask pupils for examples to test understanding, e.g.  Stereotypes – all Scots drink too much alcohol  Prejudice – Because someone has taken on this stereotype, they decide they don’t like Scots and they will usually cause trouoble  Discrimination – They refuse to employ a Scot in their firm no matter how well qualified they are  4 scripture quotes reminding us of the call to love our neighbor.  **Particular emphasis to the bottom quote (Matthew 7:12). This is referred to as the Golden Rule: that we should treat others as we ourselves would hope to be treated. Remind pupils that this was mentioned in Slide 1**  If you had done something that upset or annoyed those you love, how would you want them to react?  Should they just not mention it? Do you let people get away with anything, just because you love them?  Should they talk about it with others behind your back?  Should they explain to you what has annoyed them, and ask you to change it?  Loving our neighbour doesn’t always mean liking them, or agreeing with them. But it does mean trying to understand them, and communicating with them, and treating them with dignity.  **QUESTIONS FOR DISCUSSION:**  Can you love someone you don’t like?  How do prejudice and discrimination feed off of one another?  Do you have any thoughts on HOW we can deal with prejudice and/or discrimination?  **FINAL POINT FOR EMPHASIS: THE GOLDEN RULE MAKES THE POINT THAT WE SHOULD TREAT OTHERS THE WAY WE WOULD LIKE THEM TO TREAT US; NOT THE WAY THEY DO TREAT US. IF SOMEONE TREATS US BADLY, IT DOES NOT MEAN THAT WE SHOULD DO THE SAME.**  **Slide 6** is simple background to read over with pupils.  **Slide 7** invites pupils to use the information given on the slide, which is on their sheet, to make a decision.  Pupils should follow the instructions on the sheet. All pupils will feedback in their groups. Ask whole class to offer good examples from their groups.  This may also lead into a discussion on “privilege”: a concept within sociology for examining social, economic, and political advantages or rights that are available to a group solely on the basis of their particular characteristic (e.g. male privilege; white privilege; class privilege). For example, if you have never been discriminated against because of a disability, and it has never touched you directly or indirectly, you may not think there’s anything wrong in parking in a disabled bay.  It also helps pupils to see that, although we talk a lot about prejudice and discrimination today, we have made great strides, legally and culturally.  Is it good that we focus so much on the differences between people?  **SLIDES 8 & 9**  *SOURCES*  *Gender Segregation, Apprenticeship, and the Raising of the Participation Age in England: are Young Women at a Disadvantage? Alison Fuller and Lorna Unwin LLAKES Research Paper 44*  *Disability Stat – DFL survey, Key Facts https://www.dlf.org.uk/content/key-facts*  *LGBT - https://www.stonewall.org.uk/sites/default/files/the\_school\_report\_2017.pdf*  *Poverty/race https://www.barnardos.org.uk/poverty\_full\_report\_07.pdf*  “Think” question:  Invite discussion on why the law is not stopping inequality:  Law can’t change people’s prejudices  Laws take time to work and change the culture  Laws only work where they are followed  Laws are only followed if they’re known  How easy is it for people to report that they have suffered discrimination, and what are the chances of things improving for them if they do?  Although the statistics show inequality, perhaps they also represent an improvement from recent times; perhaps figures would have been even worse a year or two prior to these surveys  **SLIDE 10**  Pupils should be arranged so that they can work with one partner, then move to another. At each stage of the task, pupils will be working in pairs.  First statement: First speaker of the pair can talk for a set, short time (recommend one minute; no more than two) to complete the sentence. Other pupil listens  .  Listener now gives their own answer; person who spoke first now listens.  Change partners: repeat task with second statement  **SLIDE 11**  Complete task as for previous slide, using these two new statements.  When all 4 statements have been addressed, take pupil feedback on what was said.  How does it make us feel when we are treated unfairly? How does it impact our behaviour?  What does this do to the Common Good?  Leads into next slide.  **SLIDE 12**  Ask pupils to give some of the consequences of people being treated unjustly – whether for the person themselves, or for the culture that it builds in society  As an example – shops that will not allow young people to go in, or only to go in if there are under a certain number of them.  - Can you understand why they do that?  - How does it make you feel if you are refused entry to a shop in front of you friends, etc?  - How does it make you feel, even if you yourself have never been refused entry?  - How does it make other customers feel about young people?  How do the positive outcomes of that decision weigh up against the negative outcomes? What does it do for feelings/relationships in the community?  A series of slides outlining changes in the law in the area of discrimination  SLIDE 13  Information on using the law to tackle inequality.. Difference between Civil Law and Criminal Law  **SLIDES 14,15,16**  These slides show a timeline of some of the major laws passed in Britain since 1833 to try to deal with social inequalities and a lack of civil rights for some people.  **SLIDE 14**  Read through the various boxes, and ask pupils who is benefitting, remembering always to look at the impact upon society and the Common Good. For example – Does the 1918 Representation of the People Act only benefit “women of property over the age of 30”? Does it benefit all of us if MPs have to now consider areas thought in the past to have been “women’s issues”? Do we all benefit if our MPs have to please more people in order to get votes? Once “women of property over the age of 30” have managed to win the vote, what does that say to other groups who don’t have the vote?  Notice the time span here. It takes 137 years to bring the laws on Slide 14.  **SLIDE 15**  However, when people begin to realise that change is possible, it takes only 20 years to pass the next 3 (again, read through and discuss who benefits) . .  **SLIDE 16**  . . . and only 4 years for the next 4 (again, read over and discuss . . .)  It would seem that the more we talk to and engage with one another, the more aware we become of each other’s concerns, and more we are able to make changes and empower others.  **SLIDES 17,18,19,20**  These slides outline the main elements of the Equality Act 2010.  For Slide 19:  Bullet point 2 – ask pupils to name groups whom they know suffer discrimination  Bullet point 3 - these groups are often relatively small groups compared to the overall population  - they may not have a clear body who stands up for them and represents them  - they have probably suffered discrimination of one type or another for many years  - etc . . . .  The titles on the slide are the PROTECTED CHARACTERISTICS under the 2010 Equality Act..  These, and the main points of the Act, are on the EQUALITY ACT 2010 FACT SHEET which is available with this resource. This should be issued to all pupils.  **Slides 20 – 42**  Equality Act Quiz.  Pupils should be given a short time to read over the Equality Act Fact Sheet, then this should be put out of sight for them to do the quiz.  There are 10 questions.  The questions run from slides22 – 31; the answers are slides 33 – 42, with the answer appearing with a mouse click.  **SLIDE 43**  Pupils should be invited to reflect upon the scripture quotation from St Paul. How does this add to our learning?  In this letter, Paul is talking to a fractured community who are arguing about whose law should be followed; which group should be considered superior. Paul tries to make clear to them the benefits of living by the teachings of Jesus and asks them to decide which is better. He talks about how we are all united under Christ.  This would be a good point then to remind pupils about the quotes used earlier from Pope Benedict (Slide 3) and from Matthew’s gospel (Slide 5)  **SLIDE 44**  This looks at the Clark Doll Test, which studied the psychological effects of discrimination in wider society, not just on those who were discriminated against.  Click on photo of dolls takes you to hyperlink https://www.youtube.com/watch?v=fRJrg-WTpYs Allow pupils to watch the clip without giving background  In the 1940s, psychologists Kenneth and Mamie Clark designed and conducted a series of experiments throughout the USA known colloquially as “The Doll Tests” to study the psychological effects of segregation on African-American children.   Drs. Clark used four dolls, identical except for colour, to test children’s racial perceptions. Their subjects, children between the ages of three to seven, were asked to identify both the race of the dolls and which colour doll they prefer. A majority of the children preferred the white doll and assigned positive characteristics to it. The Clarks concluded that “prejudice, discrimination, and segregation” created a feeling of inferiority among African-American children and damaged their self-esteem.  Points to start/grow the discussion:   * What do you notice about the responses? – Almost all children attribute positive characteristics to the white doll and negative characteristics to the black doll – even the black children * Responses refer not only to questions about appearance, but assumptions are made based on appearance (ie not just which is the black doll/ pretty doll, etc, but which is the smart doll, which is the bad doll; which kid would you like to play with, etc . . .) * Are these responses based on childrens’ own experiences, do you think? What are the other influences? * What about the age of the clips? How do attitudes in the more recent clips differ from/reflect those in the older clips? How much of a difference do you see? * The black children often identified the back doll as “dumb”, or “ugly”, or “bad”, yet also identify it as the one “most like you”. What does this tell us about the impact of discrimination on those who suffer it? * How do the children feel about their views? Are they ashamed? Embarrassed? Proud? Unperturbed? Matter-of-fact? * How does this make you feel? How would you relate it to the quotes from Matthew’s Gospel/ St Paul’s letter to the Galatians/ Pope Benedict?   Pupils should then answer the questions from slide. At teacher discretion, this can be done through discussion; through written answers or a combination of both.  **SLIDE 45/46**  Introduce Research Task. Slide 46 is just to remind pupils of the list of Protected Characteristics. Again, there should be some discussion of the quote from St Paul’s letter to the Romans, reminding us that God’s love is for all, and we are to use that principle as our ideal.  **SLIDE 47**  Rubric for Research Task  Pupils to be asked to work in groups to research one particular Protected Characteristic and to produce  - a Powerpoint presentation  - an A3 poster for classroom display  on their allocated Characteristic (chosen by teacher), which covers all the headings given.  Teacher will now take them through an exemplar presentation based upon the characteristic of Sexual Orientation  **SLIDES 48 – 61 – EXEMPLAR**  **TEACHER SHOULD ISSUE “NEW KNOWLEDGE” SHEET TO ALLOW PUPILS TO GATHER INFORMATION DURING PRESENTATIONS**  These slides are used to show the pupils what their finished piece should look like and contain.  **SLIDE 48** – Title  **SLIDE 49** – definitions. These are taken from Oxford Living Dictionary, and are intended to give some clarity to the terminology used.  **SLIDE 50** – Intro section 1  **SLIDE 51**- Literally just a bit of background to set the scene.  In doing their research, pupils should be encouraged to look at the timelines in slides 14, 15 and 16, and to look at the “When Would You Like to Live?” worksheet they completed with Slide 7  **SLIDE 52** – Intro Section 2  **SLIDE 53** - In their own research, remind pupils that they are looking at prejudice and discrimination. They may not find much from Church teaching on disability, for example, but they will find a great deal on the sanctity of human life and on the innate dignity of the human person.  TEACHERS SHOULD TAKE CARE TO ENSURE THAT PUPILS ARE USING RELIABLE, AUTHENTIC SOURCES. Scripture and Youcat may be good first places to look.  **SLIDE 54** – Intro Section 3 - This heading invites pupils to engage with more recent research and with reportage on how prejudice is put into action through discriminatory behaviour.  **SLIDE 55** – Examples of Discrimination  Photo shows BLAIR WILSON, a young man from East Renfrewshire, who was the victim of a homophobic attack in July 2018, and posted a defiant selfie:  <https://www.bbc.co.uk/news/uk-scotland-glasgow-west-44820921>  He then was mentioned by Nicola Sturgeon at Glasgow Pride, who congratulated him for his “dignity, courage and compassion . . .”  <https://www.bbc.co.uk/news/uk-scotland-glasgow-west-44846416>  **SLIDE 56** – Intro Section 4 - As part of their research, pupils should find at least one event/person central to highlighting the particular area they are researching,  They should give some background to that person/event, and be able to recount the story and evaluate the impact.  For this exemplar we are using The Stonewall Riots, which took place in New York in 1969  In the Resources pack for this lesson you will find a set of notes for a lesson from the Stanford University’s Stanford History Education Group’s “Read Like A Historian” resource. https://sheg.stanford.edu/history-lessons This is a lesson designed to help pupils engage with historical research and develop the skill of analysing and interrogating sources.  There is a lesson on the Stonewall Riots. You do not have to use it to teach this unit, but you may wish to use it:  - to augment this lesson  - to use as a resource to increase your own knowledge of the topic  - to give to your own History/Social Subjects Dept to use as a possible IDL link for pupils doing this unit in RE/PSE  NB. WITH THE DOCUMENTS FOR THE STANFORD LESSONS, THERE ARE 2 SETS OF SOURCES. ONE HAS THE FULL FORM OF THE SOURCE, AND ONE HAS EXCERPTS. YOU MAY WISH TO USE THE FULL SOURCES AS TEACHER MATERIAL, AND USE ONLY THE EXCERPTS WITH PUPILS.  SLIDE 56 – Important events – the Stonewall Riots  Background to the event  Clicking on image will take you to the History Channel Page, where there is a 4 minute video entitled “How the Stonewall Riots sparked a movement”  https://www.history.com/topics/the-stonewall-riots/videos/how-the-stonewall-riots-sparked-a-movement-riots  Pupils should watch clip, Then teacher leads a discussion to gauge reactions.  **SLIDE 58 – SECTION 5**  Clicking on image will take you to a video hosted on Youtube. If you do not have access to Youtube, the video is available on SCES website. The URL is https://www.youtube.com/watch?v=ywtvJyXDWkk  The video is from The Obama Whitehouse, and is voiced by former US President Barack Obama. It was made to mark the decision to make the Stonewall Club and the area around it as a National Monument because of what happened there. One of the people interviewed is Tommy Lanigan-Schmidt, who was there the night of the raid and the riots.  Again, pupils should watch the video and then have time to discuss reactions.  It may be worth asking them to compare the scene outside the Stonewall in the first video (violent rioting) with the same street in the second video, with flags and a speech from the president, especially remembering that there were only 47 years between the two events – a relatively short time, as we have seen, in which to turn around a culture. The inauguration speech shown in the video, where he is cheered for mentioning Stonewall, was three years earlier, in 2013.  What is their reaction to the testimony of Tommy Lanigan-Schmidt, and to that of the other activists who are interviewed?  **SLIDE 59** – Intro Section 6  Images are  (top) Justin Fashanu, very successful top league footballer who was also capped for his country. He came out as gay in 1990, the first professional footballer in Britain to do so  (bottom) Gareth Thomas, professional rugby player in both Rugby League and Rugby Union at club and national level, who recently came out as gay.  **SLIDES 60/61** compare the experiences of two very successful and famous sportsmen who came out as gay, with less than 20 years between the two announcements.  **60 -** https://www.telegraph.co.uk/football/2018/04/18/john-fashanu-paid-late-brother-justin-75000-not-reveal-gay/  This link will take you to an article in which John Fashanu discusses his reactions to his brother’s life and sexuality, and how different that would be now.  Emphasise the use of the word “confesses” on newspaper front page. Remember that this is less than 30 years ago  **61** - Quote taken from: “Gareth Thomas Comes Out as Gay”, from The Guardian, 19.12.2009, https://www.theguardian.com/sport/2009/dec/19/gareth-thomas-gay  Worth mentioning that this story was in the Sports section of the newspaper; not the front page. It is not seen as shocking news, the way that Justin Fashanu’s announcement was, and certainly is not treated as a “confession”! A huge difference in tone for only 19years apart.  Ask pupils to comment on the different tones of these two pieces. What does this tell us about societal attitudes? Notice that in the Sun article, the word “gay” is the focus, in large print. In the Attitude front page, it is his name that is the focus, and the word “gay” gets no more emphasis than the words “rugby superstar”.  Also, this is a magazine that markets itself as a gay lifestyle magazine. This itself would have been considered outrageous within Justin Fashanu’s lifetime.  Do they notice anything that hasn’t changed across the two articles? For example, Gareth Thomas himself acknowledges that he may get a bad reception from some people because he has come out.(“I don’t know if life is going to be easier . . .”; “ . . .even if the public are upset by this . . .”) He also refers to how difficult it is for young people to be open about their sexual orientation or homophobic abuse (“If it makes one young lad pick up the phone to Childline . . .”). He clearly feels that life as an openly gay person, even one who is very successful, brings real challenges that heterosexual people don’t face (“I’m not going on a crusade . . . that they can do it, too.”)  **SLIDE 62** - Galop source: https://www.galop.org.uk/wp-content/uploads/2016/10/The-Hate-Crime-Report-2016.pdf  Pointing out that while there are many famous and successful people who are openly gay, and this points to a change in social attitudes, many other people still experience prejudice and discrimination on a regular basis.  NB – With time, it may well be the case that there are better/more recent examples of successful people who have come out as gay. These pictures can be changed.  Those currently pictured are (from top)  Ruth Davidson – Head of the Conservative Party in Scotland  Owen Jones – Guardian columnist, journalist and political commentator  Claudia Brind-Woody – Vice President of IBM  Graham Norton – Actor, comedian and broadcaster  Sam Smith – Singer, songwriter and musician  **SLIDE 63** – Intro to task  **SLIDE 64** – Reminds pupils of the need to listen and be attentive, and that they should gather information from each presentation on their sheet.. They will have to use this sheet for a later task  **SLIDE 65** - Just a slide to display while pupils are working on research to reinforce the Protected Characteristics and to remind them of their remit  Pupils should carry out tasks as outlined on slide, and should be expected to produce a detailed account of their views on the topic of Equality and Discrimination, with reference to examples.  Teacher should display all of the A3 posters created by the groups , so that pupils are reminded of what they have heard and seen in the presentations.  Room should be quiet  Show gospel quote – read aloud to pupils  Allow a time of quiet  Each of the points for reflection comes up on a separate click. As each is brought up, teacher should read it out loud and then allow a brief time of quiet for reflection.  When last point comes up, allow time for quiet and teacher offers a brief summarising prayer. Each teacher can create a prayer reflecting their own class’ experience of the unit; however, an example may be:  Lord and Creator of All,  You call us to love our neighbour as you love us.  Help us to always see the good in others.  Help us always to focus on the humanity that unites us.  Where we have differences, lead us to knowledge and understanding.  Help me to always treat others as I would want them to treat me.  Let me see you in everyone, and to love you through them.  Amen. | POWERPOINT SLIDES 1 - 5  POWER POINT SLIDE 1  JOTTERS FOR MAKING NOTES  POWER POINT SLIDE 2  POWER POINT SLIDE 3  POWER POINT SLIDE 4  POWERPOINT SLIDE 5  SLIDE 5 WORKSHEET  POWER POINT SLIDES 6,7  WHEN WOULD YOU LIKE TO LIVE WORKSHEET  POWERPOINT SLIDES 8 & 9  POWERPOINT SLIDES 10 - 12  EQUALITY ACT 2010 FACT SHEET  POWERPOINT SLIDES 17 – 42  JOTTER  POWERPOINT SLIDES 43 – 61  VIDEO CLIP - CLARK DOLL TEST  ACCESS TO COMPUTER SUITE/LIBRARY  A3 PAPER  COLOURED PENS  PRINTER  “NEW KNOWLEDGE” SHEET FOR NOTES DURING PRESENTATIONS  VIDEO CLIP – HISTORY CHANNEL – HOW THE STONEWALL RIOTS SPARKED A MOVEMENT  VIDEO CLIP – ANNOUNCING THE STONEWALL NATIONAL MONUMENT  POWERPOINT SLIDES 63 – 65  ACCESS TO COMPUTER SUITE/LIBRARY  A3 PAPER  COLOURED PENS  PRINTER  “NEW KNOWLEDGE” SHEET  POWERPOINT SLIDE 67 |  |

|  |
| --- |
| **Resources:** |
| PC and Projector For Powerpoint Presentation  Pupil Jotters/Notebooks  When would you like to live worksheet  Equality Act 2010 Factsheet  New Knowledge Worksheet  Video Clip - - Clark Doll Test <https://www.youtube.com/watch?v=fRJrg-WTpYs>  Video Clip – History Channel – How the Stonewall Riots Sparked a Movement <https://www.history.com/topics/the-stonewall-riots/videos/how-the-stonewall-riots-sparked-a-movement-riots>    Video Clip – Whitehouse – Announcing the Stonewall National Monument <https://www.youtube.com/watch?v=ywtvJyXDWkk>  Stanford Histoty – Read Like a Historian <https://sheg.stanford.edu/history-lessons>  Access to computer suite/library  A3 paper  Coloured pens  Scissors  Glue  Blutak  Printer |