

Chapter 3 The Goldmine



General Information

Topic

Respecting each person's inner potential

Content

- ▶ The goldmine
- ▶ Harmony in diversity
- ▶ Don't judge by differences

Objectives

Knowing

- ▶ To know that in life we will meet a huge number of people, each with unique talents, strengths and way of life
- ▶ To discover that relating respectfully to others and establishing friendships with them enriches our experience of life

Accepting

- ▶ To value communicating with others and having friends. To be eager to discover and benefit from their talents and to share our own with them

Doing

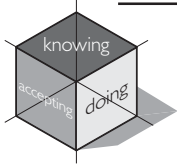
- ▶ To approach others with an open, inclusive attitude, respecting their qualities as complementary to ours
- ▶ To appreciate that the great diversity of wonderful inventions and initiatives are due to the diversity of people's talents

Areas of Human Development to be Emphasised

- ▶ Social development: group dynamics
- ▶ Inclusion, participation, and belonging
- ▶ Appreciation of diversity

Class Plan

1 Knowing



Motivation

Ask students if they have ever heard the term 'a mine of information'. Mention, if they have not, that this means that a person is full of valuable information. That person is well worth talking to, just as a goldmine is well worth looking into to find wealth.

Story context:

'Nerd' Mark proves to be a great asset to the team as he can think strategically.

Introduction

Each person has great value and potential, even if first impressions do not seem to indicate it.

Presentation

Key Ideas

- ▶ It is the diversity of people's potential that enriches the world, therefore we must respect everyone.
- ▶ Not all people are the same but each person is special. We are like an orchestra, where each instrument is different and needed...how different are a violin and a drum!
- ▶ There are wrong ideas and prejudices about people's nationality, race, sex, etc. Often these attitudes cause us to miss opportunities of meeting very special people.
- ▶ We must try to value people for what they are and not for what they have or the way they look.

Topic Development

A. The goldmine

Ask students who they think the 'mine' in the story is. Of course, it is Mark, the 'nerd' whom nobody expects anything of. It turns out that he is a *mine of information* about strategy, and he saves the game. Ask students to show how Patrick's behaviour towards Mark shows that Patrick thinks Mark has no value. Specific text references are:

Patrick referring to Mark as "... *that weirdo!*"

"*How did he ever make the team?*" asked Patrick. *Popular, handsome, and powerful, he seemed upset that Mark was even a substitute. "He's such a zero!"*

"...*I'm surrounded by losers,*" Patrick thought, *jostling past everyone. He looked at Mark, inviting them to laugh at him.*

But does Mark have no value just because Patrick can't see it? Of course not. Mark is a mine of wisdom! That is why he is a goldmine.

Mention that everyone is a goldmine in a unique, special way. When Patrick grudgingly says, "*Guess he's good for something after all,*" Charlie replies, "*Yes, everybody is.*" Tell students that Charlie is right. Everyone is a 'goldmine' in some way. Every person can contribute those unique special talents and gifts.

Ask students to imagine a rocky hillside. They have been told there is a goldmine there, but it does not seem to exist. Everything is just sand and rock. Was the map they were given wrong? Should they just give up? However, they were told by a reliable person that a goldmine was there, so they search and search. Someone in the party says, "There's nothing here! It's just a waste of time!" Someone else says, "Let's just look once more..." In the shadow of a small tree, someone thinks they see an indentation. Sure enough,

the indentation caves in, revealing the entry to a mine shaft. Inside are gold and diamonds! Mention that each person that we do not know well is like that sandy, rocky hillside. They may not look interesting, so we might think making friends with them is a waste of time. But, if we go below the surface, we will find that person contains a goldmine of life, experience, thoughts and talent.

B. Harmony in Diversity

People are all different, and one person's strength may be another person's weakness. That's why we all need one another.

Compare human diversity to an orchestra. The instruments in an orchestra are all very different from one another, yet when they work together, they create something stunningly beautiful.

For instance, violins carry the melody of a piece and can play with searing beauty or in dazzling, soaring tones. Violins can 'weep' and they can celebrate. But they are very different from the breathy beauty of woodwind instruments like the flute and the liquidly resonant clarinet. Different again is the French Horn, which often sounds ceremonial and announces important events with fanfares. Then there are the percussion instruments like drums and cymbals, which add rhythm, deep notes, and dramatic crashes to climaxes in the music. A great orchestral piece includes all of these elements to create its effect.

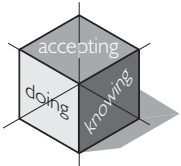
Explain that the human story is told by the world's different peoples, each making its unique contribution just as the instruments of an orchestra each contribute to the beauty of a piece of music.

C. Don't judge by differences

Explain that we will all meet many diverse people in our lifetime. In fact, each of us comes from diverse people—their two parents! Men and women are opposites in many ways, very different from one another physically, mentally and emotionally. Yet from diversity the unity of a new life was created: theirs!

Encourage students to ignore differences between people based on physical appearances—male or female, skin colour, place of origin, style of dress. Explain that these things are not all that important and should not come between people. Just as an exciting new person is formed from the diversity between male and female, exciting new friendships may be formed with people who are different from one another in other ways. Encourage them not to miss an opportunity to make new friends just because of superficial differences.

2 Accepting



Guided Work

Activity 1

After reading the Inset *Every Child Is Gifted* in their student books (p.24), lead a discussion of their own particular talents:

Every Child Is Gifted

Carla Hawkins, of Chicago, Illinois, is known as "Mama Hawk" because of her work reaching and teaching inner city students. "Mama Hawk" believes that every child has tremendous gifts inside, and she hates to see those gifts go to waste through lack of education, poverty, or kids getting into drugs and crime.

Some educational scientists agree that every person is gifted. If that is true, then the 6 billion plus people in the world are like 6 billion goldmines of information, creativity, and talent that could make our world better!

Discuss:

What are your talents?

Which were inborn and which were learned?

What talent that you don't have would you like to learn?

Point out that to develop our talents we must be respected.

Activity 2

Write the following on the board:

Fast, observant, strong, prudent, thinker, brave, tall, intelligent, intuitive, logical, careful.

Ask students to find one among them who fits each word. For students whose names are not called, ask the other students to think of a word or quality that describes those students' strong points or talents.

Activity 3

Have students read and discuss the Inset 'Famous Nerds' (p.26)

Famous 'Nerds'

Bill Gates is the world's richest man. When he was young, you might have thought he was a 'nerd' or a 'geek'—all he cared about was computers. He wore glasses. He wasn't handsome and he didn't stand out. But he revolutionised the world by creating and marketing software.

Computers now have a huge impact on every aspect of modern life. You have grown up with computers. But before the 1980s, computers were huge, robot-like things that very few people knew how to use. Now, almost everyone has seen and many people own a computer. We live in the 'information age'. In large part, this is due to Bill Gates—a 'nerd' who will go down in history as a visionary and whose personal wealth is greater than that of many countries of the world.

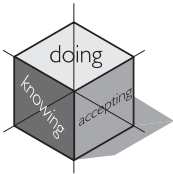
"I tried to be as normal as I could," says Bill Gates, who admits he was a misfit at school—he even tried getting lower grades so as to be popular. But he couldn't be ordinary. He was extraordinary. He and his friend all but took over the school computer room, they were so fascinated by it.

So next time you think someone is a nerd, show a little respect. Even a nerd has something to offer. In fact, you may be looking at the next Bill Gates!

Activity 4 (optional activity)

Peter and the Wolf would be an excellent piece to listen to. Point out the effects of the different instruments in producing emotions of joy, expectation, warning, fear, escape by running, etc., the whole creating a marvellous piece of music. Note how the diversity of instruments creates the effect of the piece.

3 Doing



Evaluation

Students should understand that Patrick's attitude in the story was wrong. They should understand clearly who the 'goldmine' is and that Charlie's assertion that everybody is good for something is true, and true of their classmates as well. They should be responsive and comprehending during the Guided Work.

Activity 1

Encourage students to learn what their particular gifts are and make a conscious effort to develop and use them. Being aware of their talents and gifts will help them to develop more completely as people. Someone who does not know himself cannot fully develop the talents which will make him a better, more helpful person.

Activity 2

Encourage students to try to see the gifts and talents of their friends and relatives. Being conscious of their talents, they will value them even more.

Activity 3

Explain that sometimes we know we are different or have some special talent, but we may want to hide it for fear of standing out or being ridiculed.

Invite them to feel free, explaining that they should not worry about other people's opinions but should try to develop all their talents so that they can make the world a better place.

Activity 4 (optional activity)

Once you have listened to *Peter and the Wolf* ask students to identify each character and which instrument represented it. Ask them if there was a relationship between the character and the sound of the instrument. Their answer should be yes.

Point out that when the whole orchestra played together the sound became strong and beautiful because of the cooperation of each individual sound. Use this image and compare it with human beings. Ask them if they agree that we could say that each person is like a unique musical instrument that combines with all the others to make a concert of the whole orchestra of human life.

Specific Resolutions

To look for each other's talents and strong points as if looking for a hidden goldmine

To appreciate the diversity among classmates

To treat classmates with greater respect