



**FRIDAY 17 MARCH**

# **RED NOSE DAY**

## **LEARNING ACTIVITIES**

Red Nose Day is an initiative of Comic Relief, operating name of Charity Projects, registered charity in England & Wales (326568) and Scotland (SC039730) and company limited by guarantee registered in England & Wales (01806414), registered address 89 Albert Embankment, London, SE1 7TP.

# LEARNING ACTIVITIES

**This year, why not use Red Nose Day to kick off some inspirational learning with your students?**

These activities have been designed to be flexible enough for use in a range of ways. In the past, schools have delivered them:

- In tutor time
- In PSHE or Citizenship lessons
- For intervention or small group work with students

Why not use the activities in the run-up to Red Nose Day, to help students understand why they are raising money, generate excitement about the event and prepare for fundraising?

# LEARNING LINKS

**These activities will help students meet the following learning objectives.**

- To explore why being connected to others makes us happy
- To think about how they build physical and other community activities into their lives
- To talk about their emotions accurately and sensitively
- To understand why helping other people is good for our mental health and well-being
- To plan to take on mentoring and leadership roles
- To understand the role of charity and why they are fundraising for Comic Relief
- To express ideas and opinions through group discussion

There are curriculum links with Citizenship and RSE and Health (in particular Relationships Education and Physical Health and Mental Wellbeing).

# OTHER LEARNING RESOURCES

**Download all our resources for secondary schools at [comicrelief.com/rednoseday/schools/resources](https://comicrelief.com/rednoseday/schools/resources)**

## **Film**

A short film about Tayyaba from Nagpur in India and how she has been helped by a project funded by Comic Relief.

## **Assembly**

A PowerPoint for use in assemblies, which acts as an introduction to Red Nose Day 2023.

## **Learning poster**

A starting point for discussing Tayyaba's story.

## **Activity pack**

Fun activities on a Red Nose Day theme for students to complete in tutor time.

# FURTHER INFORMATION OR SUPPORT

Please be aware that some students are likely to have personal experience of the issues explored in this year's Red Nose Day film and these activities. If you would like further information or support, please visit [comicrelief.com/support](https://comicrelief.com/support)

## ACTIVITY IDEAS

Watch the film about Tayyaba with students.

You can find this at [comicroelief.com/rednoseday/schools/secondary](http://comicroelief.com/rednoseday/schools/secondary)



Talk in groups or as a class about why Tayyaba was socially isolated in the past. How has going to Slum Soccer football training changed her life? You could use the following questions as a starting point for discussion:

- Why did Tayyaba feel so cut off from the world in the past?
- What are the barriers that prevent Tayyaba's parents from understanding her?
- Why do you think going to the football sessions and meeting other d/Deaf people has made such a difference to her life?
- Why do we need to feel connected to other people and society? Do you think this is equally important to everybody? You could relate this to people's differing responses to social isolation during the pandemic.

## EXPRESSING EMOTIONS

Divide the students into groups and give each group a copy of the **Expressing Emotions worksheet**.

Remind them of Tayyaba's story (it might be helpful to watch the film again). Ask the students to create lists of adjectives to describe how they think Tayyaba feels when:

She is at home and  
can't communicate  
with her parents

She is having fun  
playing football with  
her new friends

She is a role model  
and leader for other  
d/Deaf children and  
young people

Pool ideas as a class. Which emotions do the students think are hardest to express? How important is it to be able to explain to people how you feel at different points in your life? Why?

## TAYYABA AND JAKE

**Ask students to read the case studies on the Tayyaba and Jake information sheet.**

Talk as a class about the similarities and differences between Tayyaba and Jake's stories. Although they live in different parts of the world and lead very different lives, both have benefited from physical activity and connection with others.

What has been students' own experience of this? Do they find there is a connection between physical activity and their mental wellbeing and happiness? Do they think other group activities can have a similar effect?

Encourage the students to talk about how they build participation in physical exercise and other community activities into their lives.



## HELPING OTHERS

**Both Tayyaba and Jake have benefited from becoming mentors and role models.**

Ask the students:

- How do you think having the opportunity to help others has made Tayyaba and Jake feel?
- How might it influence their future lives?
- How do the young people they are leading and mentoring benefit?

Talk with students about being a good mentor or role model. Ask them all to write down a 'pledge' of one new thing they are going to do next term to help other students

## WHY DO WE SUPPORT CHARITIES?

**Right now, more people than ever are facing the toughest times of their lives. This means that charity is more important than ever – but it is also harder than ever for people to find spare money to give.**

Start a discussion with the students about charities and fundraising:

- What is a charity?
- What charities can they think of?
- Why do charities ask people for money?
- How else can we help people apart from giving money?

Remind them that Red Nose Day is coming up on 17 March. Once a year, we all come together to help those who need it most – and we have a great time doing it.

Explain that the money raised on Red Nose Day is used by Comic Relief to help people in the UK and around the world break free from the effects of the poverty that's crushing them.

Either working in groups or as a class, visit the Red Nose Day website [comicroelief.com/rednoseday](https://comicroelief.com/rednoseday) to find out more about Comic Relief and its work. Talk through the following questions together.

- Who does Comic Relief help? Where?
- How are donations used?
- Is Comic Relief running any special campaigns at the moment?
- What difference do you think Comic Relief makes to people's lives?

Based on this research, can the students explain why your school is supporting Red Nose Day 2023?

## FUNDRAISING ACTION

**Now students have a better understanding of why they are raising money this Red Nose Day, talk as a class about possible fundraising activities you could run as a group.**

How about...

- Organising a penalty shootout competition (in Tayyaba's honour!)
- Taking on a sponsored challenge
- Running the best bake sale ever
- Organising a tournament for your year group
- Choosing a funny theme for dressing up
- Hosting a teachers vs. students quiz at lunchtime

Find out what the rest of the school is doing to make sure your plans don't clash. Could you spread the fundraising out and make it a Red Nose Week?

**Whatever you and your students choose to do, thank you. For one magnificent day of the year, let's come together and do something amazing. No matter how big or small, whatever you do you'll be helping to build a better world.**

# WORKSHEET EXPRESSING EMOTIONS

**How do you think Tayyaba feels when she is at home and can't communicate with her parents?**

Words to describe Tayyaba's emotions

**How do you think Tayyaba feels when she is having fun playing football with her new friends?**

Words to describe Tayyaba's emotions

**How do you think Tayyaba feels when she is a role model and leader for other d/Deaf children and young people?**

Words to describe Tayyaba's emotions



# INFORMATION SHEET **TAYYABA AND JAKE**

## TAYYABA'S STORY

Seventeen-year-old Tayyaba was born profoundly Deaf. She lives with her family in Nagpur, India. She wants to study and work, but her parents don't understand her ambitions. Tayyaba felt trapped, hopeless and cut off from the outside world.

Although she had never been into sport, Tayyaba started going to football sessions for young d/Deaf people, run by d/Deaf coaches in their first language, Indian Sign Language. The Comic Relief-funded project is run by Slum Soccer in partnership with DeafKidz International. For the first time, Tayyaba felt part of a community and discovered the joy of having fun with friends. She now looks to the future with a new sense of optimism.



Photography: Sujata Khanna

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**Now, I have this faith inside me that I can do everything on my own.**

Tayyaba

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## JAKE'S STORY

Jake, aged 15, lives in Ayrshire in Scotland with his Gran and Granpa. Jake is dyslexic and easily distracted, and when he started to get into trouble at school a teacher recommended that he attend sessions at Scottish Sports Futures, a project funded by Comic Relief.

Trying new activities and engaging with new role models helped to develop Jake's resilience and confidence, and he is now an ambassador for the Young Leaders Programme and runs PE sessions at local primary schools. He is happier, doing better at school and showing more interest in gaining qualifications.



Photography: Andrew Low

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**Scottish Sports Futures helped me realise that I do have a bright future.**

Jake

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