

# SWITCH ON VIDEOSCRIPTS

## Unit 1

**Narrator:** Boys and girls *think* that they are very different to each other.

**Riley:** Men are better because they're stronger and they've got more jobs.

**Kara:** I think I would describe a girl as pretty, lipstick, dresses, love hearts.

**Louis:** A hairdresser is a girl job because ... it's a girl job!

**Grace:** I think a firefighter is for a boy because they need to hold up big ladders that are really heavy.

**Narrator:** But scientists agree that boys and girls' brains are exactly the same. Javid – who is a psychologist – believes that boys and girls only *think* they are different because they are *treated* differently. So, he is doing an experiment at a primary school in the UK. Javid is going to treat the boys and girls the same to see if it changes how they think about gender ... and the first thing they do is make some changes in the classroom. Later, Javid wants the children to think about what jobs are for men and what jobs are for women by inviting some people to school: a female car mechanic, a male ballet dancer, a female magician, and a male makeup artist. At first the boys thought being a makeup artist was a girls' job – but now they think it's cool.

**Ronnie:** I like it because a boy gets a chance to be a makeup artist, not always a girl.

**Narrator:** And the girls enjoy meeting a female mechanic.

**Alexi:** I think that it's really cool that it's a girl mechanic.

**Narrator:** Next, Javid uses a strength test machine to show the kids that, when they're young, girls are just as strong as boys. The girls do really well, which makes them feel good. Next, Javid is looking at the kids' toys. He thinks that the reason boys like blue and LEGO® – and girls like pink and princess dresses – is because their families give them those toys. So, he's giving the children some new, neutral-coloured toys to play with. The girls build robots – and the boys sew teddy bears. They all seem happy with the new toys. At the end of Javid's experiment the children do a test to see if their attitudes towards gender have changed. The results are surprising. The boys' behaviour has improved by 57% and the girls' self-confidence is now almost exactly the same as the boys'. Being treated equally has helped both boys and girls improve in different ways – something that they're all very happy about!

**Lily:** Boys and girls aren't different they're equal.

**Louis:** I've completely changed my opinion now because now I know boys and girls can do anything they want.

## Unit 2

**Narrator:** London is one of the most diverse cities on earth. Over the years, people from 270 different countries have moved there. When young people who don't speak English first go to school in London – it can be confusing and scary. It's hard to communicate with people if you don't understand or speak the language. So, Nightingale Academy in North London is trying to make life easier for new students.

**Student 1:** Ciao!

**Student 2:** Salut!

**Student 3:** ¡Hola, buenas!

**Narrator:** The school is training some students, who speak two or more languages, to be interpreters. Konstantin is from Bulgaria, so his first language is ... Bulgarian! He lived in the country until 2015 – when his family moved to London. He has learned how to be an interpreter at Nightingale Academy and now he helps people like Rosita – a Bulgarian woman whose son is coming to the school. Konstantin helps Rosita in interviews with teachers and to fill in forms. Leonardo's first language is Portuguese. Portuguese is spoken in many different countries – including Brazil, Angola, Mozambique and of course ... Portugal! Leonardo is showing a new Portuguese student around the school to make her feel at home. It is really good for new students to be able to speak in their own language.

**Leonardo:** She feels safe.

**Narrator:** Helping new students makes the interpreters feel good too!

**Konstantin:** A lot of students who don't speak English sometimes get bullied, so you help them – you become friends with them and they don't feel lonely. It makes you feel like a hero.

**Narrator:** And learning how to be an interpreter can be very useful for the future. Interpreters are needed at organisations like the UN; for interviews with famous people; and even for big sports teams that have players from all over the world. Dagmara, who teaches the class for interpreters at Nightingale Academy, agrees. She believes that the skills her students are learning will be very useful in the future.

**Dagmara:** They gain confidence as well – they have to talk to people, they have to know how to talk to people. It has to be professional. So, they learn a lot of new skills.

**Narrator:** Doing the course has made the students better at speaking and listening in *lots* of different situations – not just as interpreters. And their new communication skills will be really useful for work – as well as for school.

## Unit 3

**Narrator:** In New York city an exciting new competition is taking place. These high school students have been challenged to create a new app. The best idea wins a \$5000 prize. The students taking part are hard-working and ambitious – like Brandon.

**Brandon:** I want to make the new Facebook, and that's what I'm going to do.

**Narrator:** Each student has 48 hours to invent a new app and prepare a presentation, or pitch. Emily is even thinking about apps in her sleep!

**Emily:** Before I went to bed I would put my clipboard next to my bed in case any inspiration came to me in the middle of the night.

**Narrator:** The next step is to pitch to the class – to convince the other students to join their team.

**Emily:** Technology is taking over the world.

**Student 1:** There are three key features.

**Student 2:** Just lock in your account.

**Student 3:** That's why my app is so amazing.