

Humanities

Too



Promoting Less able needs KS3

group came in, for example with a "do now" sheet as an opening activity, they tended to settle down more speedily as they also did when they had a clear structured task in front of them where the format was familiar and accessible. There also tended to be less disruption when the group had a clear seating plan that had been laid down by the member of staff in advance providing an extra element of security and structure. Relaxation techniques built in to defuse the build up of energy levels were also successful.

Consideration also needed to be given to the effective planning, management and deployment of learning support assistance. The key issue here was time and opportunities for departmental staff to sit down with learning support assistants and consider support in a proactive way. There was a host of opportunities here outlined in other texts (Lorenz 1998, Balshaw 1999). The prime focus of learning support was to enhance the independence and autonomy of the learner as well as fostering their social, emotional and behavioural skills through more focused feedback as well as support and challenge.

The organisational skills of many of the children were also relatively poor, some would come without appropriate equipment, books or kit and this always caused difficulties and further disruption at the beginning of lessons. Sometimes these particular issues were sorted out by support staff.

Conclusions

The inclusion of children of all abilities in the humanities curriculum presents major challenges to conventional approaches to teaching and learning. It has, however, been the experience of many departments (Sebba & Sachdev 1997) that in facing these challenges, new opportunities and strategies have evolved which enhance the learning of all students, not only those who experience difficulties in learning. In many of the departments we have worked with in this initiative "taking risks" in the teaching of the least able has generalised fruitfully to other areas of the department's work.

Bob Spalding, Senior Lecturer, The Department of Education, University of Liverpool.

Balshaw, M. (1999) Help in the Classroom, David Fulton

Lorenz, S. (1998) Effective In-Class Support, David Fulton

Sebba, J. & Sachdev, D. (1997) What works in Inclusive Education? Barnardos

Sukhnandan, L. & Lee, B. (1998) Streaming, Setting and Grouping by Ability: A Review of the Literature, NFER


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Humanities Too

EDITORIAL

STRIKING THE BALANCE



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LOOK OUT FOR THE CLASSROOM MATERIALS

- Any ideas printed will receive £10 expenses
- You will get a warm feeling of giving away your brilliant ideas for the price of a takeaway.
- You never know somebody might produce something of use to you

Editorial

Thanks to the great number of contributors who have made this a bumper edition. At last we seem to be getting somewhere. Of course to a large degree we have the conference to thank. What a wonderful experience that was. I was able to meet so many new people and renew many old acquaintances as well as experience some stimulating input. I am certain everybody else felt the same. It will be a hard act to follow. Can I re-iterate our usual plea for more copy? We are still heavily dependent on the Executive. Perhaps some of you might like to provide teaching materials you have used successfully? You may be able to make a small profit out of your efforts that will make it worthwhile. We feel we must keep up the regular features. Another permanent feature is the review and we are looking for offers in that direction as well. Please let me know if there is any Heinemann book you would like and I will have it sent to you. It is yours to keep providing I receive a

review by March 1 2000. Please keep on promoting the Association, we feel that we are on our way back and will be able to make more headway when Citizenship arrives next September. We are always however totally dependent on you the members.

Peter Walsh



Lenford White: Social Inclusion, Citizenship and Humanities Affecting Change for a Culturally Diverse Society.

Good evening, and thank you for inviting me to your fourteenth National Humanities Conference. I was invited to come here by Deirdre Smith on September 30th after a short speech I gave at the Williamson's Art Gallery to launch Black History Month. I guess I must have said something that she liked, something that encompassed the spirit of what the Humanities Association is, or at least what its theme is for this year.

Since that time I have had occasion to reflect on what it means to give an after dinner speech. I have wondered whether it means that personally I have, so to speak, arrived. If it means that I have arrived, I wonder where I have arrived at. The Village Hotel, Bromborough, Wirral?

One of the pitfalls that I have been eager to avoid in my work is that of inertia and bureaucratic inaction. I am in my job because of racism, inequality, exclusion, under achievement and poverty in the Black community. So although Liverpool City Council pays me and I am line managed by Howard Cooper and ultimately Colin Hilton, I have always felt answerable to the Black community.

There is a history of struggle that led to the development of my post. I have been able to manage my work for the last nine years by maintaining close links with community organisations and individuals, remembering where I came from and what I was put in post to do. So where have I arrived at? Inertia and bureaucratic inaction? After dinner speeches at the Village Hotel? I have given presentations all over the country. My finest hour was in Dallas, in Reunion Station, a renovated train station, which now forms part of the conference facilities at the Hyatt Regency Hotel. I was among distinguished dignitaries, the Mayor of Dallas and renowned African-American writer August Willson. I was among people of the African, Latino, Native America Indian and Chicino Diasporas and I felt at home. I was informing an audience of several hundred Americans at The Association of American Cultures (TAAC) conference about the history of Liverpool's Black community, about a history of slavery, racism, protest

and uprising. I was telling them about the oldest Black community in Europe, with over 300 years of continuous presence, about Liverpool being the capital of the slave trade with 5/6ths of all slave ships sailing from Liverpool by the mid 1700s. I was telling them about the anti-Black riots in 1919 which led to the death of Charles Wooton as he was pushed into the Queens Dock, pelted with stones and was drowned and about John Archer, Britain's first Black lord Mayor, although not mayor of Liverpool, but of Battersea in 1913. I was informing them about the colour bar in Liverpool in 1948, the uprisings in 1981 and objective 1 status in 1994. I also told them that Black children, who were born here and whose parents' parents were born here are least likely to get 5 GCSE's at grades A-C and so on.

My speech topic today is Social Inclusion, Citizenship and Humanities – Effecting Change for a Culturally Diverse Society. I went to school in Wales and I can tell you that my teachers were not interested in effecting change for a culturally diverse society. They had neither the knowledge nor the inclination. I went to Glan Alyn and its interesting isn't it, how we are much wiser and knowledgeable after the fact. I recently read a book about the history of Colomendy and Glan Alyn and found that while I was there from 1971-76, over 30% of the children at the school had Liverpool 8 post codes. Was this fact reflected in the curriculum? Why no, surprisingly enough, it wasn't. What was reflected back at us impressionable 12 year olds was ignorance, intolerance and lack of experience. Ignorance in the form of:

**The Black and white minstrel show
A totally Euro-centric curriculum
Horticulture and rural science-no languages, history or science – but wanna know anything about the digestive system of a cow and I'm your man.**

Racism in the form of dormitory supervisors and teachers and all they "knew" about race relations and cultural diversity. Yes, about 30% of the kids were Black. Senior boys, in that 30%, had the privilege of being in the Black and Whites Show had to Black up and sing Wimbowa, Jamboli, Without a Song and In The Big Rock Candy Mountain. "there are lakes of stew and of whisky too,

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There was also a need to extend the sensory richness of most of the lessons. The use of revision posters for example, was a good way of working with visual prompts. The children were asked to design their own revision posters which included the key subject words and were displayed to facilitate regular recall and revision. In all lessons there could be visual prompts available as well as opportunities for children to engage in activities, as well as targeted questioning and oral challenges. Retention was a major issue, and the involvement of the children in planning their own revision timetable was a further successful strategy for overcoming problems with recall.

Very often orally based activities were more appropriate than written ones. Discussion before and after the themes of the lesson had been introduced, the use of targeted questioning to reinforce understanding, the extension of vocabulary and its use, the development of communication skills which children seemed very ready to engage in anyway, as well as the enhancement of social skills such as turn taking and listening, all helped. The integration of games and quizzes into lessons was always a success. In those lessons where discussion was fostered in terms of circle work and games, the tendency of the group to communicate and interact socially was much enhanced. For effective participation to take place an element of trust and confidence building had to be planned in - for example through the use of "rounds" by which everybody was given their chance to have their say, but could say "pass" if they did not wish to contribute.

There was a need to integrate on an everyday basis alternative methods of recording, such as sheets with attractive borders which automatically improved presentation, even though the handwriting and script may be poor. The regular use of spider diagrams and mind mapping, taping both to read text and record responses, and the integration of ICT support into the classroom to facilitate word processing and spell checking were some of the methods used. The introduction of the National Literacy Strategy at Key Stage Three has prompted most schools to review the way in which language is being reinforced across the curriculum. There was certainly a need within these groupings for consistent and longer burst reading experience, either at their appropriate level, or taped for independent accessibility to enhance literacy skills overall. Higher order skills, such as reading for reflection, reading for information, encouraging scanning, inferring, predicting, and the formulation of opinions also needed to be fostered. All topics highlighted the key words, specific to that topic, that could be presented and complemented by high frequency words. The key words were presented visually in the form of posters, and were used to assist with understanding, spelling and as memory aids. Alternative methods of recording also included the accessibility of audio tapes, scribing, either with peers or support, group work and reporting back.

The purpose of the lesson also needed to be made very explicit and end with a review, quiz, question and answer session, etc. Time also needed to be taken to go over the main points, and rely on oral responses to develop understanding. The major challenge for these groupings, in terms of their levels of knowledge and understanding, took place on an oral rather than a written level. Use could also be made of baselining, through questioning or brainstorming to assess the starting level in terms of knowledge, skills and understanding of the different children within the group.

Further aspects of the mainstream lesson which were conducive to emotional and behavioural development, included the structuring of the seating plan and groupings within the classroom. There was also the availability of alternative activities to foster choice, autonomy and motivation, and short reinforcers or rewards at the end of each lesson such as a short game or quiz, or a two minute free period. All the groups responded well to methods designed to heighten participation. Where individual tasks were readily available when the

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Throughout the school day there appeared to be very little "risk taking" going on in terms of fostering independence and cognitive skills as well as study skills with these particular sets. It was almost as if a "gruesome twosome" was being played out whereby staff were happy to feed the dependent needs of the pupils, while pupils implicitly went along with it by complying with the expectations for minimal thought, minimal initiative, limited choice or independence in learning. A further reason for this lack of "risk taking" was the expectation that the national curriculum had to be "got through" no matter what. This revealed a degree of confusion on the part of departmental staff about the appropriate levels of expectations for the children they were dealing with. On the whole the attitude was that as long as it has been taught it has been covered. This failed to take into account the levels of knowledge and understanding that the children were left with after the experiences they had had. Even in some of the best differentiated lessons, where a variety of activities were on hand and children fully engaged, levels of understanding would, quite simply, not be there. It was only through the consistent development of elaborated talk, oral interaction and engagement with targeted questioning that children were challenged in their knowledge and understanding, and moved forward. In those lessons where project work was organised within groups and presentations made to the class, further challenge was also seen to take place and children's level of knowledge and understanding enhanced.

Although many of the children were capable of concentrated spans of attention to work (maximum observed 40 minutes, minimum less than 5) it was very much conditional on the time of day and the nature of the task they were presented with. In general a whole lesson tended to be too long for one activity and most of the lessons needed to be "chunked" or broken up into smaller bursts or a variety of different activities. The behaviour of the groups also significantly deteriorated towards the end of the day - basically by lunchtime they had had enough. There was a need for them to have a variety of different activities and choices, particularly in the afternoon sessions as in many ways they had achieved their optimum levels of learning by halfway through the day.

Some classroom strategies developed to tackle the problems

Personal experience was always the most useful starting point for the exploration of a new topic or development, and issues of motivation and engagement could always be enhanced through the availability of alternatives and choices. The independence of these children and their autonomy was a major issue. In all lessons they could be encouraged to make choices and engage in a degree of independence in learning.

Some children, even in lower sets, were definitely more independent in learning than others, particularly in their levels of knowledge and understanding. Medium term planning needed to take into consideration the foundation, core and extension level of expectation. This counteracted the tendency for staff to present watered down versions of the curriculum and clarify expectation levels within these groupings. One of the planning formats used in departments which were keen to delineate their expectations more clearly is illustrated by the topic "Britain's Weather". They had the levels "All Must Do", "Most Should Do" and "Some Could Do" for Knowledge, Skills, Concepts and Attitudes. The completion of this exercise helped to clarify for staff the "baseline" expectation, as well as what they might expect of the most able even in lower sets.

Another clear need within these groupings was for multi-sensory reinforcement, as simple auditory input was not enough. The children seemed to require wherever possible, visual reinforcement, as well as the possibility of acting things out, using role play, etc.

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you can paddle all around them in a big canoe in the big rock candy mountain". We also had to listen to the pearls of wisdom of Mr. Hughes, our woodwork teacher. I remember on one occasion he had a captive audience of 12-year-olds, myself included, open vessels ready to receive knowledge. Most of us were Black. Mr. Hughes was explaining to us how his daughter had the opportunity of marrying an Indian cricketer - but that he could not bring himself to condone it. His reasoning? That he could not be sure what any prospective grandchildren might look like. He explained the genetic problems and the fact that such mixing of blood ran the risk of creating a sort of inferior and dim witted mongrel. We all listened attentively and nodded in agreement. I got several CSE grade 1's in Glan Alyn, including one in English. I remember going back to the school shortly after my CSE's to pick up my artwork, amongst which were a paper mache dinosaur and a puppet head teacher, with cap and gown. I bumped into my English teacher, Mrs. Ingman who told me off for getting a CSE grade one in English. "I'm very disappointed in you" she said, "doing such good work for the examiners of the WJMB, why didn't you do CSE grade one work in my class?". I was confused. My spelling, handwriting, punctuation and comprehension in the exam was, I am sure horrendous. I liked Mrs. Ingman and thought that I did some of my best work in her class, clearly, she disagreed. Mrs. Ingman had neither the knowledge nor the inclination, but she definitely had some pre-conceived ideas about my ability.

Now what was the subject again? On yeah! Social Inclusion, Citizenship and Humanities - Affecting Change for a Culturally Diverse Society. Now let me see..... the humanities are nearly as good as art as a means of exploring issues of race, racism and cultural diversity and can take the lead in informing all other curriculum subjects on how crucial and obvious cultural diversity is as part of the curriculum. I have run a number of artist residencies, curriculum development and teacher training programmes. I like to set challenges such as, *you give me any curriculum subject and I'll show you where the possibilities are for discussing issues of race and racism, cultural diversity and the world contribution to the development of science,*

art, literature and civilisation generally. Yes, you show me any area of the curriculum and I'll indicate to you where curriculum inclusion is possible. History is the obvious one isn't it? Prophets such as Bob Marley talk about the importance of history. How is it possible to have a clear vision for the future if you do not know where you came from, if you don't know what your people have done, if you don't know what your history is? It's impossible. I often ask the question: *"What happens to a child when she is exposed to a history, a curriculum generally, that tells her nothing about herself, culture, family or experience?"* Answer, *'she falls to sleep, turns off and tunes into something else - probably not school related'*. It is, of course, every teacher's challenge to engage all of our children irrespective of their colour. But how do we engage those who rarely have a point of reference in the school? Not only are such children looking into a room, that is so poorly lit, that it is impossible to see a reflection in curriculum terms, but they also find that it is impossible to see a reflection in personnel terms. Who are the teachers? Who are the governors? Who is responsible for teaching our children? Who are the teachers going to be in the foreseeable future? Answer, white teachers. Look at the profiles in initial teacher training institutions, look at who has the essential pre-requisites, the 5 GCSE's at grades A-C and the 2 A levels. That's exactly why we need to take on board the recommendations in the Steven Lawrence Inquiry and extend them to include the role of governors in monitoring policy, and the establishment of awareness of racism and curriculum inclusion training.

History is obvious as a subject for curriculum inclusion. That's why the Black History Resources Working Group (BHRWG) started with it and focused on slavery. I found it very interesting looking at the national curriculum for history, in about 1995, and examining study unit 4 on the development and expansion of Britain from 1750 onwards. The words Black, African and slavery were used once each in the description of the KS3 programme of study. I wondered, how is it possible to study the economic development of Britain and the development of shipbuilding, trade and commerce, without an in-depth study of slavery and the slave trade? After all, Eric Williams said *"Slavery was the shot in the arm for the Industrial Revolution"* and enabled Liverpool to grow

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from an insignificant town, consisting of cluster of small houses around a creek or pool, to the Capital of the Slave Trade and the gateway to the British Empire. I'm not, by the way suggesting that all Black people have a history of slavery. I find it interesting when people use terms like Afro-Caribbean because it assumes that all Black people have some sort of an historical relationship with the Caribbean when, of course they don't. Many people came to Britain from Africa without going via the Caribbean. However, almost all Black people who have a historical relationship with the Caribbean also have a relationship with slavery, as I do. In the Holocaust book we wanted to explore:

- The relationship between political and economic power,
- The role that Black people played in their own liberation from slavery.
- Challenge the idea that nature is red in tooth and claw.
- Challenge the notion that man's inhumanity to man knows no colour bounds.
- Ways of developing skills: interpretation, 'reading' the physical environment.

Yes, show me any area of the curriculum, and I'm not an expert in all areas of the curriculum, I'm not even an expert in any area, but show me it and I'll give you details of how you might have a consideration of race and culture. I have been able to take a logical approach to problem solving, one that seems like common sense to me but one which is, also, bound up with a specific perspective, a Black perspective. I have a desire to enable all children, but particularly Black children, since they are least likely to be successful, to realise their true potential. In relation to Black history month, I find it very revealing when I ask children about the Black presence in this country. I characteristically ask "When do you think Black people first came to this country?". Not surprisingly, many say the 1950s/60s. Many Black people did, of course, come to Britain at this time to help with post war economic recovery, to do the jobs that the indigenous population wouldn't or couldn't do. Black people are still disproportionately represented in the underground, on the buses and at the airport termi-

nals. In Liverpool most Black people are unemployed. Some children know that Black people were here before the 1960s, but they never know exactly when. Why should they? Unless, that is, they watch Discovery Channel or have been following Black history month through Channel 4 and BBC2. I remember when I used to work in Ruffwood School. The children there would ask me the most remarkable questions. I was supposed to be teaching them about the division of labour, the Butler Act and the Enclosure Acts. They were busy trying to grasp the basics of the English language, fighting to stay awake and asking questions like "What part of Africa is Jamaica in sir?". Why should they know if it's not part of the curriculum? They used to ask me all sorts of questions about Black, innate, ability to dance and box and about the riots in Toxteth. I felt totally justified in binning the division of labour and working through with them some of the basic facts about Black presence and Black experience in Britain.

For those children who had heard of slavery times "Dem times were way back is the mists of time and have become sort of apocryphal". Slavery is something that might, or could have happened, but probably didn't, because it's stretchy and mysterious and happened thousands of years ago. Slavery and the history of Black struggle takes on a totally new meaning. In this context it becomes a bit like: "Superman, was he real?", "Sherlock Holmes, did he exist?", "Robin Hood, was there really someone who took from the rich and gave to the poor?". No that couldn't be true, he maybe took from the poor and gave to the rich. To some teachers, however, Black history and cultural diversity is more like Mary Shelly's Frankenstein – god only knows what could happen if we generate the spark between the conductors, the touch paper will be lit and we will be in for an enormous bang – such is their predisposition. I say, past imperfect – future tense. It does not have to be that way and we as educators are uniquely placed to effect change. It is absolutely impossible to underestimate the power of school. I found it interesting when, about 18 months ago, the TTA ran a teacher recruitment campaign which featured a number of well known politicians, sports men and women and TV personalities. They were all asked about the teacher that they remembered most from school, the one that had the most impact on them. I wonder what would

Promoting the Needs of the Less Able at Key Stage 3: current dilemmas and strategies.

I have spent considerable time recently tracking lower ability sets around a variety of inner-city comprehensive schools. The main concern has been to identify indicators of disaffection and develop strategies for the increased engagement of youngsters in the activities of learning. In the course of these observations I have spent time with History, Geography and RE Departments. Together we have been developing approaches to effectively differentiating the Humanities curriculum in order to more effectively meet the learning needs of all children.

In this article I would like to explore some of *the tensions* I feel schools are currently experiencing which are not helpful in promoting the needs of the less able, share some of the observations I have made at Key Stage Three, and suggest some classroom based strategies for moving forward.

Current DfEE policy, as interpreted by schools, has resulted in a focus upon academic achievement and the adoption of pedagogically "straightforward" ways of achieving that through systems of differentiation that rely on the clear articulation of abilities and "setting". Children who experience difficulties in learning are being "included" in mainstream schools which give them even clearer indications of where their place is within the thrust towards "excellence" and the raising of achievement, i.e. at the bottom.

There is extensive research evidence (Sukhnandan & Lee 1998) to show that in terms of academic outcome, setting of pupils in ability groupings can not be consistently shown to produce greater gains in learning than mixed ability grouping. Where the research evidence appears to be quite conclusive, is that the setting of children in different ability groups tends, on the whole, to depress the self esteem of those in the lower groupings, and lead to greater emotional, behavioural difficulties and disaffection.

One of the underlying principles of inclusion is accommodating for diversity in a way which appropriately meets the young person's needs whilst maintaining their dignity and not undermining their self confidence and sense of self worth. This presents teachers of the Humanities with a particular challenge - designing learning experiences that are, at the same time, supportive and challenging within a climate that puts so much emphasis on the raising of academic standards.

Problem areas identified in lower ability groups in the initial observations

A considerable proportion of children, in all the lower sets observed, experienced difficulties in learning, but most especially with writing. There were significant levels of task avoidance and subsequent disruption in those lessons where writing was expected of them. On the other hand, the literacy expectations through the day tended to be "short burst" and not be geared to any consistent development of their overall literacy skills. Several of the children were placed in bottom sets against the criteria of specific learning difficulties, or major difficulties in their behaviour or approach and attitude to learning, rather than low ability. In these cases the children were doubly disadvantaged in so far as the expectations in terms of knowledge and understanding tended to be well below the level that they were capable of. The danger here was that they could be presented with a "watered down" version of the content and activities appropriate for more able groupings, rather than customised approaches which met the diversity of their needs.

GLOBAL EXPRESS NEWSPAPER BY CATHY MIDWINTER

Many thanks to Cathy Midwinter for this article. You may remember that Cathy gave a presentation at the 1998 conference in Nottingham and wrote an article in TOO. Here is an update on her "newspaper" Global Express. A sample copy is included with your magazine.

A recent edition of the Global Express series for teachers is on the Millennium. It takes a look at how the media has covered the much-hyped event, how people measure time and some views of the future from people in the eight countries on the Greenwich Meridian Line. The edition forms part of the On the Line project, founded by Channel 4, Ox-fam and WWF-UK. The project links people in the UK, France, Spain, Algeria, Mali, Burkina Faso, Togo and Ghana who all experience the Millennium at the same moment. Global Express is produced in response to world events and global issues that become high profile in the media and is a 10 page photocopiable resource. It is available on subscription and is delivered within 10 days of a decision to publish. It contains accessible background information with facts, figures and analysis for busy teachers plus enquiry based, curriculum related, instantly useable classroom activities ready for flexible use with 8 to 14 year olds. The Global Express project goes from strength to strength. Two thousand five hundred copies of each edition are distributed, of which nearly five hundred go to subscribers. Eighteen editions have been produced, that's at least six a year, and subscriber feedback indicates a very high satisfaction with the quality of the content and presentation.

Here are a few comments:

"I'm a recent subscriber but I have found the issues relevant, informative and appropriate for the level of children I teach. I like the format and content and have found them very informative. I am very pleased." "In the short time I've been aware of Global Express I've found it a really useful tool for providing a way into current issues with kids and excellent background information."

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Apr	1999	No.14	Monster tomatoes or bumper harvests: GM foods
May	1999	No.15	Kosovo
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Cathy Midwinter, Development Education Project, c/o The Manchester Metropolitan University,
801 Wilmslow Road, Didsbury, Manchester M20 2QR.

Tel: (44) 161-445-2495

Fax: (44) 161-445-2360

<http://www.dep.org.uk/>

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happen if you asked Black people that question. I know the answer, and the question would be slightly different it would be, "Can you tell us a little about the teacher that had the most detrimental effect on you?". There are horror stories, and I can tell you that they are not all historical. Either way, they have left an indelible print in the hearts and on the minds of many Black people. However, it is true, that without the teaching profession, there is no other profession and it is true that it's an honourable profession and it is true that, in Althusarian terms, the school is the dominant state ideological apparatus – it commands the attention of all of our children, well those that attend school, for 5, and in some countries, 6 days a week for up to 14 years of their lives. Citizenship, as a universal concept, means that all citizens are equal under the law. The concept of institutional racism was developed by Stokeley Carmichael, in the 1960s, to describe the experiences of African Americans at a time when racism was outlawed, but, although it was illegal, it still manifested itself in customs, practices, procedures and beliefs. We are all responsible as agents of change. I've got a much simpler definition of institutional racism than the long-winded one that everyone knows by rote. Institutional racism is when an individual, say a teacher, does not seek to actively challenge racism. Racism is an every day fact of life, but not an inevitable one – that's where people like us, like parents, like politicians, like the media, like book publishers, like peer groups come in, as agents of change. We need to include all partners in our quest to do right by the children for whom we have a responsibility. If we've not got the skills we need to know how to develop them and if that's a tall order then we need to know where to seek out those who already have them. Finally, on the theme of Black achievement and Black history. One of the things that I said at the Black history launch at the Williamson's Art Gallery was, I know why Elizabeth Barrett's parents were not too taken with Robert Browning. It was because he had a Black ancestry. I arrived at that conclusion by putting two bits of information together: the fact of the Barrett's reluctance to allow Lizzy to marry Bob and the established fact that Browning's grandmother was described as being both a Mulatto and a plantation owner in

Sex and Race, Vol 1, by J.A. Rogers. I think that Browning was a fantastic poet (Soliloquy of Spanish Cloister, My Last Duchess and Porfira's Lover), but it's also important for me that he had Black ancestry as did Dumas, Cezanne and Beethoven. Of course in an ideal world where we were all truly equal under the law, where all had full equality of opportunity, where Black people were proportionately represented in all spheres of life, the fact that someone was Black would be irrelevant. It is however a world where Black people are stereotyped, caricatured and confined to limited roles. It is a world where skin colour is the major determinant of an individual's life chances, state of health, socio-economic status and level of academic achievement. It is a world where there are few Black professionals, most of those practising have either paid for their education as overseas students, or taken up residency here, having gained their preliminary qualifications in their country of origin. In a world, where the ideology used to justify a slave trade still lingers, we ignore, at our peril and to the detriment of those for whom we are responsible, the Black contribution to world development, art and science and the concept of citizenship.



Conference Workshop & Feedback

For the very first time we have had conference delegates actually writing in to comment on the conference. Here are some of the comments.

Thank you for the fantastic conference.

..... It was a thrill to spend time with people involved in all aspects of humanities education and the Priory really put the icing on the cake.

Mariea Christodoulou.

..... We ranged over a wide range of pertinent and important issues and I have come away with the feeling that I have covered a month's work in two days!

Steve Colling.

Congratulations on the very successful conference. Your detailed planning and string pulling brought together an excellent range of keynote speakers and the workshops on Saturday seemed to be very successful and stimulating. I talked to a lot of people who appreciated the workshops.

Maurice Smith

.....Many congratulations to you and your planning team on getting such a good range of speakers and workshop leaders. We are already adapting some of Christine Counsell's suggestions at school.....

Jane Woodall

.....I am certain everyone had a wonderful and informative time. All your hard work paid off! Thanks also for all your faith, trust and support with everything.

Thelma Wiltshire

.....how well the conference was organised, so that a really pleasant atmosphere was generated. This I feel was very much down to your efforts. As both a provider and consumer at the conference, thank you.

Ed Waller

First may I say how impressed I was with the whole organisation and spirit of the conference last weekend. It must have taken a great deal of effort as well as intelligent and enthusiastic planning, and I do con-

gratulate you and all your helpers on the outcome.

Thank you too for your welcome to me.

Alan Blythe

.....The workshops and discussions with colleagues provided a great stimulus and helped focus the mind on the centrality of the humanities curriculum.....

Kathy Robertson

Many, many thanks to Dee Smith and her team whose co-operation, drive, cajoling, persuading, enthusiasm, optimism, hard work, teamwork, contacts, etc. etc. made this the greatest conference hosted by the Humanities Association. Let us hope we can keep up the standard.

Geography - Curriculum 2000 - Linda Thompson

This was a very useful presentation that clarified the changes to the National Curriculum orders for Geography. We also spent time considering the key stage 3 schemes of work that will be published by QCA in April. These offer a useful focus for heads of humanities or geography as they evaluate and adapt their courses at the end of the academic year. Although there was only one brief activity in the session, Linda's presentation took us through what we needed to know and helped to signpost a way forward for planning a more interesting, topical and appropriate geography curriculum.

Steve Johnson

Resources

- 1.Key Stage 3 Scheme of Work Geography - to be published by QCA in April 2000 and available at their Website from that date.
- 2.Leat D. (1998) Thinking Through Geography. Chris Kington

The Development Education Association

PLANNED EDUCATION PROJECTS 2000-2002

At the present time Nadia McKenzie is collecting information on projects in the pipeline during the period January 2000 to December 2002. A project has a defined timeline and a set of objectives, rather than a general, ongoing programme of work. There is a short and simple questionnaire to fill in. The information will be compiled into a database and a printed list and sent out to the membership in early Spring. If you are interested please contact Nadia at the DEA.

Nadia McKenzie, DEA, Third Floor, 29-31 Cowper Street, London, EC2A 4AT.
Tel: 0207 490 8108 Fax: 0207 490 8123 Email: devedassoc@gn.apc.org

MINI GRANTS

Mini Grants are available from the Department for International Development. Previous successful applicants include NEAD, the Norfolk Education and Action for Development, obtained funding to increase the extent and effectiveness of their development awareness programme in local schools.

If you are interested please visit the Website: [www.dfid.gov.uk/working with us/developmentawareness/](http://www.dfid.gov.uk/working%20with%20us/developmentawareness/)

BLACK ORGANISATIONS FORUM

The first Forum is taking place on January 24 2000. There are three keynote speakers in the morning and two sets of workshops in the afternoon. It is at a bargain price. £10 for DEA locally run organisations, £20 for DEA National Organisations and £30 for Non-members. Lunch, a traditional vegetarian Indian meal, is provided. Cheques should be sent to:

Eve Billingham by 14 January 2000 at the DEA - See Nadia's address above.

Heinemann Press Review Column

Writing Our Past.

A Literacy Resource for Key Stage 2.

By Alison Graham and Ben Balin

The work outlined in this book began as part of a community project in partnership with the University of Central England and Birmingham LEA to promote positive achievement in African Caribbean children. It provides clear guidance on combining literacy, history and development education to engage interest, raise standards of literacy and encourage self-esteem and mutual respect.

It is class-based and includes examples of planning, writing grids and frames and practical activities. There is a list of suggestions for biographies and how to access them which is excellent.

The good practice shown in the book makes this an invaluable resource for any primary school.

Development Education Centre (Birmingham),
998, Bristol Road,
Selly Oak,
Birmingham B29 6LE
Tel; 0121 472 3255

Conference Workshops & Feedback

The subject of citizenship can be used in all humanities subjects. The next term's history topic is the local history of the area. Within this topic there are a lot of issues that can be raised, for example the development of Fox's Biscuits and the reliance of the town on this industry.

Linda believes that once you start to look at citizenship you find that you are already doing it in so many different ways. It does not go away but comes into everything.

A word of warning about issues we tackle with children. We have to be aware that it might be a sensitive issue within their community.

Using Tourism to Explore Global Citizenship.

Heather Swainston, Co-ordinator, Cheshire Development Education Centre.

The workshop was aimed at KS 1 & 2. It started with a short activity called "Tour Bingo" which was a great icebreaker finding out about people who have been to different countries. We then went on to discuss the role of citizenship in the primary and secondary school.

Next we played a game where we had to sort out a set of cards about tourism and its effect on local people. We discussed the fairness of each issue and then produced a shared list of things we had done as a tourist. We went on to consider how this might have affected the lives of the people living there.

There were many useful, practical and transferable ideas for use in the secondary as well as the primary classroom.

The session finished with a short video about tourism in the Gambia and its effect on the people there.

There had been lots of opportunity for discussion and sharing experiences of being a tourist and its effect on the locality. It was a lively varied interesting and well thought out session.

Big Books Geography, RE, History and ICT Presentation by Thelma Wiltshire.

After our bus trip to Acre Lane Centre we settled down to a most informative and thought provoking presentation by Thelma and her colleague Peter McDonagh.

In her role as advisory teacher, and currently deputy head, Thelma has involved Year 6 children in producing Big Books on local study topics. Aerial photographs from the Wirral CD ROM formed the stimulus and the main illustrations. As a secondary teacher I shall certainly use the idea of the Big Books with Year 7's local studies and work with OS maps.

The second half of the workshop was a "hands on" session where we explored the Wirral on the CD ROM. The images were of high resolution and very useful. It was a very enjoyable experience.

The CD ROM is available at £35 and the "empty" Big Books at £4 from Madeleine Lindley at Chadderton, Oldham.

David Langham, Upper Wharfedale School, Grassington, Skipton.

Many thanks to David for writing this.

David has been under great stress recently because he is a Blackburn Rovers supporter and what with relegation and a lost manager we are grateful he has managed to send in this contribution. As we go to press things seem to be looking up, David.

Global Citizenship - Mary Young, Education Officer, Oxfam Education.

Oxfam feels that Global citizenship should be at the heart of a school's ethos.

The workshop had four stages:

Initially we looked at the Oxfam guidance on global citizenship and went over a definition of global citizenship and what makes a global citizen.

Secondly we looked at why it is so important and at the heart of education.

Then Mary then gave us some examples of good practice:

A village in India deciding the environmental redevelopment of their surroundings.

The Tower Hamlets natural history project starting with the old workhouse and moving on to interviewing people who are homeless today.

Finally we looked at Oxfam's matrix of issues and how it can fit into the actual curriculum at different key stages and in different areas already being dealt with in class.

Thanks to all our reviewers both credited and anonymous

Conference Workshop & Feedback

PSHE & Citizenship a whole school approach Diane Atkinson

Curriculum planning and policy making for the PSHE and Citizenship Framework in the primary curriculum Led by Diane Atkinson, Deputy Head, James Wolfe Junior School, Greenwich

The workshop started with the Ofsted book and discussed proposals for citizenship. We then considered how many of the proposals we were already covering in school at the moment. We shared ideas about who would be responsible and where and how such proposals would be implemented.

We then read through a hand out which broke down the framework into Key Stages 1 & 2. We went on to discuss any strengths and weaknesses and in pairs we considered the implementation issues for schools.

The workshop was very useful in drawing up a new policy or refining the old one if it was in existence. We looked at some useful resources. The session certainly gave us ideas we could present to colleagues.

Thinking Skills in Geography-Colin Bridge, Chair of the Geographical Association Primary Committee.

Colin Bridge provided a wide range of thoughts and ideas about "Thinking Skills in Geography". He reviewed the nature of the child and patterns of learning particularly in the Primary context. The emphasis was placed on the latter as opposed to an analysis of geography content.

The group was invited to think geographically, to look at children's work and to share ideas and experiences from their own professional background.

The focus on children's learning rather than the content of the geography curriculum was supported with references to a wide range of practitioners. One of these included Bill Pick's work on the "School as a Resource" that demonstrates clearly how the school environment can be used to introduce and develop geographical concepts.

Further references were made to Michael Storm's "Five Questions":

What is the place like?
How did it come to be?
How is it linked to other places?
How is it changing?
What would it be like to live in it?

We also looked briefly at how teaching could be made more effective and the possible ways of assessing quality and depth of understanding.

Using the National Grid for Learning to Develop History and ICT

Peter McDonagh, Oldershaw School and Rebecca Sullivan, The Historical Association..

Wirral have developed a history multi-media package with Internet links as well as links to the school history project GCSE History of Medicine and local aspects of history 1750-1900. Under Peter's leadership the workshop, at conference, looked at the resources that are now available with local history being the focus. It was a very good for Wirral teachers of humanities and will be improved when the CD ROM becomes available shortly.

Rebecca led the History - On - Line session. This was a practical one, looking at IT Training with a History content. These materials had been created using the Historical Association's New Opportunities Fund.

Both sessions were very useful and made participants aware of resources available.

Margaret Ryan, Oldershaw School.

Issues and Global Perspectives. Lynette Aitken, Education Officer, International Broadcasting Trust, KS 3, KS4.

Lynette Aitken gave a very interesting workshop about her work as Education Officer at the International Broadcasting Trust.

Using Schools' Broadcasts on Sustainable Development Phone: 0171 482 2847 Fax: 0171 284 3374 Email: ibt@gn.apc.org
The Trust produces TV programmes which it sells

Conference Workshop & Feedback

to Channel 4, among others. It began life 18 years ago. The Trust makes proposals, then raises funds and produces packs of printed materials as well as the video. They feel that a person actually speaking on the screen has more impact than the written word. The commentary is a perspective rather than being objective. The interviewees are chosen because they perform well rather than because they are the best in the field. TV is very good as a stimulus. We were shown a film clip about the Brazilian rain forests that was quite dramatic as it showed a massive iron ore open cast mine in the middle of the forest. It highlighted to me that maybe we all tend to adopt the line that the forests must not be cut down under any circumstances. This powerful visual image, however, gave me a more modified opinion when I realised the wealth created by this iron for the local people.

We looked at a video clip of "Bangladesh- Living with Flooding". It referred to the 1991 cyclone that resulted in 140,000 people dying in one night. They interviewed one boy and his parents who were the only ones left in their family. There was some climatic simulation that explained the creation and progress of a cyclone that was very effective. This predicted its route but could not predict the strength or the exact locality hence many people were caught unawares and did not take cover. What cover there was that is - there were six shelters for 600,000 people. This was a very interesting session and Lynette would be a useful contact for many of you. Some of the videos are very cheap although some may be a little beyond the school budget. Perhaps they may not be beyond the budget of your advisor who could build up a library for use across the Authority?

Peter Walsh

Since the conference Lynette has sent me Fast Forward a newsletter for IBT. It contains up to date news and details of programmes they have made. To get a copy free of charge just ask to add your name and address to the fast forward mailing list. Send the details to Nicola Gray, IBT, 2 Ferdinand Place, London, NW1 8EE. You can also obtain a free catalogue, from Nicola for the price of the postage which is 31p for one, add 20p for any extra ones you may want.

Teaching Citizenship through NEAB Humanities.

Mike Johns, Oaklands Community School and Ed Waller, John Hanson School and Shannon Campbell from the NEAB Humanities Examination team.

The session began with a useful classroom activity: Discuss whether it is better to live in Country A, Country B or Country C. At the end of the discussion it was revealed that the descriptions were all of Britain in different ages.

After outlining the main outcomes that are expected from Education for Citizenship, Mike and Ed demonstrated the rich contribution made towards these three outcomes by the NEAB Humanities syllabus.

Participants in the workshop had obviously brought a variety of expectations and agendas with them. We therefore split into three groups based on shared interests. Each group dealt with the stimulating materials that Ed and Mike had given us. The group I belonged to discussed ways of approaching citizenship through humanities in schools where the same syllabus is optional.

All participants agreed that citizenship is a key site for future developments in humanities.

Dan McEwan, Bosworth College, Leicester.

Thanks to Dan, not only for this article, but also for co-ordinating the rapid response forms that have provided such a lot of quality copy for this issue of TOO.

Numeracy and Humanities

Martin Little, Numeracy Adviser, Wirral LEA.

Martin set up a series of classroom activities that the participants tackled. All of them are designed for use at Key Stages 1 and 2 and all of them explored links between numeracy and humanities.

I found all the tasks delightful, educative and challenging. The most difficult one for me was identify-

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ing the viewpoints from which nine different photographs were taken of an arrangement of simple three dimensional shapes. The exercise opened up insights into map making.

Other exercises introduced number systems and methods of calculating from a variety of cultures.

Recommended book: "Board Games around the World", Bell & Cornelius, Cambridge University Press.

Many thanks to Dan McEwan, of Bosworth College, Leicester for writing this report.



Sustainable Development, Citizenship and the Eco - Schools Experience

This is a project in Tameside led by Maurice Smith, General Advisor, Humanities.

Maurice referred to a report by the DfEE and the QCA that said that we should not merely be dealing with environmental problems but looking at the reasons for them. Cognitive knowledge was insufficient without re-education. The distinctive contribution of citizenship to the school curriculum is perhaps in participation, being involved in different ways.

The response ought to be in the context of Human Rights with special reference to the UN Convention on the rights of the child. The aims of the school

should reflect citizenship and the ethos should contribute to this.

A cluster of schools in Tameside were working on this. Each school had a different priority. Environmental performance needed the support of the headteacher and the governors. There needed to be a check list to provide profitable decision making by all staff and children. Despite the diversity of the schools the key element was pupil participation.

Manor Green Primary - a case study

This is a school in a socially deprived area. Margaret Seddon, the headteacher said the project had been an excellent way of developing citizenship throughout the school. The process of working together makes it really worthwhile. There was active participation by all and it had become an integral part of the curriculum.

National Primary History and Geography Project - Raising Citizens for the 21st Century

Linda Stead, Humanities Co-ordinator, Kirklees pilot of National Primary History & Geography Project at KS 1 & 2.

Linda referred to a year 5 class working on a traffic problem outside school.

The ideas came from the children who organised the walk to school week for themselves. They designed a questionnaire for all school pupils as to the reasons they needed the car to get to school. The posters and leaflets were designed by the pupils. This persuasive writing had a direct link with literacy.

The children promoted the campaign. They designed a ribbon as a reward - links with numeracy. They contacted a councillor and the pupils were invited to the town hall to present their petition. A video was made of their visit.

The project was used as a vehicle for citizenship and the issue was brought alive by dealing with a real problem that directly affects their lives.