

**Humanities**

**Too**







# Humanities Too

## EDITORIAL

### SEND US YOUR HUMANITIES IDEAS

It does not need to be long

It could be curriculum materials K1-5

It could be schemes of work K1-5

Classroom based activities are useful

Don't forget to send print and disc

See address on page

Any published work will receive expenses.

### Special points of interest:

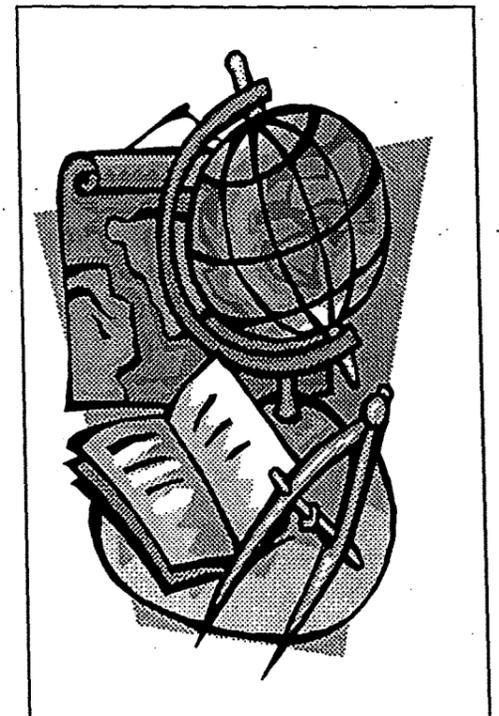
- Any ideas printed will receive £10 expenses
- You will get a warm feeling of giving away your brilliant ideas for the price of a takeaway.
- You never know somebody might produce something of use to you

## Editorial

Stuart Wilson and Peter Walsh have taken over responsibility for producing Humanities Now and Humanities Too. Copy in the first case should be sent to Peter who will collate it and then Stuart will create the copy for publication. Copy dates are the first days of March, June, September and December. There is a meeting in each of those months when the Executive will discuss the copy situation and create Humanities Now. Publications will be sent out later that month or at the worst the following month. This will be determined by the date of the meeting. We hope members will make a contribution like Phil Marlow, Ali Brownlie, Alison Stancliffe, Colin Adams and Stuart Wilson have done for this edition. We hope the new format meets with your approval send any observations, comments or copy, by fax Email or post, preferably on disk saved in Word 95, or on paper or even on the back of an envelope

to:

Peter Walsh,  
11 Lloyd Street,  
RYTON,  
Tyne Wear,  
NE40 4DJ.  
Phone 0191 413 2262  
Fax 0191 413 2262  
Email PWalsh9540@aol.com



# Humanities Too

## Citizenship-Global or not

The word citizen has a faintly old fashioned, and not particularly British, ring to it. John Major's Citizen's Charter never felt quite right and was, in any case, a consumer's charter. We are perhaps more inclined to think of "citizens" in the contexts of ancient Rome, revolutionary France or even modern America - but somehow it is not quite British!

But if Professor Bernard Crick gets his way, this is all about to change and young people in English schools, at least, will be taught about political and legal systems, about their rights and responsibilities as citizens, and about topical and contemporary issues. (1) They will be encouraged to participate in their community and to recognise the role they have to play in influencing social, moral and political situations. This may sound vaguely familiar to those old enough to have been around when "civics" was on the timetable.

But what about this new thing that has been floating around for a while now - this term "global citizenship" - just how and where does this fit in?

Well as far as section one of the report goes the answer is "hardly at all"! But read on to section three and we discover, in learning outcomes, that pupils should "know that there are different economic systems", and that they should "know about the world as a global community". Very welcomed, but just a little odd as there is no mention of these in the fifteen page long introduction which explores what we mean by Citizenship and the needs and aims of it.

It would have been good to have seen the whole notion of citizenship put within a global context in this first section. There is much in the introduction about voluntary and community activity in public life and the local community. But in the modern world the sphere in which people can exercise their citizenship has been hugely broadened, not only by international conventions and courts of law, but by the new economic order where transnational companies have turnovers larger than many small countries, with concomitant power and influence. Young people need to be

able to understand their role and feel empowered within this wider world. And with new telecommunication systems the pace of decision making has accelerated and people need to be able to critically assess the mass of information available to them in order to make the choices necessary to participate in decisions which affect their lives. This is the context within which we already live and will increasingly do so.

The report, whilst acknowledging that young people are interested in single issue causes, such as "green" issues and animal welfare, dismisses them as displacement activities for joining political parties. This probably says a great deal more about the perceived relevance of Parliament to young people than anything else.

A recent MORI poll (2) carried out for the Development Education Association found that young people were indeed very concerned about global issues particularly war, the environment, famine, overpopulation, economics and human rights, but more than half felt that they were powerless to do anything to change the world. David Blunkett himself has said that: "To change the plight of the disadvantaged, to overturn the burden of third world debt, requires an appreciation of political process, an understanding of global economics and a hard-headed realism about how change is achieved, and not solely a well meaning upsurge of social and human conscience". (3) Although perhaps "social and human conscience" isn't a bad starting point, these are important issues to be addressed by citizenship education.

Global citizenship is far more than learning about how democracy does or does not work in other places, or that we have a moral obligation about those less well off than ourselves - laudable though this may be. Global Citizenship is about actually seeing ourselves as belonging to a global community to which we have certain obligations, about being able to appreciate that allegiance is crucial to the well being of ourselves, our immediate community, our nation and the future of the

## KSI Geography Resources and the Literacy Hour

### Sentence Level

- To revise knowledge about use of capitalisation - names, titles and emphasis
- To use a variety of simple organisational devices - arrows, boxes, keys to indicate sequences and relationships

### Text Level

#### Reading Comprehension:

- To discuss and compare story themes
- To discuss story settings .... To consider how different settings influence events and behaviour

Non Fiction - to read flow charts and cyclical diagrams that explain a process etc.

With the new curriculum we have a chance to go with our own professional development on how we develop it.

There is a very strong case for the use of historical and geographical texts. The resource implication being to get big books with quality non-fiction texts.

"Storyworlds" suggests good texts for teaching the Literacy hour which provide superb resources for investigating places and geographical themes.

Some examples of approaches used were given.

Books can be used in the Literacy hour for literacy intentions, but then extended at a later time specifically for humanities learning intentions. This dual role of texts is very useful.

## Eric Roper In memoriam

The Association was saddened to hear of the death of Eric Roper. He was a good friend to Humanities, chaired the Humanities Preparatory Sub Committee for NEAB and led two positive Humanities Sub Committees. The NEAB is collecting donations to charities identified by Eric's brother Phillip. These are Amnesty International and the British Heart Foundation. If you wish to make a donation it should be sent to:-

Russell Spencer, NEAB, Devas Street, Manchester, M15 6EX. The Association has already sent a donation to his memorial fund.

**Accrediting Citizenship using OCR Humanities**

- Many elements could be delivered by other subject areas such as PSE or RE or indeed, vice versa as this course could satisfy the requirements for KS 4 RE (SACRE). It was accepted, however, that there would be some problems with this approach.
- Although some elements of PSE and the Humanities overlap, their aims are not identical, e.g. in the area of criteria for assessment. An audit of other subject areas might also be rewarding.
- If some elements of the course could be delivered elsewhere, this might help problem of finding time within the curriculum to justify Humanities being in the core.
- Schools could start the courses in Year 9 or even earlier.
- Because this element of the course is not content driven, the possibility exists of developing innovative subject matter and Stuart provided us with an example of a piece of work based on work experience.

The group felt very positive about the possibilities that these ideas raised. It was only at the end of the session that we realised that Stuart had received some bad news about a member of his family and had to rush off.

*Thea Tomlinson.*

**KS1 Geography Resources and the Literacy Hour.**  
Presented by Christine Dale, Head Teacher, Plumpton C.P. School.

The workshop was broadly about process-based learning.

The main feature of the Literacy Structure is that whatever the text, the focus on teaching in the Literacy Hour must be on literary objectives. We must be careful, therefore, that using humanities texts to deliver the project does not replace humanities in the curriculum.

However, geography proves to be a stimulating prompt for children's literacy learning, so that we must choose high quality texts which are relevant to the children and match the values of the school.

The geographical skills at present taught to children at Key Stage 1 can be linked to skills highlighted in the Literacy Strategy, reproduced below from Christine's handout.

*What geographical skills do we want KS 1 children to develop?*

- Using and understanding geographical terms
- Using source materials (pictures, stories to obtain geographical information)
- Make maps and plans of real and imaginary places
- Using maps and plans to locate and name places
- Follow a route

*Skills highlighted in the Literacy strategy*

**Y2 Word Level:**

- Extend vocabulary for reading linked with particular topics
- Build individual collections of personal interest or significant words

world. These are intrinsically bound together. We may not be citizens of the world in a legalistic sense but we need to recognise the need to develop a conscious loyalty to human kind.

In any case our government increasingly makes decisions about involvement in global affairs. As voters we need to make informed decisions - who we should or should not trade with, what we should trade, what conflicts we should or should not be involved in, who to extradite and why. Robin Richardson writes: "...pupils and students have to develop skills in moving assertively into the transnational opportunities of the wider world, and have to appreciate and take account of the ways in which their inclusion and participation in local affairs, and in the affairs of their own nation, may influence, and may be influenced by events and trends elsewhere."

" (4)

In summary the world is changing. There is no "out there" anymore - out there is now "right here". Let's hope that this is reflected in the revised curriculum for the Twenty First Century.

**References**

1. Education for citizenship education and the teaching of democracy in schools, final report of the advisory group on citizenship, September 1998 QCA
  2. Children's Knowledge of Global Issues - a research study among 11-16 year olds MORI March 1998 (Available from DEA)
  3. Speech at a consultative conf. of the Advisory Group Education for Citizenship organised by QCA, Sheffield June 1998
  4. Developing the Global Teacher, Theory and practice and Initial Teacher Education, Trentham Books.
- Other references**
- Learning for a Global Society, 1998, DEA  
 □ Curriculum for Global Citizenship, 1997, Oxfam  
 Ali Brownlie is a freelance Development Education Consultant and can be contacted on:-  
 Phone: 01273 203 920  
 Fax: 01273 241 562  
 Email: skab@csi.com  
 and at 21 West Hill Road, Brighton BN1 3RT

**Education for citizenship and the teaching of democracy in schools**

Colin Adams who is chair of NAHA and a member of the Association has summarised the documentation on Education for Citizenship and the teaching of democracy in schools. We hope that our members who are so short of time to read things in great detail will find this useful.

In November 1997 the Secretary of State for Education and Employment set up an Advisory group to report to him on ways to strengthen education for citizenship and the teaching of democracy in schools. In September 1998 the group produced its final report. This is a summary of its main recommendations:

- ◆ There should be a statutory requirement on schools to ensure that the teaching of citizenship and democracy is part of the entitlement of all pupils.
- ◆ Schools should meet the entitlement through a framework of learning outcomes. These are set out in the full report by key stages.
- ◆ The learning outcomes should be based on what can take no more than 5% of curriculum time.
- ◆ The report suggests ways in which citizenship can be taught in combination with other subjects.
- ◆ There should be a DfEE order setting up the entitlement and standards should be subject to OFSTED inspection.
- ◆ Changes should be incorporated in the curriculum review and take effect from September 2000. The learning outcomes should, however, be phased in over a few years.
- ◆ Schools should consider the relationship of citizenship to whole school issues, such as PSHE and spiritual, moral, social and cultural development.
- ◆ The Secretary of State should consider how the entitlement should continue for students involved in post 16 education.
- ◆ All those directly involved in education should be given a clear statement of what is meant by citizenship education and their central role in it.
- ◆ There should be a standing Commission on Citizenship Education to monitor its progress.

The recommendations were accepted by the Secretary of State and will be considered in the review of the curriculum currently being undertaken by the Qualifications and Curriculum Authority.

Colin Adams

November 1998

# Improving practice

**Runnymede Trust & Nottingham Trent University**

A whole school approach to raising the achievement of African Caribbean youth

- ◆ How can headteachers, teachers, community workers and parents enable African Caribbean pupils to participate fully and equally in the education experience?
- ◆ How can the number of African Caribbean pupils being excluded from school be reduced?
- ◆ How can disaffection and alienation be countered?
- ◆ How are schools tackling these issues?

The report provides strategies for working with young African Caribbean people who are underachieving at school and who face alienation and exclusion. It is aimed at teachers, headteachers, school governors, parents, youth workers and community leaders - all the adults who influence the educational experience of young people.

Based on a two year action based research project in 9 schools in London and the East and West Midlands, the report identifies methods and initiatives which aim to improve practice in the classroom. It recommends a whole school approach, which ensures that initiatives aimed at raising achievement do not take place in isolation. Such initiatives should be seen as an integral part of the school's overall plan.

The report does not suggest that there are specific ways of teaching Black pupils. Instead it suggests that, if Black pupils are experiencing difficulties at school, then those difficulties should be addressed in a specific and targeted way. The focus throughout is on a "no blame" approach.

Improving Practice addresses the need for collaboration between teachers, professional colleagues, community and youth workers and pupils and parents. In particular it calls for improved dialogue between teachers and pupils, the avoidance of colour-blind strategies, and monitoring and evaluation in the development of special initiatives.

The Report is priced at £11-00 plus p&p. To order your copy contact:  
Central Books 99 Wallis Road, LONDON E9 5LN.  
Phone: 0181 986 4854  
Fax: 0181 533 5821  
EMail [orders@centbks.demon.co.uk](mailto:orders@centbks.demon.co.uk)

## PEER SUPPORT

Pennywell School is developing a system of Peer Support whereby pupils with difficulties can seek the help their peers who are members of the Peer Support team. The Association's secretary Dee Smith has written to the school to offer our support at a conference which is taking place in June. We hope to have something to report to you in our summer issue of Humanities Too.

## Global Footprints Agenda 21 and the Primary Curriculum

Margaret Burr, Humanities Education Centre Tower Hamlets

The workshop introduced an exciting new project for primary schools being proposed by the Humanities Education Centre, *Global Footprints: Steps to a sustainable future*. This aims, while involving schools in Local Agenda 21, to ensure that the global and social aspects are understood and taken on board.

The eight participants started off with a game of "Sustainability Bingo" - a version of Globingo which aimed to raise people's awareness of what sustainability means and how it applies to our everyday life. Who was wearing something made from cotton? Who had been in a traffic jam recently? Who had a wooden toilet seat? After we had questioned everybody, relevant comments on the questions were read out (and at least one person said she really must do better!)

The concept of a Global Footprint, and ways of measuring it, were then discussed. Children will be encouraged to find out how much impact the school's use of resources and waste production has on a global scale, and translate this into a measured area of land which will be their "footprint". This can be compared with what has already been worked out as a sustainable footprint and provide a benchmark for change.

We looked at a matrix already being used in the pilot stage of the project, showing how six areas - water, materials, food, energy, transport, waste and pollution - overlap. Pupils will use their literacy and numeracy skills to examine these areas.

It was explained that the project would also involve other schools and Development Education Centres throughout the country, and eventually provide a tool that DEC's could use in their local area. European and Southern partners would also be involved.

The project is waiting to see if funds will be granted from the E.C., and it is hoped to start in January 1999 to run for three years. Anyone interested in knowing more can contact Margaret Burr at the Humanities Education Centre, English Street, London E.3. Tel. 0171-364-6405.

*Marjorie Drake.*

## Accrediting Citizenship using OCR Humanities 1592.

Stuart Wilson, Principal Examiner, OCR Humanities 1592

The group focussed on the Core 1 element - Paper 2 of the OCR Humanities course. This is called "Issues of Citizenship".

Citizenship has re-emerged as an issue and has a direct relevance to many of the concerns expressed by the various practitioners in the Humanities field e.g. the place of the Humanities in the curriculum and the basic entitlement of all pupils. Stuart felt that indeed, the OCR Humanities syllabus was based on these skills, concepts and values that a sixteen year old had a right to, and which were not covered elsewhere in the curriculum.

Looking at Paper 2, it was clear that the 'content requirements' were in fact covered in Paper 1. This left Paper 2 to be driven NOT by the content but by the values and concepts. It was the *process* that was important. This raised a number of interesting possibilities:

Continued

**PRIMARY ISSUES CONTINUED**

Other interesting ideas:

- would existing orders largely become guidance after 2000
- might the curriculum be driven by considerations of expectations and outcomes with schools having much greater flexibility over how to achieve these standards
- how would the tension be resolved between the prescription associated with the Literacy Strategy and apparent freedom with regard to how much of other subject areas will continue in whatever framework
- that QCA would provide Schemes of Work
- maybe much of that which would be included in citizenship might be prescribed (but surely not within 5% of curriculum time!)
- might areas of learning for under 5's be extended throughout KS 1

And did we get insight into a changing role for QCA – as facilitator of curriculum research and innovation!

I was constantly reminded of David Hicks' presentation earlier in the conference – considering probable and desirable outcomes and how to achieve the latter. Trying to have foresight, thinking of how we could encourage the teaching profession to develop a vision of what will be needed in the future. On which point Steve Johnson was clearly elaborating what this might be, in terms of a curriculum which gave priority to the interface between considerations of the economy, the environment and social justice which equipped young people to have a practical capability to promote change.

The session concluded with the distribution and brief discussion of the "Proposal for a National Primary Geography and History Project", a discussion which immediately raised morale. These proposals are documented elsewhere.

*Paul Archer.*

**Humanities Subjects in the Secondary School  
Chaired by Colin Adams**

A varied cross-section of professionals interested in the Humanities ranging from John Westaway to LEA inspectors and practitioners in both Secondary and Higher Education were involved in the discussion following the Keynote Address.

The question was raised – Are the Humanities under threat?

The chair's personal feeling was that if the new-found flexibility in History and Geography remains in Key Stage 2 beyond the year 2000, then the Key Stage 3 programmes of study must also become "flexible".

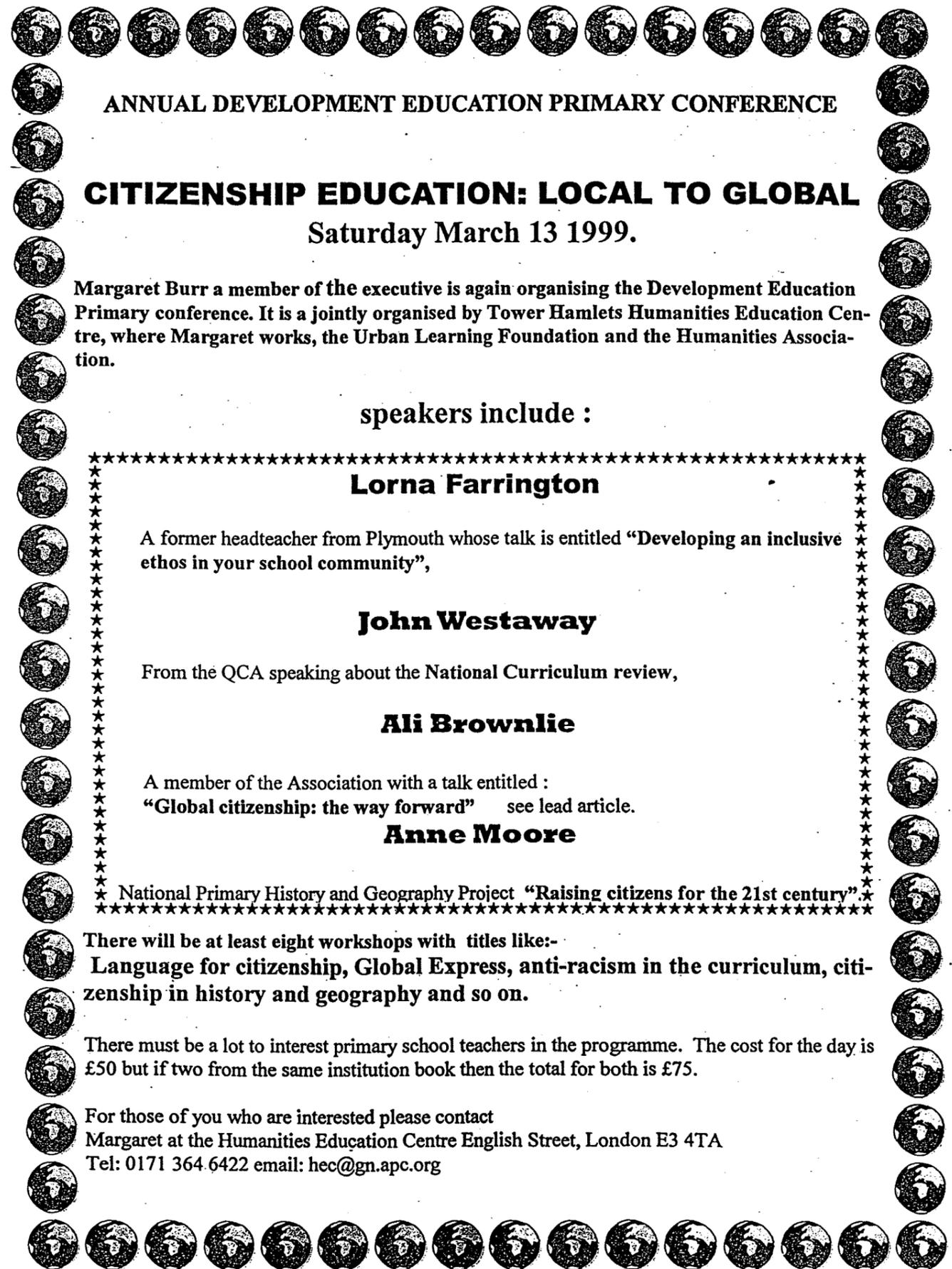
The chair posed a further question – Are the opportunities greater than the threats?

There was a feeling during the discussion that followed that we, as humanities teachers vocalise and explain the value of History and Geography and that we need to take these opportunities. In particular schools, the emphasis should be on their strengths which may be ICT, PSE or Spiritual, Moral and Cultural. Concern was raised by a colleague from Leicestershire about primary/secondary links and the problems of continuity and progression given the new KS 2 flexibility.

A further concern was raised about the status of History and Geography if the flexibility in the National Curriculum pervades KS 3. It was accepted that flexibility did provide opportunities to regain some control of the curriculum, but fears were raised that senior managers might use this flexibility to reduce History and Geography Curriculum time allocations.

The group further felt that History and Geography are not just vehicles for the delivery of initiatives, but are distinct subjects and valuable in themselves.

*Steve Dragicevic.*



**ANNUAL DEVELOPMENT EDUCATION PRIMARY CONFERENCE**

**CITIZENSHIP EDUCATION: LOCAL TO GLOBAL**

Saturday March 13 1999.

Margaret Burr a member of the executive is again organising the Development Education Primary conference. It is a jointly organised by Tower Hamlets Humanities Education Centre, where Margaret works, the Urban Learning Foundation and the Humanities Association.

speakers include :

**Lorna Farrington**

A former headteacher from Plymouth whose talk is entitled "Developing an inclusive ethos in your school community",

**John Westaway**

From the QCA speaking about the National Curriculum review,

**Ali Brownlie**

A member of the Association with a talk entitled :  
"Global citizenship: the way forward" see lead article.

**Anne Moore**

National Primary History and Geography Project "Raising citizens for the 21st century".

There will be at least eight workshops with titles like:-

Language for citizenship, Global Express, anti-racism in the curriculum, citizenship in history and geography and so on.

There must be a lot to interest primary school teachers in the programme. The cost for the day is £50 but if two from the same institution book then the total for both is £75.

For those of you who are interested please contact Margaret at the Humanities Education Centre English Street, London E3 4TA  
Tel: 0171 364.6422 email: hec@gn.apc.org

## Tourism Concern: Resources for Humanities

Tourism Concern has been campaigning and informing people about tourism's impact for ten years. As part of its work, I have been responsible for developing education materials, making our wealth of information available in formats easily used by teachers. So whether you're looking for case studies of tourism's environmental impact for Key Stage 3 Geography, or a briefing paper for your Sixth Form on sustainable tourism; whether you'd like some ideas for talking about holidays with your primary class, or about tourism and human rights in an assembly, you will find packs and publications in our resources catalogue geared to your needs.

What lies behind the provision of these materials? There is, as you would expect, an agenda, as befits an educational charity with a mission to change the way tourism works. That agenda consists of bringing to the attention of young people and their teachers a number of very simple Key Ideas.

At the heart of these ideas lies the notion that as 'hosts' and guests' we have rights and responsibilities which mirror those relating to our local and national circumstances. More sustainable, fairer tourism needs to be built on a consumer culture that understands such rights and responsibilities; hence our interest in fostering our Key Ideas among young people.

But we also believe that if these ideas are welcomed and discussed in an educational setting, they will contribute constructively to the government's plans for teaching about citizenship, and in particular, global citizenship; hence our interest in bringing our materials to your attention.

You can see for yourself how this twin purpose can work for you in the classroom by calling up our web site on the internet. From it, you can access magazine articles, international codes of conduct, campaigning case studies and a wide range of contact addresses, including a community tourism directory. You will also find descriptions of all our resources.

### KEY IDEAS ABOUT TOURISM

- Holidays give us a chance to learn about the world and enrich our lives.
- Our holiday destination is someone else's home.
- Our choices and actions as holidaymakers impact on other people's lives.
- Local inhabitants can benefit from tourism but also lose out.
- Tourism can be developed in many different ways, with different outcomes.

### USING THE TOURISM CONCERN WEB SITE

([www.gn.apc.org/tourismconcern](http://www.gn.apc.org/tourismconcern))

Here are some examples of how the web site has been used by Humanities teachers.

#### The Resources Catalogue

*Teacher A* consulted this, then ordered our recent Human Rights Report. She introduced its brief case studies about land rights and socio-cultural conflicts into her GCSE Humanities course, in units on Conflict and Co-operation, Beliefs and Values, and The Environment, producing a teacher's guide for us along the way!

*Teacher B* used our Primary Teachers Pack, which contains ideas for activities, to create a class assembly on 'Your Holiday - My Home'.

#### Magazine Articles

*Teacher C* downloaded two articles about eco-tourism for her Travel and Tourism GCSE class to discuss, supplementing material in textbooks.

#### Tourism Codes

*Teacher D* was interested in looking at how his school code might relate to the wider world, to discuss in PSE. He downloaded "Tourism Do's and Don'ts" from the selection available.

## Using International News in Humanities Teaching KS2/3 Cathy Midwinter Development Education Project

**Aim:** To explore how international news can be used in the National Curriculum.

The session explored the possibilities of using news items in specific subjects or within extra-curricular situations such as form periods or assemblies. A brainstorm categorised the type of international news that had been prominent in the last twelve months. Some of these items had been printed in publications useable by subscribers to DEP. A discussion proceeded on the ways in which news items are presented with regard to bias and accuracy. In many ways, the news items debate reflected the values issues presented by David Hicks in his earlier address.

An exercise was undertaken to demonstrate how news items might be used at KS 2/3. This involved an imaginary scenario of a cyclone hitting somewhere in India. In reality, such a story had been reported earlier that week in which over 100 people perished, devastation was rife, but the story only managed a few column inches tucked away inside two broad sheets. The main story of that day was the tragic loss of life in Arkansa. This comparison triggered an interesting discussion of the values placed on events in the world and the media's presentation of them. Contrasts were drawn between natural disaster and human-inflicted disaster.

Several handouts were available to illustrate and promote the issues under discussion.

Some conclusions were reached such as that much news is presented in a sombre way to enhance its entertainment value and the sense of the dramatic. The suggestion arose that the presentation of the news should be more positive, looking at how people avoid or cope with disaster. The handout of President Clinton's visit to African countries illustrated some ways in which positive messages could be portrayed. Much of the exemplar material was geography-orientated, but issues related to history, sociology and R.E. were raised. Suggestions were proffered on the role of the teacher in presenting media items. These were summarised in a handout.

My opinion is that the group gained much from the presentation by Cathy and were appreciative of her input.

*Peter McDonagh.*

## Discussion in Primary Group following presentations by John Westaway and Ian Colwill

The discussion focussed on considering:

- 1) the impact which the National Literacy and Numeracy Initiatives might have on the curriculum as a whole
- 2) the position that the humanities may have within the curriculum in the years 1998 - 2000 and after 2000
- 3) the potential to evaluate historical and geographical education for citizenship and in turn the impact which such an analysis could have upon how history and geography might be taught

As Ian Colwill was available within the group, participants continued to try reading the runes from responses given by Ian to questions of clarification. The group as a whole also took the opportunity to influence the debate that may be taking place between offices within QCA.

Participants speculated about the impact of the literacy and numeracy hours.

It was hoped that schools would re-evaluate their aims, and indeed the Jan '98 announcement had made people consider the value of what would be lost - with the outcome that many were determined to keep that which had been gained in recent years.

Continued

# CONFERENCES

## CONFERENCES

### HUMANITIES ASSOCIATION ANNUAL CONFERENCE

The dates of the Association's annual conference have had to be changed. The venue is still the Village Bromborough where we had our super conference in 1995 but it will take place on November 5, 6 and 7 1999. In addition to the usual great keynotes and workshops it is intended that the social activities will have a higher profile. Dee Smith, our secretary, has already established an organising committee composed of Wirral Teachers and advisors and they had their initial planning meeting on November 30 1998. Current issues the planning group are considering are Citizenship, Curriculum 2000, Global Citizenship, Sustainable Development, National Geography and History Project, Spiritual, Moral Social and Cultural development, Literacy and Numeracy. If you have any further suggestions please contact:

Dee Smith at Hamilton Building, Conway Street, Birkenhead, Wirral, Merseyside, L41 4FD.  
Tel 0151 666 2121  
Fax 0151 666 4207  
Email Educ@Wirral.Gov.UK

### ANNUAL DEVELOPMENT EDUCATION PRIMARY CONFERENCE

Margaret Burr a member of the executive is again organising the Development Education Primary conference. It is entitled CITIZENSHIP EDUCATION: LOCAL TO GLOBAL and will take place on Saturday March 13 1999. It is a jointly organised by Tower Hamlets Humanities Education Centre, where Margaret works, the Urban Learning Foundation and the Humanities Association. The speakers include Lorna Farrington a former headteacher from Plymouth whose talk is entitled "Developing an inclusive ethos in your school community", John Westaway from the QCA speaking about the National Curriculum review, Ali Brownlie another member of the Association with a talk entitled "Global citizenship: the way forward" and Anne

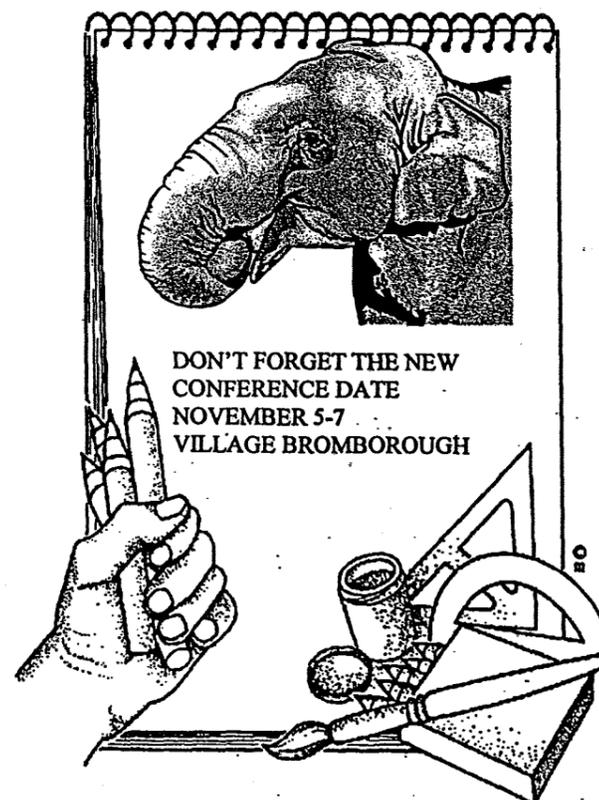
Moore of the National Primary History and Geography Project on "Raising citizens for the 21st century". SEE SEPARATE ADVERT.

There will be at least eight workshops with titles like Language for citizenship, Global Express, anti-racism in the curriculum, citizenship in history and geography and so on. There must be a lot to interest primary school teachers in the programme. The cost for the day is £50 but if two from the same institution book then the total for both is £75.

For those of you who are interested please contact Margaret at the Humanities Education Centre English Street, London E3 4TA  
Tel: 0171 364 6422 email: hec@gn.apc.org

### NAHA ANNUAL CONFERENCE

This will take place in Birmingham July 7-9 1999. Further details can be obtained from Colin Adams via Peter Walsh.



## Using the Tourism Concern site cont.

### Contacts

Teacher E needed to find ways of helping her A Level class undertake research on eco-tourism. She suggested that they used the addresses in our Post 16 pack of case studies, *Destinations in Focus*, combined with the internet links on our web site. She recommended exploring the community tourism directory as well, since this contained a useful commentary as well as many addresses. This strategy gave scope for students to develop their research individually, as far as their ability and interest would take them.

Most of our resources have been created for, and used by teachers of Geography and Travel and Tourism. However, in Spring 1999 we shall be making a free video available to all British secondary schools, containing material which enables

tourism issues to be discussed within the curricular frameworks of English and History too. If you are interested in talking to me about how our Key Ideas connect to these curriculum areas, please get in touch with me through our London office or via my E mail address.

Alison Stancliffe  
Tourism Concern Stapleton House, 277-81 Holloway Rd, London N7 8HN.  
Tel. 0171 753 3330. Fax 0171 753 3331.  
alistan@globalnet.co.uk

Alison is one of our members and we are very grateful to her for producing this article which we hope you have found interesting and informative.

## YouthAgency

The Youth Agency has written to us with some details about their work. It is an organisation which exists to serve as a social and academic resource for highly able young people between the ages of eleven and twenty five. Funded by the National Charities Board, the Youth Agency works to link students from all over Britain in a long distance intellectual and creative community, to connect them to stimulating resources in the wider world, and to offer personal service for frustrating or emotionally difficult situations they may encounter. Three specific services come with membership:

Cyberbryte is a quarterly magazine which features articles on a wide range of topics, as well as notices of forthcoming events, opportunities and contests of national interest. It serves as a forum for members to share their past or current projects, experiences, writing, artwork and ideas about the world. Annotated book and website recommendations come with each issue.

YouthCafe, accessible to members only by password, is a special website within the NAGC site. It

includes interactive sections, advice, information on organisations which welcome young members, opportunities and contests, feature articles on various academic and general interest subjects, links to notable websites for different intellectual interests, submissions and responses by members and more.

YouthLine (01908-692660) is a confidential phonenumber for young people (members or not) to talk to someone who understands about difficulties from stress to boredom, peer relations to exams.

If members would like more information they can write to:  
Deborah Miller, Youth Agency Co-ordinator, NAGC,  
YouthAgency, 540 Elder House, Milton Keynes, MK9 1LR  
or contact them by  
Phone: 01908-698498  
Fax: 01908-673679  
Email: youthagency@rmplc.co.uk  
Website: <http://www.rmplc.co.uk/orgs/nagc/virtual.html>REVIEWS

**Heinemann Press Review Column****Heinemann  
Country Studies**

**Italy**  
**Japan**  
**Brazil**  
**India**  
**South Africa**  
**USA**

The books act as an excellent dip in resource to more generalised texts which tend to cover issues with a series of geographically unrelated examples. These texts take a specific country and provide wide ranging and up to date insight into the culture and geography. The texts on Japan, Brazil, Italy, South Africa, U.S.A. and India provide interesting and well researched information. Japan and Brazil in particular link well to the BBC 2000 programmes, providing good colourful written back up to the video and worksheet approach.

The books therefore have a readily available market in many Geography Departments' current curriculum plans. The main beauty of the books, is the help they provide as an additional text that is not really a text book and requires the student to carry out some basic re

search. This makes them ideal for group work and individually orientated study. The detail is not too difficult for late KS3 use and is well suited to a wide range of abilities at KS4.

These books definitely fit in to a new mould of regional geography by specialising on a particular country in a broader more cultural fashion, acting as an antidote to the rather more wide ranging and piecemeal approaches of many set text books. I would definitely recommend at least half sets of each country profile covered in a KS3/ KS4 curriculum as a must in any Geography Department.

The only possible gripe is the cost at £6.75 the this is justified for individual purchases, but the maximum discount at 15% should possibly be looked at to encourage multiple purchases.

S. Wilson  
Head Of Geography  
Chase Terrace High School  
Burntwood  
Staffs.

**STOP PRESS  
CHINA &  
FRANCE  
NEW IN 99****ASSOCIATION NEWS**

Christine Dale headteacher of Plumpton School has been co-opted to the Geography Task group for National Curriculum review on the basis of her nomination by us to an earlier Geography Conference. We hope Christine will make contributions to Humanities Too on the work of the task Force. Christine is an associate member of the Executive.

Stuart Wilson has purchased a laptop which we hope will enable us to produce Humanities Now at our quarterly Executive meeting so that you will be kept absolutely up to date with the latest developments.

Dave Walker has taken over a Chair. Our meetings are now much more focused and keeping to a much tighter schedule. We have benefited by getting more business done in a shorter period of time. He is exploring the possibility of the Association participating in the Education Show.

Welcome to Phil Marlow and Mariea Christodoulou who have joined the Executive. Phil has an article in Too.

Members of the Executive have agreed to produce

**MEMBERSHIP**

The Association needs to attract more members. Some of you may not have renewed for 1998-1999. I have enclosed an invoice if that is the case. Please try to encourage your colleagues in other schools to join. The members list has been published to enable you to contact other members in your area who may be able to help you. Dan McEwan, a member of the Executive, is part of a group in Leicestershire who meet on a regular basis to discuss problems and progress. This I know from speaking to Dan and it even brought a new member to our conference at Nottingham last March in Hugh Wrigglesworth whose

an article for each edition of Too.

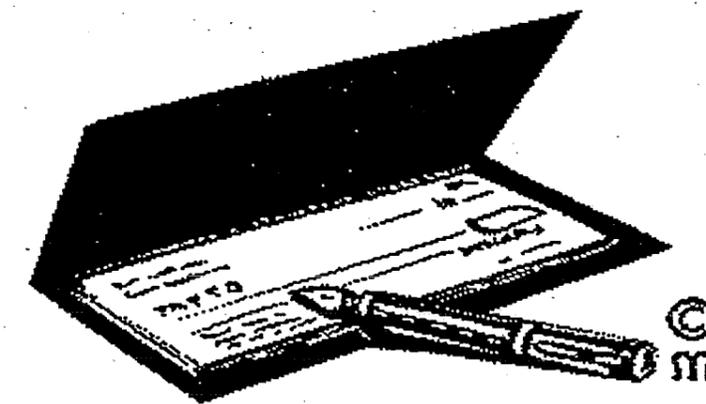
Margaret Burr and Tony Fisher are working together to produce material for display at conferences. They hope to have this in place for the conference on March 13 1999.

A reminder. Student membership is only £5 a year. This should be particularly useful to PGCE Students. They receive all the benefits of membership.

Peter Walsh has developed a link with the University of Newcastle. He established a friendship with Peter Fisher through both being on the organising committee of the 1990 conference. Remember the Gosforth Park Hotel and the AGM when we changed our name to the Humanities Association? Peter Fisher is now a lecturer in the Education Department at the University and he runs a Humanities group. For the last three years Peter Walsh has run an interactive session with the Humanities group. It must be good because the Association had a new member within three days of the last session!



first question was "Who knows anything about that support group in Leicester?" You might like to do the same in your area.



HUMANITIES TOO

CLASSROOM MATERIALS

SUPPLEMENT

Many thanks to Phil Marlow for sending in this material.



# Humanities Too

## Classroom materials

This is an attempt to combat one of the greatest ironies of today, since the advent of computers and D.T.P. a massive volume of good well prepared materials have been produced but 95% of it is never seen outside the generating school. Lets get one thing straight we are not talking publication ready materials, or even stuff that is anything like as long as this first offering. It is good neat ideas to cover a particular issue. We have, however, to be realistic good ideas which need a lot of D.T.P. work are also a none starter. This will only work if people send their own classroom materials in, we are too small an organisation to run this from the committee alone. If in the next issue you see work generated by me that is a bad sign and the venture will quickly become deceased. Please

send your offerings to:-

Pete Walsh,  
11 Lloyd Street,  
RYTON  
Tyne Wear,  
NE40 4DJ

1. Please try to make sure they are in printable form.
2. We use Publisher/winword/Pageplus. These formats are the most useful.
3. Include some brief details about yourself and how you use the materials if it is not stunningly obvious.
4. Send both disc and print if at all possible. If not, handwritten will do, the copy is far more important than the form it is in.

### BIAS AND THE RELIABILITY OF EVIDENCE

This first offering from the classroom materials section is in my opinion an excellent treatment of a particularly difficult and rather abstract concept. They are designed to satisfy the requirements of G.C.S.E. Humanities courses but could be used in a much broader context. We hope you find the materials useful or recognise the potential for this dis-

tribution method. Our thanks go out to Phil Marlowe a new member of the executive. The only thing he asks is if anyone adapts or updates some of the examples please send a copy to him via the address above. Anyone wishing to have a floppy copy please send a blank disk and S.A.E., stating which version of word you would like the work saving



"Now come on Smithers surely you have had one good idea in your life worth sharing with us."

|  |  |
|--|--|
| 11.<br>'The reason for the poor exam results lies with the poor attitude of the students'<br><i>(Teacher)</i>                  |  |
| 12.<br>'The neighbouring schools' exam results have deteriorated badly compared with ours'<br><i>(St Swithin's Prospectus)</i> |  |

### SUMMARY

- Many arguments we hear about controversial topics are biased.
- Bias can reflect people's honestly-held values, but it can also be a deliberate distortion of the truth.
- Biased arguments are usually one-sided. They are often *selective* in what they include and *omit* alternative viewpoints.
- *Biased language* is an important method of persuasion.
- Many biased attitudes arise out of people's *vested interests*. We should always ask 'What's in it for them?' before we accept their argument.

#### SEND US YOUR HUMANITIES IDEAS

It does not need to be long

It could be curriculum materials K1-5

It could be schemes of work K1-5

Classroom based activities are useful

Don't forget to send print and disc

See address on page

Any published work will receive expenses.

#### Special points of interest:

- 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

|   |  |
|---|--|
| 6.<br>'Hanging should be restored to the statute books'<br><i>(MP in constituency where IRA have planted several bombs)</i>           |  |
| 7.<br>'The public have a right to expect the Trades Unions to call off this damaging train strike'<br><i>(Minister for Transport)</i> |  |
| 8.<br>'New research suggests butter is good for you'<br><i>(Butter spokesman)</i>   |  |
| 9.<br>'New research suggests a glass of wine or beer every day reduces heart attacks'<br><i>(Allied Breweries)</i>                    |  |
| 10.<br>'The reason for the poor exam results lies with the teachers'<br><i>(Student)</i>  |  |

## BIAS - Reliability of Evidence

It is important in all Humanities courses that students are able to assess how *reliable* a piece of evidence is, and to be able to identify different types of *bias*. This skill is an important element in your Paper 2 examination for the OCR Humanities G.C.S.E., which will make up 40% of your final mark!

By the end of this unit, you will be able to -

1. Define what is meant by biased evidence
2. Understand how 'bias' is created
3. Recognise the part played by **biased language** in this process
4. Understand the reasons **why** people are biased

*Key concepts:* selection, omission, values, vested interest

### Section 1: What do we mean by someone or something being biased?

Consider the Collins English dictionary definition of the word 'bias' -

*"an irrational preference or prejudice".*

Many issues are controversial and produce heated arguments. This is because people's values differ. Bias usually means that the point of view being put forward is either:

- a) strongly *supportive* of a course of action or point of view. ✓
- b) strongly *against* a course of action or point of view. ✗

e.g. *Pro-* capital punishment ✓ or *Anti-* capital punishment ✗

Consider the following statements on the issues of abortion, boxing euthanasia and football. They all represent types of *bias* and contain *biased* language.

**'Manchester United are garbage'**

**'Abortion is Murder'**

**'Football is a stupid sport'**

**'Boxing is a noble sport which instils discipline into young men'**

**'Boxing is legalised thuggery'**

**'Abortion prevents needless suffering'**

**'Football is the beautiful game'**

**Task 1:**

Consider the following statements and suggest what possible vested interests (ie. what the speaker stands to gain) might lie behind the statement.

|   |  |
|---|--|
| 1.<br>'The fox doesn't feel any pain'<br><i>Bloodsports spokesperson</i>                                      | The speaker has a vested interest in making the public believe bloodsports are humane so we won't ban them |
| 2.<br>'The baby in the womb can feel pain'<br><i>Life Organisation (Anti-abortion)</i>                        |  |
| 3.<br>'Margarine contains less fat than butter'<br><i>Margarine spokesperson</i>                              |  |
| 4.<br>'Boxing is as safe as any other sport'<br><i>(Boxing magazine)</i>                                      |  |
| 5.<br>'My client was suffering from stress at the time of the stabbing'<br><i>(Solicitor for the accused)</i> |  |

Similarly, some people speak strongly *in favour of* issues such as boxing, abortion, euthanasia and a variety of other subjects. Others argue equally forcefully *against*.

## Section 2: How is bias created?

### Can an argument be partly true, yet still be biased?

Yes. Usually an argument is more reliable if it is based on factual evidence, but sometimes it is *what you do with the facts* that distorts the picture. A biased argument could be largely factual, but lack balance. Let's consider an example:

Read the following list of points about a West End show and the advert which follows.

- |   |
|---|
| <p>1 "The show ran for a record number of performances despite the fact that it was losing money."</p> <p style="text-align: right;"><i>Daily Mirror</i></p> <p>2 "The audiences cheered the arrival of the wonderful D. C. Lee, but cheers turned to boos once they realised how poor the plot was."</p> <p style="text-align: right;"><i>Daily Express</i></p> <p>3 "The cast did brilliantly well considering the very poor script material they were working with."</p> <p style="text-align: right;"><i>Guardian</i></p> |
|---|

Now imagine the organisers of the show producing the following publicity poster, which reads like this:

## Task 1

Clearly, these three pairs of statements are written in different ways. List or match up the phrases in each account. Part of the first has been done for you.

### 1. Abortion

'Abortion'

'Baby'

'Termination'

'Foetus'

### 2. Football

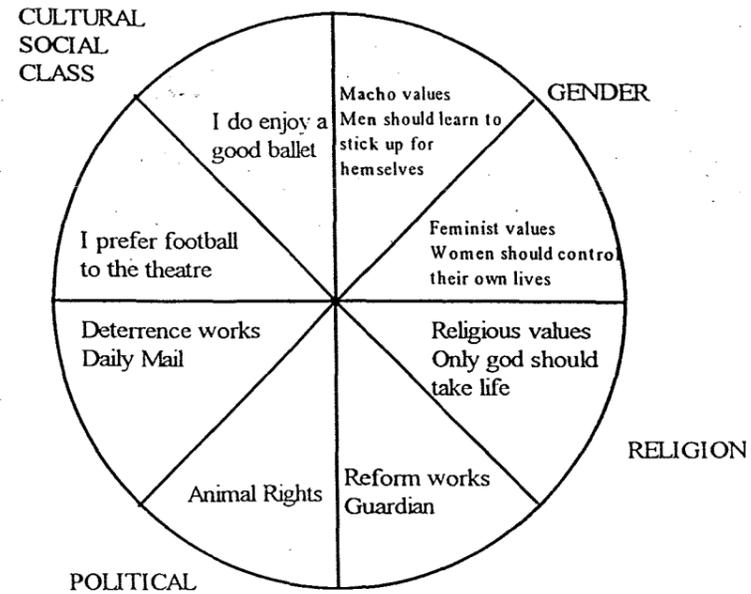
### 3. Capital Punishment

Would you agree that biased language is a powerful method of influencing the reader or viewer? Look for other examples in the media, particularly on controversial issues.

## Section 4: Why Are People Biased?

### A: Values

Consider the examples in this resource: Boxing, Capital Punishment, Abortion and West End Shows. What is *your* opinion on these? Obviously our attitudes are shaped by our *values*.



The diagram above shows how complex our values can be. Discuss carefully how each factor might influence our attitudes on the following.

| TOPIC                  | FACTORS                | PRO OR ANTI |
|------------------------|------------------------|-------------|
| 1. Fox-hunting         | Animal rights activist | Anti        |
| 2. Corporal Punishment |                        |             |
| 3. Abortion            |                        |             |
| 4. Boxing              |                        |             |
| 5. Capital Punishment  |                        |             |
| 6.                     |                        |             |
| 7.                     |                        |             |
| 8.                     |                        |             |

### SUMMARY

- \* BIAS, therefore, involves *preference*.
- \* Biased arguments are *weighted* towards one point of view or the other.
- \* There is a *lack of balance* in the argument.

### QUESTION:

- (i) Explain clearly what is meant by the term 'bias'.
- (ii) Give six examples of biased statements.

### Section 3: Language and Bias

So far we have examined the *nature* of bias and how it is created. In short, we have suggested that bias is present when the information given is selectively *weighted* or *distorted* towards one point of view or another.

Bias, however, is also strengthened by the **language** used.

Consider the following pairs of sentences.

#### Abortion

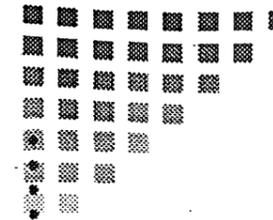
1. The baby is *murdered* by *ripping* the child from the mother's womb.
2. The *termination* of the *foetus* is achieved quickly and safely.

#### Football

1. Patrick Viera was sent off for a bone-crunching assault on the mild-mannered Alan Shearer.  
*'Newcastle Evening News'*
2. Viera was sent off for an unfortunately mistimed tackle on the slippery surface.  
*Manager of Arsenal*

#### Capital Punishment

1. The evil, cunning Myra Hindley looked coldly at the journalists before spitting out the blood-curdling words, 'We'll meet again'.  
*'Daily Mail'*
2. Myra Hindley was led out of her cell bewildered at the number of journalists gathered to speak with her. She apologetically said, 'We'll meet again' as she was led away by the Prison Governor.  
*'Guardian'*



*"The show ran for a record number of performances"*  
*Daily Mirror*

*"Audience cheered the arrival of the wonderful D. C. Lee"*  
*Daily Express*

*"Cast did brilliantly..."*

*Guardian*



MISS THIS SHOW AT YOUR PERIL!

What impression does this above poster give to the public?

Is it a fair impression? If not, why not?

- You probably decided that while the advert didn't exactly *lie*, neither did it give *the full picture*. We call this being *selective*.

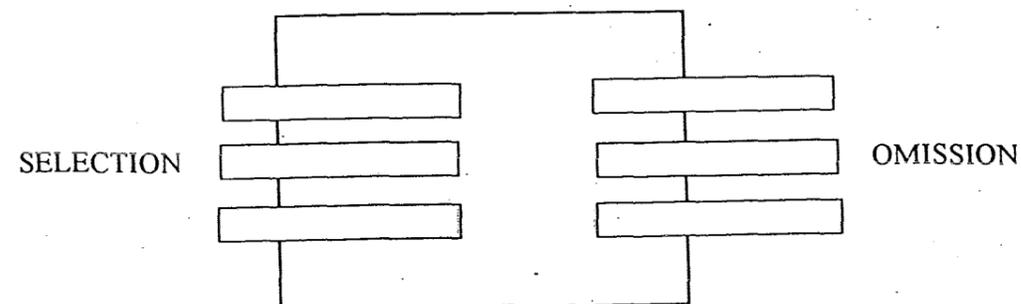
Key concept: 'SELECTIVITY'

Most biased arguments are *selective*. This means that **only** arguments which support the case will be **included**. Arguments which weaken the case are **omitted** (left out).

**Task 1:** Write your own selective account of a (i) show; (ii) football match, (iii) CD review

So far, we have established that 'bias' occurs in information when we are not given a *full* and *balanced* picture. There are many situations when we might feel **strongly** about an issue and **not want** to deliver a balanced argument. Therefore we *SELECT* the arguments that suit our case and *OMIT* the arguments that weaken our case. Politicians are very good at this. What news would they want to tell us about? What news would they **not** want us to hear?

Inflation up \*\*\* Unemployment down \*\*\* Sex scandal of minister  
\*\*\* Favourable opinion poll shows government ahead \*\*\*



## Capital Punishment Arguments

1. Capital Punishment deters people from committing murder. If they know they'll be put to death for the crime, they'll think twice.

Key idea?

2. Capital Punishment is immoral... No person has the right to take another's life. Two wrongs don't make a right.

Key idea?

3. Capital Punishment is necessary to make this violent world a little safer. It protects law-abiding citizens from violent thugs.

Key idea?

4. The removal of guns and poverty would do more to create a safer world than the introduction of Capital Punishment - look at Dunblane!

Key idea?

5. A close examination of the murder statistics in the USA demonstrates that deterrence doesn't work! In many states where Capital Punishment is operated, the murder rate remains *higher* than neighbouring states where the death penalty doesn't operate.

Key idea?

6. The Bible says 'an eye for an eye, a tooth for a tooth' - victims therefore feel justified in calling for retribution. 'A life for a life' we say.

Key idea?

**Task 3:** Read the following letter sent to the *Leicester Mercury* on boxing.

'The debate about boxing is misguided. Don't the public realise that the sport is continually being improved in terms of safety? Everything possible is done to ensure the health of the boxers comes before the wealth of the promoters.

Many of boxing's critics ignore the fact that rugby, motor racing and hang gliding are just as dangerous. No one calls for these sports to be banned!

The aim of boxers is to hit and not be hit. It is a very noble and skilful sport which instils discipline into young athletes. These men choose to box voluntarily and they know the dangers.

If the people who want this sport banned have their way, the sport will go 'underground', where the sport's governing bodies have no say. Unregulated fights will take place and more injuries and fatalities will result.

Leave boxing alone!

Yours faithfully,

Ivor Blackeye

(General Secretary of British Boxing Board of Control)

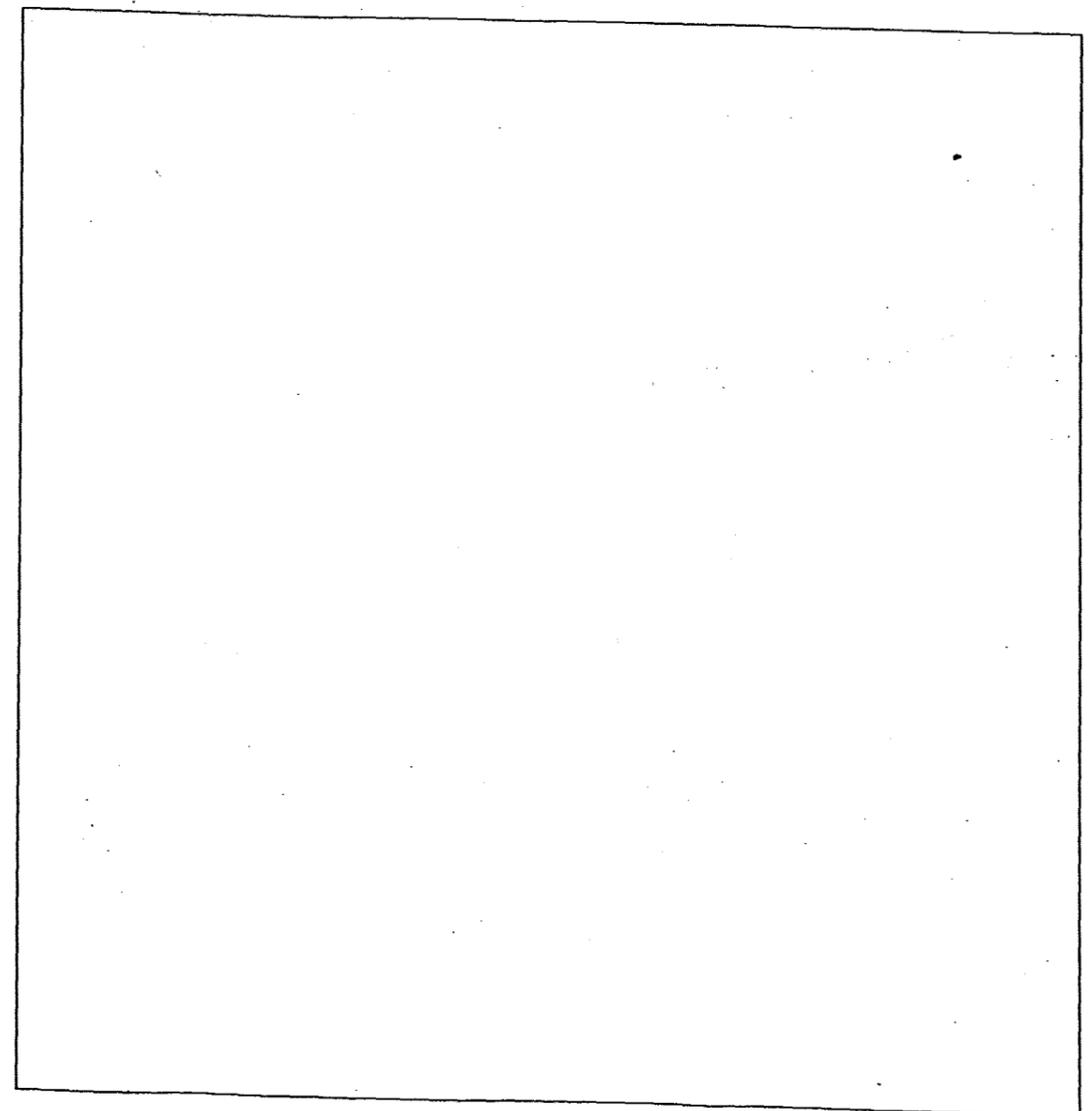
**Task 4:**

Write a reply to the newspaper from the British Medical association explaining carefully why the arguments used by Ivor are either unreliable or biased.

Include the following phrases:

'Ivor Blackeye was rather selective in his choice of arguments.

He omitted to mention...'



**Task 5:**

*Capital Punishment*

- (i) Consider the following sets of statements about Capital Punishment and SELECT the ones you think would be appropriate for two campaign posters - one *for* and one *against*. Enter the numbers in each column.

| For | Against |
|-----|---------|
|     |         |

- (ii) Design your posters in a stimulating fashion. Make sure to 'select' and 'omit' the key ideas for each side of the debate.

*Let's try another example...*

- Task 2:** Look at the following arguments on boxing. Some are clearly biased in favour of boxing. Others are biased against the sport.

***Arguments For and Against Boxing***

| FOR (F) OR AGAINST (A)?  |  |
|--|--|
| Boxing is dangerous. No amount of altering the rules can change this. Scientific evidence has shown that all boxers suffer some degree of brain damage and may end up with 'Punch Drunk Syndrome'. | Boxing is a skilful and noble sport. The aim of many boxers is not to kill or injure the opponent but to hit and not be hit.   |
| If the government decides to ban boxing, the sport and its followers will go 'underground' and this will lead to unregulated fights and more injuries.   | The media and other sponsors make boxing seem respectable; they also provide the cash for prize money which lures new generations of young boxers into this brutal activity. |
| Safety is being continually monitored and improved. Everything possible is being done to ensure the boxers are as safe as possible   | <i>Only a few boxers earn big money with the rest being exploited.</i>   |
| Boxing is different from dangerous sports because the intention in this sport is to injure the opponent.   | Nobody forces boxers to fight; they freely choose it. To deny boxers this right is to deny them their rights in a free society.  |
| This barbaric sport provides impressionable youngsters with violent role models. Isn't society violent enough?   | Boxing is unfairly singled out for criticism. The truth is that it is no more dangerous than many other sports.  |