

Understanding Democracy with Christchurch School

We worked with a number of organisations to create a week of activities to help students at Christchurch School develop an understanding of democracy.

The first session was with an ex-pupil and a teacher from an "ideal school" - **Summerhill School**, the oldest school in the world based on direct democracy and children's rights. It has children from 6 to 17 years old who are treated equally in the school's democratic meetings. This activity gave the children an introduction to direct democracy and also a chance to role-play a direct democracy meeting.

Children then went onto visit an exhibition called **Children's rights – where do you stand?** This was at the Jewish Museum and included a workshop based around Janusz Korczak, (1878-1942), "Champion of the Child" You can borrow this exhibition to display at your school. Phone the Jewish Museum on 020 7284 1997

To further their understanding of democracy, Year 5 pupils met the **researcher of local MP George Galloway**. They asked questions to find out about the work of an MP. Year Six lobbied him on the right to education in areas of conflict. This was part of the **Rewrite the Future** campaign workshop—Empowering Children, while focusing on the right to education in areas of conflict. It was run by Save the Children UK, giving the students a global perspective.

In a session run by Zina Lewis, a certified **School Council's UK** trainer, the students explored rights and voiced their opinions through group discussions, presentations and picture activities, all ending up in a charter of rights Christchurch children would like to have.

Students also had the chance to write to a special group of people who are looking at English primary schools. They had the opportunity to participate in the first review of English primary education for 40 years, called **The Primary Review**, run by the University of Cambridge.

To finish the week, students created an assembly, sharing with the school their understanding of democracy and different forms of government, and role-playing different ways of representation and running meetings at school.

New resources

Available Now: NEW!!!! Waste and Recycling Tepee

The Waste and Recycling Tepee has been made entirely from reused and natural materials. The covering and decoration are made from re used materials that were collected from the Children's Scrap project in Hackney.

Year two pupils from Mayflower Primary school in Tower Hamlets decorated the tepee. The tepee is decorated with images of trees and people. This combination of images represents the need for a more symbiotic and sustainable relationship between humans and the natural environment.

The tepee is designed to fit on the carpet area or in a corner of the classroom. It can be quickly and easily put up and put away and does not take up much space when stored. The tepee is approximately 2 metres high and 1.6 metres in diameter.

The Tepee was made as part of a project to help young people learn more about waste and recycling. Schools in Tower Hamlets can borrow the tepee for up to a term at a time. It comes with a teachers' pack with suggested activities for ways of using the tepee and a collection of books on waste and recycling.



Dates for your diary HEC AUTUMN 2007 INSET

		Course code
18/09/07	School Linking – Involving Communities	HEC18/07
20/09/07	Introduction to Digital Video	HEC19/07
02/10/07	School Linking – Understanding Education and Development	HEC20/07
	Researching your school's history (Venue: Marion Richardson Primary School)	HEC21/07
03/10/07	Taster session on toy-making	HEC 22/07
16/10/07	Sustainability, Your School and Democracy KS 2	HEC 23/07
01/11/07	Fair Trade, Ethical Fashion and Your School KS 2, 3 and 4	HEC26/07
13/11/07	Researching your school's history (Venue: Marion Richardson Primary School)	HEC21/07
21/11/07	Open Space for Dialogue and Enquiry	HEC27/07
22/11/07	Introduction to Digital Video	HEC28/07
29/11/07	Using picture books to explore global issues	HEC29/07

To book your place, please call **Janet Thomas**
on **020 7364 6351** quoting course code.

For more info please call **HEC** on **020 7364 6405**



The Humanities Education Centre

promotes the values, aims and principles of development education and global citizenship through all areas of education.

Our Aims are:-

- To provide opportunities for schools to raise standards through curriculum enrichment and giving young people a voice.
- To promote a global perspective and understanding of sustainable development in the context of an interdependent system of lands and people.
- To engender an appreciation and celebration of the richness of cultural diversity in our, and other communities.
- To maintain and develop the resources to support curriculum development and provide in-service training and advice to teachers.
- To raise awareness among young people of the causes of injustice and inequality in a local, national and international context and to instil an understanding and empathy for oppressed peoples.



Summer 2007

Global Footprints

Promoting global learning in schools



Archbishop Desmond Tutu with HEC staff (from left) Sharifa, Hazuan and Margaret.

Toolkit for Linking launched by Archbishop Desmond Tutu

Linking between schools and communities across the world can offer opportunities for curriculum enrichment, enabling students and teachers to be partners in learning, developing skills and gaining an understanding of other perspectives. However linking is also a challenging activity which requires a substantial commitment of energy, time, patience and resources.

Toolkit for Linking : Opportunities and Challenges, which was developed by Margaret Burr for UKOWLA (UK One World Linking Association) and the linking coalition BUILD (Building Understanding through International Links for Development) outlines the issues and provides guidance for successful links. It is available from HEC (£15 plus p&p) but is also downloadable from www.ukowla.org.uk.

Sustainable Play on the Line - a global home-made toy making project

This is a great opportunity to get involved in our Play on the Line global toy-making project. The project is based around promoting parental involvement in the making of and playing with toys with their children. This project comes out of our *Play on the Line* non-fiction big book which is based around the right to play. The purpose of the toys project is to focus on how creating and playing with home-made toys supports the development of children's learning, manual dexterity, imagination, co-operation and interaction with adults both in the UK and Southern countries.

The home-made toys will be created from everyday items, found all over the world, that are normally thrown away, such as plastic bottles. The outcome of the project will be the development of Global Toy Boxes for loan to Tower Hamlets schools which will contain examples of toys made from everyday objects that are played with by young children from Bangladesh, Gambia, Guatemala, Lebanon, Palestine and refugees from Western Sahara. This will be accompanied by a booklet of information compiled from interviews with parents from these communities, and here in Tower Hamlets, about the similarities and differences between the toys children make and play with today and those that they used to play with as children.

We currently have Early Years teachers from schools in Hackney, Haringey and Waltham Forest participating in an initial trial of the project and hope that parents and teachers from Tower Hamlets schools and nurseries will get involved in the project next term.

If you would like to find out more about the Play on the Line home-made toys project contact **Sophie Mackay** on **020 7364 6405** or email sophie.mackay@towerhamlets.gov.uk



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HEC, St. Martin's and the Global Dimension

For the past three years HEC has worked with Primary PGCE students from St. Martins college on the Global Dimension saturation placement. This involved two days input for students from HEC staff on exploring the concept of the Global Dimension and focusing on how it can be included in classroom practice.

The first session focused on unpacking the concept of the Global Dimension through looking at eight concepts: **conflict resolution, social justice, values and perceptions, sustainable development, interdependence, human rights, diversity, global citizenship.** We then went on to look at ways in which global issues can be introduced through different areas of the primary science curriculum, followed by discussion on ways of using picture books as starters for introducing Global Dimensions into the primary classroom.

The second training day started with a session devoted to 'Botanica', an open ended simulation activity, which had originally been developed for use in the University of Leicester's Botanic Garden. The students worked in role to take on the perceptions of groups of citizens within an imaginary developing country that is offered the chance to host the next Olympics. Students were required to learn about the country, look at the issues and then put their case, prior to a vote on whether to take up the offer or not. We then went on to consider how particular topics in the primary curriculum best lend themselves to exploring Global Dimension issues such as **water, trade, food, transport, homes and waste.**

Tower Hamlets schools are invited to take groups of students in the knowledge that the focus for the week's placement is on a theme related to the Global Dimension, which also needs to link with their own planned programme. This is important as we want the students to consider ways of embedding the Global Dimension into all aspects of the primary curriculum. Some schools elect to continue with literacy and mathematics in the morning and work on the cross-curricular theme in the afternoon. Others devote much of the week to the chosen topic focus.

At the end of the placement, students come back into college and present some examples of the week's work in school. This year the *content* of the themes the students described at the feedback session included **Water** (appropriate as the week coincided with World Water Day), **Food** with an emphasis on Fair Trade or Healthy Food, **Recycling, Homes.** The *processes* they worked on with the children included simulation, debate, making your voice heard effectively, research skills, investigations, handling data, co-operation, critical thinking, empathy, presentational skills. We also asked students to carry out a small piece of research into children's views about the world: what they like and dislike about it and how they would like to change it. Tower Hamlets primary children tell us that they dislike war, fighting, unkindness, rubbish on the streets, mistreatment of people and animals, poverty and injustice.

Over the last three years that the project has been running, St. Martin's students have consistently rated the project highly, citing in particular the value of learning from other students, the opportunity to develop cross-curricular themes and the value of team work. Feedback on the end of placement evaluation forms included comments such as: *'the value of seeing issues that children find important', 'it was good to see children enjoying learning how to look after the environment', 'the opportunity to plan creative lessons'*. One student noted *'I had a brilliant week. It was amazing to work with peers and create a collaborative teaching plan. The school was great. Very supportive and provided exactly the space we needed.'*

The Global Dimension saturation placement will be running in school in Tower Hamlets in the spring term of 2008. If your school would like to offer placements to St. Martins students please contact either:

Sophie Mackay on sophie.mackay@towerhamlets.gov.uk 0207 364 6405 or, **Pauline Watts** on p.watts@ucsm.ac.uk, 0207 364 6377

Latest highlights on the Humanities Education Centre's websites



www.citizenship-pieces.org.uk

As well as the up-to-date front page that promotes events, conferences, campaigns and resources on citizenship, you will find an expanded 'News Archive' section. This works as an overflow, with useful news and information about websites and resources. The site is being updated so that all the useful information will be even more easily accessible.

Get your students to campaign for the Saharawi refugees and find out about the new Children's Rights project funded by the lottery.



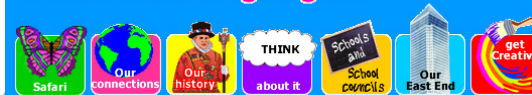
www.eastendeye.org.uk

Take part in our Global Issues competition.

To celebrate the launch of EEE we are having a competition where students can design a global dimension bag. The winning design will be printed on cotton bags and distributed in schools.

Would you like to see a memorial statue "Stairway to Heaven", placed at Bethnal Green Tube Station? Visit www.eastendeye.org.uk to find out more.

Eastendtalking.org.uk



www.eastendtalking.org.uk

Visit the Our World section to see new pages from 5 Ocean schools all about global issues. They used webquests on our LGfL website to research different topics. A webquest is a tailor-made activity that children follow on a website, with all the resources they need at hand.

Speak Up, Speak Out: Understanding Democracy.

Find out about direct democracy and children's rights from Christchurch school in School and School Councils.



www.globalfootprints.org

Complete restructuring of the website in progress.

Look out for the changes over the next few months.

1757, 1857, 1947

Three dates from history to commemorate this year but what are they??? (answers at bottom of page)

Inspired by the recent **Voices of Bengal** season at the British Museum, HEC is producing resources for schools which look at the links between Bengal, the British Empire and Tower Hamlets. The Bengal project provides an opportunity for all Tower Hamlets students to explore their shared history and thus learn and understand more about the complexities of contemporary life and their place in the world today.

For primary schools – two **Bengal Storytents** – one for KS1 and one for KS2. The tents will be available for loan from SLS in September. The resources include books, an example of a traditional story scroll and a teachers' pack.

For secondary schools – a **Bengal museum-in-a-box** – an exhibition in a box which includes pictures, facsimiles of documents, leaflets about fair trade and labour conditions, examples of goods traded and other artefacts (eg an extract from the Gazi scroll, cloth printing blocks, fabrics, spices). There will be a Bengal box for every Tower Hamlets secondary school.

100 years of Gorsefield



Year 6 children at Smithy St have written and illustrated a fabulous story about a trip to Gorsefield.

Everything that makes Gorsefield visits special is there – long walks, possible ghosts, pillow fights, delicious food, playing outside, the countryside, staying up late, fun and friendship.....

These year 6s have captured the essence of school journeys with their witty writing and gorgeous collage pictures.

Read the online version of **A Gorsefield Journey** and download a copy for your class at: www.eastendtalking.org.uk

A Gorsefield Journey, A2 size big book

Campaign Against the Arms Fair in East London

The world's largest arms fair comes to East London in September, 13-16. Get your students to research the subject, voice their opinions and get involved in the issues.

You can find out what is happening and how to join in by visiting our website, www.citizenship-pieces.org.uk.

Get your school to order the video made by young people at the Royal Docks School about the Arms Exhibition which can be used for campaigning or in citizenship lessons:

Where is the Love? 10 minute video exploring the DSEi Arms Fair, made by pupils at the nearby Royal Docks Community School in 2004 Also including *Farnborough 2004 Air show or Arms Fair?* 9 minutes DVD format £5.50, plus 35p postage VHS format £4, plus 58p postage
Download the order form - <http://www.caat.org.uk/resources/materials.pdf>