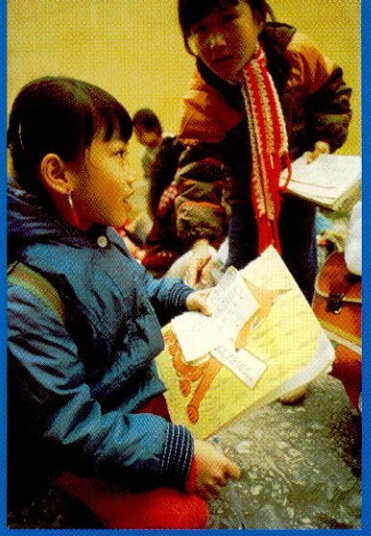
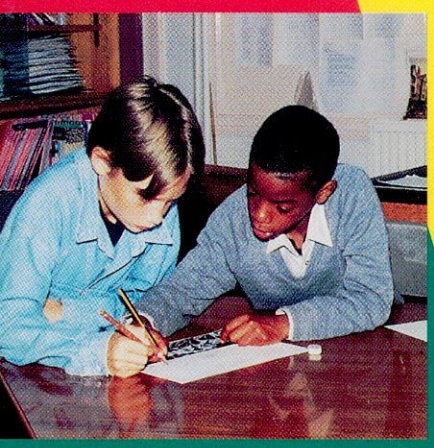


Fat felts & sugar paper

activities for speaking and listening about issues



Tide ~ Forward Thinking Initiative

This publication is a contribution to *Forward Thinking*.

The *Forward Thinking* initiative provides a variety of opportunities for teachers to work together to plan, implement and evaluate work which responds to the challenges facing us as we seek to meet the educational needs of young people growing up in an increasingly global context.

Forward Thinking Initiative

Tide~

For information about Tide~ initiatives contact
Teachers in Development Education/DEC, 998 Bristol Road, Selly Oak, Birmingham B29 6LE
[0121 472 3255].

Acknowledgments

The ideas in this book have been widely developed and used by primary teachers involved in a variety of DEC development education curriculum projects. Most cannot be attributed to any one individual or group of teachers. They have become part of the wealth of primary teachers strategies for good practice.

Some of the ideas were published in ***Theme Work***, both in the first and second editions. Teachers have taken basic ideas and adapted them, reworked them and created a wealth of new ways of working with children. We acknowledge the considerable number of primary teachers who have worked with DEC over the years who have contributed to this pool of work.

DEC invited a group of teachers to take some basic activities and try them out to raise issues across the curriculum. This project was led by Colleen Johnson and Gail Salt. The group worked across key stage 2, with one working with a year 2 class. They wrote the book and the children's work comes from their classes:

Colleen Johnson	St Luke's & Barford JI schools
Una Lodge	Grendon JI school
Catherine McFarlane	DEC
Chris Meehan	Blakesley Hall JI school
Elaine Miskell	DEC
Cathy Parkes	St Augustine's RC JI school
Gail Salt	Blakesley Hall JI school
Gill Sparrow	Ward End JI school

Thanks to the children who were involved in the project.

Thanks to the schools and headteachers who arranged for the group to spend time writing up their work.

Thanks also to:
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Muriel Caddy, Erdington Hall JI School
Linda Hickinbotham, Whittington Oval JI School

Page 7 - Reasons for talk: Sylvia Winchester and course participants
Page 8 - 'Galileo in the dock' activity: an idea from *Language Alive*
Page 30 - photograph: Dennis Kelly
Page 30 - Bus incident visual: Minority Group Support Services
Page 35 - photograph: School Curriculum Industry Partnership

Cover photogaphs -
Top: from *Images of Poverty?*, Carol Lee
Bottom: Year 6, St Luke's JI school

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We also take this opportunity to thank those who have taken a lead role in enabling this innovatory work over the years:

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Catherine McFarlane
Audrey Osler
Sue Penhallow
Gill Rose
Catherine de Vesey
Cas Walker

Scott Sinclair

Fat felts & sugar paper

activities for speaking and listening about issues

Fat felts & sugar paper offers practical classroom activities which develop children's confidence in talking about what's going on in the world and in listening to others' views.

The book is grounded in the experience of a group of key stage 2 teachers and that of the children they work with. It includes examples of what happened in these classrooms and how children responded, in order to give a flavour of the potential of these approaches and their power as tools for teaching and learning. The approaches can also be adapted for use with younger or older students, or adults.

Fat felts & sugar paper falls into two parts. Section one highlights some of the reasons why we believe children need to develop skills in speaking and listening, and how this helps them to begin to understand what is going on in the world.

Section two outlines some activities which enable children to participate, talk, listen and reflect. Each offers a simple description and some examples of how teachers and children have used them.

Fat felts & sugar paper supports work in many areas of the curriculum, with particular reference to English, History, Geography, RE and Science. It also offers strategies to develop children's awareness, attitudes and skills in areas relating to Citizenship, Human Rights and Environment.

Written by:
Colleen Johnson, Una Lodge, Catherine McFarlane, Chris Meehan, Elaine Miskell, Cathy Parkes, Gail Salt and Gill Sparrow.

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There's a story behind this book....

Speaking and listening gives children a chance to express ideas about what is going on in the world around them. This process helps them to question, to understand the world more fully, to talk through their reactions and to start to take a more active part. This might be a more active role in a group, in classroom decisions or in voicing their opinions about what's happening in the local area or further afield. This book brings a global dimension to speaking and listening.

Bring a zing to your teaching

The Development Education Centre has long advocated an approach to learning which gives children a chance to engage actively with the curriculum. DEC's primary handbook, **Theme work**, [see page 48] argued that these are core approaches for primary education and core activities for development education.

There is a growing awareness of the value of oral work, from both an academic and research perspective [in particular the National Oracy project, see page 48] and from teachers' personal experience. It works. It adds a dynamism to children's learning. Children enjoy it. It builds their confidence. It is not an add on, it is integral to their learning. When teachers include these approaches in their professional repertoire, they can lead to a whole host of new possibilities.

When we were looking for a title for this book, we asked the children involved for their ideas. One boy said, "It's work we do with fat felts and sugar paper Miss". The images of a group working together, generating ideas onto paper, arguing, discussing and animated seemed to sum it up.

Forward Thinking

The project which led to this book is part of the **Forward Thinking** initiative. This initiative is a partnership between the Development Education Centre and Birmingham City Education Department. The aim of this is to broaden young people's world view, with a focus on a series of entitlements, set out on page 5. Under this umbrella, DEC is working with staff groups on school based curriculum projects.

Time for talking

One such project, Time for talking, took place at Ward End JI School. The focus was on developing teachers' confidence about speaking and listening, and setting up a creative climate where colleagues could support each other and share their classroom experience. The school took the opportunity to involve the whole staff in a creative project with a focus on speaking and listening. The process was designed and managed by DEC. It involved some initial inset and follow-up meetings where staff where able to share their experiences. Good use was made of many of the activities featured in **Fat felts and sugar paper**. By the end of term all involved enthused about the potential of the approach and how it could be built into their work in all areas of the curriculum. The creativity of Ward End's staff has also contributed to this book.

As part of **Forward Thinking** DEC is seeking similar partnerships with a range of Birmingham Schools. Please contact us if your school is interested.

Photocopying
We are happy that any part of these materials be photocopied for use with your own class. Those wishing to photocopy for other purposes should seek permission from the Development Education Centre.

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Section one:

Talking about issues

This section introduces the thinking behind **Fat felts & sugar paper**. It suggests some of the benefits of using this kind of approach for both teachers and children. We have included some practical strategies for organising and assessing children's work in groups. This approach is obviously stronger when it becomes part of whole school policy. To this end, the material in this section can be photocopied for use in staff discussion.

Why talk about issues?

Oral work gives children a chance to express ideas about what is going on in the world. In the most immediate sense their 'world' may mean their family, the playground, the local community; but their world also includes what is happening to the rainforest, or the arms trade to East Timor. We are inextricably linked with people and places across the planet. The television, the Internet and multimedia technology make this very apparent. They raise some fundamental questions about how we approach an overload of information - who should we listen to and why?

The approaches in this book explicitly bring a global dimension. They encourage discussion of a wide variety of points of view. They support work around issues including race, gender, disability, trade, class, decision making and sustainability.

Confidence

Many teachers feel wary about introducing global issues because of their own lack of confidence about them. We recommend you look at **75:25 Development in an increasingly unequal world**, a lively and accessible reader about development issues. It has some excellent case study material, stories, statistics and quotations which could be adapted to encourage discussion with children.

An entitlement to...

The entitlements opposite from DEC's **Forward Thinking** initiative highlight some of the skills, attitudes and knowledge children need in order to begin to understand the world more fully. We would encourage you to photocopy it and discuss it. What do you agree or disagree with? What would you add or remove? How might these entitlements translate into primary practice?

Far and near

It is often by looking at situations outside our own experience that we can gain a greater insight into what is going on nearer to home. For instance, a group of children who were using **The Thread of the Nile** pack were finding out about farming in Egypt. They were talking about how land is passed on in families and how population growth has led to a shortage of fertile farming land. It was only then that they began to think about who owns farming land here and how sustainable our system is. It works the other way round as well; exploring issues here can enhance children's understanding of issues in other places.

Improving relationships

Talking about issues not only gives children a language for talking about incidents which occur in school, such as offensive comments; it also gives them skills and confidence to resolve these situations. These approaches encourage children to grow up as articulate, reflective and participating citizens.

Children are entitled:

to develop skills of decision making and participation

This includes skills of:

- listening and discussing
- recognising their own values and what influences them
- identifying prejudice, bias and discrimination
- empathy with people in different situations
- evaluating sources of information
- taking responsibility

to understand the importance of attitudes and values

This includes:

- being open minded and having a questioning approach to the world around them
- having confidence in themselves and standing up for justice and equality
- a willingness to develop their own identities, language and culture
- a willingness to learn from the perspectives and viewpoints of others

to have access to, and the skills to handle knowledge about local and global events

This includes understanding:

- that all people share common experiences and the right to equal dignity
- that events in one place affect events and people in other places
- that development processes involve environmental, economic, social, and political factors
- that power structures at local, regional, national and global levels affect us all
- how decisions are made, who makes them and how we can participate in decision making
- that there are legal international agreements that seek to protect and enhance people's lives, for example the UN Convention on the Rights of the Child.

In order to do this we need to draw on a range of perspectives and experiences from different places, including those from marginalised people in our own society and from people in Africa, Asia and South and Central America.

from The Forward Thinking paper, Development Education Centre [Birmingham]

In every teacher's toolkit

In Section two we outline a range of activities which encourage children to talk through their ideas and experiences, weigh up different points of view and explore issues. These kinds of approaches have an immense impact on children's learning. These are some of the reasons why we think they should be part of the repertoire of every teacher.

allow children to take more responsibility for their own learning

offer a way of exploring attitudes

respond to children's enthusiasm and motivation

offer an exciting way to learn

enable teachers to cater for children of all abilities and strengths by creating different sorts of groups and partnerships

build on the skills and attitudes we use in circle time

give children a chance to learn from others

help children to discuss issues and different points of view

value children's own experience and ideas

encourage children to respect what other say

build children's self confidence by giving them a chance to test out their ideas

help children build speaking and listening skills

can free up the teacher for closer involvement with one group for assessing their skills

encourage a dynamic and active process

encourage effective talk

give children a chance to explore unfamiliar ideas and to get to grips with new information and ideas

encourages creativity, problem solving and imagination

Talking for a purpose

There are many purposes for talk. Many could take place in a single conversation or activity. Just as different forms of writing need to be modelled for children, so do different styles of talk. You might use these ideas as a checklist for planning opportunities for speaking and listening.

talk to get things done

talk to express emotions

talk to generate, share and develop ideas



talk to entertain, narrate, play with language

talk to persuade, influence, manipulate

talk to convey information, to warn and to explain

talk to maintain or develop relationships

talk to elicit or clarify information

This is based on some ideas developed by Birmingham English curriculum co-ordinators working with Sylvia Winchester.

Enriching the curriculum

The ideas and activities which Fat felts & sugar paper advocates will enrich children's leaning across a great deal of the curriculum. They are particularly valuable for developing children's confidence and skills in speaking and listening, writing and reading. They also enhance other areas of the curriculum as we suggest here.

RE

- at the outset of a topic, brainstorm what you know about the rosary, or the Sikh religion, or pilgrimages;
- sort a series of moral dilemmas into categories: 'should never happen', 'should always happen', should sometimes happen';
- design a special religious place;
- brainstorm the qualities of a leader and apply them to a religious leader. Sort them into: 'would have had this quality', 'wouldn't have had it', 'not sure';
- apply the development compass rose to a mosque or church.

Science

- use photos of other parts of the world to generate questions to investigate scientifically. These offer a real context for exploring different ways of living;
- rank nine statements about what are the most serious consequences of a water source becoming polluted. Is it the same for Birmingham and Nairobi?
- put Galileo in the dock - ask children to demonstrate their understanding of how the earth moves round the sun to get him released.

Geography

- sort statements: What is distinctive about a village in Egypt? What is distinctive about a village in England? What is the same for both?
- use the development compass rose to generate enquiry questions about photos of the locality you are studying;
- use the 'describe and draw' activity to develop geographical vocabulary;
- read picture books to encourage discussion about environmental change and different perspectives;
- as an introduction to a locality study ask the children to draw a mental map of the continent or country in which it is located.

History

- identify continuity and change using historical and current photos of the same area;
- draw personal timelines and discuss them in pairs;
- 'hot seat' Queen Victoria; Harriet Tubman, Oladauh Equiano;
- identify the bias of a piece of historical evidence, eg an artefact, painting, diary entry. What does it tell us? What doesn't it tell us? Who created it and for what purpose?
- draw a mental map of Ancient Greece;
- interpret evidence ... what are the different points of view about colonial expansion in Victorian Britain?

This approach also supports children's spiritual, moral, social and cultural development; work on equal opportunities and PSE.

Organising groups

When we are setting up groups it is useful to think about who works together. There are no hard and fast rules; you might change the groups from lesson to lesson or encourage groups to build up their experience in working together. You might encourage children to choose who they want to work with, or you may want to select the groups yourself, depending on what you want children to gain from the experience. These are some things to think about.

Things to consider:

- will children be more committed to task in a self selected group?
- will any children be isolated in a self selecting group?
- do we have a mix of boys and girls or single sex groups - what are the advantages and disadvantages?
- how often should we encourage bilingual learners to work together?
- will it help children to have a specific role?
- how many children should act as scribes? Should this rotate?
- is it a good idea to have a confident speaker in each group?

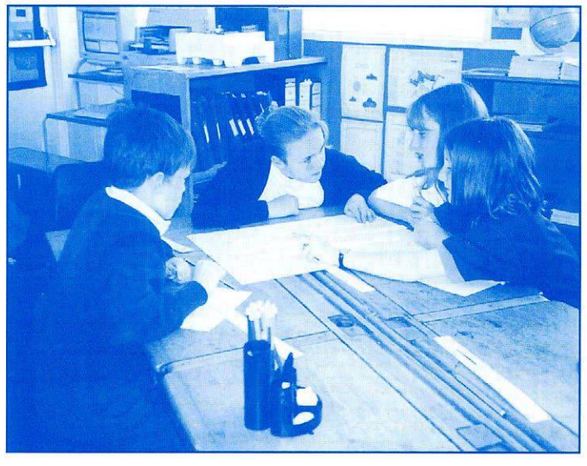
What are the ground rules?

Establish ground rules before the activity begins, for example:

- only one speaker at a time;
- all children's contributions must be accepted;
- no racist or sexist remarks.

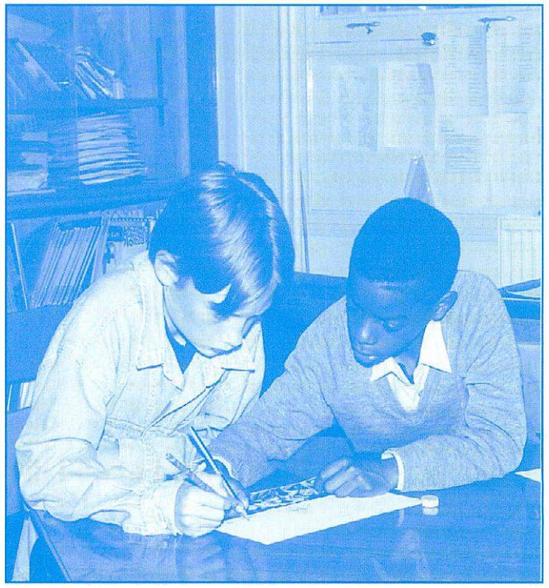
What size is the group?

- paired work will encourage all children to participate and is therefore a good introduction to larger group work;
- six is probably the maximum size to allow effective participation by all children, four may be better.



Will things get out of control?

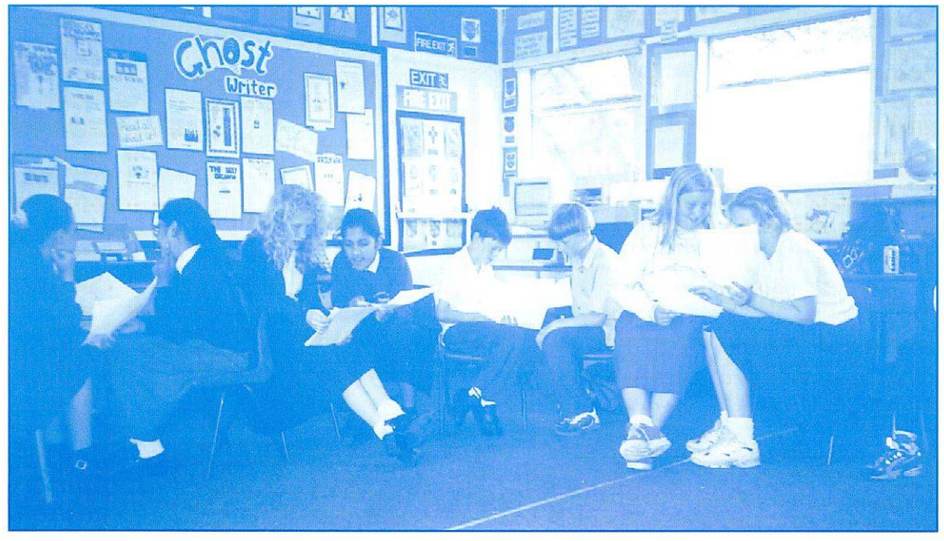
- beginning with paired work encourages involvement and commitment to group work;
- children need a clear task and a clear time span in which to work;
- if behaviour problems occur, discuss with the children how this could be resolved.



How is the classroom organised?

How might the way the classroom is organised enhance or hinder collaboration?

- it may help to move the desks back for some activities;
- organise the desks to enable everyone to join in a group.



What do we record and how?

- recording could be in written form, taped group work, verbal feedback to class, role play;
- you might take photographs of groups working to encourage children to reflect on how the group worked together.

Supporting bilingual learners

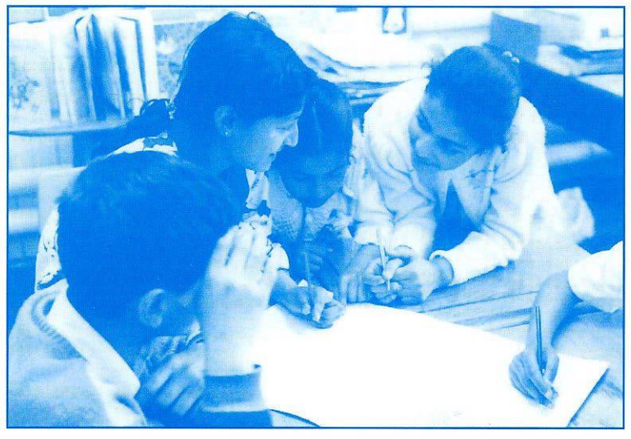
Group work has much to offer all children in their development of language. It is particularly useful for bilingual learners. A group of teachers brainstormed some ideas about how it supports bilingual children.

Group work with children with more than one language background enables them to connect their home and school experience.

More fluent bilingual children can develop skills in translating.

Raises children's awareness that there are many languages.

It enables children to see the similarities between languages.



Gives real opportunities to talk.

Smaller groups give children confidence to 'have a go'.

Gives children opportunities to speak in their chosen language.

Gives opportunities for children to show what they already know and can do.

Photo activities give valuable visual support to bilingual pupils.

Gives all children the chance to value the skill of speaking in more than one language.

Flexible grouping gives a chance for children of a similar language background to work together.

Assessing children's learning

From our experience of using these activities in the classroom, we found that they freed us up to assess children. In Section two we have identified which speaking and listening skills can be developed by each activity. Here we suggest how you might assess one example, a sorting activity.

In assessing the activity it will be necessary to select one learning objective. In Section two each activity suggests possible skill based learning objectives.

Over the page is a photocopiable sheet which children can use to assess their own experience of working in a group.

Example: Sorting activity:
What are the qualities of a leader?

Identify one learning objective:
justifying ideas 2b

At the start of the lesson tell the children that you're looking for them to justify their ideas.

You might model justifying ideas with another adult in the classroom or with a child, using the language you want them to work with.

You could sit with one group listening for evidence of children justifying ideas.

Alternatively, move round the class listening for those at both ends of the spectrum - those who are justifying ideas really well and those who can't.

Some ideas for collecting evidence:

- tick skill based sheets for speaking and listening
- make brief notes
- highlight positive statement banks
- collect written and pictorial evidence
- photograph group work so children to talk about the process later
- talk to the children - they will be able to demonstrate how far they have developed these skills
- write down some of the amazing comments children make
- video children role playing

How well did you work?

Did you work well as a team?

What did you enjoy about the task?

Is there something you did not like?

What is the most important thing you have learnt from this activity?

Are there things you want to take further?

Are you pleased with the end result?

Is there a way to help everyone take part?

Did you all listen to each other's ideas?

Section two: The activities

This part of the book offers some approaches for raising issues and encouraging speaking and listening in small groups. Each activity covers a double page, as shown below. They can be used in a vast number of ways, and across a range of curriculum areas, as we have illustrated on pages 8 and 9.

We have included many examples of children's work to show that it is really possible. Most of the teachers whose classes' work is illustrated here were new to this style of teaching and learning. These are some of the things the teachers said as they reflected on the experience of experimenting with this style of teaching:

"As we got used to group work, there was no bickering or arguing or fighting."

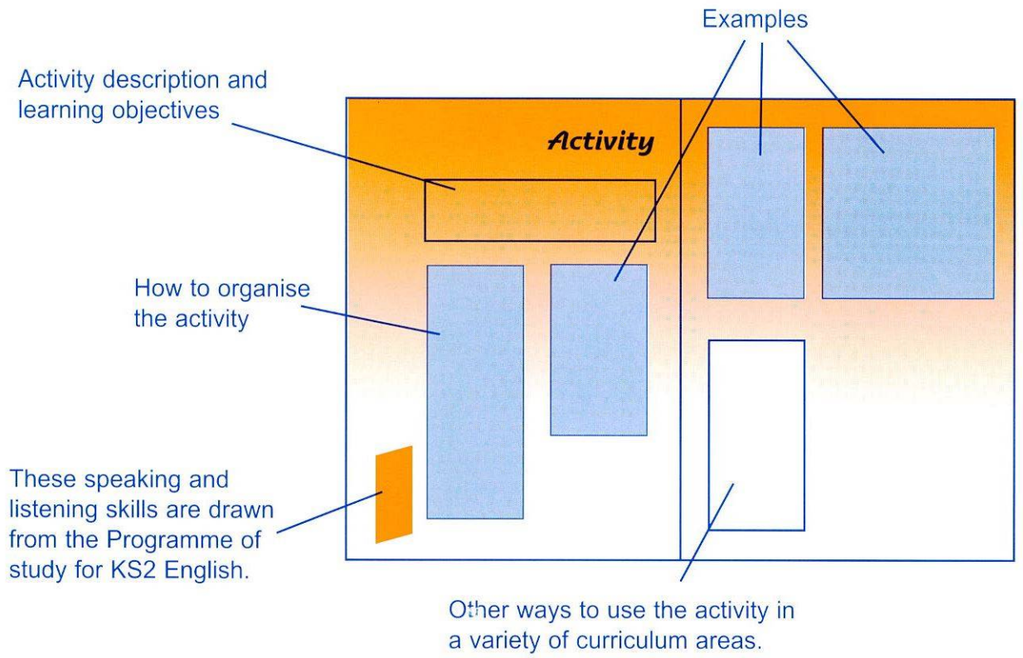
"Now they're really keen about group work and they do it without arguing."

"It's routine ... they know there are rules in group work, so they get straight on task."

"I enjoyed it myself."

"I've always been keen to try this way of working, but I suppose I was a bit anxious."

"It's good to take photos of what they're doing, which they could use to extend their work."



Starting points

These activities involve children exploring what they already know and what they would like to find out about a new area of work.

Learning objectives

- ❑ to generate their own questions;
- ❑ to share their knowledge with the rest of the class;
- ❑ to work co-operatively;
- ❑ to develop confidence in presenting their work.

How?

- Set up small groups and appoint a scribe. You may choose the scribe or the children could choose the scribe or they could take it in turns.
- Give each group a sheet of paper ask them to divide it into two sections headed 'What we know' and 'What we'd like to know'.
- In the left hand column they should write what they already know about the theme and in the right hand column they should write down what they'd like to find out about.
- The scribe must aim to record ideas from every child if possible.
- The groups could present this information to the rest of the class.
- Some of the questions raised will be answered by other members of the class.
- Other questions will require the children to use research skills. You could discuss sources of information with the children.

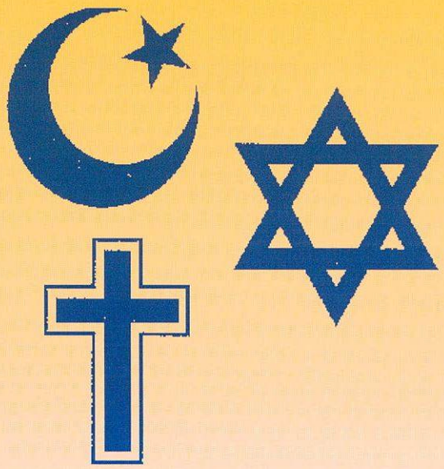
Speaking and listening skills

1a exploring, developing and explaining ideas

1a presenting to audiences



Presenting starting points about our local community



Plants and living things

I wanted my year 2 class to think about plants as part of a topic on living things. I wanted to find out what the children already knew, so I could pitch the work at an appropriate level. I acted as scribe for a whole class session. They knew plants needed water, sun and soil. They wanted to know: how does the seed help them to grow? Why do some flowers grow different colours? Can insects help plants grow?

Our local community

As part of an RE topic in Y6, I wanted the children to consider their local community. They worked in mixed ability groups. We discussed the term 'community' and I asked them to think in terms of people as well as buildings. The children thought of many positive things about their community: 'The community is very helpful', 'I know that the community is friendly'. They raised some interesting questions, eg 'Is there a synagogue nearby?' They presented their group work to the rest of the class. The other children listened attentively. This work led naturally on to making a journey round the local area to look at signs of faith.

Some more ideas

- This could be done as a stimulus for information retrieval.
- The outcomes of group discussions could form part of class display to maintain a focus and stimulus throughout the theme.
- Use at the start of any theme to find out assumptions or specific knowledge or experience individual children may have.

Our community

What we know

there is a park

there are lots of tall buildings and places to worship

there's medical services such as doctors and a hospital

there's pollution because of industrial factories

there's a youth club

I know it is friendly

it is sometimes unsafe

there's a penny club

What we want to know

we would like to know other places of worship such as the synagogue, gurdwara

where are there other schools?

are there special schools for children with disabilities?

is there any animal wildlife area opening near the school?

we would like to know if the housing apartment will fix houses

is it always littery? [untidy]

when the church first opened

Brainstorming

Brainstorming activities involve children expressing a wide variety of ideas without comment. This is a useful way to find out what children already know or assume about a particular theme.

Learning objectives

- ❏ to share ideas;
- ❏ to work towards solving a problem;
- ❏ to develop confidence in presenting their work;
- ❏ to listen to each other and take turns.

How?

- Set up small groups and appoint a scribe.
- Give the groups a subject, theme or question to brainstorm, asking them to come up with as many ideas as they can on the subject.
- The scribe writes down every idea briefly. There is no discussion about ideas at this stage. 'Best' writing and spelling is not required. Bilingual children who can write in their own scripts can work together.
- Time limit the activity to concentrate thinking.
- Before groups share any ideas with the rest of the class they should discuss what's been brainstormed and talk about where there is consensus or disagreement.

Speaking and listening skills

1a exploring, developing and explaining ideas

1a sharing ideas, insights and opinions

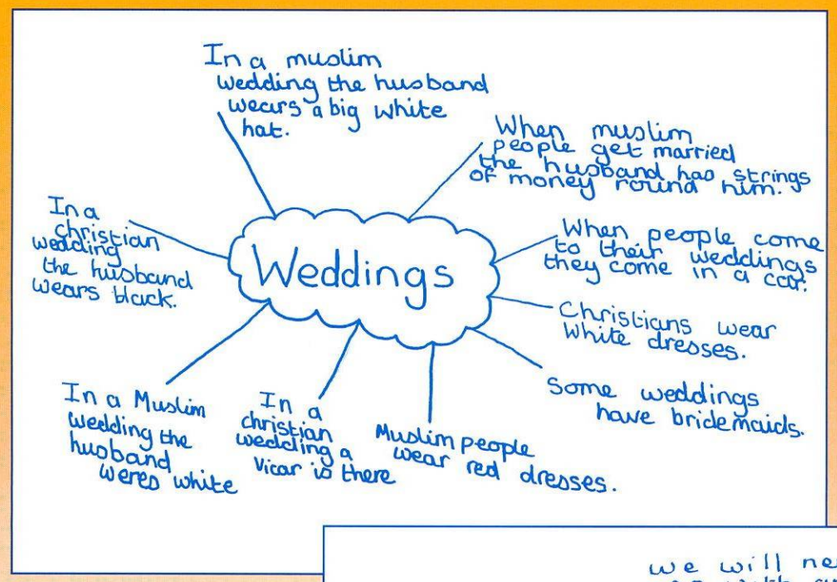
2a making exploratory and tentative comments

Predictions

I wanted to work on children's skills of prediction in the context of science. The Y2 children had not done this before, so I decided to use brainstorming as a way of supporting them in expressing their ideas without feeling they had to get the 'right answer'. I wrapped up bottles of hot water in different materials and asked the children to predict which bottle would stay warmest for longest. The children seemed to gain confidence by working in a group and listening to each other's ideas.

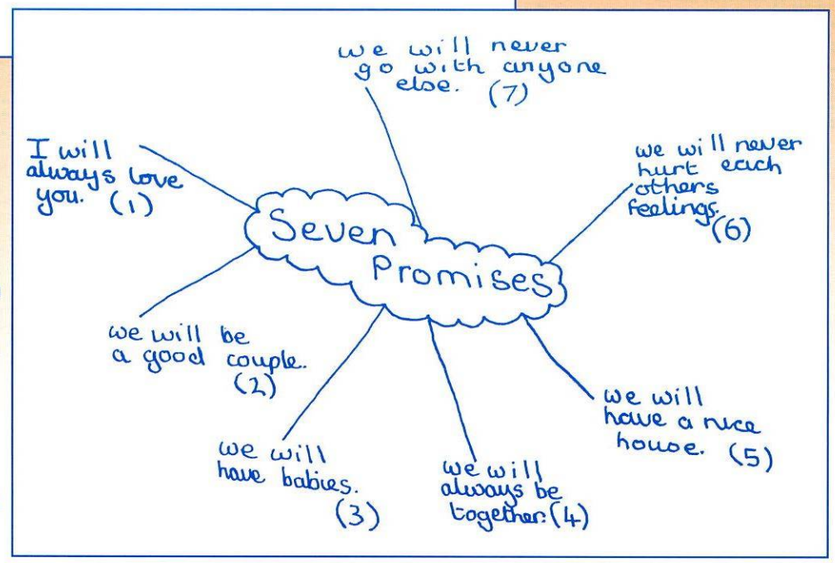


A brainstorm of qualities of a good leader



Weddings and promises

I was working with a Y3/4 class at the beginning of an RE topic on 'Weddings'. I wanted to find out what the children already knew or what assumptions they were making. The children's work showed their knowledge of different religious customs and the effect the media had on their thinking. Later in the topic I asked them to brainstorm 'promises' that might be made before marriage. I was particularly impressed with the quality of their responses.



Some more ideas

- Brainstorm at the start of a theme or topic to find out what children know.
- Use it at the end of a unit of work to find out how children's perceptions and knowledge have changed.
- Brainstorm questions around an historical artefact.
- Brainstorm what comes to mind when you hear particular words, eg 'Pakistan' or 'fair trade'.

Sorting

Sorting activities involve children in making decision using statements, pictures or objects.

Learning objectives

- ❏ to co-operate in a decision-making process;
- ❏ to express and justify opinions;
- ❏ to enhance discussion skills, ie comparing, contrasting, listening, depending;
- ❏ to understand that there is not always a right or wrong response to a situation.

How?

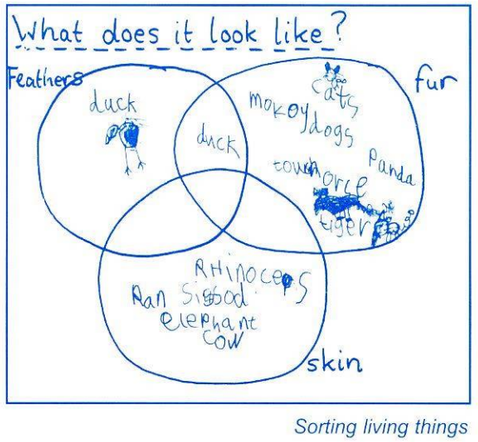
- Organise children into small groups and give each group a series of statements, objects or pictures.
- The task is to sort the statements etc into different categories. This could be agree/disagree/don't know.
- Groups can feed back some of their decisions. Which caused the most discussion?

Fair trade

Make a collection of fresh fruit and vegetables, tins, packets of rice and beans etc. If possible collect foods which have country of origin on the packet. Ask groups to sort the items into as many different categories as they can. Feedback on how they sorted the food. To explore issues of fair-trade, concentrate on where the foods originate and how they get to this country. Use materials such as **Go bananas** and **The whole world cake** to explore some of the issues about who gets paid what in the journey from picker to supermarket.

Outside the frame

In a sorting activity, include some statements which are not relevant to the question, in order to help children develop discerning skills. For example, if you're asking children to sort statements into: things which are and are not threats to the environment, as well as statements such as 'acid rain causes buildings to wear away', include examples such as 'we enjoy going on holidays'; 'cows live on farms in the countryside'. As well as sorting within the categories of a Venn diagram, they should place irrelevant cards outside it.



Sorting living things

Speaking and listening skills

1a sharing ideas, insights and opinions

2b qualifying or justifying what they think

2b dealing politely with opposing points of view

If I see someone struggling to manage in the supermarket I should help them.

People with disabilities do not need our sympathy.

Handicapped people need our help because they cannot manage on their own.

It's really embarrassing to see 'them' mongol kids in the Early Learning Centre catalogue.

'Heidi', 'Peter Pan' and 'What Katy did' are good stories to read to children.

Buildings can disable some people.

People who have a disability need a fair chance to be as independent as possible.

It would cost a lot of money to make buses and trains accessible for invalids. They need their own transport.

When discussing individuals, the word 'normal' is most unhelpful as it suggests that there must be a group who are 'abnormal'.

Statements about disability issues

Disability issues

My class had done some work around disability issues earlier in the year. As a way of evaluating what they were thinking I gave them these statements to sort. They used Venn diagrams with the categories: we agree, we disagree, we're not sure. The activity encouraged some interesting discussion and I was pleased about how confident they felt to talk through these issues.

Some more ideas

- There are different ways of sorting: eg physically sorting statements or objects into piles; using the framework of a Venn diagram to sort areas of overlap and difference or using a sorting tray, which could be a jam tart tin, or anything with compartments.
- In science sort cards, each with a different animal written on it on to a Venn diagram using the categories: fur, skin, feathers. Alternatively ask children to use their own categories. Can they sort the cards in a different way?
- Brainstorm statements about 'What is a religion?' and ask children to sort them into those which are essential for all religions, and those which are pertinent to some.

Ranking

Ranking involves groups discussing and prioritising images or statements.

Learning objectives

- ❏ to develop children's skills of co-operation in making choices
- ❏ to develop speaking and listening skills such as criticising, judging, defending, arguing, comparing and contrasting.

Each group will need nine 'cards'; these might consist of photographs, pictures, sentences, anecdotes, quotations, adverts, cartoons etc.

How?

- The aim is for the group to arrange nine cards in a diamond pattern, so that the whole group agrees with the arrangement. The card the group agree with most is at the top, the one they disagree with most at the bottom, and the others are placed in between.
- Ask the group to look at each card in turn and discuss where it should be placed in the diamond. They will need to look at and discuss each card separately, if the final decision is to be a considered one. The mechanics of the making of the diamond encourages discussion, although the discussion itself is the most important part of the activity.
- Bilingual children may value the opportunity to operate in common language groups, especially if the stimulus is visual.
- Groups could feedback their first and last choices and discuss why they were chosen.
- Finally, in groups, talk about how the group came to its conclusions. Did the group come to the same choice easily? Was everyone involved equally?

Speaking and listening skills

2b qualifying or justifying what they think

2b dealing politely with opposing points of view

3b using an increasingly varied vocabulary

Statements about gender in school

Girls and boys line up separately.

Boys and girls are treated equally.

Boys spend more time on the computer.

Girls enjoy writing stories more than boys.

Girls are better at maths.

The football team includes boys and girls.

Male teachers always teach older children in school.

Girls and boys play together in the playground.

Girls talk just as often as boys but don't get told off as much.

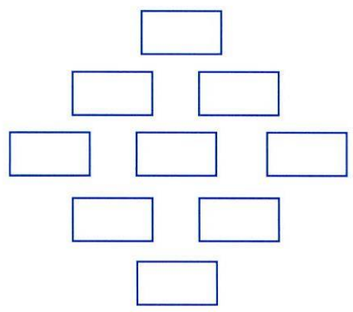


Children ranking statements about gender issues

Ranking gender statements

As the equal opportunities co-ordinator I wanted to find out what the Y6 children thought about gender issues in school. I thought of nine statements and asked the children to arrange them into a diamond with those that happened most in our school at the top those that hardly happened at the bottom. They worked in groups of three or four and all had to agree on where the statement was placed.

The group feedback was encouraging in that each group could give reasons for placing their statements. By listening and responding to each other the children developed their skills in moving their arguments on.



Some more ideas

- It doesn't always have to be agree/disagree. You can ask the children to rank against different criteria, such as most/least surprising, happened least often/most often in a period of history.
- If you were using statements about the destruction of the rain forest, children could rank them by which is most/least damaging.
- Rank pictures or cartoons in the same way.
- Rank the most successful or least successful adverts.
- Rank statements about issues affecting the school. Which need dealing with most urgently?

Timelines

This is a useful activity to develop skills of sequencing and concepts of continuity and change.

Learning objectives

- ❑ to develop the concept of chronology;
- ❑ to develop sequencing skills;
- ❑ to value the life experiences of others.

How?

- This is essentially an individual activity, because each child is creating a personal timeline. It is best done in a co-operative atmosphere. Children should sit in groups and be encouraged to talk to each other as they are writing and drawing.
- Give each child a piece of paper with a line down the middle. Ask everyone to think about the main events in their lives and record them briefly in order on this line. On the left should be birth and the line may extend through the present into the future. It may be helpful to give some notion of scale.
- Some central points could be shared with a friend, a small group or with the whole class.

Some more ideas

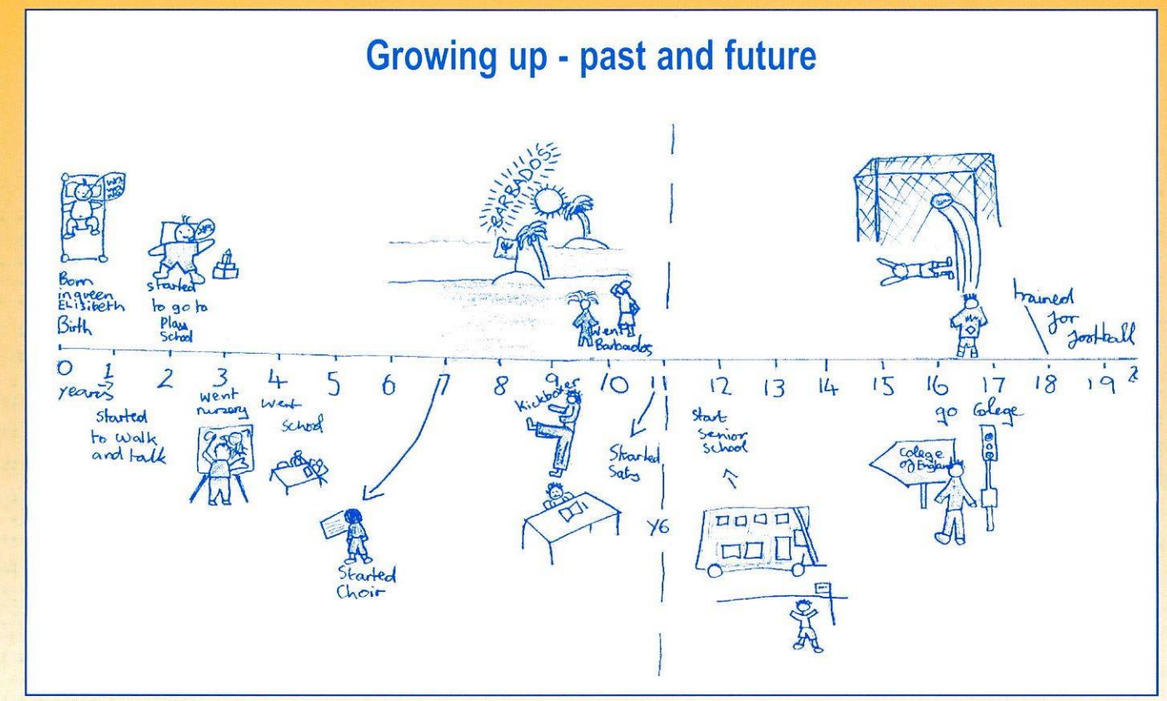
- Create a physical timeline using a string across the classroom or children in a line, to put events in order. Peg pieces of paper onto the string.
- Focus on growth and development using picture books such as **Once there were giants** or **Rosie's babies** as a stimulus. Both picture books explore growing up.
- As a way of becoming more familiar with some famous person, plot the main events of their life on a timeline.
- Link timelines with artefacts, eg toys.

Speaking and listening skills

1a sharing ideas, insights and opinions

1a reporting and describing events and observations

1a presenting to audiences

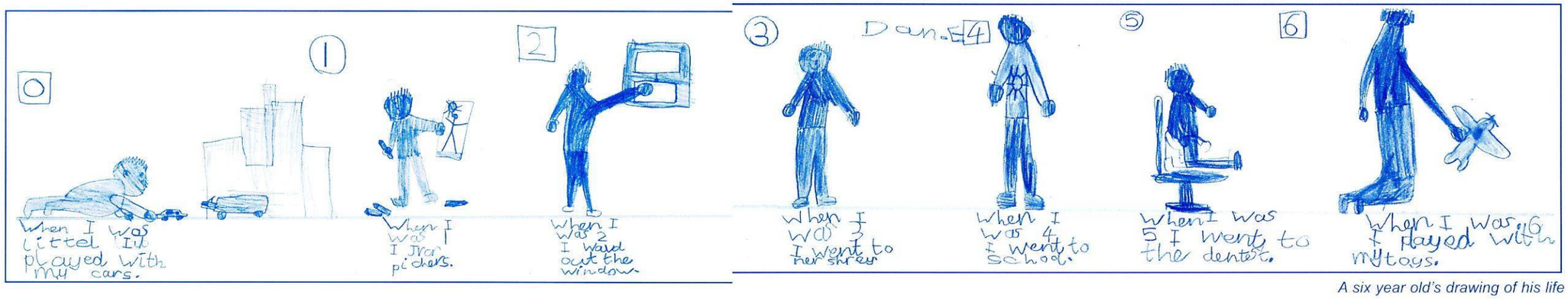


An eleven year old's view of their past and possible future

Our global travels

I was working with a Y6 class who were about to leave for secondary school. I asked them to think about other parts of the world, eg holidays, living abroad, other languages etc. I told them to extend their timelines into the future and so record their hopes and fears! I found out a lot about the children, eg Daryl had been to Barbados, Mostafa can speak three languages and Kate visited England before finally coming to live here from South Africa.

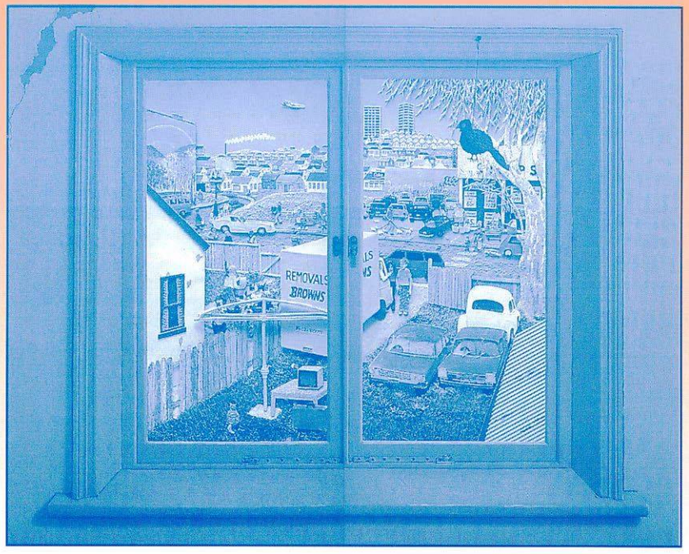
As a PSE activity it was really useful. I realised that school had been successful in giving children high expectations for the future. In an inner city school, I was delighted to see a child who wanted to get a paper round in the future to earn extra pocket money.



A six year old's drawing of his life

Picture books

Picture books can be used as a stimulus for a wide range of activities which develop children's awareness of particular issues. They offer endless opportunities for developing literacy skills, for taking children beyond their immediate experiences and for helping them to make sense of the world around them. We have selected a few powerful examples; more are included on the list on pages 46 and 47.



from Window, published by Red Fox

Speaking and listening skills

This will vary for the book and include:

1a exploring, developing and explaining ideas

1a sharing ideas, insights and opinions

2b qualifying or justifying what they think

3a recognising the difference between written and spoken forms of language

'Window'

Set in the edge of a rainforest in Australia, this picture book shows a series of views through a window over 25 years, illustrating the impact of urbanisation.

Learning objective

- ❑ to explore issues about environmental change over time.

How?

- Look out of classroom window, and ask children to draw a picture of what it would have looked like in past, present, future. What causes the change? Can the present view be sustained or kept as it is?

'Emerald blue'

A girl's evocative memories of her childhood living with her brother and grandmother on a coral island in the Caribbean.

Learning objectives

- ❑ to explore the richness of a particular way of life;
- ❑ to explore the girl's feelings.

How?

- Having heard the story, groups can brainstorm a list of everything they can remember about life on the island.
- Listen to the story again and then write about how the girl felt at one key point in the story, eg when her mother came to take her away.

'Rose Blanche'

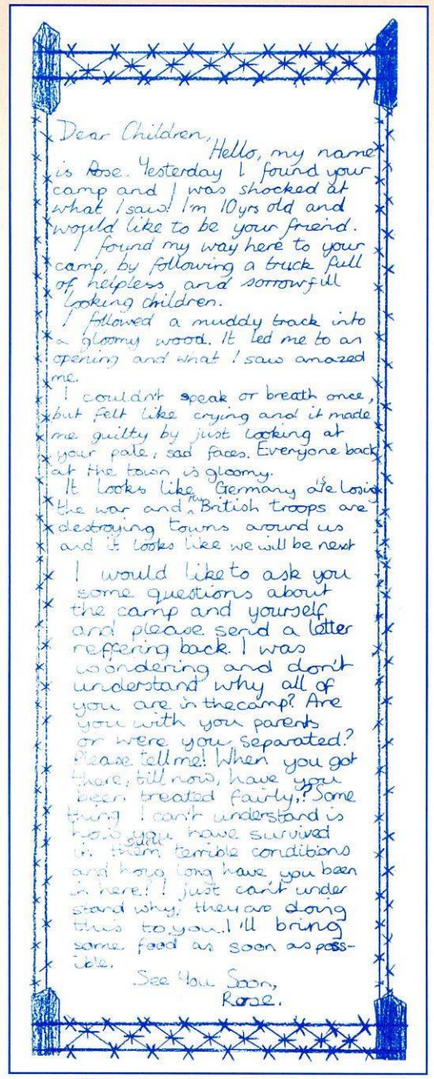
Rose Blanche lives in Nazi Germany and discovers a concentration camp. A story about a girl's experiences of war without really understanding it, for upper KS2.

Learning objective

- ❑ to write text from a point of view.

How?

- Give the children cut out thought bubbles and speech bubbles. Ask them to write in comments and place them on a page from the book;
- Write a letter from Rose to the children in the concentration camp or from the children to Rose.



Dear Children,
Hello, my name is Rose. Yesterday I found your camp and I was shocked at what I saw. I'm 10yrs old and would like to be your freind.
I found my way here to your camp, by following a truck full of helpless and sorrowfull looking children.
I followed a muddy track into a gloomy wood. It led me to an opening and what I saw amazed me.
I couldn't speak or breath once, but felt like crying and it made me guilty by just looking at your pale, sad faces. Everyone back at the town is gloomy.
It looks like Germany are losing the war and the British troops are destroying towns around us and it looks like we will be next
I would like to ask you some questions about the camp and yourself and please send a letter reffering back. I was wondering and don't understand why all of you are in the camp? Are you with your parents or were you separated? Please tell me! When you got there, till now, have you been treated fairly? Some thing I can't understand is how you have survived in them terrible conditions and how long have you been in here? I just can't understand why they are doing this to you. I'll bring some food as soon as possible.
See You Soon,
Rose.

Writing from Rose Blanche's perspective

Opening up the world through story

A group of teachers have been working with the Development Education Centre to develop ideas for using longer stories. The group have used books like **The peacock garden**, **A cageful of butterflies** and **The magical bicycle** which paint imaginative pictures of children's lives in countries of the South. They are able to develop characters in greater depth and use language to really reflect other people's experiences. Many of the stories also explore issues, for example about what it is like to be a refugee moving to a new country, or what war means to a family. The group are working on a teachers' handbook, sharing their ideas and some of the work the children have done. Contact DEC for details.

'Amelia's road'

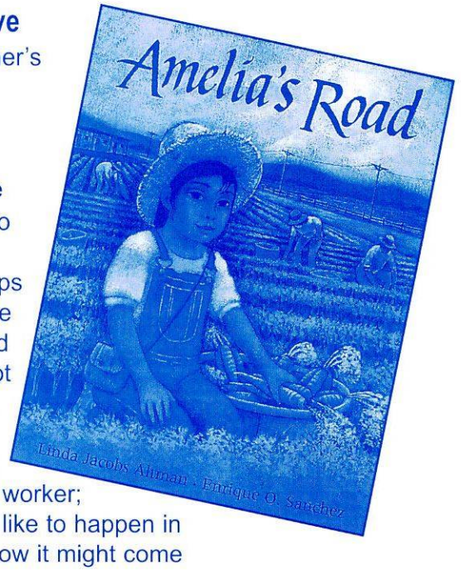
Amelia and her family are migrant farm workers in Central America. On one farm she finds hope and a sense of being settled in a special spot near an old tree which she claims as her own.

Learning objective

- ❑ to explore another's point of view.

How?

- Choose a scene from the book, to give a context. Working in groups choose someone to be Amelia and put her in the hot seat. Interview her about how she feels about being a migrant worker; what she would like to happen in the future and how it might come about.



Role play

Role play is a technique which enables children to empathise and identify with others and develop new ways of understanding.

Learning objectives

- ❏ to explore unknown situations;
- ❏ to develop empathy with others;
- ❏ to examine feelings and emotions;
- ❏ to develop communication and listening skills;
- ❏ to develop skills in solving problems and resolving conflict.

How?

Provide the children with a stimulus such as an artefact or object, photograph or situation. Children work in small groups to act out their initial ideas. There are a variety of additional conventions which can be used to supplement role play.

1. Hot seating:
Questioning a character. This could be a teacher or child in role.

2. Still image:
Groups create a 'photograph' or 'single image' of a scene with themselves in the image.

3. Freeze frame:
Stop the action at a specific point to facilitate discussion/question characters.

4. Thought-tracking:
Tap a child on their shoulder and ask them how they are feeling.

5. Forum theatre:
Act out a scene to the whole class. The children can have the opportunity to take over a role.

6. Role reversal:
To look at different perspectives of the same situation, repeat role-play with roles switched.

7. Observer:
Someone acting as the observer for a group can give a more objective view of what has taken place.

8. Follow up:
An integral part of the activity, discuss: what conclusions did groups come to? How did characters feel [at certain points]?
What did the children learn?

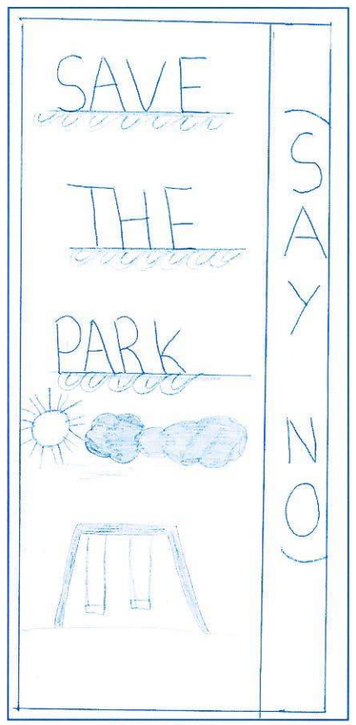
Speaking and listening skills

1d participating in a wide range of drama activities including role play.

1d evaluating their own drama
1a presenting to audiences

2b listening to others and questioning them to clarify what they mean

3b using appropriate language for their role



A leaflet, designed 'in role'

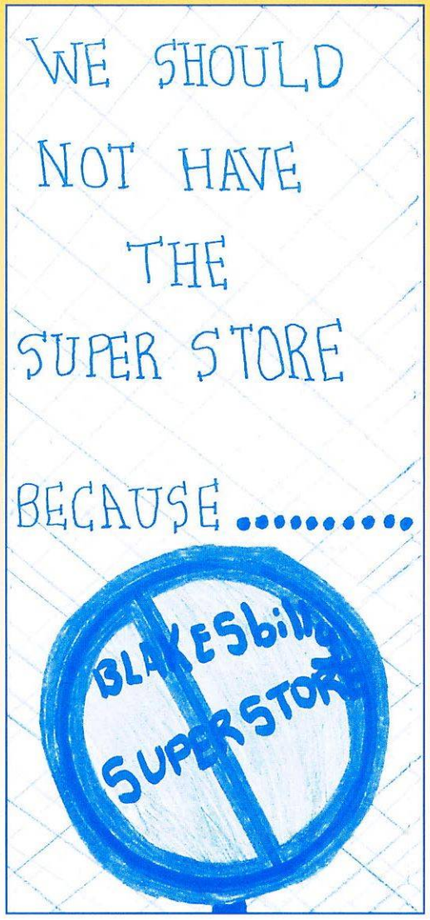
A superstore on the doorstep

I wanted the children to consider the impact of environmental change. In order for them to become involved and develop their ideas and opinions, I decided to organise the activity through role play. Each child was given a role in the immediate school locality and was asked to develop their character.

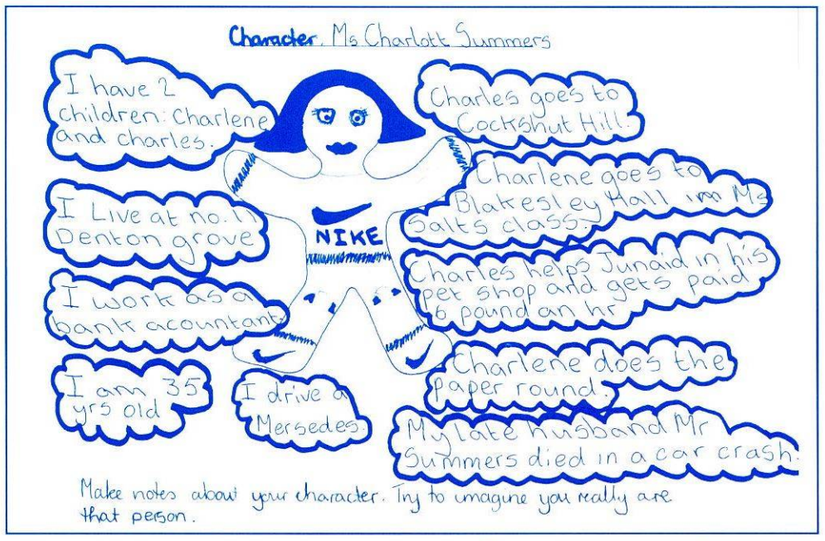
Consideration was given to issues of equality by choosing diverse family groupings eg one parent, extended, and family names reflecting our multi-racial community. A few characters had disabilities and every child was encouraged to participate. The children jotted down information about their character.

A 'leaflet' was delivered through the letter box informing residents of the council's proposal to sell off the park adjacent to the school to a company that wished to use it to build a superstore. The children were asked to respond in role - giving their thoughts and opinions on this.

I think that the children responded much more creatively because they were in a role and were able to develop their ideas further than they would if it had been presented to them cold.



"Even those who are a bit embarrassed can join in when they put on a hat, use a prop or put on an accent."



Developing a character for a role play

Martin Luther King ~ Montgomery Bus Incident

My class of Year 4 children were studying Martin Luther King. I wanted them to feel what it would be like to be treated unfairly. The children were shown an OHP of the Montgomery bus incident. Working in groups of four, the children acted out the scene. I then froze the action and told the children that if I tapped them on the shoulder, they had to say what their character was thinking. The children who had been playing Rosa Parkes, the black woman asked to stand to let a white woman sit down, were naturally incensed by the injustice. More surprisingly, children who had been playing on-lookers whether black or white, expressed the different emotions they felt about getting involved.

In subsequent lessons a child acted in-role as Rosa Parkes whilst the rest of the class questioned her about her actions. The Deputy Head played Martin Luther King as the class tried to persuade him to get involved in action to support Rosa Parkes.



The Montgomery bus incident from MGSS pack about Martin Luther King



An image of bullying

Bullying

This work on bullying was undertaken when a professional photographer came to work with Y5. It led to an exhibition about bullying in the school library. A Y5 class were told to imagine that a journalist was coming to take pictures of a bullying situation. In pairs they created the photographs that might be taken. The class then looked at one of the still images and questioned the children involved as to what was happening, why and how they felt. The children also took photographs themselves around the school.

Photographs as a resource

We have allocated ten pages to using photographs because we have found them to be very flexible and valuable resources. There are many ways to use them and we have highlighted a few which we have found continually successful.

We live in a visual age. Young people are used to responding to fast and sophisticated imagery on television, advertising, magazines and books, computers and videos. We gain vast amounts of information about the world through visual images.

It is now more important than ever to give children the chance to reflect on what these images mean and how and why they have been constructed. Photographs offer a valuable source of still images. They encourage children to look closely and to explore a single picture in depth. This offers a sound basis for developing skills in relation to multimedia sources.

For any visual image it is worth asking questions such as:

Why was this taken?

Who took it?

For what purpose?

Why was it put here?

What wasn't taken or could have been put into its place to give a different message?

What's been omitted?

There are many good materials available designed to help children develop such skills and awareness. See **Get the picture!** and **Picture my world** on page 48 for details.

What photos should I use?

This really depends on what you want to use photos for. There isn't a shortage of material: newspapers, magazines and children's own photos from home can provide a wealth of images for awareness raising and discussion.

Encourage the children to take pictures themselves and use these in the classroom. A reel of film taken in the area around school, with two sets of prints, offers a cheap but very meaningful resource.

Images which challenge

You may be looking specifically for images which challenge preconceived ideas. For example, the photopack **Working now** shows women and men in non traditional work roles. The pack, **Cairo: Four children and their city** includes video and photo shots of children at the zoo, going to sports clubs, riding their bikes, watching television. These may challenge our perceptions of the 'camels and pyramid' view of Egypt. Images such as these have a very real part to play in broadening children's ideas about the world.

Reflecting reality

On the other hand it is important to use images which reflect everyday scenes, both of the local area which children know, and more common images from other parts of the world. While it is important for children to know there are big cities in Latin America, Africa and Asia, they also need to know about, and appreciate, life in rural areas. The teachers who created the photopack, **The thread of the Nile**, about rural Egypt, were very careful which photos they included. They were aware that the photos gave a flavour of what village life was really like - but that some might consider them stereotypical.

In the resources section on pages 46 and 47 we have included some published photopacks, particularly showing parts of Latin America, Africa and Asia.

Observing photos

These activities encourage children to look closely at images and begin to interpret what they see.

1. Describe and draw

One child describes a photo for another child to draw.

Learning objectives

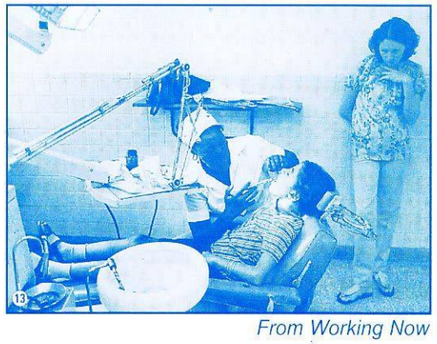
- ❑ to use descriptive and precise language;
- ❑ to give and follow instructions;
- ❑ to recognise that there are different ways of interpreting a photograph.

How?

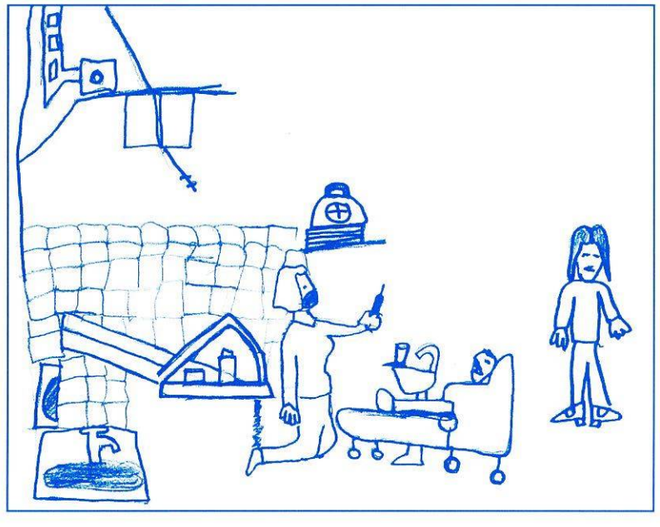
- Choose a photo which the children haven't seen before. Pair the children, sitting them back to back and give one child the photo.
- Set ground rules eg can the child drawing ask questions for clarification.
- The child with the photo describes it in detail for the other to draw.
- Compare the finished work with original photo. How is it different? What was omitted from the description? What was made up?

Variations

- One person describes to two or three children at the same time and they compare their drawings.
- Use photos which challenge stereotypes, such as those of women as pilots, dentists and fire fighters in the **Working now** photopack.
- Use photographs in history to show how evidence can be interpreted in a variety of ways.



From Working Now



A Y4 child's drawing of the above image, unseen

Speaking and listening skills

1a exploring, developing and explaining ideas

1a sharing ideas, insights and opinions

2b listening to others

2b qualifying or justifying what they think

3b using an increasingly descriptive vocabulary

2. Fact and opinion

Learning objectives:

- ❑ to distinguish between fact and opinion;
- ❑ to interpret evidence from a photograph;
- ❑ to understand that people's opinions can differ.

How?

- Give each group a photo and ask them to write statements about it.
- Ask them to underline those which are facts and circle those which are opinions. Each factual statement needs to be backed by evidence from the photo.
- Groups can then share which statements there was most discussion about.

3. Viewing a set of photos

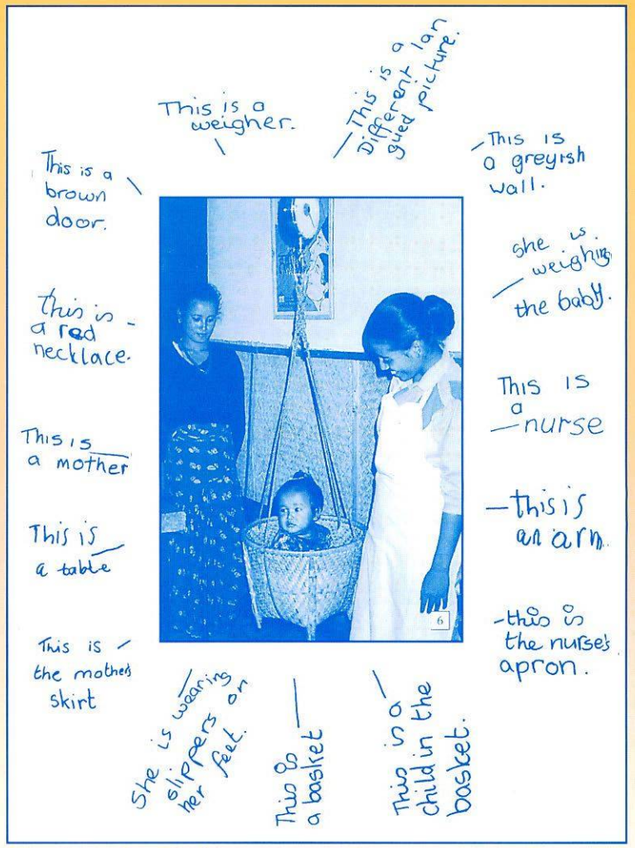
This is a good activity for introducing a photopack as a whole. It illustrates that we have different ideas, opinions and feelings about photos.

Learning objectives:

- ❑ to make choices and justify them, defend arguments and listen;
- ❑ to discuss the issues raised by a set of photos.

How?

- Display the photos on the wall or desk top. Give each child three coloured stickers.
- Ask everyone to look at the photos, choose the three they like best and stick a sticker by them.
- Everyone can then find a partner and talk about why they chose their photos.
- Use this as a basis for a class discussion about which were the most popular photos, why they were chosen, which weren't chosen and why. Look at the set as a whole and talk about how far they are a good representation of the theme.



From A world of investigations

Fact	Opinion
This is a red necklace. This is a arm. This is the nurses apron. This is a nurses. This is a table. This is a child in the basket. She is weighing the child. This is a different Langued picture. This is a weigher.	This is a brown door. This is the mother skirt. She is wearing slippers on a feet.

- Use different criteria for selection, eg which surprised you?
- Children could pair up with someone who has chosen the same picture[s].
- Any group of images is someone's selection, whether it is a published pack or a teacher's choice. To help children realise this, ask them to imagine which three 'imaginary' photos they would add to the photopack to make it more representative.

Questioning photos

This activity encourages children to ask questions about the situation shown in a photograph. It can begin a process of enquiry through questions.

Learning objectives

- ❑ to build confidence in looking at, and talking about, photographs;
- ❑ to study photographs in detail, observing what is happening in them;
- ❑ to respond to what they have seen in a photo.

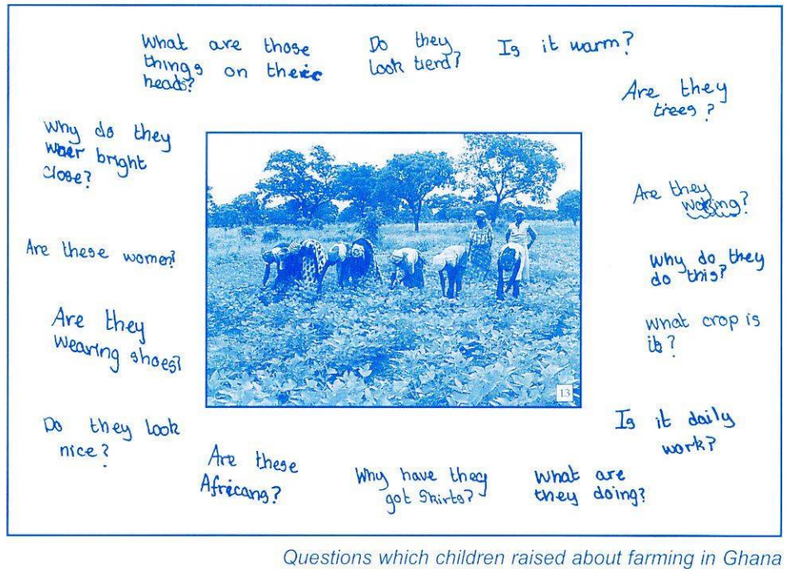
How?

- Organise the children into groups, giving each a photo stuck on a large piece of paper. This could be a photo from a different part of the world, an historical image or a photo raising an issue. It works best with a photo with plenty of detail.
- Ask the children to write as many different questions as they can think of about the photo. These should be written on the large sheet of paper.
- Groups can then choose two or three questions to then feedback to the rest of the class.

Investigating the world

I gave my Y4 class some photos from the **A world of investigations** photopack which focuses on science. I gave them a free hand and asked them to come up with some questions about the images. These were some really thought provoking questions and I could see how we could pick some to use to initiate some investigative work in science.

"It didn't take me long to plan it - and the children really got the hang of asking questions of the photos. Some of their questions showed they had thought a lot."



Questions which children raised about farming in Ghana

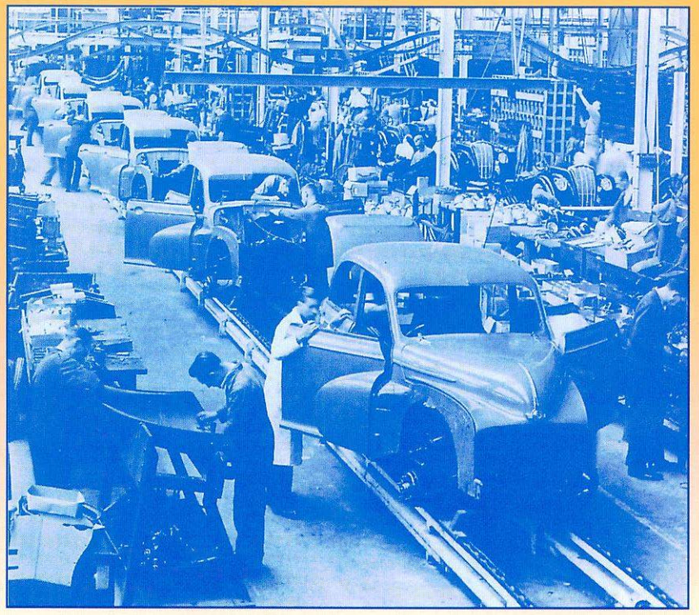
Speaking and listening skills

1a sharing ideas, insights and opinions

2b questioning others to clarify what they mean

2b extending and following up ideas

2b qualifying or justifying what they think



The Morris factory, 1968

Some more ideas

- The questions can be categorised eg - those which are easily answered - those which require further information.
- The activity can be used at different stages through a topic - how do the children's views and perceptions change?
- Use the development compass rose to focus questions, see page 36.

Working people 1900-1950

I asked a Y6 class to work in friendship groups to raise questions about photos taken in Britain in the first half of this century, They had studied this period previously. I was very pleased by the high quality of the work they produced. The photo of men working on an assembly line in the Morris car factory in 1948 is from the SCIP **Working people** pack.

Development compass rose

This is a framework to help raise and discuss a range of issues. It can be applied to almost any resource such as a photo, plant or story.

Learning objectives

- ❏ to identify environmental, economic, social and political questions;
- ❏ to discuss some of these issues and see how they are connected;
- ❏ to begin to see how much people in different places have in common.

How?

- First try the activity with the whole class. Introduce the idea of the compass rose, instead of North, South, East and West, it has four points - Natural, Economic, Social and Who decides? [political] see the sheet opposite.
- Put a photo or poster up and ask the class to come up with questions for each of the four points. Discuss these questions.
- Groups can then try their own example using a photo stuck on a large sheet of paper.
- You might then use these questions to start an enquiry process - what can they find out and where?

Speaking and listening skills

2b questioning others to clarify what they mean

2b extending and following up ideas

2b qualifying or justifying what they think

Sharpening questions

I spent an hour session with some Y5 children who were not familiar with using photos. I gave them photos of Kenya and asked them to come up with questions around them. They wrote questions such as: Where are they going? What's the weather like? I felt that the activity had made them look closely and think about another place, but the questions were fairly general.

I then introduced the compass rose [see page 37] and asked them to use it as a framework to look at images of Birmingham. One group had a picture of a shiny shopping mall and their questions were much sharper - Who decided to build the store? Is it dear to buy things here? Who owns the shop? I was quite taken aback by the depth of questions they came up using the compass rose, and felt that with a bit of support children can possibly go much further than we expect with their questioning.

Native Americans and Travellers

I found the compass rose helped children to identify how much situations have in common. The class used it with a story, **Brother Eagle, Sister Sky**, about the impact of settlers on Native Americans. Land rights is a key issue in the book. They then applied the questions to a case study about Travellers in Birmingham and visited a site from which Travellers had recently been evicted. Right of access to traditional sites was a key issue for both.

Natural

These are questions about the environment - energy, air, water, soil, living things and their relationships to each other. These questions are about the built as well as the natural environment.

Who decides?

These are questions about power, who makes the choices and decides what is to happen; who benefits and who loses as a result of these decisions and at what cost.

Economic

These are questions about money, trading, aid, ownership, buying and selling.

Social

These are questions about people, their relationships, their traditions, culture and the way they live. They include questions about how, for example, gender, race, disability, class and age affect social relationships.

Development Compass Rose © Development Education Centre, Birmingham

Exploring perceptions

These activities encourage children to give an instinctive response to a photograph, and then explore some of the issues involved in interpreting images.

Learning objectives

- ❏ to examine their own assumptions and underlying attitudes;
- ❏ to share their points of view with others;
- ❏ to recognise that one person's perception may differ from someone else's;
- ❏ to realise that there are many ways of looking at and interpreting a photograph.

Speaking and listening skills

1a sharing ideas, insights and opinions

2a making exploratory and tentative comments

2b qualifying or justifying what they think

2b dealing politely with opposing points of view

3a recognising the difference between written and spoken forms of language

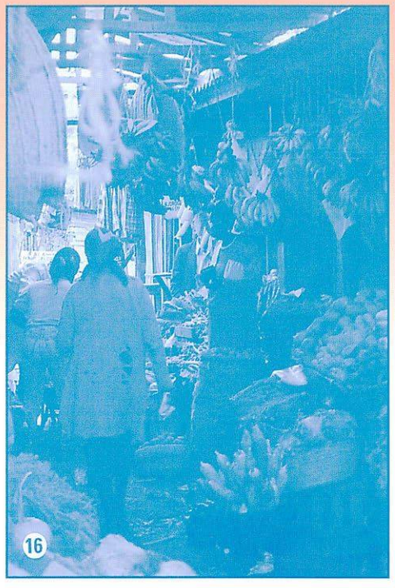
1. Rumour clinic

Learning objectives

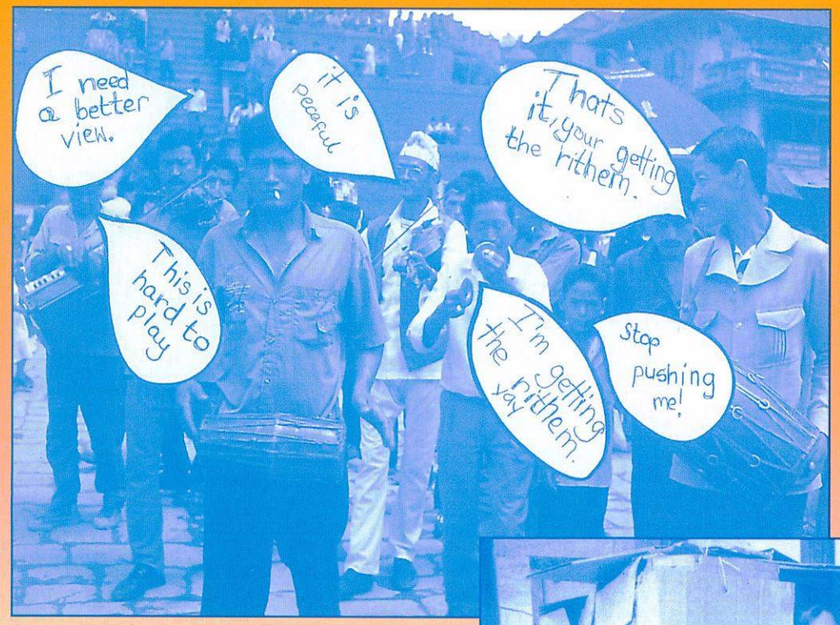
- ❏ to see how easy it is to develop a misguided image from a little information and to embroider details which have not been given;
- ❏ to show how our attitudes and expectations affect what we see.

How?

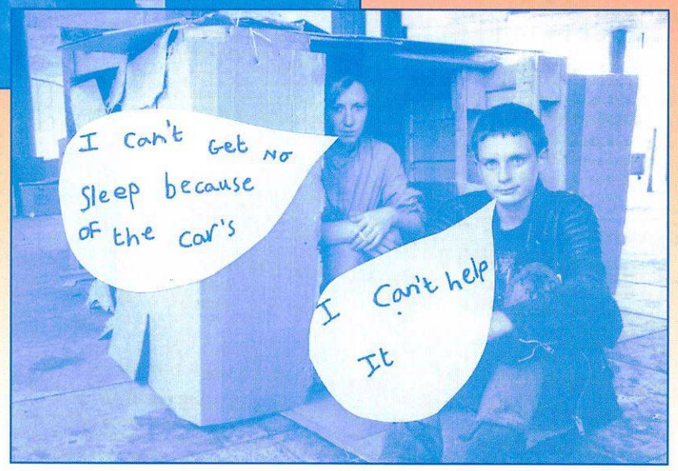
- ◆ The activity works best with a slide, poster or a large photo of a very active situation or one with which the children are not familiar.
- ◆ Ask up to six children to leave the room and show the rest the picture. Ask them to look very closely and try to remember it in detail.
- ◆ After a few minutes, remove the image and invite one of the outsiders to return. The class describe to her what they have seen.
- ◆ The second outsider returns and the first describes what she has been told [she still has not seen the picture]. This process continues, bringing in one child at a time until all who left have been told what was in the picture. Inevitably the children who have been outside will not give accurate descriptions and so sensitivity may be needed.
- ◆ While this is going on, the class should note what has been transmitted accurately and what has become distorted.
- ◆ Finally, everyone in the class, insiders and outsiders, have to draw what they think is in the picture.
- ◆ Show the picture again, look at the drawings and use this as a chance to talk about how information is transmitted and often distorted.



A market in Nairobi, from New journeys



From A world of investigations



From What is a family?

2. Captions

How?

- ◆ Ask pairs to choose a photo from a wider selection and then write a short list of captions to go with it.
- ◆ Which caption do they think is the most appropriate and why?

Variations

- ◆ Reverse the activity, ie starting with a caption that someone has written for a photo. The pair then draw what they think the original image might have been. How does their drawing compare with the original?
- ◆ Matching already written captions to a set of photos.
- ◆ Children could write newspaper headlines. Would the caption be different in The Mirror and a children's comic?

3. Speech bubbles

How?

- ◆ Children imagine that they are one of the people in the photo and write speech or thought bubbles for the person. Compare different responses.

What is a family?

I used speech bubbles with the **What is a family?** pack with a Y2 class as part of work on speech and speech marks. Initially the children worked in groups to discuss the pictures and then they worked on bubbles on their own. The images raised lots of discussion about different kinds of family experiences and I was pleased - and surprised at the level of empathy and understanding they showed towards others.

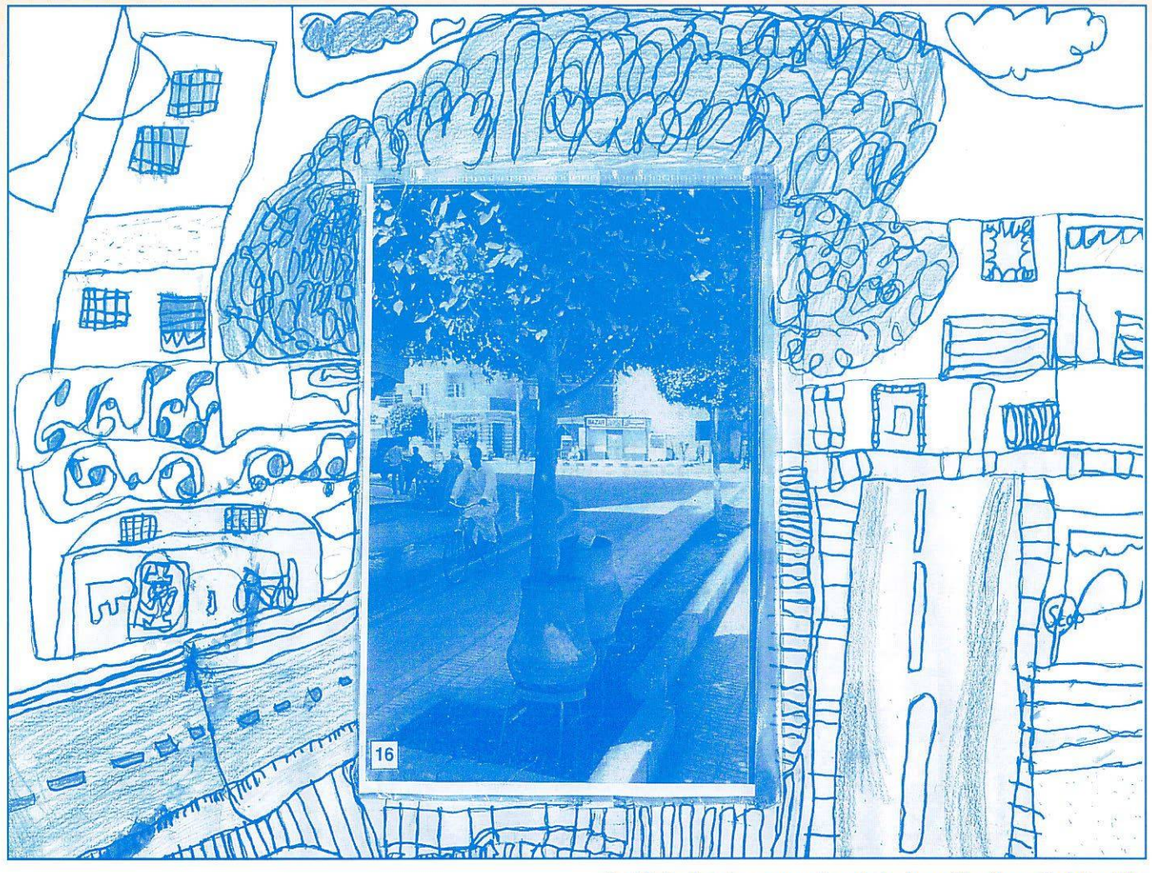
4. Outside the frame

How do we do it?

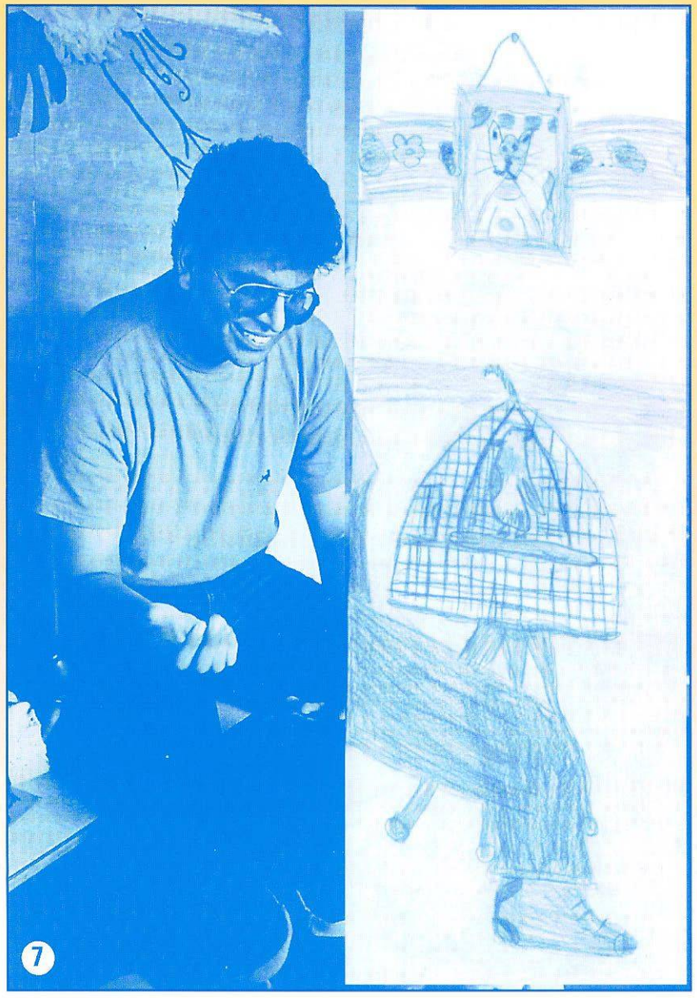
- Give each group a photo blutacked onto a larger piece of paper and ask them to 'continue the photograph', ie to draw what is outside the frame. This usually helps them to look closely at the images and imagine the context in which the photo might have been taken.

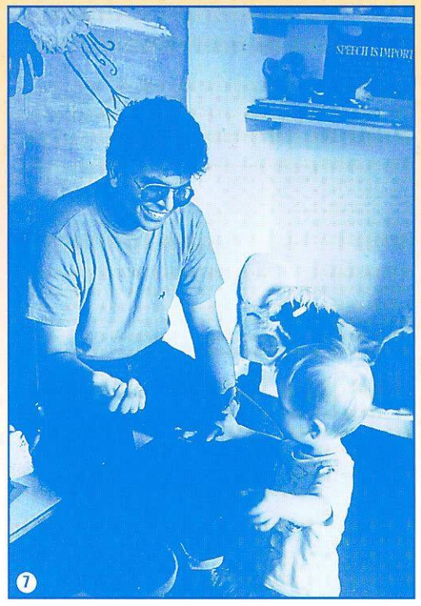
- Pair up groups for them to share their work, and to ask questions about each other's drawings.

- If different groups have used the same photograph it is interesting to compare their final drawings - why were they different?



A child's drawing around a photo from The thread of the Nile





From Working Now

5. Cropping

How?

- Present a group with part of a picture [photocopying a partly covered picture is useful for this]
- Ask the group to draw what they think is shown in the rest of the picture using any possible clues, and giving reasons for their ideas
- When they have agreed, present the whole picture - what was different, does anything surprise them?
- Other groups could be given different sections of the same picture, which could lead to a class discussion. This activity is particularly useful for challenging stereotypes, and raising issues of race and gender.

Women, men and work

I wanted to explore attitudes about gender and work with my Y6 class, following on from work I had done on attitudes about disability. Each pair had half a picture to discuss and they had to collaborate to draw the other half. Emma and Morgan were a bit disappointed with their cropped image because they felt there weren't enough clues. They drew the man's leg easily and then got stuck. I pointed them towards his beckoning hand and they reckoned he had animal food in it, so he was a pet shop owner. They were very surprised to find he was a nursery teacher!

Mental maps

Mental maps involve children drawing their perceptions, particularly of places.

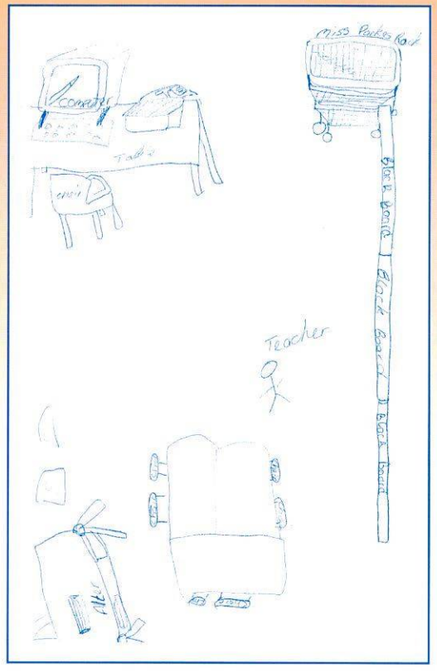
Learning objectives

- ❏ to explore feelings, images and attitudes about a place;
- ❏ to enable children to clarify what they're thinking or feeling in picture form.

How?

Mental maps reflect how each child sees something and therefore should be done alone. Because we're asking the children to draw their perceptions of a place, there can't be right or wrong answers.

- It is often best to start with a mental map of a place that's familiar, such as the classroom. If you can, get the children to draw their perceptions in another part of the school - so they're drawing from memory.
- Ask them to draw what the classroom is like.
- Pair them up and ask them to talk and write about what is different about the drawings. One Y4 child drew a large radiator in her classroom because she sits next to it; several drew the teacher at her desk, even though she doesn't have one! They wanted her in the picture - and to have a 'house'.



The child has drawn in detail Miss Parkes rack, the altar, computer and blackboard but not given much attention to desks or children.

The world as I see it

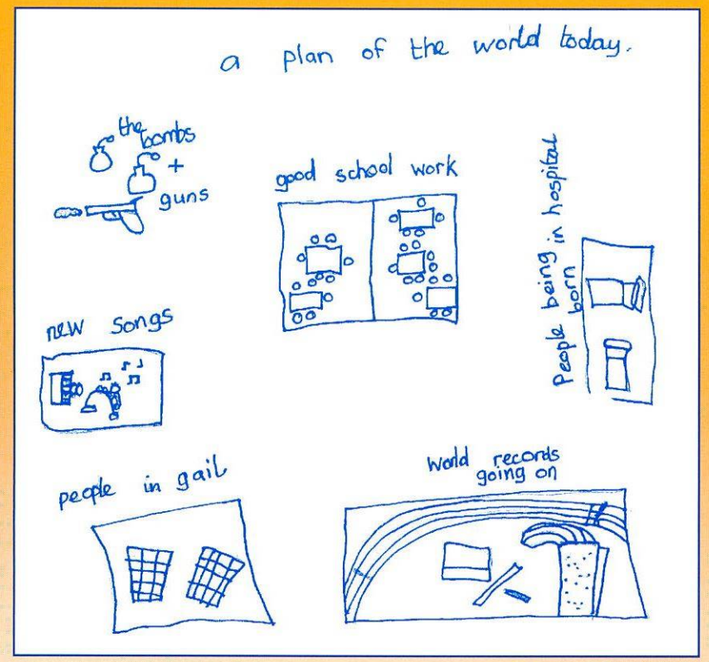
In this Y4 class, the activity was further developed and the children were asked to draw their perceptions of the world today. This provided opportunities for children to discuss further what was important to them. Many of the children highlighted items on the news eg the general election and Eurovision Song Contest. This raises issues of how children learn about the world, where they get their information from, and why it's often distorted.

Speaking and listening skills

1a sharing ideas, insights and opinions

1a exploring, developing and explaining ideas

1a presenting to audience



The world as I see it

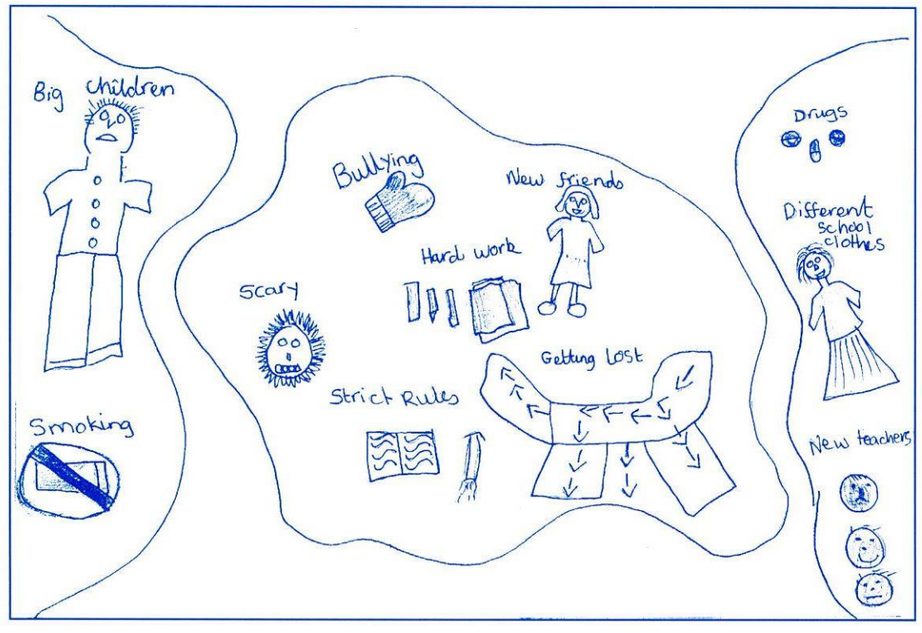
Some more ideas

- Ask the children to draw how they see a place. When you're teaching about a locality somewhere in Africa - draw their mental picture of the continent. Use their perceptions to identify where you need to plan work to challenge stereotypes
- Draw mental maps at the beginning and end of a unit of work, What have the children learnt? How have their ideas changed?
- In a topic on change in Birmingham, children could draw the main influences on change.

What is it like at secondary school?

I wanted the Y6 children to think about secondary school and to express their thoughts on paper. I asked them to draw a mental map using pictures and a few words that expressed their perceptions. After drawing individually, they were asked to share their maps with a partner and then to feedback to the rest of the class their partner's main ideas.

The responses were mainly of worries and anxieties of the journey, getting lost and being bullied. Some children were more positive and expect to meet new people, enjoy the challenge of harder work and are excited at the prospect.



Children enjoyed sharing their expectations and concerns about going to secondary school.

Challenging bias

These activities enable children to develop skills in evaluating sources and to begin to see that sources can give a distorted view through what they show and what they don't show.

Learning objectives

- ❏ to develop children's critical skills;
- ❏ to make children more aware of stereotyping.

Challenging characters

Begin by helping the children get to know characters in books who challenge widely held stereotypes. Ask them to create a profile of the character. What are their positive attributes? How does the character challenge a stereotype? Picture books can offer an immediate way in.

Amazing Grace is about Grace who wants to play Peter Pan in the school play. She is told she cannot have the part because she is Black and as Peter is a boy. With support from her mother and grandmother and her own determination she fulfils her wish.

In **Gregory Cool** a British boy visits his grandparents in Tobago. At first he misses his bike and computer and is disappointed by the strange food and the heat. At the beach he misses chips and ice cream but then begins to enjoy what the island can offer - coconut milk, friends and the company of his family.

Longer stories give scope for fuller exploration. Rowena, the central character in **Blabbermouth,** is mute and has to cope with her terribly embarrassing dad. The story, told in a humourous way, portrays her in a positive light and reveals how she deals with both issues. The main problem for her is dealing with the attitudes of others.

Speaking and listening skills

1a planning, predicting and investigating

2a making reasoned and evaluative comments

2b dealing politely with opposing points of view



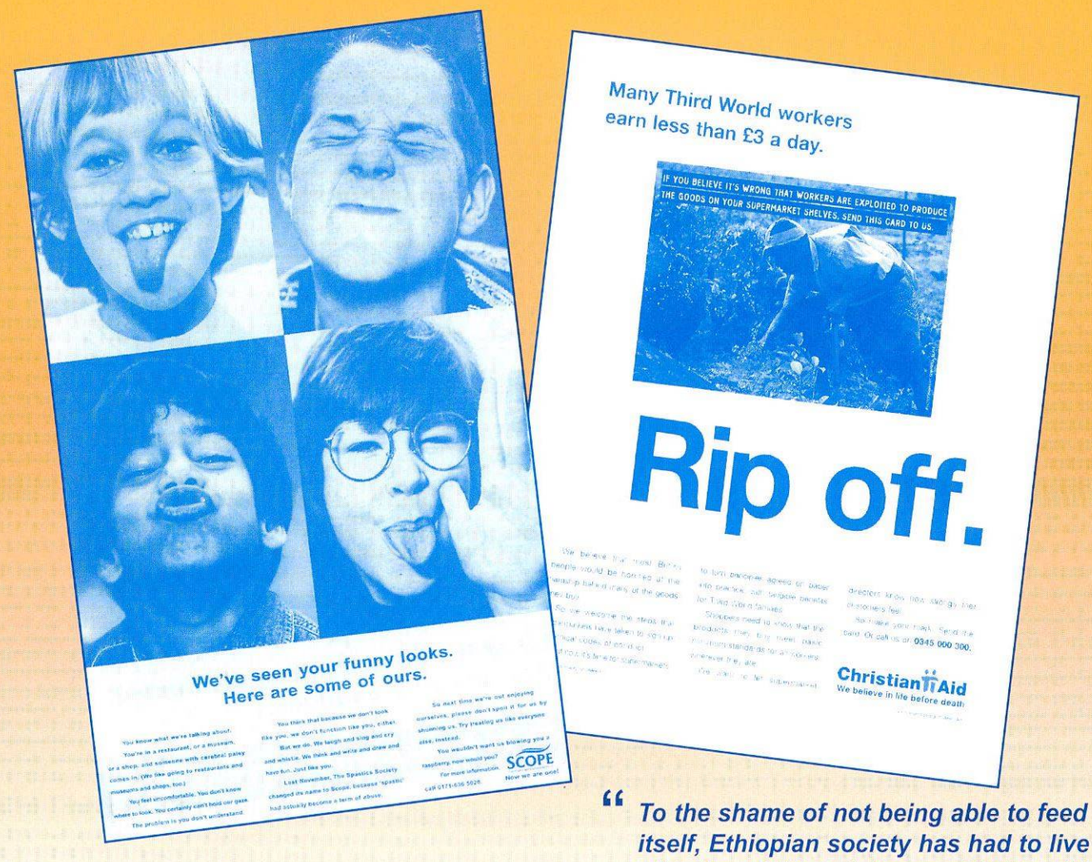
Happy Birthday Dilroy!

My name is Dilroy.
I'm a little black boy
and I'm eight today.

My birthday card say
it's great to be eight
and they sure right
coz I got a pair of skates
I want for a long time.

My birthday cards say,
Happy Birthday, Dilroy!
But, Mummy, tell me why
they don't put a little boy
that looks a bit like me.
Why the boy on the card so white?

From Tickle in your tummy, published by Simon and Schuster



"To the shame of not being able to feed itself, Ethiopian society has had to live with the additional shame of living with international publicity . . . that has cast Ethiopians as people who owe their very survival to acts of international charity."

Eshetu Chole

What is left out?

We are so used to seeing certain kinds of images or representations of people, that it can be difficult for children to imagine what we are not shown. These are some ways of exploring the bias of omission.

Greetings cards

John Agard's poem, Happy Birthday Dilroy, in **Tickle in your tummy** can provoke some interesting work around greetings cards. Ask the children to make their own collection of birthday cards and analyse who is represented. Are there stereotypes of boys and girls? Are children from a variety of backgrounds and abilities shown? What's the impact of these restricted images? What might Dilroy in the poem feel like? Children could design their own cards showing people who break stereotypes.

Charity adverts

Charities have become more aware of the images they use. It is no longer acceptable to use helpless images to raise feelings of pity to inspire donations. Negative images have their own repercussions.

Make a collection of charity adverts, both positive and negative. Give one to each group and ask them to write comments about how the people are portrayed. What messages do they give? Ask them why these images have been used to raise funds.

Ask the class to respond to the spread of images. Is it justifiable to use damaging images to raise greater funds? What other impacts may there be on people's attitudes? Share the words of Eshetu Chole from Ethiopia, who reminds us that images can deprive people of their dignity.

Resources

These photopacks and stories raise issues, as indicated in the right hand columns.

● indicates a major theme in the resource

❍ indicates a minor theme in the resource

Title	Author	Publisher		Places specified	Gender	Disability	Environment	Trade & economy	Family & relationships	Justice/inequality/ human rights
Photopacks										
A world of investigations		DEC	1996	Many	❍		●			
Cairo: four children and their city		Oxfam	1994	Egypt	●		●			❍
Contrasts in a Victorian city		B'ham Central Library	1995	Birmingham			❍	❍		❍
Development Compass Rose		DEC	1995	Many			●	●		
Eritrea - Africa's newest country		Christian Aid	1993	Eritrea			●	❍	❍	❍
Farming - local and global		Scottish DEC	1995	Nicaragua/Poland			●	●	●	❍
Focus on Ethiopia		DEC	1995	Ethiopia			●			❍
Go bananas!		Oxfam	1990	Caribbean			❍	●		
Martin Luther King		Coventry MGSS	1986	USA						●
New journeys		DEC	1991	Kenya/Tanzania			●	●		
Speaking for ourselves, listening to others		Leeds DEC	1996	Kenya	●		●	❍		
The thread of the Nile		DEC	1995	Egypt			●	●		❍
The whole world cake		Christian Aid	1994	Many				●		●
Try to see it my way		DEC/SightSavers	1995	Britain/Kenya		●				❍
Victorian India - tea garden of the world		The British Library	1996	India				●		❍
What is a family?		DEC	1990	Britain	❍	❍			●	
Where camels are better than cars		DEC	1992	Mali	❍		●	●	❍	
Working now		DEC	1989	Britain	●				●	
Working people		SCIP		Britain				●		
Stories										
Amazing Grace	Mary Hoffman & Caroline Binch	Frances Lincoln	1991	Britain	●				●	
Abuela's weave	Omar S. Castaneda	Lee & Low books	1993	Guatemala	❍	●		●	●	
Amelia's road	Linda Jacobs Altman	Lee & Low books	1993	Mexico/USA				●	●	
Blabbermouth	Morris Gleitzman	Pan MacMillan	1992	Australia	❍	●			●	
Brother eagle, sister sky		Hamish Hamilton	1993	USA			●			
Cageful of butterflies	Lesley Beake	Red Fox	1995	Southern Africa		●		●	●	
Daniel and the mischief boy	Paul Vallely	Christian Aid	1993	Eritrea			●	❍	●	
Emerald blue	Annie Marie Linden	Mammoth	1996	Caribbean			●		●	
Grace and family	Mary Hoffman & Caroline Binch	Frances Lincoln	1995	The Gambia	●				●	
Gregory Cool	Caroline Binch	Frances Lincoln	1994	Tobago			●		●	
Lucy's picture	Nicola Moon	Orchard	1995	Britain		●				
Masai and I	Virginia Kroll	Hamish	1993	Kenya	●					
Muhamad's desert night	Christina Kessler	Gollancz	1996	Sahel	❍		●	●	●	
Oi! Get off our train	John Burningham	Red Fox	1993	Britain			●			
Once there were giants	M. Waddell & P. Dale	Walker Books	1989	Britain	●				●	
One world	Michael Foreman	Red Fox	1993				●			
Rosie's babies	M. Waddell & P. Dale	Walker Books	1990	Britain					●	
Rose Blanche	Robert Innocenti	Jonathan Cape	1985	Germany WWII						●
The magical bicycle	Elana Bregin	Mammoth	1994	South Africa					●	●
Where the forest meets the sea	Jeannie Baker	Walker Books	1989	Australia			●	❍		
Window	Jeannie Baker	Red Fox	1991	Australia			●			

Resources

These are some resources which support work on speaking and listening, and bringing a global dimension to the classroom.

Theme work
a global perspective in the primary curriculum in the 90s
DEC Birmingham, 1991.
The original handbook on ways of developing a global dimension across the curriculum. It explores four themes - What is a country? roots and journeys, images, and change.

Learning together through talk KS1&2. Ed.
Gordon Baddeley, The National Oracy Project, Hodder & Stoughton, 1992.
This is a photocopiable INSET resource designed to promote the understanding of the importance of talk in learning, and to help teachers plan for talk in the classroom. Video included.

Get the picture!
developing visual literacy in the infant classroom
DEC Birmingham, 1989.
This handbook looks at ways of using photographs with young children to encourage them to question how images are used by the media. It offers practical classroom strategies for investigating as well as making their own photographic images.

Picture my world
photography in primary education
The Arts Council of England, 1995.
Practical examples of using photography across the primary curriculum are demonstrated in this handbook. It offers an imaginative range of ideas for activities in the classroom which develop children's visual skills

Combating copying
teaching enquiry and research skills in history
Published by and available from Devon Curriculum Advice, County Hall, Exeter.
An excellent, thorough and practical handbook offering strategies for teaching enquiry and research skills. Instead of just sending children off into the library with an impossible task, this book offers pointers for identifying enquiry questions, collecting and analysing relevant data and drawing conclusions.

Values and visions
A handbook for spiritual development and global awareness.
Sally Burns and Georgeanne Lamont, Manchester DEP, Hodder & Stoughton, 1995.
This handbook offers ways of focusing on values and the development of the whole child across the whole curriculum. It contains many ideas and activities for developing speaking and listening skills. Particularly useful for RE and PSE.

"It's our world too!"
A local-global approach to environmental education at key stages 2&3.
DEC Birmingham, 1992.
This teachers' handbook introduces ways of linking local environmental issues with those facing people in other parts of the world. It offers practical ideas and activities for using this approach in the classroom, and in the local area.

The thread of the Nile
development issues in Egypt for history and geography at key stage 2
DEC Birmingham, 1996.
This teaching pack looks at what has changed in Egypt and why. The colour photographs, maps and plans provide material for a detailed village locality study, and offer imaginative ways of exploring the concerns of people today, such as the use of the river Nile, changes in farming, and life in the community.

Forward thinking review
Development Education Centre.
This annual magazine, launched in January 1998, highlights and shares the work of the Forward Thinking Initiative. It shares some of the work teachers have been doing relating to the entitlements on page 5. Copies can be bought from DEC.

75:25
development in an increasingly unequal world
DEC and 80:20, 1996.
The title of this book indicates the unequal division of the world's resources. It provides an introduction to the issues behind the figures, such as trade, human rights, gender, hunger and the environment in a stimulating format for anyone concerned with development education.

Forward Thinking Initiative

Tide

The *Forward Thinking* initiative provides a variety of opportunities for teachers to work together to plan, implement and evaluate work which responds to the challenges facing us as we seek to meet the educational needs of young people growing up in an increasingly global context.

The initiative was set up as a result of a series of consultations which led to proposals for a core entitlement. This entitlement is the focus for a wide range of experimental activity in schools, involving each key stage and a variety of curriculum areas.

Young people are entitled:

to develop skills of decision making and participation

This includes skills of:

- listening and discussing
- recognising their own values and what influences them
- identifying prejudice, bias and discrimination
- empathy with people in different situations
- evaluating sources of information
- taking responsibility

to understand the importance of attitudes and values

This includes:

- being open minded and having a questioning approach to the world around them
- having confidence in themselves and standing up for justice and equality
- a willingness to develop their own identities, language and culture
- a willingness to learn from the perspectives and viewpoints of others

to have access to, and the skills to handle knowledge about local and global events

This includes understanding:

- that all people share common experiences and the right to equal dignity
- that events in one place affect events and people in other places
- that development processes involve environmental, economic, social, and political factors
- that power structures at local, regional, national and global levels affect us all
- how decisions are made, who makes them and how we can participate in decision making
- that there are legal international agreements that seek to protect and enhance people's lives, for example the UN Convention on the Rights of the Child.

In order to do this, we need to draw on a range of perspectives and experiences from different places, including those from marginalised people in our own society and people from Africa, Asia and South and Central America.

Partnership is the key to *Forward Thinking*.
If you would like to get involved or to hear more about other work that has been developed contact:
Teachers in Development Education, 998 Bristol Road, Selly Oak, Birmingham B29 6LE. [0121 472 3255]

Fat felts and sugar paper provides a selection of creative ideas for enhancing children's speaking and listening skills. It draws on stimulus material which raise global issues. It encourages children to explore their own attitudes and values.

Fat felts and sugar paper offers:

- a comprehensive guide to core activities which encourage children to express their views, empathise with others and justify their opinions;
- practical strategies for developing a classroom climate of co-operation and participation;
- examples of children's work which illustrate the potential of these approaches.

Tide

Forward Thinking Initiative