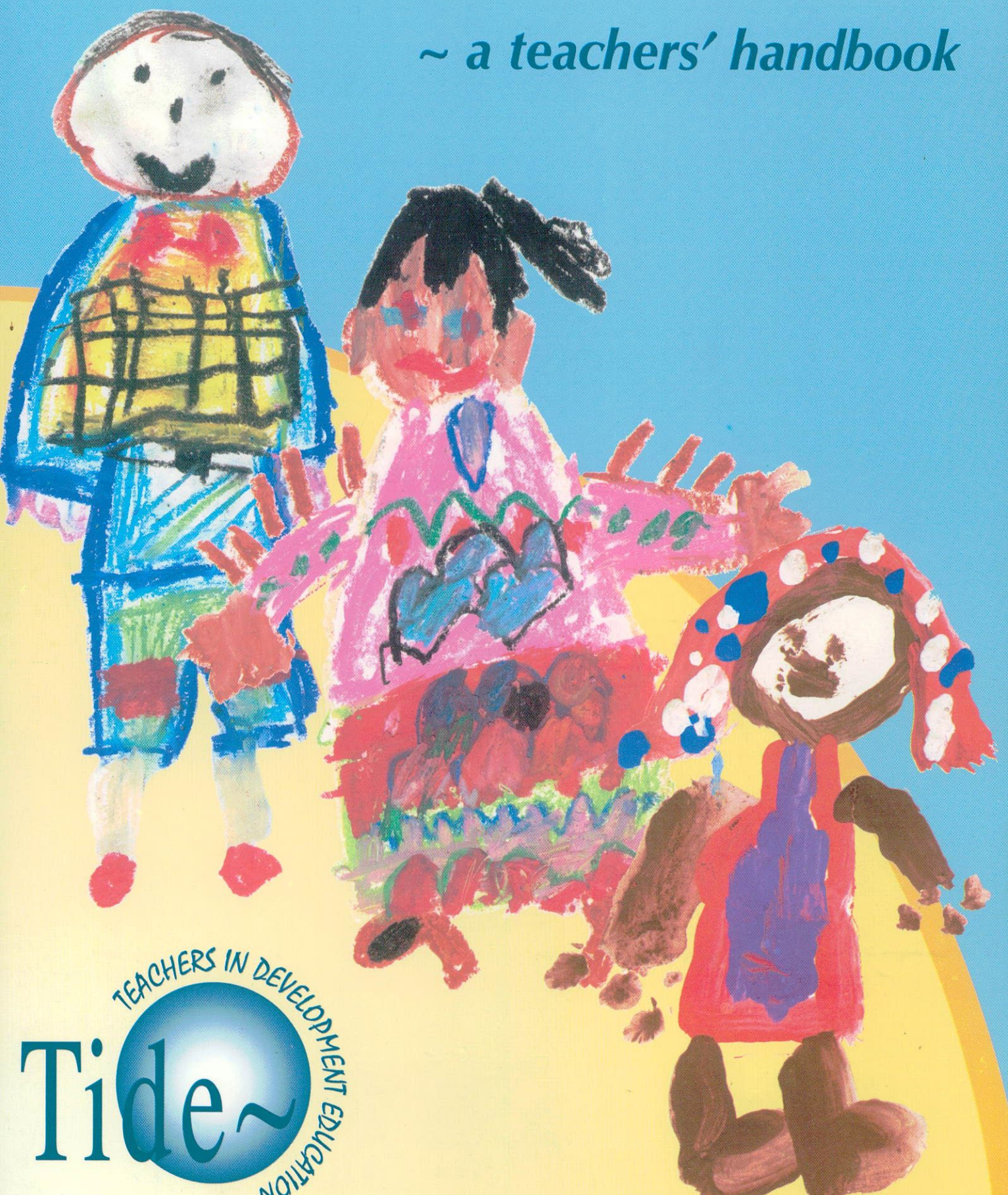
Young children & global citizenship

~ a teachers' handbook



TEACHERS IN DEVELOPMENT EDUCATION

Tide

Acknowledgements

The following people have played a leading role in the development of these materials. See Page 40 for a full list of all the teachers involved in this process.

Liaison group for wmc4: global dimensions at KS1

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Julie Toal, Warwickshire LEA
Gillian Twaite, Open Stage Productions
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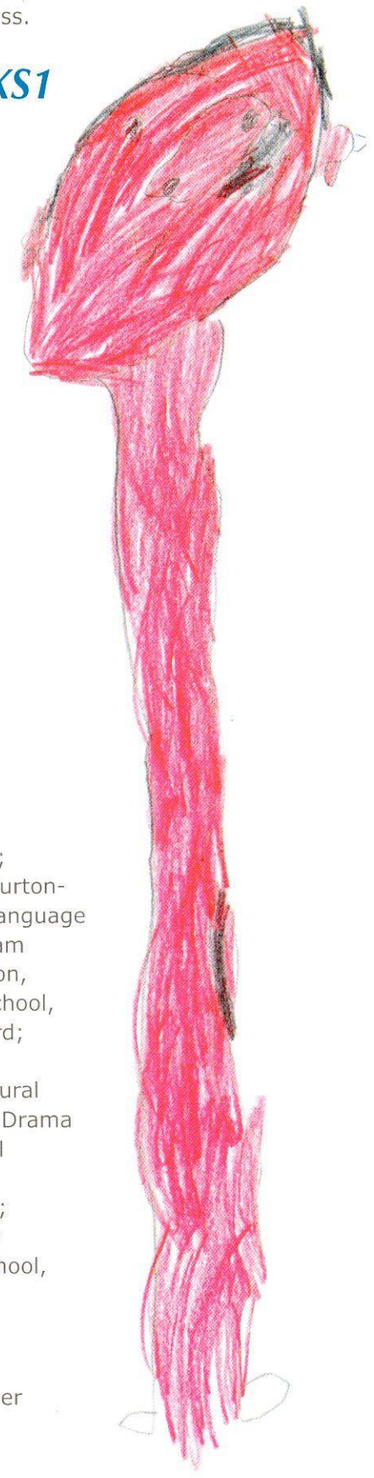
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Design: Judy Lingard

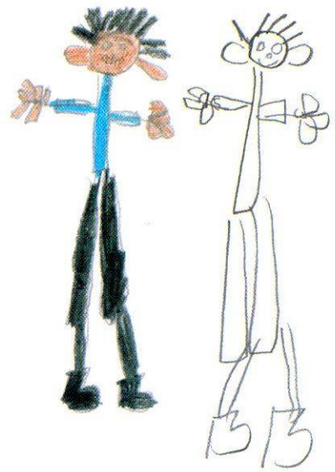
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It is permitted to copy parts of this pack for use in your classroom.



Young children and global citizenship

"At the heart of education is the child: their experience of and place in the world."

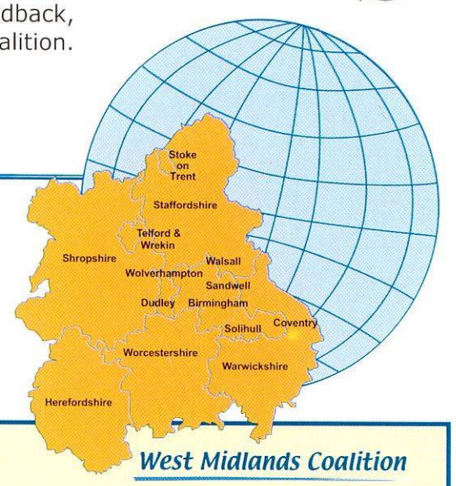


How can we enable young children's learning about the global dimensions of their citizenship? Where do we start?

These materials share ideas and examples of practice from teachers working at KS1 and the Foundation stage. We offer them as a support to other teachers, and as a stimulus for further creative work in schools.

Over 150 teachers have been involved in generating and testing these ideas. We are inviting you, too, to run with them.

Some material from this resource can be viewed online at www.tidec.org, where we further invite your ideas and feedback, and share other work from the West Midlands Coalition.



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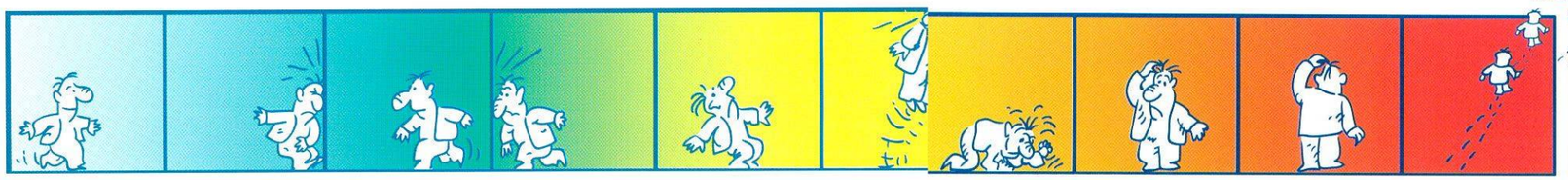
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West Midlands Coalition

This project contributes to Framework 4 of the West Midlands Coalition, which enables creative work in schools on ***global dimensions at KS1***.

The Coalition is supported by West Midlands LEAs, the Department for International Development and many other partners.

See website **www.tidec.org**



Young children and global citizenship

About this handbook

This handbook shares ideas and practice from teachers in the West Midlands, working at key stage 1 and the Foundation stage over 2002-5.

From 2002-4, local working groups developed case studies and ideas, which were originally shared throughout the region as part of a teachers' project pack. This invited West Midland teachers to 'run with' the ideas on offer, and to develop and share new ideas. Through 2003-5, many more teachers used the pack and shared their thoughts in local projects and workshops.

We acknowledge the role played by all of the teachers involved in this process [see pages 40-41]. We offer particular thanks to those who played a leading role in supporting this work, and in helping to bring the teachers' ideas together.

Contents

The resource comes in two main sections:

Challenges shares some of the key debates about young children and global citizenship, and invites your responses.

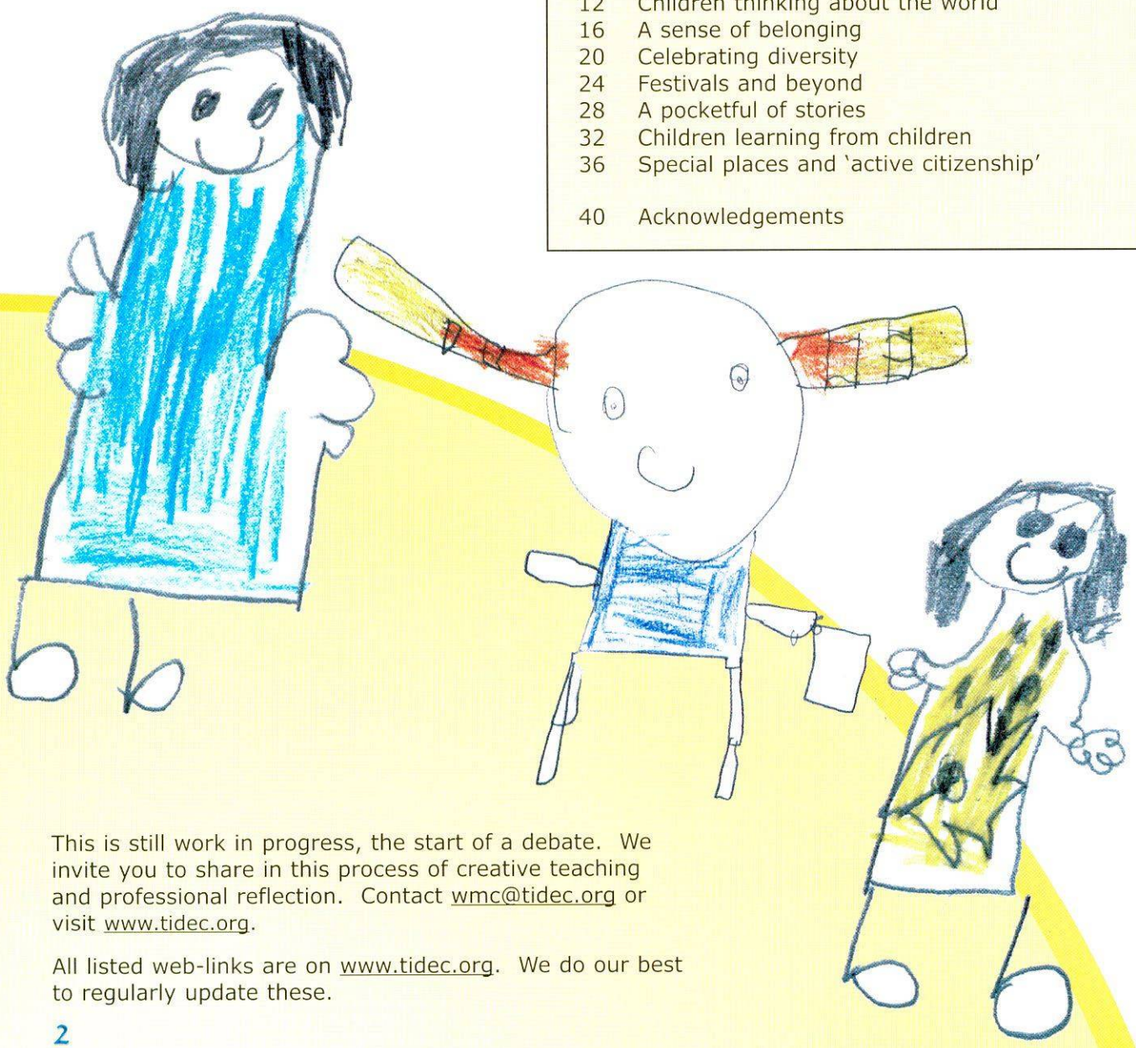
Themes shares case studies which engage, in different ways, with young children and their global citizenship. It outlines ideas, contexts and teaching activities, and lists supporting resources.

2 About this resource
4 Why does global citizenship matter in work with young children?
6 Getting started as 'teacher citizens'

Challenges:
8 Enjoying diversity
9 Attitudes and dispositions
10 The global dimension
11 The curriculum

Themes:
12 Children thinking about the world
16 A sense of belonging
20 Celebrating diversity
24 Festivals and beyond
28 A pocketful of stories
32 Children learning from children
36 Special places and 'active citizenship'

40 Acknowledgements



This is still work in progress, the start of a debate. We invite you to share in this process of creative teaching and professional reflection. Contact wmc@tidec.org or visit www.tidec.org.

All listed web-links are on www.tidec.org. We do our best to regularly update these.

Running with it

How have schools used these materials? This example, from Lord Scudamore Primary School in Herefordshire, shows how one school 'ran with' ideas in this resource over Spring term 2005.

- **Stories, Year 1**: *Lima's red hot chilli – "lots of discussion and cross curricular opportunities"; A bagful of worries – "When children are anxious encourages them to share their concerns"*
- **Celebrating diversity**: what makes us the same/different *"discussion on fairness and positives/ negatives, realising that being different is good"*
- **Feelings**: taking a walk around school grounds and buildings *"memories about experiences and things they enjoyed, were afraid of etc"*
- **Sense of belonging**: with child at centre of concentric circles, exploring their sense of place in the local community, country, Europe, the world ...
- **Special people, special places**: who is special to me and why; why we are special to someone; activities on special places in children's lives
- **Holidays**: creating word and picture postcards as a guide for oral description
- **'World discovery week'**: each year group focuses on a different country – geography, culture, music, dance, traditions, jobs etc
- **Religions**: life in the home; celebrations; how people pray; growing up as a Hindu child ...
- **Drama**: creating puppets and performing plays on a variety of themes
- **Learning from our peers**: older children write stories to read to younger ones
- **Homes**: comparing/contrasting homes around the world; expressing opinions
- **School linking**: link to an Indian school, including teacher visits; sharing collages of local area and what children like to do; exchanging cricket sets etc



Challenges

This section includes contributions from people who played key roles in this work. These explore some critical aspects of global citizenship. The contributors and the project's editorial group discussed these pieces together, and we hope that what we offer retains both the authors' original intentions and a sense of the project's core arguments.

Themes

This section shares ideas from groups of teachers, who carried out creative work in their local areas. They tried out different approaches to work on global citizenship.

We have tried to capture something of the flavour of that locally-based work, and the way the groups thought about it: as a result, the style and approach will differ slightly.

Running with it

At the end of each case study a box like the one above shares examples of how teachers have 'run with' its ideas.

Key resources

We have found the following resources particularly useful in supporting this work.

First steps to rights – *Activities for children aged 3-7 years,* Pam Hand, Hampshire DEC/Unicef, 2003.

Citizenship – *The handbook for primary teaching*, Mary Young with Eilish Commins, Oxfam/Chris Kington Publishing, 2002.

Learning from experience – *World studies in the primary classroom*, Miriam Steiner, Trentham Books, 1993.

Start with a story – *supporting young children's exploration of issues*, Tide~, 2002.

To begin at the beginning ~ *bringing a global dimension to the Early Years,* Joanna Brightwell and Nickie Fidgin, DEED, 2005.

Other resources are listed in the text, alongside the specific challenges/themes to which they relate. Listed materials are available from the Tide~ Centre.

Why does global citizenship matter in work with young children?

What do I need?



At the heart of learning is the child: their experience of and place in the world.

Our communities are more and more visibly globalised: in what we see and read; what we eat, wear, hear and buy; who our families and neighbours are; with increased worldwide travel; with environmental changes.

All children will have ideas and feelings about these things; about themselves and those around them; about how they 'feel at home in the world'. They need space to explore this in a safe and supported way.

What is the teacher's role?

For many children, structured education is the first significant experience of the world outside their own family. As teachers we have a crucial role to play:

- in helping them find a place in wider social groups;
- in helping them negotiate new relationships and enjoy diversity of all kinds;
- in starting to make sense of a complex and changing world;
- in helping them explore and find words for their feelings and values [such as justice, caring, aggression etc];
- in starting to make decisions together and applying ideas about rights and responsibilities.

Meeting children's needs is not a simple matter. This area of work challenges our ideas about teaching, and our own values and understandings. This resource shares some initial thinking from teachers about these things.

We speak from our experience, and hope to hear about your experiences too. We do not have all the answers, nor do we believe that such a thing is possible. We do, however, hope our ideas are helpful to you, and that you too will have ideas to share.



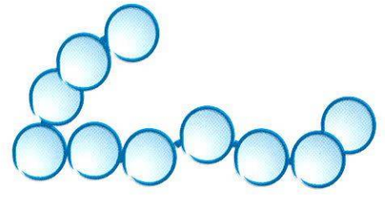
Almost every child, on the first day he [sic] sets foot in a school building, is smarter, more curious, less afraid of what he doesn't know, better at finding and figuring things out, more confident, resourceful, persistent and independent, than he will ever again be in his schooling or, unless he is very unusual and lucky, for the rest of his life.

John Holt, The Underachieving School

Does this matter at Key Stage 1 – and why?

These statements come from a discussion activity at the 2004 Tide~ conference. You could copy them and cut them out, then sequence them as a 'string of beads'. How would you link them together? Are there others you would add?

- Children have a vast range of personal experiences.
- Global citizenship stimulates thinking and learning.
- Children are naturally curious about others and their way of life and often less 'suspicious' of differences.
- The development of attitudes and values is fundamental.
- The earlier children learn about diversity the better.
- Children are naturally nosy and are fascinated by the unfamiliar.
- Children often learn values and attitudes from adults.
- Global perspectives help undermine stereotypes [all Africans live in mud huts, all Indians are poor].
- Global citizenship can help children build a sense of their own identity.
- Our values begin to take shape and form very early in life.



These statements can be downloaded as a PDF file from www.tidec.org

Getting started as 'teacher citizens'

The emergence of a Citizenship agenda in schools has made us recognise that we, as adults, also need time to think about what this means to us. We have often had little time to reflect on the meaning of our own citizenship, as both teachers and citizens, locally and globally. Moreover, we have found it difficult to consider young children's citizenship without thinking about our own. What sorts of issues are we talking about? Where do these ideas come from?

This includes, but goes beyond, the formal curriculum. It raises questions about our dual roles in society as 'teacher citizens'. We have found the following activities useful for starting to consider the implications of this, and have used them within workshops for other teachers and in staff meetings.

What does citizenship mean to you?

- People wrote three ideas on post-its and placed them on the inside of a life-size body shape [some of these ideas are shown opposite]
- In pairs, we used a timeline to list some key experiences and events in our childhood which influenced our own citizenship/ideas about ourselves and the wider world. [One person on the left of the line, one on the right].
- Where did those ideas and feelings come from? [eg family, media, friends, faith group, school]. We discussed and noted some points.
- Experiences, feelings and key words.

In acknowledging the complex, multi-sensory and experiential dimensions of our own early experiences as citizens, we recognised something about the ways in which the young children we work with develop their citizenship. This had implications for our teaching.

This agenda is all about being human: personally, socially and emotionally.

No child was ever taught 'justice'.

Piaget

Among the key experiences we discussed were: family history, family placing [eg being oldest child, the arrival of a baby sibling], moving home [eg from Kenya to Britain] etc. These experiences were often as emotional, personal and social as they were intellectual. This proved a rich activity which highlighted some of the diversity of experience within the groups themselves.

We went on to consider *"What does citizenship mean to you as a teacher?"* which included writing three ideas on post-its and placing them on the outside of the body shape. We found this significantly overlapped with the first activity.

Proposed core ideas and understandings

- Enjoying and valuing diversity – 'everyone everywhere is of equal worth'.
- People everywhere have similar needs but meet them in different ways.
- The central significance of human relationships and the ways we negotiate these.
- Developing a sense of positive personal identity in a wider social and cultural context.
- The inter-connectedness of people and places, local and global.
- Expressing feelings and values, including a sense of justice.
- Ideas about appropriate individual or group actions or behaviours.

The Liaison Group for West Midlands Coalition Framework 2 proposes these core ideas and understandings for *global dimensions at key stage 1*.

What ideas and understandings would you propose?

What does citizenship mean to you?

As a citizen

- participating in the cultural and political life of my community
- respect for all
- sharing my community across cultural groups
- including and being included
- developing my cultural understanding & development
- understanding more about who I am and where I 'fit in' to the bigger picture
- finding the person in the 'rights', 'rules' and 'responsibilities'
- treating people equally
- being aware of the structures of society
- behaving in a way that recognises I am part of a larger 'whole'
- humanity – connecting with people at local, national and global levels
- a way of life – decisions, life-style, equality and justice
- the joy and pain of being bound to other people
- caring enough about individuals in society to make a difference
- caring for others and environment
- empowering people to take decisions which affect their lives
- having a say and having rights
- being 'responsible' for actions and words
- awareness of the needs of others

As a teacher

You could photocopy this page or download it from www.tidec.org, *and ...*

- *discuss the ideas inside the figure - what would you change? What would you add or remove?*
- *add ideas about your roles as teachers around the outside;*
- *consider links between the statements inside and outside the figure.*

Challenges ~ enjoying diversity

Marian Wootton, Dudley LEA

Young children perceive their individual surroundings to be 'normal' until experience teaches them differently. In the early stages, the infant's familiar settings are accepted, for better or worse, as the common pattern for home life, remaining so until the point at which the child becomes aware of a wider spectrum of possibilities.

The realisation that others live and grow up in contrasting climates and cultures, learning and playing through the medium of other languages, becomes a source of amazement and fascination. Children quickly learn through the immediacy of social integration, or second hand experiences like television, to crave excitement, novelty, wealth, or a life abundant in the deficiencies of their own.

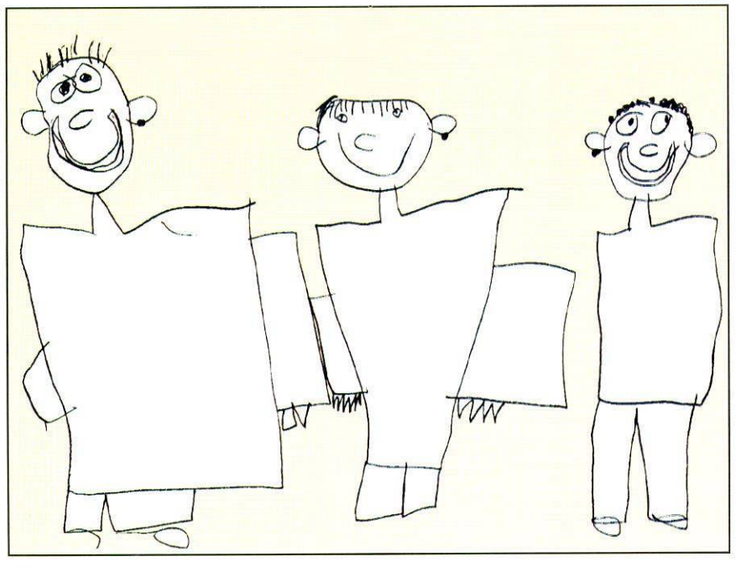
Such dreams may encapsulate negative qualities, anger and envy, or positive – nurturing ambitions and aspirations. Children must be taught the means to place a constructive interpretation on the unfamiliar. As teachers, we have a role to play in guiding them towards empathetic interaction with their peers, through the understanding that common bonds have different modes of expression.

On arrival in school, their own unquestioning 'normality' meets the challenge of alternatives. There may be a sense of affiliation to the norms of a dominant social group, whilst reacting to peers who do not look, speak, behave, dress in the expected way. Conversely, it can be deeply distressing to be the one who is clearly different, who cannot make him/herself understood, or has not learned to play or communicate in the 'acceptable' form.

Diversity includes multiculturalism, but it's not just about that.

These early lessons live with us into adulthood. We continue to experience our identity through contrasts, in response to the context in which we find ourselves. Rather than carrying a fixed sense of self, we may define ourselves, positively or negatively, by gender, age, ethnicity, social status, relative to the majority in a given social setting. This may give us a sense of power or inadequacy, acceptance or inequality. As science discovers more about early childhood development, the degree to which these patterns become set at an early age is becoming increasingly clear.

So lessons of compassion, sharing and empathy are introduced to the very young: through tapping into their common experiences; extending their knowledge of the world around them in creative and imaginative ways; developing their awareness of the multifaceted nature of humanity. Through sharing different ways of expressing universal truths, children may take pleasure in learning from the diversity around them, acquiring knowledge and understanding, in place of suspicion and distrust.



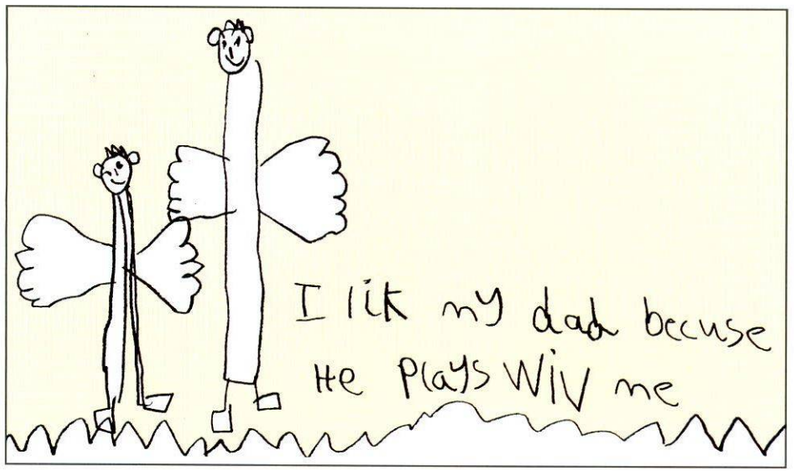
Contributions in this pack suggest approaches to building on children's innate fascination with diversity. See, for example, *A sense of belonging* [page 16], *Celebrating diversity* [page 20] *and Festivals and beyond* [page 24].

Our work has both contributed to, and built on, the QCA Citizenship Unit *Living in a diverse world*

We welcome your feedback on this piece, which arises from the project's thinking, and has been edited as a consequence of discussions with the editorial group.

Challenges ~ attitudes and dispositions

Mary Ffield, Early Years Development Centre, Bath Spa University
[formerly at Newman College, Birmingham]



Children are very sensitive to everything that goes on around them from a very young age. They are constantly observing, comparing and responding to experiences in their immediate environment. Their experiences generate feelings and attitudes about themselves and about things around them.

Children need to have their feelings and ideas acknowledged both at home and at school. If we want children to respect themselves and others, we need to demonstrate that we respect them, and we cannot do this unless we show respect for what they feel and think. They need to be given strategies to ask questions freely, and to express their ideas. The manner in which parents, teachers and other adults talk, 'tells' a child about their true feelings towards him or her. Adults' statements and responses can affect children's self esteem.

It is essential to start from children's existing knowledge and experiences and to be aware of sensitive issues that they may encounter. Through talk and discussion children are equipped with language to address issues and respond to feelings confidently.

Circle time encourages inclusiveness and equality. It is a vehicle for sharing and valuing experiences. It provides time for children to express and explore their feelings in a secure situation.

Role play situations encourage empathy with others. Children are able to relate to others and their needs. Very young children begin to realize that they can make a difference and start to understand the importance of being part of a group or community.

By engaging young children in a variety of co-operative situations, we enable them to share ideas and begin to find solutions, and to develop positive attitudes to others.

We welcome your feedback on this piece, which arises from the project's thinking, and has been edited as a consequence of discussions with the editorial group.

Resources

Building blocks for global learning connects PSE work with young children to wider global citizenship concerns [Global Education Derby, 1999].

Many of us have used Persona Dolls in this work: see *Celebrating diversity* [page 20].

For a **Persona Dolls in action** Video with workbook contact:

Persona Dolls Training
51 Granville Road
London
N12 0JH
Tel 020 8446 7056
Fax 020 8446 7591
email personadoll@ukgateway.net

Challenges ~ the global dimension

Roland Clark, Walsall Education

People of all ages are living in a world where the local and the global are inextricably and undeniably intertwined – a part of the everyday complexity of our lives. However, adults' refined concepts of time and distance, and our sense of ourselves within these, can hinder our recognition of the directness of young children's experience.

It has been said that good Early Years teaching brings the world into the classroom/setting: we structure and select opportunities for children deliberately. Children are hardly apprentice learners! But the global dimension? … and identity within diversity?

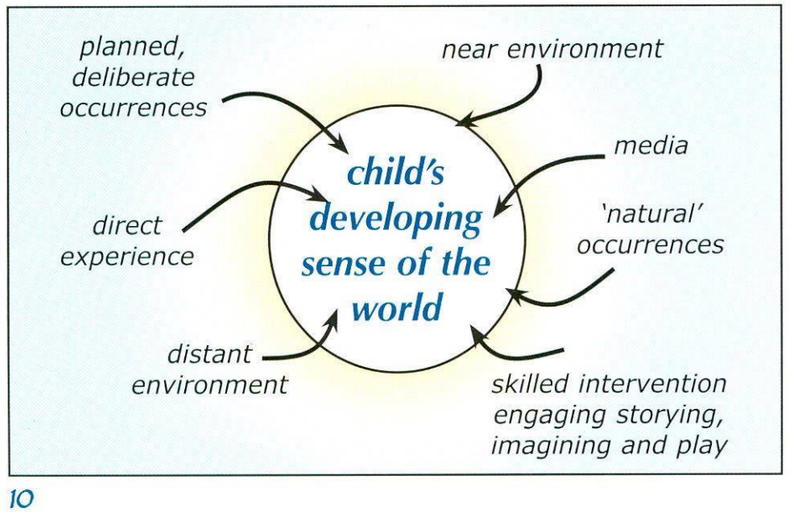
These are real challenges to teachers: central to our teaching, yet seemingly elusive or nebulous. Many of the youngest children we teach have a broader experience of the world – and of their own identities within plural and multilingual communities – than most of their teachers. Complementary to this lived experience is the experience of video, photopack, DVD etc, and all the dimensions the internet brings.

In this, time for talk is vital [and where our communities are multilingual, this means talk in all our languages]. Children's response to experience, events, happenings - both routine and special – is often to tell the story. Their own narratives help them make sense of experience and affirm identity. With experience of storying, each child makes sense of her/himself within the wider world. Such narratives are the richest and most thought-provoking indications from children of how they're currently learning, and the direction in which future teacher interventions should guide them.

The immediate and familiar are always great jumping-off points, but it is over-adult to suggest that young children extend understanding coherently outward from the known to the unknown, like regularly widening ripples. The global dimension starts with the insights and responses of the youngest children to direct and indirect experiences of the world – at all scales. For example, young learners may experience a Cadbury chocolate bar and view a film of cocoa bean harvest and processing. They will have things to say about this, and experience a variety of personal responses. In subsequent years, ideas and perspectives about the ways in which these ideas and experiences are linked will build on this foundation.

Educationalists and psychologists have frequently proposed a concentric circle model to illustrate a child's widening perception of society. It would be convenient if this were mirrored by a similar model widening the immediate or local to the distant and global. However, just as the model doesn't work for social development, so too it fails with children's sense of place. Children's experiences of people and relationships to them operate in ways which interlock and connect far more than concentric circles, especially where identity includes 'racial' diversity. We suggest our diagram might be more helpful. This set of connections leads in turn to a growing sense of interdependence and mutuality, perhaps best thought of as a honeycomb or web.

In urban communities, local is not local in the sense it was thirty years ago. Paradoxically, rural life may be more rather than less remote than physically distant places for many city children. We can only know how children make sense of distant [sometimes terrifying] events if we encourage their narratives, expression and creativity. This remains child-centredness in the most important sense – the child's facilitated experience is both the starting point and the most significant aspect of the teaching.



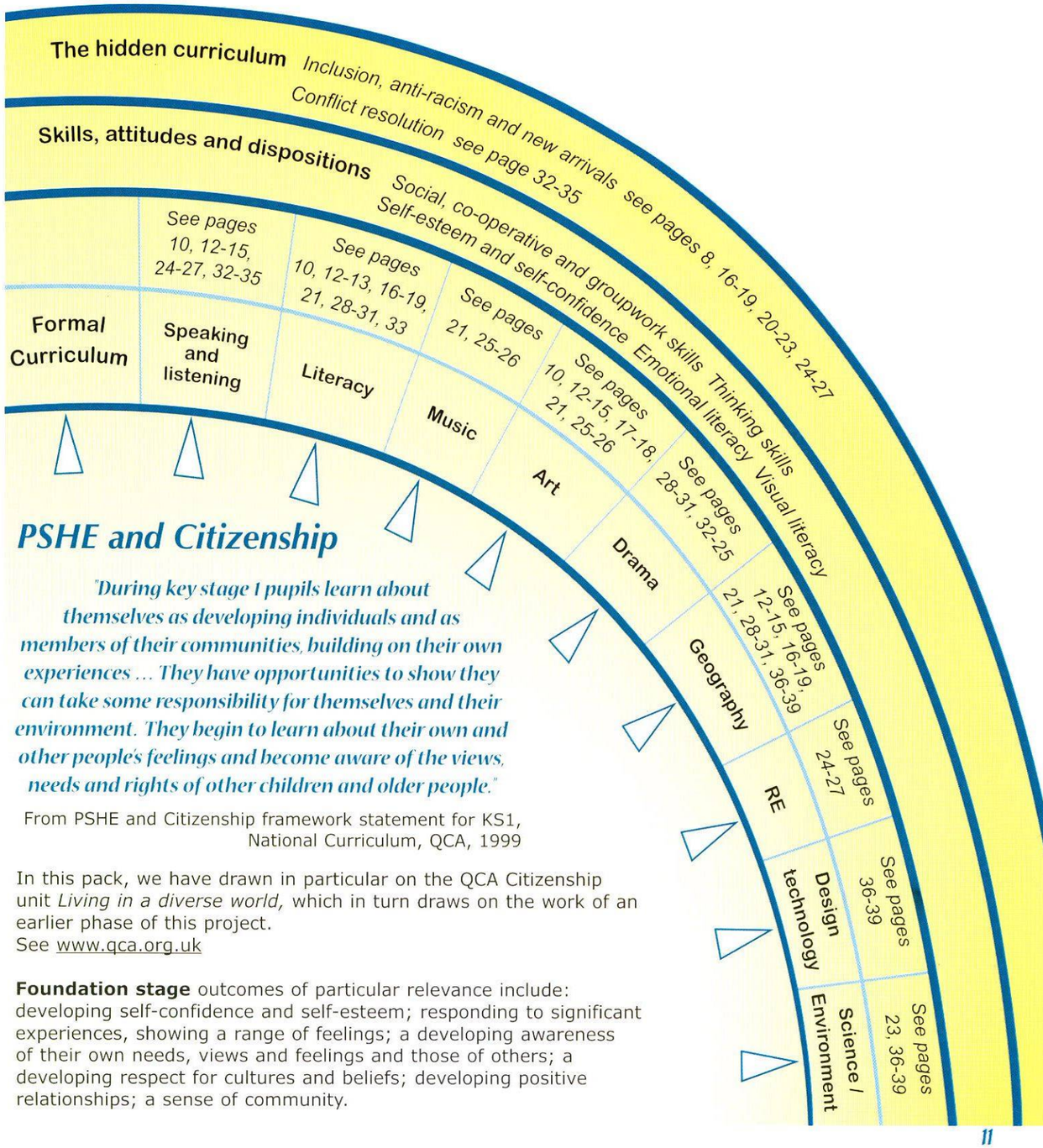
See also *Children thinking about the world* [Page 12] and *A pocketful of stories* [page 28].

We welcome your feedback on this piece, which arises from the project's thinking, and has been edited as a consequence of discussions with the editorial group.

The curriculum

The idea of citizenship that we have worked with includes, but goes beyond, the Citizenship curriculum and frameworks. Central to our concept of citizenship is a multi-level appreciation by children of the idea and feeling that *"everyone everywhere is of equal worth"*.

Some pointers to the framework for PSHE and Citizenship and the Early Learning Goals are outlined in the table below, but the examples in the rest of this resource point to a wide range of opportunities – within the formal curriculum, and beyond that to the 'hidden curriculum' and whole-school concerns. Most significantly, we have found attitudes, feelings and dispositions to be at the heart of this work, more than any formal knowledge and understanding of the world [see page 9]. Nonetheless, some key ideas and understanding are proposed, and can be found on page 6. We welcome your thoughts on these.



PSHE and Citizenship

"During key stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences … They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people."

From PSHE and Citizenship framework statement for KS1, National Curriculum, QCA, 1999

In this pack, we have drawn in particular on the QCA Citizenship unit *Living in a diverse world,* which in turn draws on the work of an earlier phase of this project.
See www.qca.org.uk

Foundation stage outcomes of particular relevance include: developing self-confidence and self-esteem; responding to significant experiences, showing a range of feelings; a developing awareness of their own needs, views and feelings and those of others; a developing respect for cultures and beliefs; developing positive relationships; a sense of community.



Theme:

Children thinking about the world

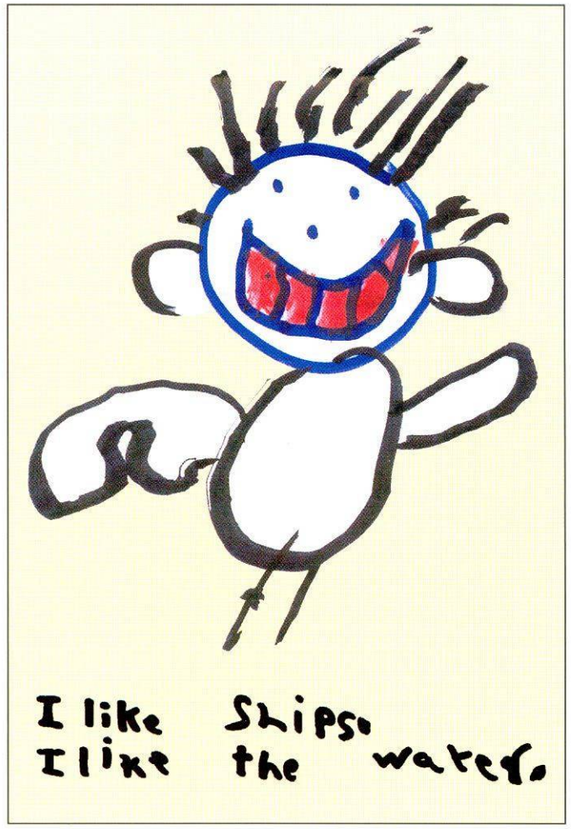
The examples on these pages come from sessions in two Wolverhampton Schools.

Why do this?

- From our experience, we were aware that young children already have ideas about the wider world. We wanted to find out something about these ideas, and some of the issues involved in asking children about them.
- As part of this, we felt that most children would have had significant experiences of the 'world', even though the nature of these experiences might differ widely [eg a trip to Noddyland, time with family in India, 'second-hand' experience through TV and other media].
- We felt that adults have a role to play in helping them make sense of these ideas. To do this, we recognised that adults often needed to give children space to explore their existing ideas and feelings. This might serve as a 'baseline' and starting point.
- We considered that one implication of this would mean the creation of a safe climate to talk, listen, draw and imagine.

Context

We worked with four groups of six to eight Year 2 children over two mornings. These groups were all 'mixed' according to gender, ethnicity, existing written language skills etc. Stow Heath Infants School is in a 'mostly-white' area on the edge of the city, where local facilities are limited and the school provides the main local focal point. Graiseley Primary School is part of a visibly multiracial community and is situated within a partly-industrialised area.



Working ideas

We used a variety of activities which would give children space to explore and share their ideas of the world through:

- discussion;
- creating mental maps;
- drawing and interpreting pictures;
- making up stories.

We found it was important to have no penalties for children's ideas, no 'wrong' or 'right' answers. Because we were seeking to share children's ideas in this publication, we also promised that names would remain confidential. We wanted children to feel free to share openly. We also found it useful to establish clear ground rules about listening to each other.

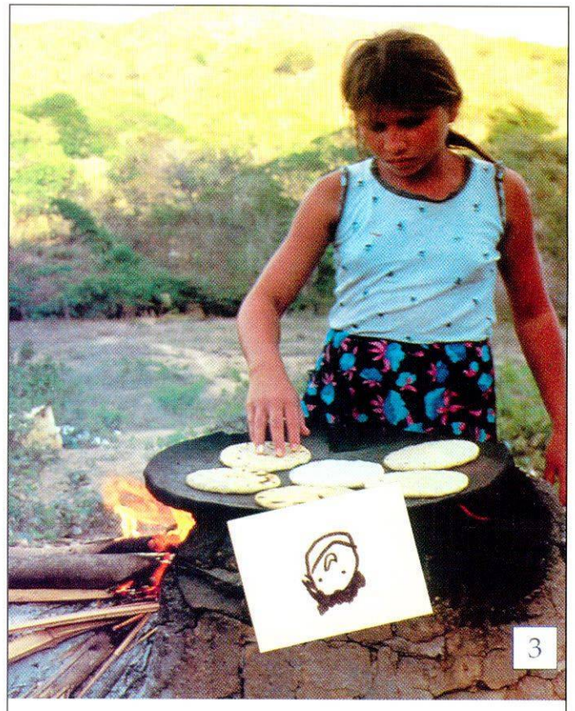
Activities

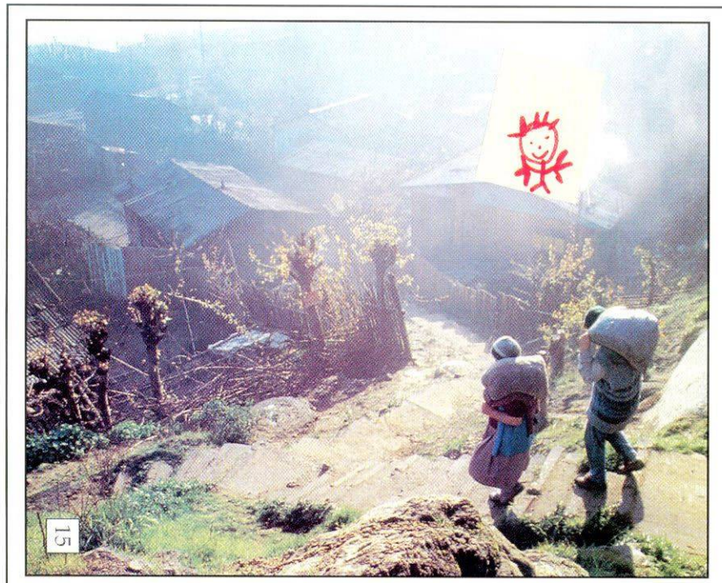
Looking at images

Estimated time: *30 minutes*
Equipment: *multiple copies of photographs of people doing various things in different parts of the world, sugar paper and pens, post-it notes*

- Children were individually asked to choose the photograph they liked the best.
- They put this in the middle of a large sheet of paper.
- They were then asked to write down/tell some things they liked about it.
- We asked them to draw a very simple picture of themselves on a post-it note.
- They were then asked to 'put themselves in the picture' they had chosen, at a place they'd like to be.
- They imagined themselves there - what they would hear, see, smell or taste, what feelings they might have?
- In pairs or threes, they talked about what it would be like to be in the picture.
- We asked some groups what they would like to know about the picture. They talked about this, and wrote a few ideas down [or we did for them].
- Other groups began to develop stories and pictures based on the picture they had chosen.

> *Some people say that there are people living on this big round ball, but I don't believe it!*
>
> Year 2 child examining a globe

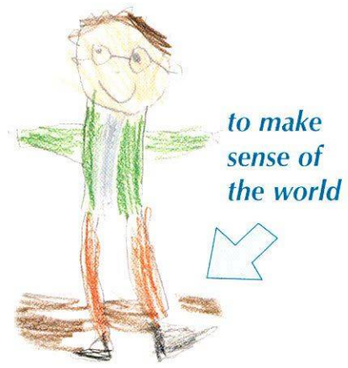




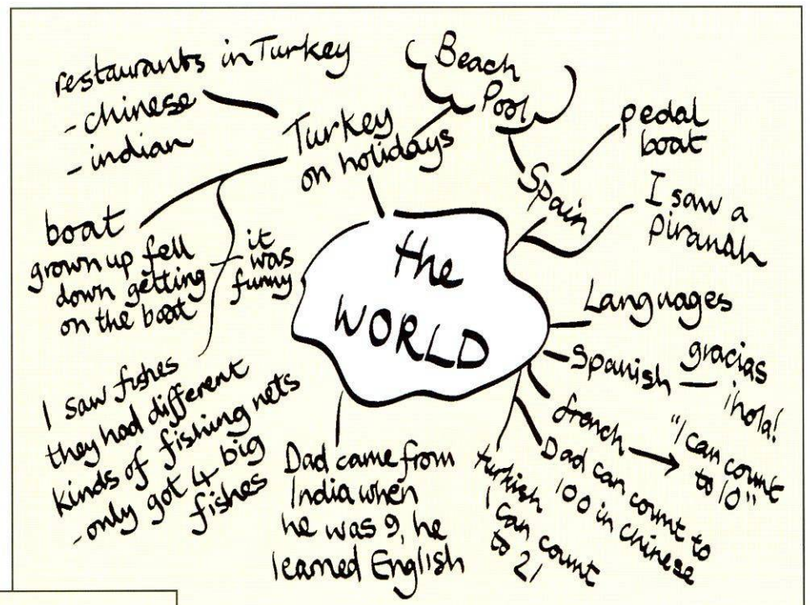
Mental maps

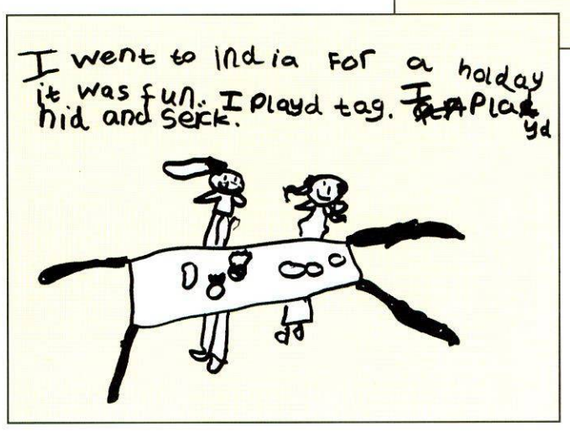
Equipment: *sugar paper and pens*

- In small groups we discussed *"What do we know about the world? Where do we know it from?"*
- Prompts included: places we have been; shops; stories; TV and news; family; 'geographical' ideas.
- We tried to draw out ideas about the children's perceptions and feelings with questions such as:
  - *Why do you think this?*
  - *How does it make you feel?*
  - *What might you [or someone] do about it?*
  - *What else do you want to know about it?*
- Ideas were mapped onto a large sheet of sugar paper, with a web of connections linking out from it. Children sometimes wrote or drew, or sometimes we did this on their behalf.
- At the end, we asked each child for the one main thing that they wanted to tell other children about the world.



to make sense of the world





Evaluation

We found starting with the photographs worked better than starting with the mental maps. Children found it easier to talk about things with pictures and stories. Making up stories seemed to come easily to many children, and often they told imaginary stories as if they had really taken place.

Children were good at observing closely, and particularly at making connections to *activities* [more than *things*] in the images. They linked these easily to everyday experiences [eg eating pancakes]. They also found it easy to imagine themselves in the picture.

We found it important not to restrain children's fantasies [eg a picture of a well in Africa led to an extensive, and carefully-explained, description of how the people in the image were *"fishing for crocodiles"*].

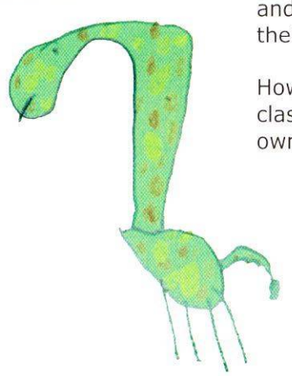
Children often identified strongly with animals [crocodiles, camels, sharks, piranhas, dinosaurs]: *"I'd say hello to this man, I'd say hello to this boy and hello to the camel."*

Children tended not to have an idea of geographical scale, but saw a freer relationship between 'here' and places 'out there' eg listing India, Bolton, Manchester, park with Grandad and dog

Significant places often had strong emotional or family connections [eg child's image of tag in India, page 14] and children often had stories about these. In one group at Graiseley, five out of eight children had been to India and could draw on a wide range of experiences in both the photo and mental-mapping activities. In Stow Heath, one child's journey to New Zealand offered a wealth of stories.

We found these activities worked well in small groups, with adult support. What opportunities are there to plan in time for groups like this? We imagine teaching assistants and parents playing a role in this. Are there whole class activities which might help children share their ideas too?





Challenges

We found it helped not to judge ideas about distant places as being more significant than those closer to home. Both were equally significant to the children who were sharing the experience, and we did not wish to devalue any child's experiences. We had to work at saying *"wow!"* to the trip to India and *"wow!"* to a visit to the park with the dog. Nonetheless, children with wider global experience [through travel or family] had a clear role to play in extending the boundaries of other children's ideas about the world.

Imagination [story, picture, fantasy] was a powerful tool that most children used to make sense of the world. How can we make the most of this? Is it an effective way to develop empathy? What drawbacks might it have?

How can we develop space in our busy classrooms and timetables for children to share and develop their own ideas about the world?

How can we develop thinking spaces in our busy classrooms for children to share and develop their own ideas about the world?

Running with it

As part of a circle time session, Foundation stage children at Lansdowne Infants, Burton-upon-Trent, passed around at a photo of people collecting water from a well in Africa. Each child used a word or sentence to describe the image. They went on to discuss how they get water [eg tap, butt, standpipe] and what we need it for.

Other 'global circle time' stimuli included: food [for instance passing around pineapple]; games from around the world; where did the present come from? [using artefacts such as a Spanish fan or Australian boomerang]; postcards [as a cue for talking about what people might do on holiday]; clothes from different places; newspaper headlines and photographs.

Year 1 children at Cheslyn Hay Primary, Staffordshire, looked at the picture on page 13 of the child making tortillas. The Turkish-speaking grandmother of one of the children then came in and showed the children how to make traditional flat-bread.

Children at William Shrewsbury School in Burton also looked at photographs of different places and brainstormed ideas about the world. *"The children realised it was a picture of something outside their own environment. They had lots of constructive ideas about what was happening which helped me get a picture of how they saw the world."*

Children at Moor Green Infants, Birmingham, developed ideas from initial mental maps by looking at a range of posters and images of people around the world: *"the children were able to imagine themselves living in different environments and were able to discuss their feelings and thoughts."*





Theme:

A sense of belonging

What does it mean to be a new arrival?

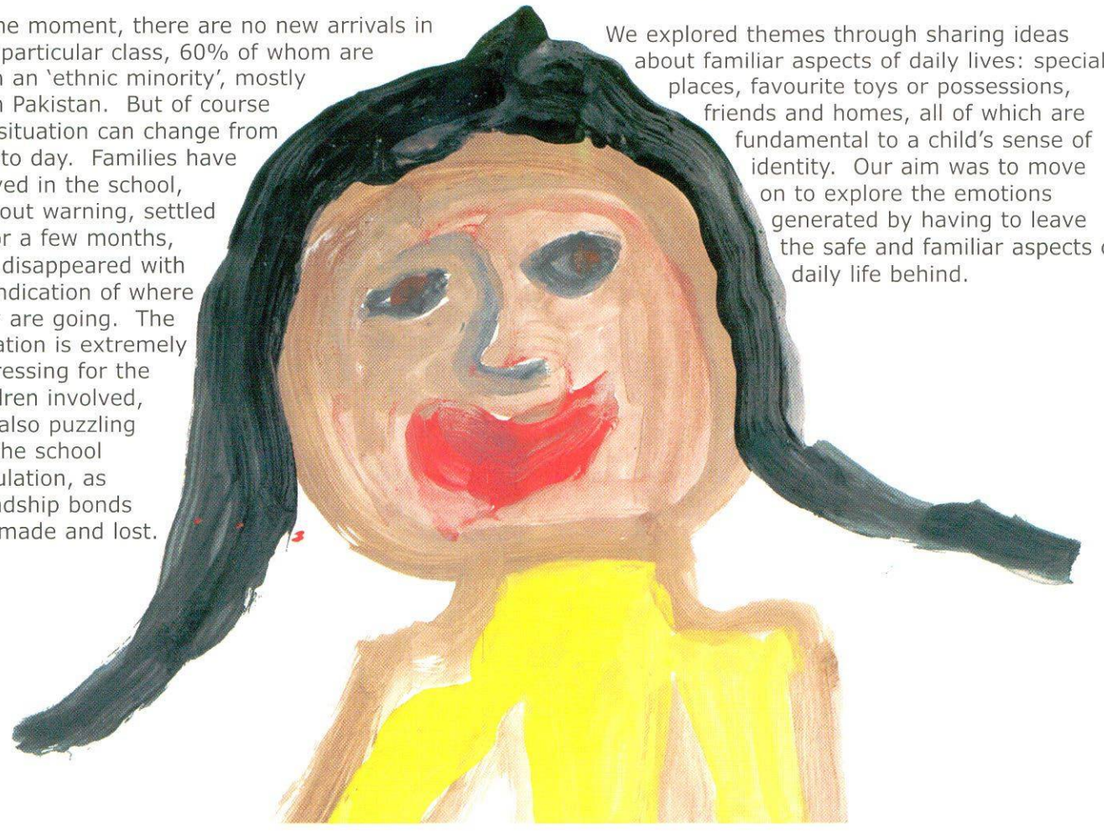
Why do this?

Many of our classes welcome new children from all over the world. There is a need to make these children feel at home and supported. The children in the class may also require support in welcoming newcomers and adjusting to change, in developing and applying a *"constructive interpretation of the unfamiliar"*. In both cases, such learning has implications beyond the immediate school context [see page 8].

Context

Blower's Green Primary School in Dudley is home to a steady flow of new arrivals to the UK, now numbering 24 in a school of 240 children. Year 2 teachers worked with an EMAS support teacher to explore ways of working with the children at the school to respond to their needs.

At the moment, there are no new arrivals in this particular class, 60% of whom are from an 'ethnic minority', mostly from Pakistan. But of course the situation can change from day to day. Families have arrived in the school, without warning, settled in for a few months, and disappeared with no indication of where they are going. The situation is extremely distressing for the children involved, but also puzzling for the school population, as friendship bonds are made and lost.



Working ideas

We felt it would help the children both to welcome the new arrivals, and to understand that this neighbourhood may not be their final home, if they had some prior knowledge of what it means to be a refugee, through thinking through the issues of moving on, leaving things behind, and having to make new friends.

Activities

We explored this topic during PSHE time with a class of Year 2 children over a course of several weeks in the Autumn term. We found plenty of material for working with older pupils, but a dearth for working with key stage 1 on topics relating to refugees and asylum seekers [possibly due to the inherently distressing nature of the issues surrounding the subject].

We explored themes through sharing ideas about familiar aspects of daily lives: special places, favourite toys or possessions, friends and homes, all of which are fundamental to a child's sense of identity. Our aim was to move on to explore the emotions generated by having to leave the safe and familiar aspects of daily life behind.

Special places

Your world, my world features four children from different places in the world. We focused on one of them, Muluken [from Ethiopia] and looked at a picture of her special place in the mountains. Children shared their own ideas of familiar places that mean something special to them. Their ideas were associated with:

- a favourite activity - *my garden where I play with my football, my computer in my house, my uncle's shop where I go every weekend;*
- particular memories of holidays or visits to relatives;
- a special toy - *my bed where my teddy stays.*

Several children thought of areas in school:

- *the computer corner in the classroom;*
- *the hall where we do PE;*
- *the playground because I like to see my friends.*

> *The class teacher later told me that she had been watching the children's faces with some anxiety, as there were cases where families had had to make 'moonlight flits'; there would certainly be children who had lost possessions or moved in a hurry without understanding the reason.*
>
> EMAS support teacher

What makes those places special? Responses indicated a common theme of comfort and familiarity:

- *It's quiet there;*
- *Mum's always there;*
- *I go there with my friend, I feel safe;*
- *I like to play there.*

Places were special if they were very familiar, or had been shared with family, friends or close relatives, and bought back happy memories.



Special things

We thought about toys and other belongings that helped make places special, some of which had been mentioned already. Children talked about why they were fond of something, who they shared it with, or where it came from:

- *I love my doll's house because my sister and I play with it;*
- *My best thing is my football;*
- *I like my computer;*
- *I love my teddy because he's old and once I nearly lost him;*
- *These are my best trainers; my dad got me them in Dudley.*

Children painted themselves with a favourite toy. One child painted his gorilla, at first taking up most of the middle of the page. When reminded he should be painting himself as well, he added a boy, smaller than the gorilla. It must have meant a lot to him!

Leaving things behind

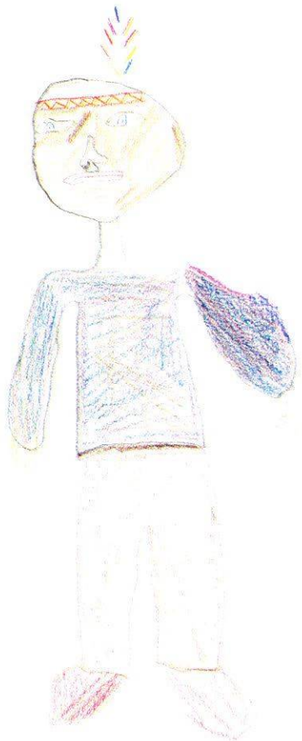
To move onto to the idea of leaving and losing special things or places, we talked about the different reasons for moving house, and about how our families may choose to move, or may have to move. Children listed their ideas. Children needed some prompting to suggest ideas, but we gradually came up with thoughts of the family getting bigger and needing more space, wanting a garden, wanting to be near the shops and so on. People might choose to live somewhere new, but sometimes families have to move. Then they may have to leave some things behind, say goodbye to favourite places, and to best friends.

How would the children feel if they lost a special toy? One child said his mum had made him throw his toys away, because they could not take them when they moved. He felt sad and upset.

Seeking safety

Following this discussion we decided to introduce the idea that families may have to move because in some countries they may live near fighting and be in danger. They may have to move very quickly and leave behind the special things and friends we talked about.

The support teacher introduced the story of Sado [in the *Refugees* resource]. We looked at a map of Africa to locate Somalia and compared the size of the continent with Great Britain on the globe. Children wanted to locate Birmingham. To focus their attention on North Africa, we looked at pictures of homes and villages, before the teacher retold Sado's account of fleeing her home, being pursued by soldiers, but finally escaping to safety.





Evaluation

This story fascinated the children. In subsequent weeks it was the abiding memory of the lessons. I was aware its unresolved ending and brutal image needed softening for six year old children, so I improvised a happier ending of Sado and her friend being helped to settle in to their new schools in England.

Support teacher

Feelings

How might Sado and her friend feel on starting their new school in England? We found a story to trigger language and discussion about the experience of starting a new school.

We read *Feeling shy*, a story about a small girl called Tomoko beginning school, and feeling unable to look at her friends or smile. In groups, children suggested words to describe Tomoko's ways of hiding her shyness, and discussed her response to her friends. The book helps children learn to infer a person's feelings, thinking beyond their outward and visible body-language, to an underlying message of the reason why they are acting in such a way. We talked about the meaning of words: *shy, embarrassed, lonely, scared, worried*. This story led us into talking about how we can help new arrivals in school.



Helping new arrivals

First, we asked if the children could remember being new at school. How did it feel? Did they feel lonely, like Tomoko? What might help them to feel better? Then we thought about ways to welcome Tomoko into the class.

They made suggestions:

- *I will show her where her tray is;*
- *I'll help her with her work;*
- *She can come to my house;*
- *We will play together outside;*
- *I would like to introduce her to my friends;*
- *I would like to give her some of my toys.*

They drew or painted pictures of themselves with Tomoko, or another imaginary new friend. They chose words to talk about their pictures:

- *My new friend is special because she makes me laugh;*
- *He is funny;*
- *I like the things he says;*
- *I want her to come to my house.*

Challenges

How can we make every child feel valued, and have a sense of self worth, especially in a large vibrant school, and a busy class?

At school, children walk into a world where they have a share of ownership and a level of equality with their peers. At home, their place may be defined by family dynamics; they may be displaced by older or younger siblings; favourite toys may have to be shared; personal space may be very limited.

However, a class can be structured with areas of individual ownership, areas of quiet, opportunities for presenting achievements, forums for listening. It may offer feelings of warmth, security, colour, light, and order: a structure where every child can contribute. An intrinsic part of the child's sense of belonging is fostered through relationships. How can the environment and class dynamics be best used to develop inter- and intra- personal relationships?

The challenge of 'inclusion', for every child to feel listened to, to know their own self worth, is a hard one. How can we utilise a wide range of teaching and learning styles to give greater opportunities for involvement, through tapping into talents and aptitudes, through incorporating different modes of self-expression and receptive language skills?

Resources

Enjoying diversity Oxfam, 2001.

Feeling shy Sally Hewitt, Watts, 1997.

Refugees - *A resource book for primary schools* Jill Rutter, The Refugee Council, 1998 [see also www.refugeecouncil.org.uk].

Start with a story Tide~, 2002.

The colour of home Mary Hoffman, Frances Lincoln, 2002.

Your world, my world Teresa Garlake, Oxfam, 2001.

Running with it

As part of a circle time session, the Year 1 class at St John's CE Primary, Stafford, took the topic of *Homes and buildings*. Children brought in pictures of their homes, and this enabled some EAL children to talk about their former homes in other parts of the world.

A June 2005 workshop explored the following ideas in response to these pages. The group's stimulus was an imaginary scenario, where a new child arrives in school in the middle of the year, whose ways [eg dress, language] are unfamiliar to other children. The group was asked: *"how do you help the other children make them feel at home?"*

- Developing support for children through a buddy system and/or peer learning;
- Using a Persona Doll, with background and history, to help explore questions 'safely' [this might also involve parents];
- Using resources to reflect cultural diversity [this might include ideas as simple as doing the register in different languages];
- Highlighting areas of commonality eg sport, local community issues;
- Celebrating what has happened in the child's life so far;
- Making links to the wider community: parents, agencies, associations;
- Modelling inclusive behaviour as teachers.

See also pages 8 and 20.





Theme:
Celebrating diversity

Coventry and Warwickshire teachers from a range of settings looked at how children learn about diversity, including backgrounds, cultures, family structures and lifestyles.



Why do this?

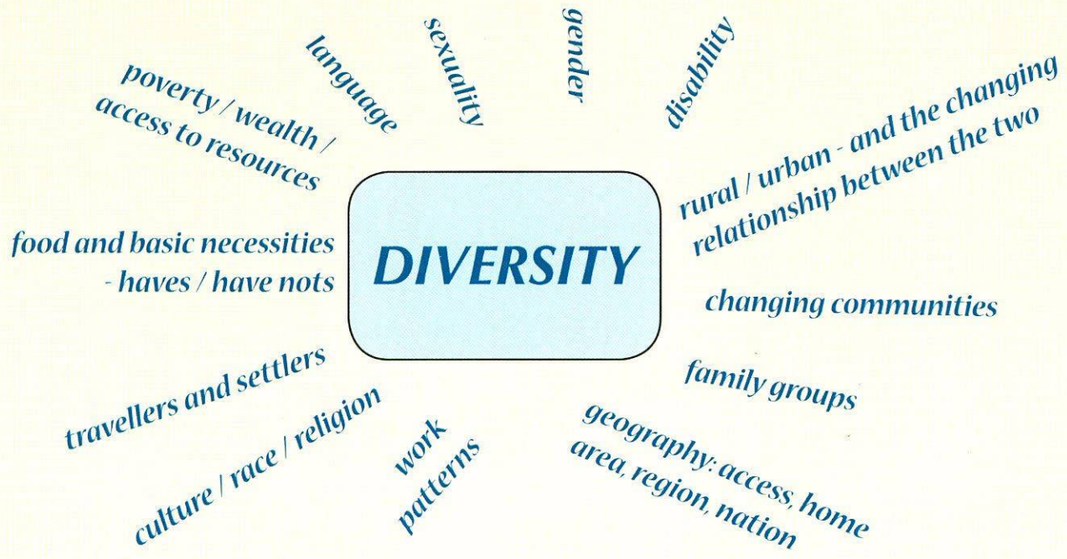
We wanted to challenge the perception that you can't work on diversity issues with young children - that somehow these issues are too 'big' for them. On the contrary, we believed that it is both possible and necessary to do so, because:

- values, attitudes and dispositions to 'the other' are forming and becoming concrete at this age;
- engaging with diversity is necessary for children's participation in diverse communities here, and as part of a growing global awareness;
- global human diversity is a key conceptual area which young children can begin to respond to;
- children need their own identities, heritage and distinctiveness affirmed by their peers and significant adults;
- in sum, this is a necessary part of empowering children as citizens.

We felt it was important not to limit ideas about work on diversity to visibly multi-ethnic areas.

What do we mean by diversity?

Teachers at a Birmingham workshop were invited to brainstorm their thoughts. Here are some of the dimensions in their broad and inclusive use of the term.



Context

This project entailed Primary and Nursery teachers from two authorities meeting together over a six month period. These pages are the 'end product' of a process which extended teachers' knowledge base and gave them time and space to reflect on their practice and understanding of the issues. The practice-based nature of the work was very helpful: what had been learnt could be applied immediately in the classroom.

A topic web from Aldermoor Farm School, who developed work starting with the story book *Handa's surprise.*

Creative development

- Make an observational drawing of the cross section of a piece of fruit.
- Taste and make juice from the fruits in *Handa's surprise*.
- Children to create some of their own African patterns.
- Make own beaded necklaces & bracelets.
- Make own African instruments - shakers and drums.

Knowledge & understanding

- Children to make simple plan of own bedroom.
- Making and tasting a selection of fruit juices.
- Look at the globe and a map of the world, talk about land & water and places heard of or visited.
- Look at some photographs of Western and African people/families. [*Baricho* - Kenya pack]
- Look at a range of African artefacts.
- Take part in a question and answer session.

AFRICA

Communication, language & literacy

- Read the story of *Handa's surprise* together & observe similarities and differences. Choose own adjectives to describe Handa's fruit.
- Re-read the story and concentrate on the background talk about the fruit and animals. Look at speech bubbles and discuss what else Handa or Akeyo might be saying.
- Role-play the story of *Handa's surprise*.
- Look at a range of websites – looking at photographs of African people and culture.
- Learn a short Swahili song and some simple African vocabulary.

Physical development

- Introduction to a traditional African folk dance.
- Listen to a range of world music including traditional African music.
- Look at and play a range of African instruments.
- Learn a traditional African folk song – *Kum Ba Yah.*

Mathematical development

- Sort fruits by colour and size.
- Use fruit as an introduction to mass, heavier and lighter.
- Create repeating patterns using fruits.
- Count in pairs/twos a range of different fruits.
- Sequencing activity; fruit pictures from the story.

Personal, social & emotional development

- Take part in question answer session with visitors who have lived & worked in Africa.
- Make simple comparisons between each culture – using *Handa's surprise* as a starting point.
- Look at an African doll in traditional dress and compare to a western doll.
- Dress up in traditional dress and role-play *Handa's surprise*.
- Try on some traditional clothes.
- Read a variety of fiction and non-fiction books from around the world and Africa.

Working ideas

We examined some elements of the framework for PSHE and Citizenship - in particular QCA Unit 5 – *Living in a diverse world.* We also explored the use of stories and questions about school linking.

Activities

We compiled a range of examples for mapping global citizenship.

Some of us took part in a simple debate about topical issues. The following stimuli served a useful trigger for discussion:

- Television programmes eg *Trading races, Mum I'm a Muslim*;
- Story books with environmental themes, such as *My friend Whale;*
- Local issues eg vandalism in the community;
- Planned topics: eg lessons on the Holocaust;
- Issues in the media eg September 11 [this was discussed first in school assembly and, continuing this discussion, children looked at issues about war and conflict].

The following activities responded to learning outcomes in QCA Unit 5, *Living in a diverse world.*

To realise that people and other living things have needs and that they have responsibilities to meet them.

- National events like Children in Need/Comic Relief made children aware of the need of others [but sometimes reinforced a paternalistic 'charity' mind-set towards others' needs].



Role playing *Handa's surprise*



to enjoy diversity

- Visitors to school from the communities – with different issues and needs
- New arrivals in school – children looking after them [or exploring this through a proxy, such as a Persona Doll ~ see pages 9 and 16]
- Considering the needs of children with disabilities.

That they belong to various groups and communities, such as family and school.

- Exploring the idea of a family in different cultures [eg through using a photopack such as *Family album*].
- Celebrating festivals [see pages 24-27].
- Early years – work on myself – family, families in other places.
- School assembly, KS1 assembly.
- Faith schools – links to wider faith communities.
- Drawing comparisons between the host religion and the major religion practised in the areas [eg Easter, Guru Nanak's death].
- Myself, names: naming ceremonies from different religions; the meaning in names; naming a 'pet' [class] and arriving democratically at a choice.

What improves and harms the local, natural and built environments and about some of the ways people look after them.

- A conservation area, in school, including a pond.
- Discussing effects of environment; improvements desired in school/local environment.
- Improvements already made: design structure – influenced by a variety of cultures to improve particular area [eg playground, cultural garden].
- Looking after the school environment – making school, inside and outside, a place where everyone wants to be.
- Access issues to buildings by all groups.
- See also pages 36-39.

Challenges

We realised that in order to celebrate diversity and all that this entailed time had to be set aside. We wanted to explore these matters, without it being a tokenistic gesture.

One of our main challenges was: how could one put across difficult concepts to young children in a meaningful and engaging way? [And, linked to this, how could we communicate these sensitive issues to parents and carers?]

One of the main themes that emerged time and time again was that we needed to feel confident ourselves when embarking on this area of work. We each completed a log book as part of a personal journey of self evaluation, which helped us reflect on and share ideas, and helped us grow in confidence. We needed time and a safe environment to discuss issues, dimensions and concepts that some of us were unsure of.



Making beaded necklaces

How can we incorporate an equality perspective and take care that the view shared is not ethno/euro centric?

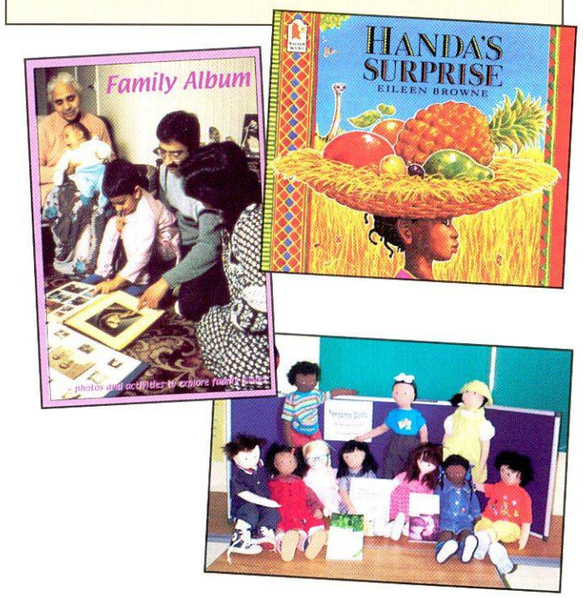
Resources

Elmer's friends David McKee, Andersen Press, 1994 [also available from Milet in a variety of languages as a bilingual text].

Family album Tide~/Parentline Plus, 2001.

Handa's surprise Eileen Brown, Walker Books, 1995.

My friend Whale Simon James, Candlewick Press, 2004.



Running with it

A number of schools used Persona Dolls to address particular issues around diversity, belonging and inclusion. In all instances, teachers felt training was important [see page 9 for details].

For example, in Victoria Community School, Burton, which has a majority of South Asian heritage children, a doll with a traveller persona was introduced. The doll was used to help prepare Nursery and Year 1 children for a new arrival, and for exploring issues about extended leave: *"the children were mature and sensitive as they discussed the child and I was surprised at the level of empathy".*

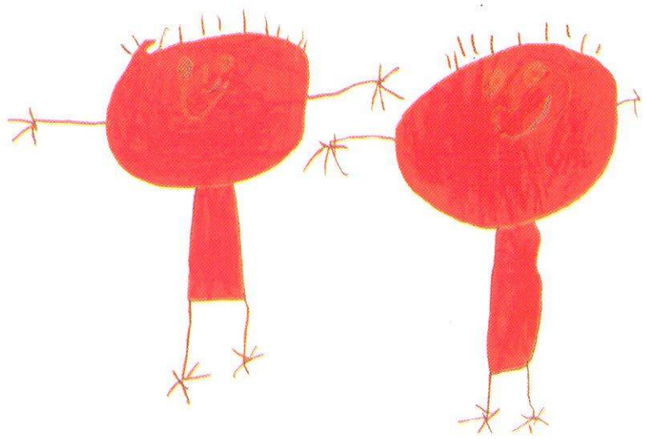
Brockmoor Primary School, Dudley, used *Elmer's friend* by David McKee as a starting point to help children understand that, while children may have different appearances and voices, we can *"still be kind and friendly to them".*





Theme:
Festivals and beyond

Most schools will spend some time looking at festivals. Taking this beyond a shallow multicultural approach is a real challenge. Four Walsall Infant Schools worked on Spring Festivals with Foundation stage and KS1 pupils, and tried to understand something of the lives of the people behind the festivals.



Why do this?

We aimed to engage pupils in an enjoyable project that developed speaking, listening, and literacy skills, while extending the children's positive experiences of themselves and the world.

We wanted the children to get an insight into an aspect of citizenship in a global context, while developing core skills. We believed the topics themselves would offer personal relevance and emotional engagement. In each instance we looked at how the festivals were celebrated in the UK and in other countries.

> *We should understand that the nature of things is to change. The way we inadvertently 'preserve' life in a topic is actually unhelpful. How do we prevent ourselves from creating or fuelling stereotypes through our desire to package our topics, and claim to 'cover' subject matter?*
>
> Support teacher

Activities and working ideas

Leighswood Primary School - Chinese New Year, Reception class

We wanted the [mostly-white] children to begin to understand that people have different cultures and need to be treated with respect. Beginning to know about different cultures meant exploring the Chinese New Year both traditionally and contemporarily in China, Hong Kong and locally. *"The fortunate and timely visit of a Hong Kong relative gave a personal insight into the celebration."* The children were in contact with someone who could share their first hand experience of this festival.

Dancing lion. This was inspired by and modelled on a story in a Tweenies video. The children produced a large lion using boxes, paint and collage materials. They listened to Chinese music and accompanied it with cymbals and Indian bells. Together they created a dance using the dancing lion. This was a highly successful multi-sensory activity.

Lucky envelopes. Our visitor showed the children lucky envelopes and explained how they were used. The children had the opportunity to explore the sounds of new words as they practised a Chinese New Year greeting. They created their own lucky envelopes by colouring, cutting and folding. A penny was placed in each envelope before it was sealed.

The multi-sensory approach helped make the project a success: looking, listening, making and moving. Children developed their verbal and social interactivity through the project: through speaking and listening, including role-play; through sharing food, music-making and dancing.

Little London JMI – Baisakhi, Year 1

'What does Baisakhi mean to you?' underpinned the thinking behind our work. We wanted the children to understand that Baisakhi will mean different things to different people, depending on whether the celebrations are held in India or Britain, and on who is involved in the celebrations.

We told the story of Baisakhi and found out what people do in India and at home. We learned about the fairs that are held in India and the celebrations and the customs in the temple. We learned how the children like to wear new clothes, receive gifts of sweets and attend firework displays. We also explored the history of why Baisakhi is celebrated. While learning, the children handled artefacts that included bangles, flags and traditional costumes and tried some Indian sweets.

The children most enjoyed finding out about how Baisakhi is celebrated abroad. Practical and visual activities were particularly successful. It was, however, important for us to share information about the history of Baisakhi in small chunks.

New Invention Infant School – Easter Around the World, Foundation and KS1

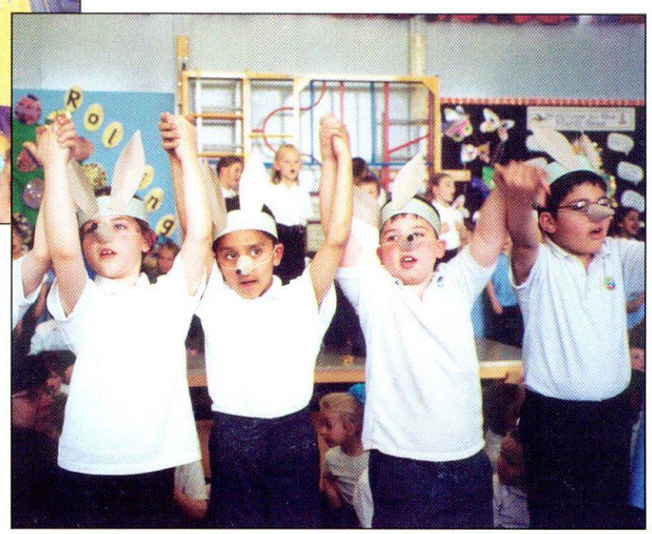
We also wanted to raise children's awareness that they are part of a wider world in which there are different ways of celebrating the same festivals. After researching Easter around the world, staff chose countries or areas to study in depth: the UK, Europe, New Orleans, Africa and Australia. This topic area presented numerous opportunities for stimulating speaking and listening.

Traditional Easter activities. The children took part in activities such as egg rolling, generating much talk and enjoyment. The children also produced artwork that depicted the customs and practices of the countries/places they focused on: such as Mardi Gras masks, decorated eggs and Easter Bilbey costumes.

Whole school assembly. This was an opportunity to share knowledge and ideas with others and both ask and answer questions. It included singing, dancing, poetry and drama, with children's work displayed on the walls of the school hall.

Pupils' confidence increased through performing in the assembly and they internalised positive images of the cultures and beliefs of others. Taking a whole school approach was a key factor in making this work: involving everyone emphasised the importance of the subject matter and the principles we wanted to develop.

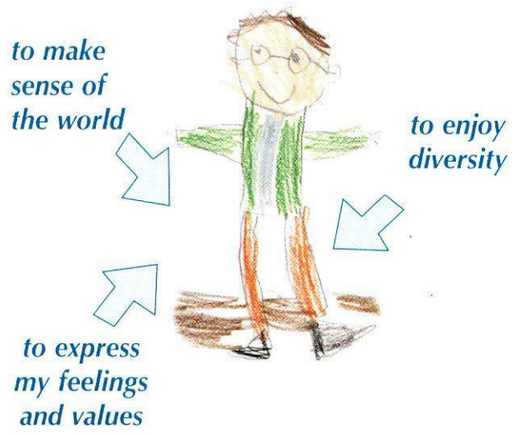




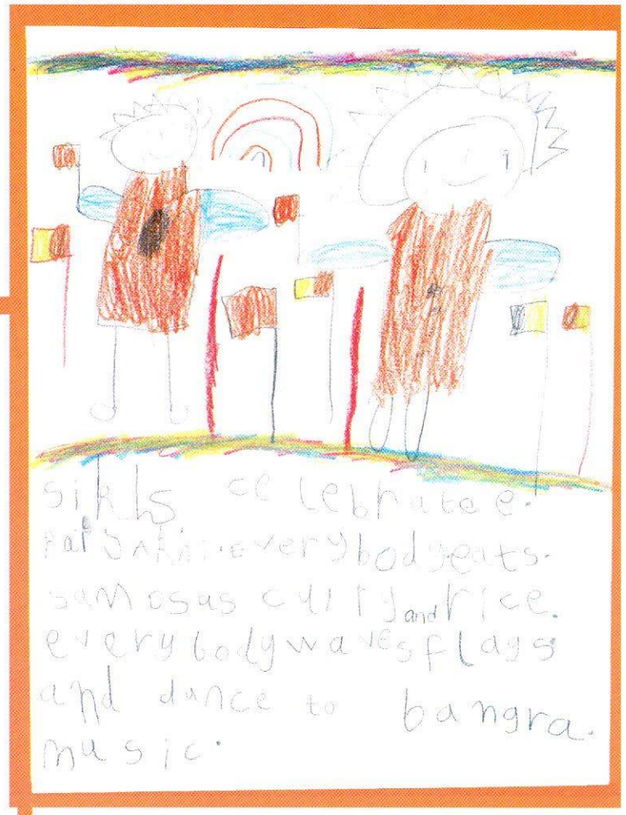
New Invention Infant School children doing a Mardi Gras dance, and singing about Australia's Easter Bilbey.

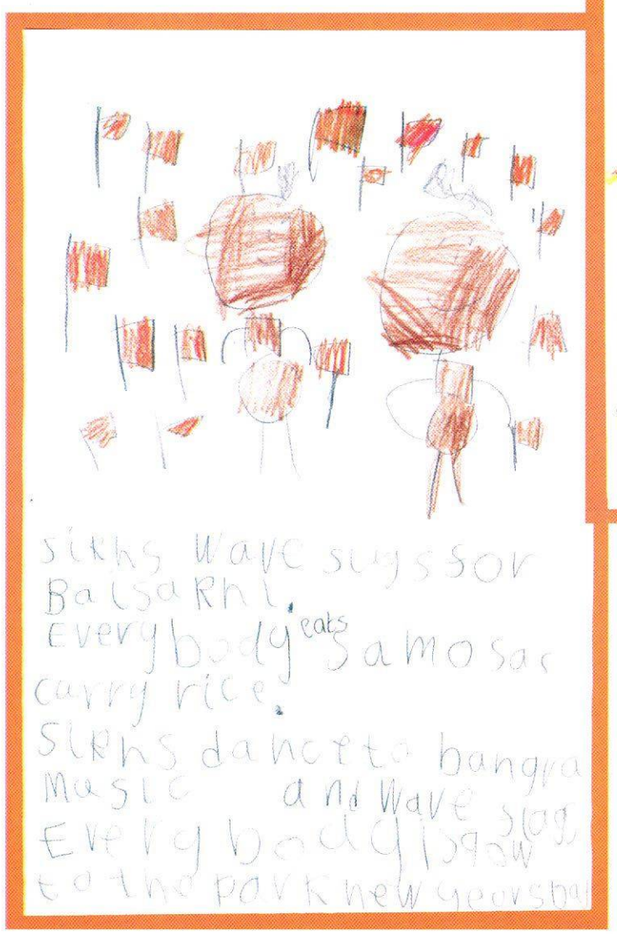
Park Hall Infant School – Baisakhi, Foundation stage

School staff felt *"This will be a good opportunity to find out more about Baisakhi ourselves".* We recognised that this increased knowledge would come about as we researched the topic, but also as we carried out the work with the children. We knew that the children would be able to teach us new things, given the intake of the school [43% Indian], and we were keen to learn. It was important that the whole school recognised how key this festival is within Sikh culture and that the school should value it. The focus was to find out how Baisakhi is celebrated in our local area, and to relate this back to the festival's origins in India.



We used books, photos artefacts and children's own knowledge to stimulate discussions about Baisakhi. Writing was produced describing what happens at the parade, which some children attended. We focused on the food and made food plates, which we labelled. We learned about and made Sikh flags. Sikh dolls were dressed in different clothes. Construction materials were used to make a model Gurdwara [as was the draw/paint programme on the computer]. A display showed parents and the rest of the school our work.





Through this work, children had their writing strategies reinforced for instructional and report writing, while their speaking and listening capabilities were also developed further. They had their knowledge of information books and how they work reinforced, as they made one of their own. Non-Sikh children developed a better understanding of Baisakhi and why it is important to Sikh people, while Sikh children could see that an aspect of their lives was valued by the school.

Challenges

The key question, however, was did we manage to get beyond the festival to the reality of the lives of the people behind them? This remains a challenge which we have only partly succeeded in addressing.

With children this young we are often tempted to package things neatly and call our coverage of a topic complete even though we know that we cannot possibly 'do' everything. This tendency can make real lives appear artificial – as though they are happening to people in a display cabinet.

At Little London comparing Baisakhi in India to Baisakhi in England was done with a desire to explore how our identity is shaped. Festivals change as people's sense of identity changes, and this is especially so in a new place and context [eg by coming to England from India]. The idea of Easter around the world at New Invention Infants was also an acknowledgement that the same festival is made different by place and time as well as by people.

Many of the children in Park Hall Infant School live Baisakhi, so their sensitive treatment of the topic was naturally served by real experiences and interpretations.

Resources

All schools used authentic artefacts to create festive experiences. Sources included: children and families, teachers' travels, resource centres, cultural centres, faith groups etc.

Spring festivals Gill Rathbone, Education Walsall, 2003.

Communities and change ~ *Punjab & the West Midlands* Photopack, Tide~, 2002.

Tweenies website [often includes footage of events such as Diwali and Chinese New year] www.bbc.co.uk/cbeebies/tweenies/.

The very special sari: *a story set in India* Feroza Mathieson, A & C Black, 1988.



Running with it

Blowers Green Primary in Dudley looked at Eid. They used the photostory *The very special sari*, and Muslim children formed an 'expert panel' for their peers' questions.

Following a visit from the Caribbean Centre in Burton, William Shrewsbury Primary School set up a Jamaican carnival. This began with visitors from the town's sharing music, food and information. The children learnt songs, played musical instruments, made carnival masks, rainsticks and jewellery and tasted fruit. The children researched non-fiction texts and made their own non-fiction book to share in the classroom. On the final day, the school held a carnival with a themed lunch, fruit punch, dancing and a special assembly.

While the children were *"steeped in the culture of the Caribbean for that two week period",* teachers went on to ask how such work could be followed through in a fully integrated way throughout the year [ie within the topics already being taught], and how classrooms could reflect *"positive images of our multicultural society"* at all times.





Theme:

A pocketful of stories

[Using Theatre in Education as a stimulus]

Why do this?

This work used the skills of educationally focused drama practitioners who had developed a multi-sensory experience based on stories from around the world, and aimed specifically at KS1. It offered the children and teachers a shared experience which could be used to develop a wide range of work, through child participation and empathy with the lives and experiences of others.

Context

Language Alive and Open Stage Productions are two Birmingham based Theatre in Education companies using existing children's stories as the basis of drama-based work in schools at key stage 1.

At Language Alive, we used *Handa's Surprise* by Eileen Brown and a traditional African folk tale as the stimulus for our work. The school hall was transformed into Handa's village, and the programme included games, songs and an exploration of village life in rural Africa.

For Open Stage Productions' *A pocketful of stories* we used the character of Jenneba, who travels the world collecting and sharing stories. Jenneba has a treasure trove of artefacts, and shares three stories in exchange for the children's own. *My Grandpa and the sea* by Katherine Orr, *The day of Ahmed's secret* by Heide and Gilliland and *Lucy's picture* by Nicola Moon were brought to life using a variety of drama strategies.

I found that some of the less confident children joined in, in a way that they wouldn't usually in the classroom. People took greater risks both during the programme and afterwards. They were all motivated; it was good for both their personal skills and for friendships.

Jo Jex, Springfield Primary School

Activities

- We shared a collection of fruit and foods from around the world with the class. For *My Grandpa and the sea* we used mangoes, bananas, plantain, coconuts, pineapples and sea moss [also known as Irish moss].
- We set up a table of artefacts from around the world, different images and textures [materials make great hangings and can be safely touched and passed around by the children]. Instruments and music are also really good for creating a sense of time and place that is different to one's own. An artefact or sound can be used to introduce a story [eg for *The day of Ahmed's secret* we used pictures of Cairo and Egyptian music].
- We taught the children traditional songs and games. In *Handa's surprise* we used *O Ke Ke* – a children's call and response song from Nigeria.
- We created the village or city where the story was told and put the children into role. In *Handa's surprise* the space was turned into Handa's village, which the children visited to meet Handa and the other characters. In the second part of the programme the children became some of the animals they had met, and collected fruit from a magic tree. In *The day of Ahmed's secret* the space was turned into a market in Cairo and the children took on the roles of the market sellers and the characters in the story as it unfolded.
- We created the environment of the story with sounds in the space. In *A pocketful of stories* children re-created *Lucy's picture* in the park. The teacher was then led around with her eyes closed, to experience it as Lucy's [blind] Grandpa did.
- We put the children into three groups; each group focusing on one of the following: my school, my home, my town/city/village. Each group then created a picture of the people or activities that were special to them in each place – this image came to life [eg the first aid person, sports day, playing with baby sister, Grandma, going to mosque/church, swimming].

Evaluation

Jo Jex, Springfield Primary School
Handa's surprise

We absolutely loved it, all of it. Oral storytelling is something that the children lack confidence with. To hear people telling a story that the children were involved in as well was wonderful. Afterwards I did a session with my class about writing a story and then thinking about whether they would tell the story differently orally to a friend. I based the story on a best friend and playing games which was a strong theme in the programme.

Each child had a little tied scarf to wear. Something like that is such a small prop, but it helped them all feel involved.

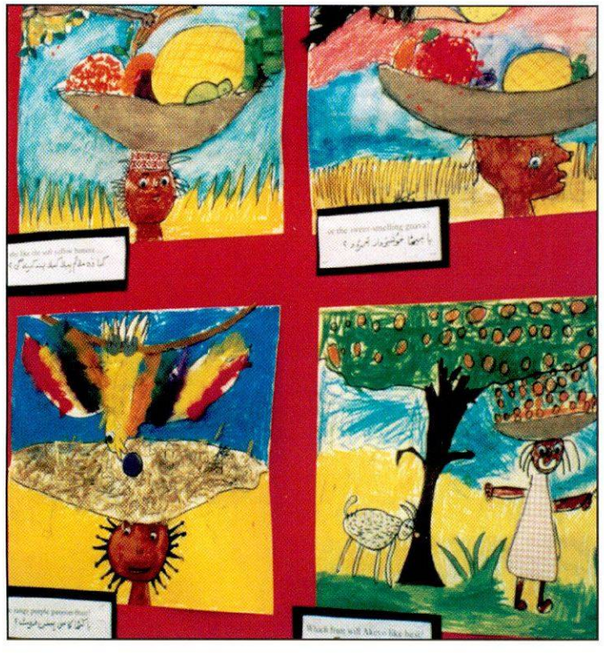
What was most useful about the programme?

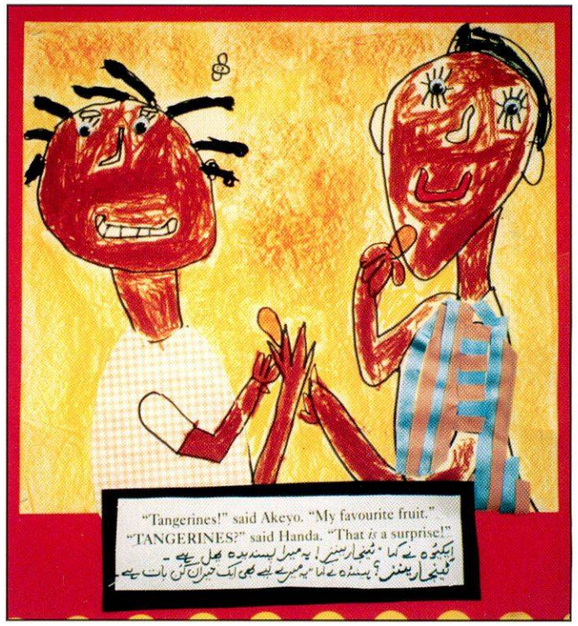
How much it stimulates them. You could spend a week trying to cover what they get in an hour. It was the children with special needs who possibly gained more from it than anybody else. Their level of involvement was very high, and you wouldn't have known that they had special needs in this situation. That shows how many barriers it does break down.

Did it support your Citizenship work?

We spoke a little bit about Handa's friendship with Akeyo, which was really strong, and that they liked doing things for each other. We talked about the qualities of their own friendships. This led onto looking at the negatives as well [eg if you are not really good friends with somebody, is there any point in making them feel bad about that?]

Many of the children's social and playing skills are not well developed: they haven't played lots of games. Their experiences are limited. They go to the park or to the shops. Many of the children travel





to Pakistan or India, but as far as going out on a family day or something like that, we rarely hear about it.

Following the visit, I introduced playground games that they could play socially together. We are taking playtimes more and more seriously in the school in general, and we are realizing that we are often having to help children learn to play. When I worked in Nursery I noticed how some children would go out into the playground and just sit. So we would be there going *"come on do the Hokey Cokey"* – anything to actively involve children.

What about global understanding, did the programme help in any way?

We looked at a map, and located places which we had talked about before, including holidays [mostly Pakistan and India]. We also talked about places in this country, so children are starting to get a little bit more aware of the towns and the cities. A lot of the children will go on visits to Bradford and so we always look at that. This story was African-based, it wasn't particularly one country. We looked at where Africa was in relation to England, and to Pakistan as well. We talked about climate a little bit.

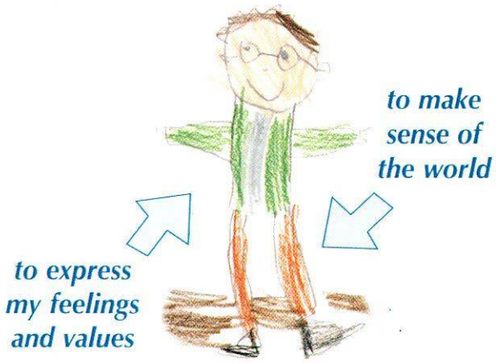
A lot of the children wanted Handa's lifestyle. They could see the freedom that she and Akeyo had. I said *"Yes, but it wasn't just games they played, they were working hard too, to carry all that food a long way."* They replied, *"Oh yeah, and we get our food delivered to school."*

They break down the barriers by making all so much fun that nobody could possibly not want to join in.

Jo Jex, Springfield Primary School

Julie Cooke, Stirchley JI School
A pocketful of stories

The best bits were definitely the bits where the children could get involved: the miming for example, they loved that. They loved all the stories … especially the work they did with *Lucy's picture*. They were very into the fact that we had a storyteller in and that they could be storytellers too.



What was most useful about the programme?

The children were very positive. After the programme they said *"Can we do drama like we were doing in the hall?"* They were very high, very enthusiastic and wanting to do more.

Did it support your Citizenship work?

Children's own stories about the local environment supported the work we'd been doing on Citizenship. Also, the collaboration, the working together to perform something. In PSHE we acted out situations that the children get themselves in, and role-played ways to deal with them. The way the children performed in groups in the programme helped us with this.

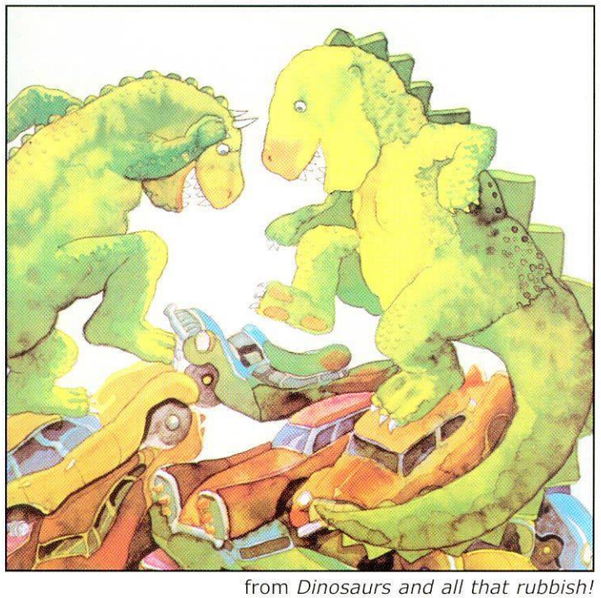
What about global understanding, did the programme help in any way?

I think so. The *seeing* made them realize there was a bigger world: the different costumes, photographs and visual stimuli. The best thing was being allowed to touch the fruit. It made them realize there is more, it widened their surroundings.

We did work on the environment, using *Dinosaurs and all that rubbish* - where a space man sorts things out and everyone puts things back together. Children made connections between this and *My Grandpa and the sea*.



from *Lucy's picture*



from *Dinosaurs and all that rubbish!*

At this age it's just home, Stirchley. It made them realize there is more, seeing beyond, and that widened their surroundings.

Julie Cooke, Stirchley JI School

It helped the children to put themselves in the position of other children

Colleen Johnson, Lakey Lane Primary School

Resources

The day of Ahmed's secret Florence Parry Heide and Judith Heide Gilliland, Puffin, 1997.

Dinosaurs and all that rubbish Michael Foreman, Puffin, 1972.

Handa's surprise Eileen Brown, Walker Books, 1995.

The huge bag of worries Virginia Ironside, Hodder, 2004.

Lucy's picture Nicola Moon and Alex Ayliffe, Orchard, 1995.

My Grandpa and the sea Katherine Orr, Carolrhoda, 1990.

The rainbow fish Marcus Pfister, Ragged Bears, 1996.

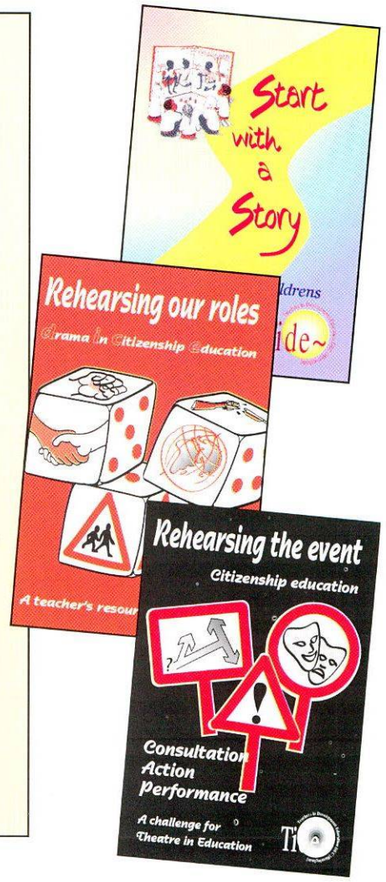
Rehearsing our roles – *Drama in citizenship education* Tide~, 2002.

Rehearsing the event *Citizenship – a challenge for Theatre in Education* Tide~, 2002.

Start with a story – *Supporting young children's exploration of issues* Tide~, 2002.

Language Alive
Tel 0121 464 5712
E-mail info@theplayhouse.org.uk
Website www.theplayhouse.org.uk

Open Stage Productions
Tel 0121 777 9086
E-mail info@openstage.co.uk



Running with it

A series of workshops based around *Start with a story* and *A pocketful of stories* took place around the West Midlands, also drawing on these pages.

Many schools took up the idea of using stories to explore local and global issues with young children, for example:

- Children at Lord Scudamore Primary, Herefordshire, shared ideas and feelings about when they are anxious or upset, drawing on *The huge bag of worries*
- In Reception at St John's CE Primary, Stafford, children role-played the story of *Handa's surprise* and tasted as many of the fruits as could be found locally [discussing those which could not]. They compared homes and clothes in the story with their own, and discussed why different materials might sometimes be used in Africa and England. The role play area was also developed into an African forest, as part of a topic on animals.
- Both Brockmoor Primary, Dudley and Halesowen CE Primary used *The rainbow fish* as a staring point for work around PSHE which had literacy outcomes. Children explored ideas about sharing and looking after each other, and wrote/illustrated stories drawing on the book, including its use of shiny and textured effects.

Start with a story shares many more ideas for using stories to explore issues, while *Rehearsing our roles* offers some drama strategies which can be used to engage children with Citizenship themes in ordinary classroom contexts.

The *ESD ABC* section of the National Curriculum ESD website offers a range of strategies for exploring sustainability themes at KS1, which draw on these resources: see www.nc.uk.net/esd.





Theme:

Children learning from children

Why do this?

Creating opportunities for children to learn from other children can be a powerful tool. This may be between peers, or between age groups. It can be an empowering experience for all involved, which opens up new possibilities for speaking, listening and learning together.

These pages share the work of a drama-based project supporting young children's learning. This drew in turn on the ideas and work of young people in Warwickshire schools and colleges.

Context

There is a strong tradition of partnership between Warwickshire's Early Years and Arts Zone: notably, in the exciting work of Artists-in-Warwickshire-Education to apply a vision of whole-curriculum work based on Reggio Emilia.

This partnership was extended in the development of *Anna's dragon* and *Argy and Bargy*. *Anna's dragon* was an original musical drama by Campbell Perry exploring themes of roots, heritage, loss and redemption for primary-age children. An additional piece was commissioned for Early Years settings: a puppet show and story based on part of the longer piece of theatre, *Argy and Bargy*.

Secondary-age performers rehearsed for a tour of fifteen school sites in June 2003. The impact of the young people's performance and workshops on their younger contemporaries was electric: role-modelling, discussion and confidence seem to flow much more readily than for adult performers. *Anna's dragon* reached 10% of the county's primary and junior schools in a week, and on the same sites the puppet show played to children from about twenty additional Early Years settings.

Anna's dragon tells the story of a little girl wrenched from the security of her playroom into the terrifying streets of a war-torn city. We find her lying unconscious on a hospital bed. We explore the parallel between her fantasy life with her toys, and the real drama unfolding in the streets outside her home. Just as the mistakes of her toys unleash a hostile dragon into the playroom, so the dragon of hatred and destruction stalks her city. However, tolerance and courage keep freedom alive in the family's hearts, even when Anna's life is in peril, and she is reunited with her parents.

Within this story is the tale of *Argy and Bargy* which she tells her toys: a brother and sister who have to learn that disagreement does not need to lead to anger or hostility, but can be the basis of mutual trust and respect. This is the story which Campbell Perry adapted as a puppet show, with the same teenage actors presenting the tale for Foundation stage children in a range of settings.

Working ideas

For learning:

- We believed that key experiences matter most in children's early learning.
- We suspected that the practical activities involved in this work would have a particular impact on young children. For example, children created their own puppet theatre in their own setting [this was not necessarily expensive – children often made puppets out of materials such as cardboard].
- We asserted the crucial value of learning through play – children need opportunities for learning through fantasy, drama, props and puppets – and this needs to be maintained through the Foundation stage and KS1. Indeed, we would assert that this is the 'natural learning' mode for young children.
- We felt it was important, and significant, that the outcome was led by children.

For schools:

- This was practical and easy to do.
- It offered opportunities for the involvement of parents and others.
- It also offered a variety of opportunities within a wider initiative raising the profile of Equal Opportunities as a whole [eg through work on Persona Dolls, or through storytelling focused on the picture book *Something else*]. This included encouraging schools and Early Years settings to develop an equalities policy out of their practice.

It's not often we get a primary story adapted by actors for early years - very well pitched
teacher

It's lovely that teenagers were the actors - mentoring at its best
parent



I loved the song
child

I've never seen the children sit so rapt for so long
helper

Activities

Following the puppet show:

- Children created simple puppets and puppet theatres [puppets were often just shapes – children were used their imagination to make them more 'real']. They also created props based on storybooks.
- Teachers talked about and modelled scenes based on the performance. Following this, children re-enacted scenes by playing together with their puppets or with Persona Dolls.
- Children used these re-enactments to discuss issues which had arisen in their schools/settings – including moral issues [eg about conflicts and their resolution].

The sun comes up, the sun goes down
And this old world just spins around.
The sun is high, the sun is low,
Which way should I go?

From *Argy and Bargy*

Evaluation

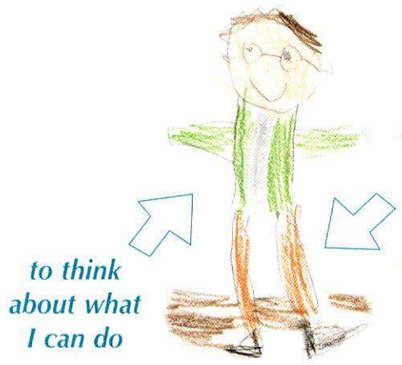
We found that responses varied significantly as a result of the context or the school or setting. In many 'mostly-white' areas, schools had set ideas and some resistance to the value of multicultural education - and responses often arose out of crisis rather than general ongoing practice. Having a school-friendly and child-friendly project helped loosen this resistance. Having children as performers was extremely valuable: early learners could relate well to older children because they were still young people and shared ways of talking and points of reference. This had a positive impact, and the young children looked more comfortable than they might with adults. When young adults were in role as younger children, this role was aided by a dramatic suspension of disbelief, and made interaction easier still.

It was noticeable that children responded well ["*mesmerised*"] to male practitioners – of whom there are still very few in Early Years settings.

We also found that using proxies [puppets, Persona Dolls etc] allowed children to engage with the issues imaginatively and safely. [These sort of ideas are becoming more widespread. For example, Webster Stratton has been developing the use of dinosaurs for emotional literacy with children and parents.]

There are many opportunities for learning through play on offer during in the Foundation stage. We found that some Year 1 and 2 children still needed these opportunities as part of their personal development, although others were ready to move on.

Often with a teacher it looks like children are waiting to be prompted. Here, children all sat on the floor at the same level, and older children encouraged the younger ones to act and speak.



Challenges

- How can we make the best use of interactions between children of all ages to enhance each other's learning?
- How can we make best use of play, imagination, drama, proxies and puppets to explore difficult issues in a 'safe' way with young children?
- How can we – as teachers – become comfortable in dealing with complex issues about equality and justice?

... you do not have to travel along the same road to agree with each other. What is important is that you arrive at the same answer.

From *Argy and Bargy*

Reggio Emilia



Reggio Emilia is a small town in Northern Italy. Its pre-schools were founded during post-war reconstruction and offer a radically community-run and child-centred vision of education for children of six and under, with a particular focus on multi-sensory experience and on learning through the arts. In this, *"children are not seen as isolated or egocentric individuals; they are envisaged as members of families and communities"*, learning creatively with others.

The work of Reggio Emilia has been a particular inspiration for this project, during the course of which the group co-ordinating this work were able to visit an exhibition on the work of the Reggio pre-schools, *the hundred languages of schoolchildren.*

This seemed to have much in common with what we were trying to do, while inspiring us to take this work further. We welcomed its insistence that sharing the pre-schools' work and ideas is meant to be a stimulus to other educators' professional creativity, rather than 'a new educational recipe'.

"Our experience ... confirms that children need a great deal of freedom: the freedom to investigate and to try, to make mistakes and to correct mistakes, to choose where and with whom to invest their curiosity, intelligence and emotions ... They need the freedom to realise how reason, thought and imagination can create continuous interweaving of things, and can move and shake the world."

Loris Malaguzzi, Reggio Emilia
[from the introduction to the exhibition]

For further information contact:

Sightlines Initiative
20 Great North Road
Newcastle
NE2 4PS

Tel 0191 261 7666

E-mail info@sightlines-initiative.com

Reggio Emilia website [in English] http://zerosei.comune.re.it

Sightlines Initiative website [UK] www.sightlines-initiative.com

St Thomas Centre [Birmingham] www.stthomascentre.bham.org.uk/reggio.htm

Cyert Centre for Early Education [USA] www.cmu.edu/cyert-center/rea.htm

Resources

Something else Kathryn Cave and Chris Riddell, Picture Puffins, 1995.

If one said 'yes' the other said 'no!'
If one said 'stop!' the other said 'go!'
If one said 'wrong' the other said 'right'
Argy-bargy day and night!

From *Argy and Bargy*

Running with it

A wide number of schools used puppets, Persona Dolls or similar proxies in this project, especially when exploring emotionally sensitive issues.

Some of these puppets and toys went home with children, sent photographs from holidays or special places, and became part of the life of the school. At St Michael's Pre Nursery, Lichfield 'Crispin the pre-school puppet' went home daily in children's backpacks, returning the following morning with evidence of his adventures [eg bus and library tickets].

In parallel to this project, several other theatre/drama projects were established which offered children space to speak and to be listened to, by each other and by adults.

In *The Shooky,* writer Peter Wynne-Wilson worked with 5-7 year olds to develop a play for the main stage at Birmingham Repertory Theatre, based entirely on their ideas. This work was supported by Creative Partnerships.

In an interview about this work on his website he comments: *"Everything starts with children. Children have an honesty and straight-forwardness in their responses. There is a saying in Italy that "every child should have a mad uncle," and I think that is the best description of the way I have worked with children in this project. I try to avoid the impression that there are "right answers" or jumping in and finishing off a child's sentence. I encourage surprising juxtapositions and I see my role as reflecting, interpreting and illuminating what the children say. If people do really listen to children the rest follows."*

"In the schools, the teachers had the task of writing what the children were saying as they 'played' with me. This proved an unusual opportunity – children making random contributions and following flights of fancy can be unhelpful in a classroom situation, but here it was what we were encouraging. This inventive atmosphere has been the real achievement of the project, over and above the play itself, and really it is a very easy thing to do. I would not want teachers to think 'that sounds great, but I couldn't do that.' I believe anyone could do it; it is a question of making space, that's all."

See: www.pwynne.hostinguk.com

Campbell Perry and Warwickshire Early Years settings developed a further puppet play. *Little Yum's dream* addressed *"issues of diversity, disability and equal opportunities"* and was written to encourage *"young children's understanding that we are all special in some way".* National Diploma Early Years students joined in for part of this tour, as part of their own development.

See: www.warkscol.ac.uk/staffstudentzone/citizenship/projects.html
Campbell Perry can be contacted on 01926 775032.

As part of a tour of their KS1 production *Sea child,* Big Brum TIE worked closely with staff at Pegasus Primary School, Birmingham on a whole school project which explored the idea of *Thinking spaces.* Ideas from this project have served as a starting point for new creative curriculum work with Tide~.

For more on *Thinking spaces*, and an article based on this project, see www.tidec.org
Big Brum TIE: www.bigbrum.org.uk





Theme:
Special places & 'active citizenship'

Sustainable development is about the connections between economy, nature, society and politics: about how we can take action to make these all work for people and the planet, now and in the future. This throws up particular challenges for education at all levels, not least in work with young children.

Working ideas

Seven key concepts for sustainable development education

The 1998 Holland Report proposed 7 'key concepts' for sustainable development education, which have been widely taken up by schools.

1 Interdependence

Understanding the connections and links between all aspects of our lives and those of other people and places at a local and global level, and that decisions taken in one place will affect what happens elsewhere.

2 Citizenship and stewardship

Recognising that we have rights and responsibilities to participate in decision-making and that everyone should have a say in what happens in the future.

3 Needs and rights of future generations

Learning how we can lead lives that consider the rights and needs of others, and that what we do now has implications for what life will be like in the future.

4 Diversity

Understanding the importance and value of diversity in our lives – culturally, socially, economically and biologically – and that all our lives are impoverished without it.

5 Quality of life

Recognising that for any development to be sustainable it must benefit people in an equitable way, it is about improving everybody's lives.

6 Sustainable change

Understanding that there is a limit to the way in which the world, particularly the richer countries, can develop and that the consequences of unmanaged and unsustainable growth are increased poverty and hardship, and the degradation of the environment, to the disadvantage of us all.

7 Uncertainty and precaution

Realising that as we are learning all the time and our actions may have unforeseen consequences we should adopt a cautious approach to the welfare of the planet.

7 Key Concepts

These concepts also form a foundation for the work of *wmc2: sustainable development,* see www.tidec.org for details.

Nansen Primary School in Birmingham used the concepts as a framework for their whole-school planning. Work in every class in every year group drew on one or more concept, often linked to existing plans and topic areas. The concepts therefore also helped evaluate how work already taking place in the school was contributing to children's understanding of sustainable development – and where gaps existed.

How might you use the concepts to plan and develop your own work?



to think about what I can do

Nursery looked at caring for the environment, including animals and plants.

"We learnt that we have to look after our school and treat it with care."

2, 3

Reception looked at people who help us.

2

Year 1 explored conservation issues, especially in relation to the rainforest.

"We have looked at products which come from or originate in rainforests. We have also discussed the importance of the rainforest to man."

1, 2, 6

Year 6 explored the overall idea of sustainable development.

"We realised it is a very important topic and that it can be essential in everyday life. The study included students carrying out their own surveys, and collecting a large amount of information on the subject. This was done by using computers and reference

Year 2 studied transport in Britain and compared it with transport in Pakistan [a significant proportion of children from the school have family connections with Pakistan].

"We have looked at various aspects including economic and environmental factors."

4, 7

Year 3 based work on *Waking up*, which one of the teachers had piloted the previous year. They investigated the journey of a banana: where it was grown, who grew it, and how it arrived on shelves in local shops. They also looked at the economics involved in banana exports.

1, 4

Year 5 looked at Desert Diversity – human, plant and animal – as part of the *Look out!* project.

1, 4

Year 4 worked on an environmental improvement project within the school grounds. Children were involved in decision-making about these improvements, including consultations with those involved and purposeful data collection. Circle time and the school council were used to help survey the views of other children in the school.

1, 2

From *Learning today with tomorrow in mind: sustainable development education* [Tide~, 2000]

Activities

A group of teachers met at the Bishop's Wood Centre in Worcestershire and developed the following ideas. Many of these focus on key early experiences: doing, feeling, making.

Using story

- Images, stories, sequencing
- Talking things into stories
- Working from books
- Special places/ourselves – the 'Window' idea – change and yourself, what you might do [c/f *Window* by Jeannie Baker]

Waste & resource management

- Children look at images of using things in novel ways [eg looking at toys made of reused materials, or making them: link to History – toys in Victorian era, Geography – toys in Africa, South America]
- Creativity about ways of reusing things – using your imagination to make objects become other things [*"this comes naturally to young children"*]
- Product life cycles eg paper/ recycling, plastics, aluminium, reusing things in the classroom
- Visiting eg landfill sites – direct experience

Ways in ...

- Start with your own environment [eg local issues such as flooding]
- Taking opportunities [eg the class's crops wither – this is an opportunity to explain drought]
- Wants and needs [elimination activity – which are which?]
- Awareness of choices [eg choosing the fruit we buy and eat – is it healthy? good for the environment? has it come far? who grew it? what does it cost?]
- Emphasising what children have power/ influence over [eg involvement in school and home decisions]
- Issues of language – *"all words are new for young children"* – we can therefore use the language of sustainability in a *"courteous translation"*

Experiencing and improving the natural world

- Natural diversity – link this to human diversity
- Take an earthwalk to use senses – appreciate the environment around school for fieldwork
- Energy monitor/champion – switch off lights, close doors and windows etc
- Collect and sort 'rubbish': reuse – ideas, recycle – ideas
- Tree dressing – celebrating the importance of trees
- Building hut – surrounding it with an artificial bush
- Make a 'bird hide' out of live willow
- Creating a lake or river with people fishing alongside
- Litter walk – how can we improve the local area?
- Create an Egyptian Palace in the school entrance hall

Growing and caring

- Care for part of the school grounds – a flower bed; environmental/wild garden
- Create a school garden
- Make a 'sound' garden – Japanese style
- Creating a farm for pigs
- Small world play – parks/farm/ town etc
- Creating a quiet area at school
- School made its own eco-garden – complete with pond/ veg/stepping stones ... children did all the work

Challenges

The relationship between understanding and action is not a simple one. Global citizenship and sustainable development are not simply new ways for adults to tell children what to think and do. Even if it was [and even if this was a good idea] such a strategy is not likely to be very effective.

- There is a need for creativity about this relationship, and about how we support children in arriving at their own ideas about what appropriate action might mean, and in taking ownership of that action for themselves.
- We imagine that children need 'thinking space' for this, individually and together. This may mean teachers listening more and 'teaching' less. Such thinking space might include real, special spaces within schools and school grounds.
- There is also a need for creativity about how schools model appropriate actions, dispositions and behaviours – in line with the complex social and environmental responsibilities we have as local and global citizens. We imagine that this includes exploring the potential of schools councils, eco-committees etc as agents of change within schools.

Resources

Many primary and early years settings have found the *Forest schools* scheme offers an invaluable experience for young children.

Details on Forest Education Initiative website: www.foresteducation.org.uk.

Learning today with tomorrow in mind Tide~, 2000.

Food & farming, local & global Tide~/FACE, 2004.

The **QCA ESD** website offers a range of ideas at www.nc.uk.net/esd – this includes CPD materials about English and ESD at KS1 in the section entitled ESD ABC.

Running with it

A further workshop at the Bishop's Wood Centre developed ideas for exploring the concept of *Interdependence,* using photographs of different places around the world. Children worked in small groups to create chains and pathways of images, each one of which had a connection to the next.

There were no 'right' answers to this – what mattered was that children were able to suggest a plausible connection from one image to another [eg people eating, people growing food, water to grow things]. Sources included photopacks, news magazines, *National Geographic,* holiday brochures, internet sites. *Learning today with tomorrow in mind* includes a poster which can be used for a similar activity.

Evesham Nursery School put sustainable development into their development plan and looked at:

- food [healthy eating, where it came from, fair trade];
- the environment [including developing the school garden to sustain wildlife – establishing bird feeders, insect lodges and starting to develop a pond];
- transport [especially how children arrived at the school];
- recycling [including children making things with reused items and visiting the local scrap store].

The school's heating system was being replaced and this provided a focus for looking at energy and establishing a more environmentally friendly system. Children and teachers made a 3D display in the foyer which included photographs to explain to families and visitors the school's commitment to sustainability. All this work went alongside the development of two Forest School sites.

As part of research for a BA in Early Years Education Studies, one of the education team at the Bishops Wood Centre carried out an audit of what the school was already doing, with a special focus on books and images. She concluded that a lot of the existing children's stories and non fiction books could be used or adapted for work around sustainability. Staff worked with children looking at photos from all over the world, exploring different environments and ways of living. Questionnaires went out to parents looking at what happened in the home around the issues that children were exploring.

Children at Hagley Primary School developed a vegetable garden, learning from the experiences of a Gambian school with whom they had a link, and which had an established food growing scheme. Part of this included exploring similarities and differences between the two places.

At Stanley Road Primary in Worcester, Year 2 children looked at where their food came from, the choices involved, and the distances travelled.





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This resource is not intended to be the end of a process, but a sharing of work in progress and a stimulus for further creativity. For details of other initiatives building on these ideas see

www.tidec.org





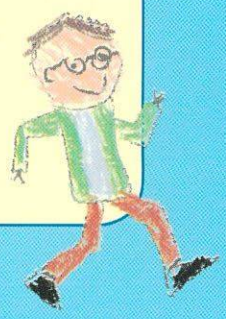
Young children & global citizenship

A teachers' handbook

"At the heart of education is the child: their experience of and place in the world."

Children's experiences involve connections to places and people all over the globe. These materials draw on creative thinking and practice by key stage 1 and Foundation stage teachers for supporting children's growing sense of citizenship.

How might you 'run with' these ideas?



TEACHERS IN DEVELOPMENT EDUCATION

Tide

Contributing to the West Midlands Coalition for Essential Learning