

Projects

A word in your shell like

This was an innovative project which aimed to promote diversity by introducing pupils and teachers to the Traveller community.

'The children learnt so much about Travellers and the work, homework and chat we've had post visit has been great.' Theresa Doherty, Guilden Sutton Primary School

Drill down page

What we did.....

Ten Cheshire primary schools and one special school took part in the project, which aimed to support their understanding of diversity and human rights by focusing on Gypsy and Traveller communities and dispelling some of the common myths surrounding them.

Pupils and staff took part in workshops where they were introduced to a Gypsy persona doll, named Mary-Anne, and a 'feely' bag with a selection of her belongings, which were used to explore her life as a Traveller. A pack of 30 'turning the wheel' photographs was also provided for key stage 1 and 2 teachers to talk about and challenge the prejudice associated with the Gypsy community.

Richard O'Neill, a writer and storyteller with a traditional Romany Gypsy heritage, spent two days at each school. He gave an introductory assembly, explaining about himself and his community. He also wrote an entirely new story - 'a word in your shell like!' - which both children and pupils were encouraged to develop.

'Thanks for a brilliant day. The children got a lot from the workshops; they were great for raising awareness which we want to sustain during the year.' Sue Buckley, Waverton Primary

How the project can help schools...

Since April 2012 all schools have to show compliance with the Equality Act 2010 and publish how they hope to achieve this. The project helped schools to meet such requirements by

- understanding how they could stop any form of discrimination against teachers or pupils
- encouraging them to foster good relations, advance equality of opportunity and eliminate unlawful discrimination on the grounds of either race, disability, age (this does not apply to pupils), gender reassignment, sexual orientation, gender, marriage or civil partnership, pregnancy, religion or belief

The project also worked to improve the communication skills of teachers and pupils, as well as the children's listening, writing, critical working and team skills. It also helped them understand the values and attitudes of different communities and how to respect diversity.

Warrington and the world

This project was designed to raise awareness of international issues by running a series of 'global weeks' to celebrate different cultures, societies and religions, as well as helping schools get a better understanding of their place in the world.

'The whole school was buzzing all week and the final celebration assembly on the Friday was excellent.' **Teacher at project school**

What we did...

Supported 35 primary schools from across Warrington, over a period of three years, to devise and run their own 'global weeks' to help teach pupils more about the wider world they live in and the diverse range of cultures, religions and societies across the globe.

Schools were encouraged to organise their own 'global week,' either by focusing on a foreign country or date in the calendar, for example Fair Trade fortnight. Others took inspiration from art, a book or particular theme, such as children's rights.

Woolston CE Primary School, for example, ran a global week on India and children from each year group took part in activities and workshops which highlighted issues affecting that country, such as poverty, sanitation and schooling. The week also sought to highlight the huge diversity within the country as well as the differences between their culture and lifestyle and in Britain.

Schools also worked to enhance the learning of pupils by inviting musicians, dancers, storytellers and artists to teach children about the relevant cultures. At the end of the week many schools held a celebratory assembly to share all they had learned (and the many pre-conceived ideas and myths they had quashed) during the project.

'The children and staff thoroughly enjoyed the week and we will certainly do the same each year with a new focus.' Helen Jordan, Christchurch CE Primary School

How the project can help schools...

Running a global week can help schools fulfil the requirements of the National Curriculum by

- Providing pupils with the knowledge they need to become educated citizens by helping them develop an appreciation of cultural difference, human creativity and achievement
- Ensuring children understand the need to become honest, caring and responsible citizens capable of contributing to society
- Helping schools to develop their creative curriculum
- Improving pupils' understanding of geography, the world and the people who live in it by helping boost their knowledge of the interaction between a diverse range of places, landscapes, resources and humans processes.
- Global learning can also help schools meet the new Ofsted inspection criteria by encouraging the spiritual, moral, social and cultural development of pupils, as well as supporting improved teaching, pupil behaviour, school leadership and pupil achievement.

Vale Royal Goes Green

Around 20 schools in a Cheshire borough took part in this project to improve pupils and teachers' understanding of the environment and future sustainability, including local well-being, the global dimension, food and drink, energy and water, traffic and travel, purchasing and waste, building and grounds, inclusion and participation.

'What a wonderful and valuable experience. The children will remember this day for a long time along with the messages we were trying to communicate.' Jacqui Symes, headteacher Victoria Rd Primary School

What we did...

Encouraged each school to think about sustainability by holding either a special day or week which focused on the environment and the eight doorways of the Sustainable Schools framework, as outlined in the National Curriculum.

Each year group was given age appropriate activities, for example, at Greenfields Primary School children in the reception class focused on seeds, planting and growing; years 1 and 2 learned about farming; years 3 and 4 spent the day conducting a litter pick and improving the pond and wildlife areas in the school grounds. The children added bird boxes, feeders, bee homes and plants to encourage wildlife and were also inspired to become 'wildlife rangers' to look after the school grounds; years 5 and 6 looked at climate change and different sources of energy, making decorative wind turbines.

'Overall the day was a great success. It helped develop and cultivate the children's awareness and understanding of the world in which they live, both locally and globally.'

An alphabet for all

This project was inspired by the tragic death of 15-year-old Jonny Delaney and involved pupils producing an alphabet exhibition designed to make them think about discrimination and challenge prejudice in their local community.

'The children have worked extremely hard to complete this fabulous alphabet. I'm proud to be part of it.' Meadow Primary School

What we did...

In 2003 15-year-old Irish Traveller Jonny Delaney was killed by two teenage boys in Ellesmere Port, in what his family described as a racially motivated attack. The tragedy inspired the Jonny Delaney Initiative, in which 26 schools were asked to produce a piece of art which went on display at the Port Arcade in July 2004.

Each school was given a letter and chose a word which met the project objective, for example, Parklands Community School's artwork involved a patchwork of animal skins to represent 'D for Diversity.'

The aim was to raise awareness and understanding of the Traveller culture within schools and the wider community, to challenge prejudice, promote inclusivity and ensure young people become active citizens within their school and society in general.

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Every child in the world matters – Halton goes global

The aim of this project was to help teachers and children develop their knowledge and understanding of the wider world by focusing on global dates in the calendar.

'I loved having all the school working on the same global date as we were able to support each other with the planning and sharing of ideas.' Teacher, St Michael's Catholic Primary School

What we did...

The project involved 20 schools in the Halton local authority who wanted to improve their year 3 to 6 pupils' understanding of the world, development issues and their individual role on the planet.

Each school picked a particular date in the global calendar and through assemblies, workshops, activities and other teaching materials explored both the local and international issues related to such dates.

For example, St Martin's Catholic Primary School chose World Food Day to raise the children's awareness of where food comes from, as well as highlighting the global issues of poverty and hunger in the developing world.

The theme was introduced to the whole school via an assembly, during which children were encouraged to take turns to stick pictures of fruit and vegetables on a large map on the world,

according to where particular food stuffs originated. They also linked the day to poverty and relevant world events, such as flooding in Pakistan which had recently devastated the country.

The school sold cakes to raise money for charity CAFOD for the victims of the floods and highlighted the difference in the abundance of food in Britain in comparison to other poorer countries – donating food brought in by the children to a woman's refuge in Widnes.

'The whole school assemblies at the beginning and end of this topic really helped to bring the concepts alive to the children and generated enthusiasm throughout the whole school.' Teacher, St Michael's Catholic School

How the project helps schools...

A key aim of the project was to train four teachers or teaching assistants at each school in Level 1 Philosophy for Children (P4C). P4C encourages children to think independently about issues, by requiring them to reason and explain their train of thought, as well as listening to and building on the ideas of others.

It encourages critical, creative and collaborative thought, guided by teachers, and has proven benefits for their learning.

The project can help schools fulfil the requirements of the National Curriculum by

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Millennium development goals: working with Cheshire schools

This project was designed to help teachers and pupils gain a greater awareness and understanding of the UN's eight Millennium development goals – eradicate poverty and hunger; primary education for all; promote gender equality; reduce child mortality; improve maternal health; combat major diseases; improve the environment and working together to share global resources.

'(Global learning) is so important because it will stay with children. It's never finished or self-contained, and we're always learning from the unexpected. If we can help children to feel safe and happy and to question everything, it will take them everywhere.' Deana Aldred, Wyche Primary School

What we did...

Launched a three year project, between 2006 and 2009, designed to help eleven primary and secondary schools across Nantwich learn more about and work towards achieving the eight Millennium goals, as outlined by the United Nations in 2000.

Teachers were inspired to become involved in the project with a launch conference and encouraged to share their achievements and work via half termly meetings.

Schools were given access to poster and photo packs, published by Oxfam, which illustrated each of the eight goals and various educational tools, such as brainstorming, question and answer 'trigger' sessions, 'feelings' wheels - which encouraged children to talk about how they feel about such issues - amongst others, were used to evaluate children's knowledge of the goals and promote discussion about them.

Schools were also given examples of key international dates which could be used to learn about each goal and resources to help illustrate them. For example, games and illustrations which highlighted the journey of a banana from the Caribbean to a child's lunchbox for the MDG on food and poverty.

Those schools with links to a school abroad were also encouraged to teach the themes and issues associated with MDGs as a joint school project to enhance pupils' learning.

How the project helps schools...

Schools were encouraged to send a member of staff on a two day Level 1 Philosophy for Children course. P4C encourages children to think independently about issues, by requiring them to reason and explain their train of thought, as well as listening to and building on the ideas of others.

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'I now want to become Prime Minister and stop poverty and global warming.' Yr 5 pupil from Weaver Primary School

Think global through P4C

The aim of the project was to provide teachers with either a global date or other stimuli to improve pupils' understanding of international development.

'Standards and self-esteem have been improved by linking individual learning to global contexts, empowering them to make big decisions. It has made children think about their actions and look to the future.' Teacher at project school

What we did...

Twenty Cheshire primary schools took part in the project which was designed to use Philosophy for Children (P4C) sessions to tackle often controversial international development issues, such as asylum, gender equality and war.

It was intended to develop pupils' ability to look at how such issues are relevant to their own lives, search for solutions and motivate them to make a difference.

Teachers were pointed to a variety of different resources, such as story books, photographs, artefacts, poems or film clips, which could be linked to a global date and used to introduce issues relating to international development.

For example, one school used the book 'Four feet, two sandals' by KL Williams and K Mohammed - a story of friendship between two girls in a refugee camp in Afghanistan - to encourage discussions about poverty, human rights, equality, friendship and asylum. The session was also linked to dates, such as Human Rights Day and Refugee Week.

'The more you work with controversial subjects the more skilled you become in introducing them to the children in a fair and unbiased way and one that is relevant to the children's level of understanding.' Teacher at project school

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