

# Case Study:

Ivy Bank High School, Burnley & Rhyddings High School, Accrington

## School Background:

Ivy Bank High School is situated in Burnley where there is a history of racial tension. The link activities in this case study ran in 2005, a year before all schools in Burnley were closed and merged to create more multi-cultural schools representing the diverse population of Burnley. At the time of these activities Ivy Bank had very few ethnic minority students (less than 2%) compared to Rhyddings who have about 24%.

## Main Contrasts:

Mono-cultural / Multi-cultural

## Main Themes:

UK Diversity

Anti-racism

## Aims:

- To link with a school with a contrasting ethnic make-up.
- To develop citizenship education within both schools.

## Key learning outcomes:

Greater levels of empathy and respect for others.

## Evaluations:

‘When they were doing their final presentations, having worked together in small groups, you wouldn’t know that the groups were made up of kids from two different schools’.

‘P4C allows the students to be in control of their own learning. It involves everyone, even those who don’t talk so much are engaged, which you can tell when they break up into smaller groups. The kids were very open.

### *Specifically to:*

- Raise awareness of U.K. diversity.
- To challenge local prejudice within E. Lancashire.
- To develop positive attitudes towards other people.
- To challenge attitudes and stereotypes.
- To develop thinking and communication skills.

They really enjoyed it and were asking to do it again’.

‘The kids were listening to each other and changing their own views’.

### **Curriculum links:**

Citizenship

RE

PSHE.

### **How?**

The link was initiated by the SLIDE project. Rhyddings High School was put forward as a school interested in developing links, Ivy Bank was approached as a potential school to link with due to the fact it also had Business and Enterprise Status. The schools met in the spring term for a planning session facilitated by LGEC staff. Initially it was thought that the link would be through Business and Enterprise activities. However, after exploring various curriculum areas, it was decided that both schools would like to use the link to develop the citizenship curriculum. It was decided that the main methodology to be used would be Philosophy for Children, teachers would learn through observing staff from LGEC facilitating sessions in the individual schools and attending Level 1 training. Year 7 were chosen as the pilot year group and it was decided that there would be 3 sessions using P4C to explore issues around UK diversity in each school and then

there would be a Children's Conference where pupils would meet up to explore issues of diversity together.

For more information on P4C and an example of a session plan click [here](#).

Session1:

## **UK Diversity**

Stimuli: [Images of the UK](#)

Questions chosen:

Do people choose to live on the streets? (Ivy Bank)

How did the whole world get starved? (Rhyddings)

Session 2:

## **Asylum Seekers**

Stimuli: A PowerPoint presentation on asylum seekers (included definitions of an Asylum Seeker and a Refugee, photos and stories taken from 'It happened to me refugee' (Franklin Watts)).

Questions chosen:

Why don't they just let fit people into the country? (Ivy Bank)

Are we all equal? (Rhyddings)

Both questions led to discussion around how we judge people and how that makes people feel.

Session 3:

## **Racism**

Stimuli: [multicultural quiz](#) and a [poster on racism](#).

Questions chosen: 'If people aren't allowed to be racist to coloured people, why aren't black people allowed to be racist to white people?' (Ivy Bank)

During the session pupils became aware that they did not know about experiences of pupils from ethnic minority groups, as they were all white. Why did people move to England in the first place? (Rhyddings)

Pupils recognised the need to get rid of Racism.

## **Children's Conference:**

Pupils were split into mixed groups. Each group shared in a P4C session using different stimuli. After the discussions each group were given a challenge ([Critical skills activity](#)) to present the outcome of their discussion to their fellow philosophers.

Group 1: Stimuli: **cropped photo activity** (Global Lines, by the British Red Cross).

Question: Why do people's clothes say something about them?

Group 2: Stimuli: [refugees and asylum seekers quiz](#) and

Newsround Press pack report.

Question: Is England really safer than other countries?

Group 3: Stimuli: [Kenyan statements](#) activity (UK Diversity).

Question: Do people judge by what they see and hear?

Group 4: Stimuli: [I live here and I think...](#)

Question: Why do people get judged by their appearance?

### **Developments:**

- LGEC ran a joint training session on P4C for citizenship teachers from both schools.