

WINTER 2021/22: COMMUNITY

Our golden thread for this month is community. Strong communities are more important now than ever. Strong communities are resilient and bring a sense of belonging and social connection.



What is Community?

Teachers are skilled at creating communities – with every class you bring together, a mini community with a common purpose is created.

For pupils to learn, they need to feel valued and safe; they need to belong and feel connected. This common purpose and strength of connection are the fundamental elements of community. But your class does not sit alone - this mini community sits inside and is supported by the larger community of the school which is itself encircled by that of the supporting parents, then the local community.

These 'nesting communities' have connections and dependencies which extend to region, nation and the world. The complex, global nature of the network has been brought home forcibly by Coronavirus which knows no borders and has brought turmoil and anguish to every community.

But with every challenge comes new understanding. Amid emotional stresses and uncertainty, the virus is providing the potential for more connectedness...and for radically changing and rethinking the value of community itself. Finding technological



Laura Goad, Director

ways to 'zoom' and stay in touch; supporting neighbours; volunteering at vaccination centres; wearing masks to protect others – all examples that show cooperation, teamwork, equality, fairness, trust and strong personal relationships – skills needed for strong communities and for people to flourish.

The only certainty about our future is that it will be uncertain! We need to help young people develop agency, social responsibility and practical skills for creating compassionate and resilient communities locally and so making a more sustainable and fairer world.



Our CDEC Community

Building community is really important to us at CDEC.

Teachers in our member schools are able to engage with the Global Lead teachers' network, which meets each half term. It is a great opportunity to share global learning ideas, resources and to find out about our current projects. 70 schools across Cumbria are currently CDEC member schools, able to access resource boxes and support as part of their membership, take part in our current projects.

Our member schools are valued community members and the CDEC team really value the insights, support and ideas generated by our schools.

As we have mentioned, we have a number of projects at the moment, working directly with teachers and pupils. 2 of our projects are focused on 'place-based learning', with an ultimate goal of contributing to climate action through youth led environment, and sustainability actions.

Throughout this newsletter we will give you classroom activities that will help you to creatively engage with your community, and information on some exciting community-based projects that you could get involved in.

What is Place Based Learning?

Community and connection are at the heart of Place Based Learning (PBL) and CDEC is running 2 PLACE projects with schools and youth groups.

They provide a creative opportunity for ‘building forward’ from the challenges of Covid-19 and encourage young people to strengthen connections with the outdoors and take an active role in their community; PBL is:

'about a deep connection with people and place through emotions and knowledge...it is concerned with the interconnecting systems of environmental protection, community development and social justice - the very essence of sustainability.' (Cooper 2016)

The community and local place becomes the extended classroom and learning is interdisciplinary. Students explore their local place, with time for emotional, artistic and critical responses as well as using geographical and historical skills. Opportunities for intergenerational learning encourage the development of respect and empathy. Students then plan how they can ‘make a difference’ and work with their community to make this happen – service learning.

The well-being benefits of outdoor connection and practical action for others in reducing anxiety are well documented. Links between local issues and understanding the global context of those issues helps young people develop as skilled, active global citizens for the future.



Singing Tree Mural

Based on visionary work of Laurie Marshall – peace and art activist from the United States Singing Tree™ is an invitation to gather, share, and weave community around an issue, and express it in a form of collaborative artwork.

This autumn term we have worked with Ashfield Juniors Primary School in Workington on the Singing Ash Tree of Abundance and Protection. Working with a core team of 16 pupils from across all year groups we were healing the disruption in school community life caused by COVID. We went deeper into the concept of our individual gifts and contributions as well as the need for protection and care for what we find precious in our community, both local and global.

Together we designed a mural that was painted in a school hall with contributions from all members of school community including pupils, teachers, wider staff and all the people who support the running of the school.



“We reorganized our assemblies so that we can always face the artwork created, this way we can all look at it, it’s beautiful and it is a reminder of what we are committed to, and capable of when we are together. It feeds into school values and inspires action.”

Mrs Sue Frost, Headteacher at Ashfield Juniors Primary School, Workington.



My Local Area

Look at your village, town or your local area (you could even set a radius, such as your square mile or kilometre) and get to know what there is in your community.

This could be looking at green spaces, parks, places of worship, museums, shops, swimming pools and so on. You could map out your local area or write a letter to somebody in a different community describing what your local area is like.

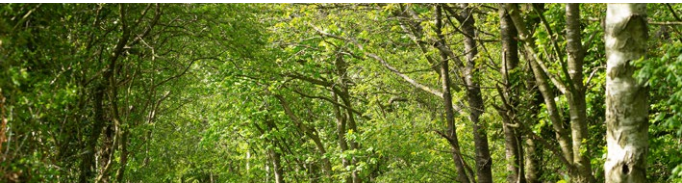
In order to help our local community, we must first understand it and know what it is made up of.

Make a Change in Your Local Community

Community work can build empathy, kindness and confidence, whilst also teaching a variety of life skills to young people. It also provides the opportunity to make connections within your community, and to make a lasting, positive impact. Also, it can be a lot of fun!

Once you have explored and mapped out your local community, you can start to think about what action your local community needs. Does your local community have a litter problem? Is your local community losing its green space? Do your local foodbanks need more support? Work with your students to identify areas of need within the community and start to think about how you could help. This could look like a variety of different things: planting trees, planting produce to donate to local foodbanks, a litter pick, a book drive, a collection for a local animal shelter or raising funds for local organisations.

Remember to measure and share your impact!



Green Recovery Challenge Fund

Department for Environment Food & Rural Affairs

The National Lottery Heritage Fund

Environment Agency

NATURAL ENGLAND

Green Place

This year we are excited to launch the Green PLACE Project. The Green PLACE Project aims to help young people identify and reconnect with their local green spaces in creative ways that enhance biodiversity.

Inspiring young people to make a positive contribution that enhances their local environment for the benefit of all. The project will give participants the necessary skills required to work as a group in collaboration with other community members to take their ideas forward and work towards achieving their plans.

This aim of this project is also to help foster a deeper connection and appreciation of these green spaces and encourage a sense of responsibility for them, as well as contribute towards improved mental health through practical work, improved community connections and creativity.

The creative element of this project will enable participants to delve deeper into exploring their local area and community, celebrating its uniqueness and what makes it special. We will be working with both schools and community groups; if you are interested in being involved, please contact Project Coordinator, Kate at kate@cdec.org.uk for more information.

MIGRATION STORIES NW

Migration Stories North West

Migration Stories North West brings together existing North West migration heritage research and new migration stories to show migration as a natural part of our human existence that has shaped the social landscape of our region for centuries.

Through working with individual biographies and archived materials we document the history of migration of communities in the Northwest of England.

Supported by historians and digital humanities team from Lancaster University, creative artists from Manchester, as well as local museums we will create exciting new tools to see the global migration journeys. Join our team of volunteers searching local archives and uncover the connections between our region and the rest of the world.

For more information email office@cdec.org.uk

Migration NW is a two-year heritage project run in partnership with Global Link, Liverpool World Centre, Cheshire Global Learning and Crossing Footprints (CIC)

Training Courses

We offer a huge variety of training courses at CDEC, and members get 10% off!

See below for some of the courses that we offer. All courses last for either half a day or two twilight sessions, can be adapted for EYFS- KS4 teachers, and can be for individual teachers or groups.



Using Storytelling to Build Global Citizens: tried and tested resources to improve literacy and oracy skills and understanding of our world

Experience tried and tested learning and resources from our Sankofa transnational storytelling project; an experience that has combined traditional storytelling techniques with the exploration of migration, gender equality, well-being and sustainability- all linked to the Sustainable Development Goals.

Developing Pupil Voice

By embedding practices and principles authentic pupil voice through all elements of school life, children and young people can become active participants within society, promoting social justice, sustainability and anti-racism. Sessions can provide: a review of your current approaches, insights into establishing and embedding effective school councils, ideas on how to deliver and 'unpack' whole school pupil forums, along with some key tools for implementation. We will also make clear the links to Ofsted agendas surrounding British Values, SIAMS inspections and curriculum implementation (sessions are also available to consider curriculum development).

Global learning through an Anti-racist lens

This course looks at how we can embed global learning using an anti-racist lens. We look at knowledge, skills and values around areas such as (but not limited to): global citizenship, interdependence, conflict resolution and social justice. We consider what it means to be actively anti-racist, what diversity means and is it enough, and how institutionalised racism affects social justice.

Wide - awake in the world - Embedding Global Learning in the new Early Years curriculum:

This course explores global learning, the key concepts and why it is a crucial element of teaching and learning. You will feel more confident about tackling global issues with your pupils. We share practical tools for planning, and activity ideas that you can take away. You will have the opportunity to explore a rich bank of new online resources that can help bring global learning to life in your EY classroom.

Beyond the science - teaching Climate Justice and human rights

How do we teach the climate crisis in a way that also confronts inequality, places social justice and fairness at its heart and that imagines the kind of world that we would like to live in? This course explores the historic and economic causes of the climate crisis and recognises that the impact of climate change is not experienced equally around the world or over generations.

Hidden Stories Shared Lives

This course will provide a meaningful context to learning about migration with the use of engaging, contemporary mixed media resources created using life stories from people who now have Cumbria/Lancashire as their home. The session will focus on recent migration to give voice to ordinary people whose contemporary stories about migration offer an insight into the meaning of home, belonging, community and identity.

During the course we will critically engage with and reflect upon the 'big ideas' around the issue of identity, belonging and migration and discover a wealth of new learning resources.

RESOURCE BOX HIGHLIGHT

AS A MEMBER, YOU CAN BORROW OUR BOXES FOR FREE



HIDDEN STORIES: EVERYONE COMES FROM SOMEWHERE

Who lives in our community and where are they from?

This resource box contains mixed media links and resources created using real life stories from people who chose Cumbria to be their home. The session will focus on recent migration to give voice to ordinary people whose contemporary stories about migration offer an insight into the meaning of home, belonging, community and identity.

It can also prompt your pupils to start their own 'Hidden Stories' exploration in their community!



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