



# DECSY Members Newsletter

Spring 2009

## Community Cohesion: Muslim Perspectives Across the Curriculum

DECSY's recent training course 'Community Cohesion: Muslim Perspectives Across the Curriculum' was oversubscribed and attracted teachers of children aged 3-18 from across South Yorkshire. The schools they represented were an interesting 50-50 mix of those with large populations of pupils from minority ethnic groups (some mainly Pakistani heritage) and those which were mainly white (and often from economically deprived backgrounds). The teachers themselves, unusually, were also a good mix of white British and Asian British with one Asian teacher remarking how refreshing it was not to be the 'only one' for a change.

By community cohesion, we mean working towards a society in which **there is a common vision and sense of belonging by all communities**; a society in which **the diversity of people's backgrounds and circumstances is appreciated and valued**; a society in which **similar life opportunities are available to all**; and a society in which **strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community**.

*Guidance on the duty to promote community cohesion, DCSEF, July 2007*

The morning was spent discussing the importance of Muslim Perspectives (see the card sorting activity in the centre pages) and exploring some principles and practice for promoting community cohesion in schools (see a summary of Robin Richardson's 'Big Ideas' in the centre pages). Mehtab Hashmi Culling, a guest trainer from Milton Keynes,



'Community Cohesion: Muslim Perspectives Across the Curriculum' course Jan 09

challenged perceptions of what it means to be a Muslim by presenting a role play scenario featuring a young Muslim woman and her fiancé. She followed this up with a presentation developed in response to the Islamophobic attitudes in society which were fuelled by the government and media responses to the July 05 bombings. This was used as the stimulus for a Philosophy for Children / Communities enquiry (P4C). The question which the group wished (almost unanimously) to discuss was 'Are schools powerful enough to be responsible for community cohesion?'

The P4C ground rules and framework of

*continued on page 4*

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# DECSY Projects / News

For more information about DECSY projects visit our website: [www.decsy.org.uk](http://www.decsy.org.uk)

## One World

DECSY's online project One World is coming to an end in March.

If you have not seen One World yet it is worth saying that it has similarities to Facebook et al, but also has some significant differences. For example, you don't get cyber bullying in One World because it is fully mediated by trained professionals. This means that when your class is using One World there is always an adult online checking that they are safe. One World also features editorial content and activities, so it is a better platform for online learning about development issues. You could say that One World has all the fun elements of Myspace and Bebo, with the added benefits of safety and educational content. At the moment Intuitive Media is offering teachers and pupils a free trial and free Lite accounts, so why not try it out for yourself?

### What is it?

So what's One World all about then? Well, it encourages primary and secondary school children to learn about what is happening in the South and to get involved through talking to one another by email, posting in forums, writing articles, taking part in fun activities and by taking action. There are members in many different countries, including Kenya, India, Czech Republic and Australia to engage with.

The project has been well received by teachers and pupils alike and has featured some innovative content too. Early in the project DECSY used One World to host development education's first online hotseat. In this hotseat children got the chance to chat live with Rimas, a Maasai woman from Kenya, who also works as a cultural mentor at DECSY. We have since hosted hotseats with people from Somalia, Nicaragua, D. R. Congo, Egypt, the Ivory Coast, and many others. The hotseats have grown in popularity and offer a unique way for children to explore new cultures from the comfort of their own classroom or home.

Philosophy for children online, another first for development education, also made its debut in One World. To date children have held online philosophical enquiries about the bi-centenary of the abolition of the transatlantic slave trade, the Burma protests and the US election of Obama (this time

with two schools taking part: Wharncliffe Side Primary and Hunters Bar Junior).

### Diamond ranking

Also worth a visit, if you have not played it already, is the refugees diamond ranking activity, which was developed exclusively for One World by Intuitive Media. This is another first for development education online. In this activity children are asked to put themselves in the shoes of Wali, a 10-year-old Afghani refugee who now lives in London. Using the diamond ranking tool the children have to place statements in order of importance. They then discuss these in a forum, saying why they decided to put which statements where.

Breaking news and insightful features also play a big part in the One World experience. Members get the chance to comment on current world issues, such as the US election, posting comments in the forums and writing articles for the Your Articles pages. Popular news items have included the election in Zimbabwe and the monks protesting in Burma, prompting forum posts such as: 'I think Mugabe needs to step aside,' and 'why are the monks being attacked by the police?'

Other inspiring topics have included Fairtrade, climate change, slavery, immigration, refugees and gender. The Fairtrade Choca Monkey game is always popular too. In it children have to guide a monkey through a maze of platforms collecting cocoa beans to sell to make Fairtrade chocolate. We also recommend you play the Guess the Country slideshow activity.

If you are a teacher and would like to get your class learning about development issues in a fun and entertaining way, then why not give One World a try? Call freephone: 0800 169 1024 and mention 'One World' to find out more about free Lite membership and other special offers for SuperClubsPLUS and GoldStarCafe. Contact: [toby@decsy.org.uk](mailto:toby@decsy.org.uk)

### YHGSA Global Schools Award

Don't forget your school could apply for a Global Schools Award. For more information contact: [rob.unwin@decsy.org.uk](mailto:rob.unwin@decsy.org.uk) or look on the YHGSA website: [www.yhgsa.org.uk](http://www.yhgsa.org.uk)

# DECSY Projects / News



and 2 teacher days of supply cover per school (£200 per day) to integrate Makutano Junction film clips into your curriculum and to assist with evaluation then contact: [rob.unwin@decsy.org.uk](mailto:rob.unwin@decsy.org.uk)

Participants at P4C Level 1 courses Nov 08 & Jan 09

## Makutano Junction (KS3-4)

### A Kenyan TV soap opera

Would you like to be involved?

Makutano Junction is a hugely popular Kenyan TV soap opera which reaches 5 million dedicated, Kenyan viewers.

Comments from students in the UK:

"It's lush!"

"We expected Kenya to be really poor, but there are skyscrapers and that as well."

"I thought the men would dress in dresses, but they don't - they wear trousers. Some wear jeans, like us."

If you would like to be involved in developing Global Dimension materials relating to Makutano Junction and receive half a day of a Maasai Kenyan teacher's time to support curriculum work on Kenya

## Global Lead Professional support for Sheffield schools

Support in developing a Global Dimension in your curriculum is available free of charge through the Lead Professional Initiative. Nickey Brown is a Global Lead Professional with 14 years Secondary experience. She has recently returned from 2 years educational

development work in Cambodia and is currently working on the DECSY SEAL project. She can provide whole school or individual CPD; work with teachers or departments to recommend and develop activities and resources; support co-ordinators with progress towards the Global Schools Award, school links and the planning and provision of curriculum enrichment activities such as Fairtrade or Refugee weeks.

Contact [nickey@decsy.org.uk](mailto:nickey@decsy.org.uk)



## Courses and Events

### Philosophy for Children Level 1 Course

September 23rd (twilight), Sept 24th and Oct 8th 09, DECSY, Scotia Works (non-residential) £200

Now booking:

[helen.griffin@decsy.org.uk](mailto:helen.griffin@decsy.org.uk)

### An Introduction to Philosophy for Children

Friday 26th June 2009

Bannerdale Centre & Dobcroft Junior School, Sheffield (observe children participating in an enquiry)

£70 (including refreshments and course notes)

[helen.griffin@decsy.org.uk](mailto:helen.griffin@decsy.org.uk)

### Sheffield Philosophy for Children Network Group

For Sheffield teachers who have done Level 1. The group meets every half term at Scotia Works between 4.30pm and 6pm and

is facilitated by Helen Griffin who is a Sapere accredited trainer.

Contact: [helen.griffin@decsy.org.uk](mailto:helen.griffin@decsy.org.uk) for date of next meeting.

### Skills and Understanding for Conflict Resolution Education in a Personal, Local and Global Context

Friday 19th June 2009, 10am-4pm

Scotia Works, Sheffield

£25 (subsidised by YHGSA)

[rob.unwin@decsy.org.uk](mailto:rob.unwin@decsy.org.uk)

### Celebrating Cultural Diversity in the Early Years

Monday 22nd June 2009, 9.30am - 3.30pm

DECSY, Scotia Works, Sheffield

£15 (and FREE to Sheffield practitioners)

For practitioners to explore the issues, look at the SEF and try out practical activities and resources.

[rob.unwin@decsy.org.uk](mailto:rob.unwin@decsy.org.uk)

# Community Cohesion: Muslim Perspectives

Participants at  
Community  
Cohesion:  
Muslim  
Perspectives  
Across the  
Curriculum  
course Jan 09

*continued from front page*

the 4 Cs (critical, creative, caring and collaborative) along with the commitment to the issues of everyone in the group meant that the discussion was open, respectful and searching. There seemed to be a general feeling of resentment of the way schools are expected (and now OFSTED inspected) to solve all the ills of society. However there was also a recognition of the importance of education and a desire to promote inclusion and to try and contribute to a more socially cohesive society which values diversity.

Following some lively Bollywood dancing led by Mehtab, the afternoon was spent sampling and browsing activities and materials reflecting Muslim perspectives in every curriculum area.



## Six Big Ideas

These ideas developed by Robin Richardson, ex-advisor and Director of Insted consultancy with extensive involvement in race equality work (e.g writing guidance on Teachernet on racist bullying), appear in a number of publications including: *Here, There and Everywhere*, Robin Richardson, *Every Muslim Child Matters*, Maurice Irfan Coles.

### 1. Shared Humanity

- Human beings belong to a single race, the human race.
- They all have basic tasks, problems, aspirations and needs in common.
- They should all be treated fairly and have the same human rights.

### 2. Difference & identity

- Through history and across the world, and within each society, there are different ways of pursuing the same values and human needs.
- Diversity and difference is interesting and exciting, necessary and invaluable.

### 3. Local and Global

- Countries, cultures and communities are not cut off from each other - much borrowing, mingling and mutual influence over the centuries between different countries and cultural traditions.
- Events and trends in one place in the modern world are frequently affected by events and trends elsewhere.

### 4. Achievement Everywhere

- Examples of high achievement are to be found in a wide range of cultures, societies and traditions, not only in 'the west'.

### 5. Conflict, justice & rights

- In all societies and situations - including families, schools, villages, nations, the world - there are disagreements and conflicts of interest.
- There is a never-ending need to construct and to keep in good repair, rules, laws, customs and systems that all people accept as reasonable and fair.

### 6. Race & Racisms

- There are biological and cultural strands in racism.
- Biological - physical features of supposed difference, particularly skin colour and facial features.
- Cultural - differences of religion, language and way of life.
- Both strands involve believing that certain differences amongst human beings are fixed as well as significant, can justify unjust distributions of power and resources and can determine who is and who is not a full member of the national society.

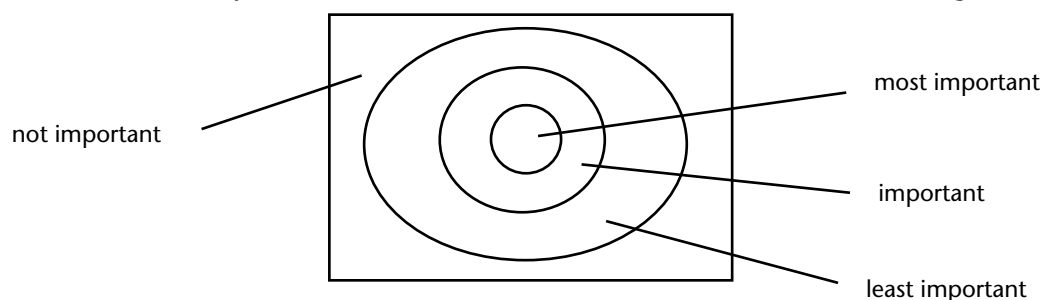
## Why Muslim Perspectives?: discussion activity (staff)

There is a need for work in schools and other educational settings on Muslim Perspectives to:

challenge stereotypes, often coming from a 'loaded media'	challenge the polarisation of opinion amongst all pupils, whatever their background
come to terms with having 'multiple identities' based on our ethnicity, religion and where we live	value diversity whilst also promoting shared values (community cohesion)
raise the self esteem of all children and young people by using positive source material from their faith and cultures	highlight the potential for partnerships between all communities in the UK
develop a critical understanding of information and the media	develop an understanding of universal human rights and the skills to apply and defend them
be aware of the Abrahamic tradition that underpins Judaism, Christianity and Islam	develop skills of participation and responsible action
make connections and recognise the commonality between many 'Western' and Islamic viewpoints	appreciate that divergent views exist about many issues within Muslim communities
convey the inherent, moderate and tolerant nature of Islam	counter the growth of Islamophobia and prevent bullying

Statements adapted from those in *Citizenship and Muslim Perspectives*, Islamic Relief / TIDE

These statements can be used as a discussion exercise with staff groups. They could be sorted into A3 or A1 sized concentric circles with '**most important**' in the middle, then '**important**', '**least important**' and finally '**not important**' on the outside. In the plenary the pairs or small groups could feed back their most important statement or the one that produced most discussion. Obviously there isn't one right answer.



# Muslim Perspectives Across the Curriculum

## Activities using photographs showing diverse images of Muslims

(choose from [www.salaam.co.uk](http://www.salaam.co.uk) - who's who of famous Muslim men and women or from <http://search.creativecommons.org/>)  
Activities taken from an account of work with Y3-6 pupils in a white, rural school in *Another Spanner in the Works*, Trentham, 2005

Aims:

- To challenge stereotypical views of Muslims
- To discuss the danger of generalising from someone's appearance

Activities which took place in Y3-6 in a white rural village school (but would work with older pupils)

1. Ask pupils 'What do you think of when you hear the word 'Muslim?'. Give them time to think individually, then in pairs create a mind map to show their combined thinking. Discuss some of the comments and make the meaning of words like 'generalisation' and 'stereotype' clear.

2. Ask pupils to draw what they think a Muslim would look like. Then ask them to draw a person from Sheffield (Doncaster, Rotherham, Barnsley) or a Christian. Ask pupils 'which of you drew the 'right' person from Sheffield? Is there a 'right' when we are talking about a diverse group of people? So why did you find it easy to draw a 'Muslim'?

Keep the drawings on one side and use them later to compare with what they draw in response to the same questions at the end of the activity.

3. Give the pupils a set of images showing women, men and children of all ages from a variety of cultural backgrounds, dressed in different ways and doing different things and tell them 'here are some pictures of people who are all Muslim.'

Ask them to work in groups of 4 to discuss and agree on at least 5 different ways they could sort the pictures, and whether they could decide on the most interesting category.

Discuss the activity.

4. Pupils fill in the following questionnaire:

a) Looking at the pictures, can you tell me 5 things about Muslims

- 1
- 2
- 3
- 4
- 5

b) I wonder if you can ask at least 5 questions about Muslims

- 1
- 2
- 3
- 4
- 5

c) Can you select your best question?

d) Choose one picture, can you give a title to the picture?

5. Ask the pupils to individually choose the photo they like the best or the one that tells them most about the person in it. Tell them to notice all the thoughts they have whilst they are choosing. Once they have chosen, ask them to explain to the others in their group why they chose that photo.

6. Discuss the following questions:

What 5 similarities do you think you have to this person? Why?

What 5 differences do you think you may have? Why?

If you met this person what would you like to know about them?

What do you think the person enjoys about life? Why?

What might the person's hope be for the future? Why?

Which of the people in these photos would you least like as a neighbour? Why?

Think of two questions you would ask them. What do you think their answers would be?

Which of these would you least like as a friend? Why?

Which of these would you least like as a teacher? Why?

Which of these would you most like as a neighbour? Why?

Which of these would you most like as a friend? Why?

Which of these would you most like as a teacher? Why?

Visit the  
DECSY  
website:

[www.decsy.org.uk](http://www.decsy.org.uk)

# Resources / Websites: Muslim Perspectives



**The Swirling Hijaab**, Na'ima bint Robert, Mantra, 2002, £7.50

A dual-language story book about a little girl who uses her

mother's hijab (Islamic headscarf) to create imaginary worlds. Available in a wide range of languages. 4-7 years.

**Moving to Britain from Somalia**, Cath Senker, Franklin Watts, 2008, £11.99



A photographic account of the daily life of a Somali boy and his family living in Sheffield. Includes information about Somalia and Somali cultures. A useful accompaniment to the DVD/CD Rom *Who am I?* about Somali young people

in Sheffield. 7-11 years.

**Journey Through Islamic Art**, Na'ima bint Robert, Mantra, 2005, £8.50



Beautiful illustrations and poetic language make this a very attractive story for learning about the

wonders of Islamic art through the eyes of a little girl.

**Every Muslim Child Matters**, Maurice Irfan Coles, Trentham, 2008, £17.99

Issues surrounding Islam have the potential to divide our society, but also the potential to be a positive unifying force. How can we respond effectively to the educational needs of Muslim children? How can extremism and Islamophobia be tackled? This book offers some answers to these questions, with recommendations for curriculum change, guidance at strategic level for authorities and schools, and suggestions for helping raise the achievement of Muslim pupils. Highly recommended. Cross-phase.

All these resources are available to purchase or loan from DECSY. For a database of resources available go to [www.yhgsa.org.uk](http://www.yhgsa.org.uk)



**Does My Head Look Big in This?** Randa Abdel-Fattah, Marion Lloyd, 2006, £5.99

Funny and moving novel about Amal who decides to wear the hijab full-time in her mainly white Australian school. 11-18 years.



**Four Feet, Two Sandals**, Karen Lynn Williams & Khadra Mohammed, Eerdmans Publishing,

2007, £11.99

Moving story about the friendship of two girls living in an Afghan refugee camp in Pakistan. 7-11 years.

## Selected Websites

[www.islamicity.com/education](http://www.islamicity.com/education)

Extensive site which contains information about Islam, historical background, Islamic contributions to arts, maths and science plus a wide range of other material including slide shows.

[www.muslimheritage.com](http://www.muslimheritage.com)

UK site set up to discuss the contribution of Muslim heritage to present day science, technology and civilization. Includes an interactive time line and world map as well as a wealth of information.

[www.iaw.org.uk](http://www.iaw.org.uk) Site of Islam Awareness Week (in November). Information with

photographs about Islam and Muslims in Britain. Link to virtual classroom.

[www.spirit-staffs.co.uk/pakistan](http://www.spirit-staffs.co.uk/pakistan)

This site aims to explore links between UK and Pakistan. Looks at topics such as: food, art, fashion, sport, religion and work. Images, interviews, facts and real-life stories.

<http://news.bbc.co.uk/cbbcnews>

Newsround website - pages for children on current issues including Gaza with film of children talking about the conflict. There is a whole section on the Middle East and on Islam in 'Extra Stuff'. Teacher's pages include lesson plans on Ramadan.



Metered parking is available on Leadmill Road and Leadmill Street or you can park in the station multi-storey.

## Opening Times

12 - 5.30pm Tues - Thurs term time only  
Other times by arrangement

### Contact:

Jenni Shaw, Administrator: 0114 2412750

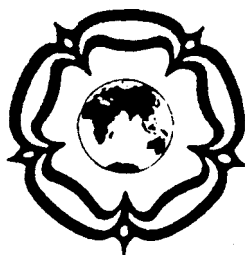
Rob Unwin, Development Education Officer:  
0114 2412754

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0114 2412753

Toby Jenkinson, Project Worker One World:  
0114 2412756

Nickey Brown, SEAL Project Worker: 0114  
2412756

Valerie Garvey, Rimas Tankile Morris:  
Cultural Mentors: 0114 2412755



## Membership

Benefits include: 10% discount on all cash and cheque purchases, resource loans, video loans, newsletter, resource lists on request. Group members are also entitled to 10% discount on Southern Artist bookings; loan of artefact boxes; introductory session at the Centre; opportunity to hold a staff meeting at DECSY.

### Membership rates:

Group membership: £40

Individual user membership: £10 / £5 student

### Development Education Centre (South Yorkshire)

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