

Devon  
Community Cohesion Project  
2009 - 2010



## Schools Competition Pack

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Dear schools,

We, the **Safer Devon Partnership**, are writing to invite your school to take part in a county-wide Community Cohesion project. The project will provide opportunities, and tools, for teachers and students to explore issues around prejudice, extremism and active citizenship and for local Learning Communities to develop their Community Cohesion strategies.

We don't think Devon is an intolerant and unwelcoming county, rife with prejudice and racism and are confident that the majority of people who live in or visit Devon find it a welcoming county with a strong sense of community. However, we are also aware that not everybody shares those positive experiences, that there are some people who regularly experience intolerance and prejudice, who feel isolated and marginalised and find it difficult to join in or to benefit fully from all the good things that Devon has to offer.

We want to make it clear that we understand how much damage prejudice can do and to affirm that we will oppose prejudice of any sort. We want to promote Devon as a county that is committed to fighting prejudice and has a strong community which is open to everyone.

As for extremism, we are equally confident that Devon isn't a hotbed of extremism. However, as the bombing incident that took place at the Giraffe restaurant in Exeter in May 2008 showed us, even in Devon there is no room for complacency and we all need to work together to make sure that marginalised individuals and groups are not attracted to extreme ideas.

The intention of this project is to draw on the expertise, experience and energy of our schools; to put the young people of our county at the forefront of our drive for an inclusive Devon. Our schools, after all, are focal points for community cohesion – bringing together children and families from all sorts of different backgrounds to live, learn and work together.

The first phase, which revolves around a **Devon-wide competition**, will encourage schools and learning communities to take ownership of the issues and provide them with a platform for developing clear and strong Community Cohesion strategies as well as practical ways of getting pupils and staff involved in thinking about prejudice and extremism and how to counter them.

The second phase will see the winning entries from the competition used to create (a) a county-wide anti-prejudice/extremism **media campaign** (b) a **Community Cohesion resource pack** for Devon's schools.

The third phase will build a sustainable infrastructure on these foundations by creating a **network of community cohesion champions**, one for each of Devon's 31 Learning Communities.

This letter and this pack are your invitation to participate in the first phase of the project: the competition. You will find descriptions of the different categories; explanations of what you need to do to enter; entry forms; ideas for teachers; curriculum links and details of where you might find any support that you need, both locally and nationally.

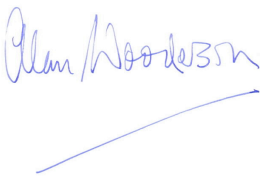
The competition is open to all primary and secondary schools in Devon and for each category there will be two winners: one primary, one secondary. We have provided some relevant Key Stage 2 and Key Stage 3 curriculum links but the competition is open to school children of any age.

We are fully aware how busy schools are and we aren't expecting heads, teachers and students to drop anything else in order to get involved. We hope that the different categories will suggest ways in which you can fit this competition in with the plans that you have already made and that it will offer opportunities to enhance existing schemes of work as well as whole school plans for responding to community cohesion requirements. With the latter in mind there is a self-assessment checklist included that might be a useful way of assessing your school's ongoing progress with the community cohesion agenda.

Please contact one of the numbers listed below, if you have any questions.

We look forward to your participation.

**Alan Wooderson, Chair, Safer Devon Partnership**



**Contacts:**

- *David Wright,  
Hate and Prejudice Crime Prevention Coordinator, Devon County Council  
07971267502*
- *Jeanie Lynch  
Equality and Diversity Officer, Devon Children and Young People's Service  
07969470665*

## The 5 competition categories

### Category 1: Photography

#### Criteria

- Take a photograph, or series of linked photographs, on the subject *Diverse Devon*.
- Entrants can use any kind of camera – from professional digital SLRs to disposable cameras but all entries should be submitted in digital form. It's not about the quality of the equipment used but about capturing images that reflect positively on Devon's diversity.
- Photographs can be submitted with or without a caption. Captions should be no longer than 20 words.
- Photographs can be submitted by email/CD Roms (see How to Enter).
- Label clearly with school's name and entrant's name(s) and age(s)

#### Starting points

Whole class/group discussion and/or research topics:

- What does the word diversity mean?
- How diverse is Devon?
- What different sorts of diversity are there?
- How diverse is your school?
- What makes a good photograph?
- Use *Google Images* to search for examples of images of diversity. Ask each student to pick one image that they like and one that they dislike and to discuss their choices with the other students.
- Photographs could be taken as part of a class or whole school project leading to a school exhibition or the production of a Diverse Devon display board.

#### Prizes

- 1<sup>st</sup> prize for school: £500 to spend on photography equipment.
- Prizes for top 4 photographers: two days working in a studio, or on location, with a professional photographer.

## Category 2: Film

### Criteria

- Make a short film that focuses on prejudice or extremism. It could:
  - explore how prejudices develop
  - look at the impact that prejudice or extremism can have – on victims, on their families and on the whole community
  - show what your school is doing to combat prejudice and extremism.
- The film can use live action, animation or a mixture of both.
- Entries must be submitted as digital files on DVD
- Label clearly with school's name and entrant's name(s) and age(s)

### Starting points

Whole class/group discussion and/or research topics:

- What is the definition of extremism?
- What similarities and differences are there between different forms of extremism?
- What causes violent extremism? Is all extremism wrong?
- What is the definition of prejudice? Where does the word come from?
- How many different forms of prejudice are there?
- What are the most common prejudices in your school/class?
- What prejudices do you have?
- Challenge teams to create a film "storyboard" including notes on potential images, locations, and types of camera shot.
- You can find other films made by children at <http://www.firstlightonline.co.uk/movies> (the Identity section is useful). Watch as a group, and discuss how issues may be similar or different to those which minority communities in Devon might face.

### Prizes

- 1<sup>st</sup> prize for school: £500 to spend on film-making equipment
- Special prize for the winning filmmaking team: two days' work experience with a professional film production company.

## Category 3: Poster

### Criteria

- Design a poster for an anti-prejudice Devon or one which promotes community cohesion. The poster should convey an anti-prejudice/community cohesion message through art or text or a combination of both.
- Posters should be made on A3 paper, using any drawing, printing or painting technique – please do not use collage.
- The poster should be designed and completed by individual pupils after whole class input. Each school may submit up to 10 entries.
- Label clearly with school's name and entrant's name(s) and age(s)

### Starting points

Whole class/group discussion and/or research topics:

- What is community?
- Is our local community diverse and inclusive?
- Who faces prejudice in our community (locally, nationally, globally)?
- How can we help people unlearn prejudices?
- How would it feel to be left out of your community?
- Look at anti- prejudice posters, ask the class to select one which has the most impact, ask why and how.
- What makes a good poster? Try  
<http://lorien.ncl.ac.uk/ming/Dept/Tips/present/posters.htm#space>  
<http://www.ltscotland.org.uk/informationliteracy/9to11/tell/DisplayPosterDesign/resources/index.asp>
- In groups explore poems and anti-prejudice statements and put together a short text which could be used on a poster.

### Prizes

- 1<sup>st</sup> prize for school: £500 to spend on art materials
- Special prize for the winning artists: The winning posters will be used as the basis for posters which will be printed and then distributed for display around all Devon schools, libraries, post offices, etc. The winning artist/s will be invited to work with the professional designer responsible for translating their entries into the campaign posters.

## Category 4: Assembly

### Criteria

- Create an anti-prejudice assembly that raises awareness of the harm that prejudice can do and shows students how they can help to combat prejudice. It can focus on any aspect of prejudice – e.g. racism, homophobia, prejudice against gipsies and travellers/people with disabilities/women.
- Please provide at least one of the following to document your assembly:
  - Powerpoint presentation with notes.
  - Video recording of assembly with script.
  - Pack of plans and resources for assembly.

### Starting points

*For teachers:*

- Go to <http://www.teachernet.gov.uk/teachingandlearning/assemblies/> and try typing in words linked to this topic: e.g. diversity, racism, etc. Other sites with ideas for assemblies include [www.assemblies.org.uk](http://www.assemblies.org.uk)

*For whole class/group discussion and research:*

- What is prejudice? What groups are often the victims of prejudice?
- Can you be both a victim and a perpetrator of prejudice?
- What causes prejudice?
- How can we stop prejudice? In our school? In our community?
- What makes a good assembly – one that you pay attention to and remember?
- Small groups can plan a presentation which answers one or more of the questions above. These presentations can be used as starting points for developing an assembly. Think about visual aids, drama and audience participation.
- Use photos, poems, or news stories in whole-class teaching to explore the concept of prejudice.

### Prizes

- 1<sup>st</sup> prize for school: £500 to be spent on books or equipment
- Special prize for the winning teams: a trip to the theatre and/or the opportunity to take part in a theatre workshop.

## Category 5: Project

### Criteria

- Design and initiate a project to promote community cohesion - this project should encourage pupils to be active citizens. The project should be led by the class teacher and it should include:
  - A clear project plan.
  - Evidence of the project in action (a brief description of what was done with photographs and quotes from participants/ a display/ a collage/a project book)
  - A short description of how it promotes community cohesion

### Starting points

#### *For teachers:*

- <http://www.scips.org.uk/comcoh1.htm> offers clear advice and lots of ideas about running a community cohesion project
- The Institute of Community Cohesion has a *Toolkit for Schools* - available at <http://www.cohesioninstitute.org.uk/Resources/Toolkits/Schools>

#### *For whole class/group discussion and research:*

- What is community?
- How is our local community diverse and inclusive?
- What's it like to be new in this country?
- How many languages are spoken in our community?
- How can we encourage people in the community to feel that they belong?
- Create an opportunity for people from other communities (in Britain or abroad) to connect with your community.
- Organise an event which celebrates diversity within the community
- Research the names of the people in your class and map their roots.

### Prizes

- 1<sup>st</sup> prize for school: £500 to be spent on books or equipment
- Special prize for the winning teams: trip to London, including a guided tour of the Houses of Parliament

## Curriculum links - Citizenship and PSHE

Key stage 2	Key stage 3
<p><b>Citizenship and PSHE</b></p> <p><b>Preparing to play an active role as citizens</b>            a. Research, discuss and debate topical issues, problems and events            e. Reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences            i. Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p><b>Developing good relationships and respecting the differences between people</b>            d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help            f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p>	<p><b>Citizenship</b></p> <p><b>1.1 Democracy and justice</b>            c. Considering how democracy, justice, diversity, toleration, respect and freedom are valued by people with different beliefs, backgrounds and traditions within a changing democratic society</p> <p><b>1.3 Identities and diversity: living together in the UK</b>            b. Exploring the diverse national, regional, ethnic and religious cultures, groups and communities in the UK and the connections between them.            d. Exploring community cohesion and the different forces that bring about change in communities over time.</p> <hr/> <p><b>PSHE</b></p> <p><b>Personal wellbeing</b></p> <p><b>1.1 Personal identities</b>            a Understanding that identity is affected by a range of factors, including a positive sense of self.</p> <p><b>1.5 Diversity</b>            a Appreciating that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation.            b Understanding that all forms of prejudice and discrimination must be challenged at every level in our lives.</p>

## Where to find support

**(a) Local organisations.** *The following local organisations – mostly voluntary and community organisations - offer a wealth of experience and expertise. Many of them will be able to come into your school to give advice and guidance or to run workshops with classes. Contact them individually to find out more about the services they can offer.*

**Day of Difference** at the Barbican, Plymouth, offers training to encourage young people to examine their values, attitudes and beliefs, and to explore how we deal with other people's differences.

<http://www.barbicantheatre.co.uk/artsdevelopment/Day%20of%20difference%20Info%20Pack.pdf>

**Devon Consortium Traveller Education Service** aims to ensure that Gypsy and Traveller young people and their families have unhindered access to universal services.

[http://www.devon.gov.uk/index/learningschools/supporting-children/travellers\\_education.htm](http://www.devon.gov.uk/index/learningschools/supporting-children/travellers_education.htm)

**Devon Ethnic Minority Achievement team** provides race equality training and consultation.

<http://www.devon.gov.uk/ema.htm>

**Devon Racial Equality Council** provides race equality training and a specialist school support service.

Can also deliver workshops for schools on Gypsy and Traveller issues. <http://www.devonrec.org.uk/>

**Exeter Community Initiatives (ECI)** – is a local charity dedicated to supporting social inclusion. ECI is currently working with the Planet Rainbow Project which can offer expert advice and training on working with the mixed heritage community. <http://www.eci.org.uk/index.htm>

**Exeter Mosque and Cultural Centre.** Contact the mosque if you would like to arrange a class visit or for the Imam to visit your school. [www.exetermosque.org.uk](http://www.exetermosque.org.uk)

**Global Centre** - the regional focal point for anyone interested in exploring the links between our lives in and those of people and environments throughout the world. Cultural Champions offer training and workshops in schools. <http://www.globalcentredevon.org.uk/>

**The Intercom Trust** provides support services for LGB/T (Lesbian, Gay, Bisexual and Trans people across the South West. Can provide advice and guidance and resources for schools.

<http://www.intercomtrust.org.uk/portal.htm>

**Magic Carpet** aims to widen participation in the creative arts by disabled and disadvantaged groups of people. <http://www.magiccarpet-arts.org.uk/>

**Open Hearts, Open Minds** is Devon's own social inclusion e-learning centre, keeping you in touch with essential news, tips and tools to help you to tackle social exclusion

<http://www.openheartsoopenminds.org.uk/>

**Refugee Support Group** offers support and training for schools on what it means to be an asylum seeker or refugee <http://www.rsgdevon.org.uk/>

**Take Part Exeter** aims to encourage Exeter people to take part as active citizens. Lots of links to information and guidance on promoting Active Citizenship. Look for link at: <http://www.exetercvs.org.uk/>

**Wolf and Water** – this North Devon based theatre group use the arts as a tool for personal and community development and have developed resources and workshops on Learning Disability issues. <http://www.wolfandwater.org>

## **(b) Further links – national organisations**

**Britkid** - an interactive website for KS2/3 about diversity in the community. <http://www.britkid.org/>

**Community Development Toolkit** - clear advice and lots of ideas about running a community cohesion project. <http://www.scips.org.uk/comcoh1.htm>

### **Education for citizenship, diversity and race equality: a practical guide**

(Citizenship Foundation, 2001). A resource to help citizenship teachers address diversity and race equality issues in the curriculum. Download from Citizenship [www.citizenshipfoundation.org.uk](http://www.citizenshipfoundation.org.uk).

**First Light** Search for movies made by other schoolchildren at <http://www.firstlightonline.co.uk/movies/>

**Global village** - lesson plans and ideas on how to teach children in KS2 & 3 about challenging prejudice.. [http://www.globalvillage2006.org/en/do\\_something\\_about](http://www.globalvillage2006.org/en/do_something_about)

**iCoCo** – The Institute of Community Cohesion. Here you will find community cohesion toolkits for schools and advice from Ofsted as well as a wealth of background information and hundreds of examples of good practice from around the country.

**I&DeA** – The Improvement and Development Agency is another good source of resources and links focusing on Community Cohesion: <http://www.idea.gov.uk/idk/core/page.do?pageId=8799335>

**Make movies** Online tutorials for drawing and writing scripts for animated films. <http://www.makemovies.co.uk/>

**Not in our town** is an American movement that encourages community response to hate crimes. <http://www.pbs.org/niot/index.html> .

**Oxfam** - free classroom based resources and lesson ideas on global issues <http://www.oxfam.org.uk/education/>

**Preventing violent extremism.** Learning together to be safe: a toolkit to help schools contribute to the prevention of violent extremism. Download at <http://www.teachernet.gov.uk/wholeschool/violentextremism/>

**Teachernet** - search the site for assembly ideas and inspiration. <http://www.teachernet.gov.uk/teachingandlearning/assemblies/>

**V & A website** - Image and identity project to be found on V&A website [http://www.vam.ac.uk/school\\_stdnts/schools\\_teach/teachers\\_resources/image\\_identity/image\\_identity\\_photography/index.html](http://www.vam.ac.uk/school_stdnts/schools_teach/teachers_resources/image_identity/image_identity_photography/index.html)

**Who do we think we are – this project** focuses on teaching community cohesion in schools and encouraging pupils to be active citizens. <http://www.wdwtwa.org.uk/>

## How to Enter

The **Community Cohesion Project** competition is open for entries up until the end of Spring term on 1<sup>st</sup> April 2010. The judging panels will meet over the Easter holidays and the winners will be announced at the beginning of the summer term, with an awards celebration to follow.

- For each entry, in any category, please fill in the details below and include these with the entry.
- Each school can enter as many categories as they wish.
- Each school can submit the following number of entries for each category (this might mean that you will have to hold an internal competition to decide which entries will be submitted).
  1. Diverse Devon Photo: up to 10 per school.
  2. Film: up to 2 per school
  3. Poster: up to 3 per school
  4. Assembly: up to 2 per school
  5. Community Project: only 1 per school

Details of requirements for each category can be found under the category headings.

Posters, CD Roms, paper versions of scripts/project outlines should be sent to:  
*Community Cohesion Project Competition, Room G41, County Hall, Topsham Road, Exeter.  
EX2 4QD*

Digital photos, electronic versions can be emailed to: [community.cohesion@devon.gov.uk](mailto:community.cohesion@devon.gov.uk)

### Please include the following details with each entry:

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1. Category of entry (please circle):                    1        2        3        4        5
2. Name and address of school
3. Names of the individuals responsible and/or the name of the class and class teacher:
4. Ages of individuals or year group of class:
5. Contact email (e.g. class teacher):

## Self-evaluation checklist for schools

*This checklist is intended to provide a useful starting point for schools wishing to review their Community Cohesion Strategy. For more exhaustive evaluation and guidance on Ofsted's SEF ( Self Evaluation Framework) go to the Community Cohesion Resource Pack at <http://www.teachernet.gov.uk/wholeschool/communitycohesion/communitycohesionresourcepack/>*

### Awareness

- Pupils, staff and governors are aware of the school's duty to promote community cohesion.
- Pupils, staff and governors have adequate opportunities to explore what is meant by community cohesion.
- Pupils' voices can be heard and are able to effect change in school and in the local community. E.g. by involvement of pupils in the organisation of the school through school councils.
- Pupils, staff and governors have opportunities to evaluate how well the school is helping to build community cohesion.

### Engagement

- School has strong and active links to parents. e.g. through active PTFA
- School extends range of opportunities for engagement with parents through family liaison, family learning opportunities, etc
- Pupils have opportunities to meet and learn from and with other young people from different backgrounds. e.g. through links with other schools - whether locally, nationally or internationally.
- School has strong links with local community groups and organisations and community representatives e.g. through mentoring schemes or by inviting people from different communities into the school.
- School works closely with multi-agency partners including youth support services, police, social services, etc.
- School has links with local employers to provide work placement opportunities
- Teachers and pupils have opportunities to get involved in volunteer work with local community projects

### Equality and Diversity

- Pupils from all ethnic and socio-economic backgrounds, of all abilities and interests, are treated with respect and supported to achieve their full potential.
- Mechanisms are in place to track the performance of different groups and to tackle underperformance by any particular group
- Effective mechanisms are in place to deal with any incidents of discrimination and bullying motivated by prejudice; whether based on race, faith, gender, sexual orientation or disability.
- School admission arrangements promote community cohesion and social equity