

SHARING CULTURAL HERITAGE

Understanding the opportunities for learning about and sharing cultural heritage in the classroom and through visiting a museum or heritage site.

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WHAT YOU WILL FIND HERE

Identity, belonging, heritage and diversity are vital components of citizenship and are prominently featured in the Connecting Classrooms core skills materials. This resource provides an example of how you can support the development of children's critical understanding about cultural heritage and identity, as well as an appreciation of cultural diversity and common human needs and experiences.

It is intended that this can be done in the context of English, Citizenship, Humanities, Social Studies, History or another subject. These materials can be used with or without an international partner school. They are also intended to be used in conjunction with a visit to a local or national museum, but alternatives are provided in case it is not possible to arrange such a visit.

The learning materials that have been created may be adapted to the context of each school and the needs of specific students. Some learning activities can be left out in order to enable deeper learning through other activities. Whilst it is an advantage to have access to ICT and the internet in the classroom, this is not essential.

A planning template has been created which supports designing this learning unit, allowing the adaptation of the materials that have been provided. This template also enables the evaluation of the collaborative project, if two international partner schools work together on this unit.

A full list of sources of further information and resources referenced through the lessons is provided.

OVERVIEW

In 2011, the United Nations General Assembly recognised that culture is an essential part of human development. It is seen as important to recognise and value people's identities and help them to feel that they belong and have a part to play in society. It is a way to promote self-expression, creativity and innovation. Since it was founded, the British Council has valued the potential of art and culture to transform people's lives. This is because it encourages critical thinking, engagement, and creative and collective problem-solving as an important part of the development of stable, prosperous and democratic societies.

As underlined at the Geneva International Conference on Education in 2004, the principal challenge for education in the 21st century is to 'learn to live together', which requires improving our ability to equip people with capacities to deal with cultural differences and cultural change within increasingly multicultural societies (UNESCO, 2009)¹. Education is also recognised as by UNESCO as important for fostering respect for human rights.

Education is not a culturally neutral process. However, since prejudice is often based on what we do not know or on misunderstood preconceptions, facilitating cultural openness through the development of intercultural understanding in schools and out of school is very important. It can enable communication between students of different cultural backgrounds and encourage students to become aware of their own biases and assumptions. This can be supported through the greater use of cultural institutions, such as art galleries, museums and archives, where students can encounter the cultural heritage and viewpoints of many represented communities. (UNESCO, 2009)¹

Museums and other cultural institutions can become valuable spaces for learning, questioning and cultivating a critical appreciation of shared heritage. They can be engaging spaces to which teachers and schools can bring students for non-formal learning experiences, as part of developing active, globally-aware citizens who have the skills, knowledge and motivation to address issues of human sustainability and work towards a fairer world in a spirit of mutual respect and open dialogue.

AGE RANGE

12-14 years

TIME

5 lessons (which include core and optional activities)
60 minutes each.



LEARNING OBJECTIVES AND CURRICULUM ALIGNMENT

This unit is designed to support the development of core skills such as Citizenship, and Critical Thinking and Problem Solving. We would recommend each teacher to identify opportunities within the school's curriculum where the relevant knowledge and skills can be taught, whether it is English, Citizenship, History, Geography, Science or another subject. If not enough curriculum time can be given to this unit, some or all of it could be run as a lunchtime or after-school club activity.

Draft learning outcomes

- Citizenship: awareness of the multi-faceted nature of personal identity, openness to diversity and multiple perspectives, understanding of stereotypes and how to challenge them. A readiness to suspend one's disbelief about other cultures and belief about one's own. Knowledge and understanding about citizenship in different cultures (including fairness, power and democracy). Skills of discovery and interaction, interpreting and relating and critical evaluation (of one's own and other cultures).
- Critical thinking and Problem Solving: critical awareness of cultural heritage and to what extent artefacts can represent a locality or country.

Overall, the aim of the project is to help young people demonstrate enhanced knowledge, skills and understanding, and for them to know how to contribute responsibly to society, both locally and globally.

Please add subject-related objectives and, if necessary, revise the draft objectives suggested above. Learning objectives for English could relate to speaking and listening (including presentation skills), descriptive and persuasive writing; those for Citizenship could relate to identities and belonging; in History there are opportunities to critically evaluate sources of evidence, including how products relate to social processes and to consider chronology and in Geography, learning objectives could relate to the relationships between humans and their environment. There may also be opportunities to relate the resource to Art, Design and Science learning objectives (e.g. formal design, fitness for purpose and materials).



PLANNING THE UNIT AND COLLABORATING WITH COLLEAGUES

Summary

Here are the suggested steps for planning the unit and collaborating with other teachers in your school and/or internationally:

1. What do we want children to learn?
 2. How would we know what they have learned?
 3. What would be the best way to learn this?
 4. What resources do we need?
 5. What did children learn during the unit?
 6. What other reflections do we have about the unit?
- Please use the planning template (next page) to reflect further on these questions.



Learning materials that have been created for this unit:

Lesson 1:

Critically understanding cultural heritage through the 'Portraits with Objects' activity that explores how accurately artefacts or objects represent people, how difficult it is to know the meaning of objects to the people who owned or encountered them and the multi-faceted nature of identity.

Lesson 2:

Reinforcing and developing the learning from Lesson one by curating a class display box that can be sent (or photographed and the pictures sent) to a class in another country.

Lesson 3:

Looking critically at representations of local or national life through a museum visit (or museum website visit)

Lesson 4:

Exploring objects from an unfamiliar culture or time period as a way into understanding the society concerned and relating it to the society in which the students live. Building a deeper understanding of other cultures and societies through reading and exchanging stories with a class in another country.

Lesson 5:

Celebrating shared cultural heritage



TEACHER'S PLANNING TEMPLATE

This can be used individually, in collaboration with colleagues in your school or your own country, or with teachers teaching the same unit in your own country or another country.

Question	Notes	Your thoughts
1. What do we want children to learn?	<p>Think about the most important learning objectives for this unit:</p> <ul style="list-style-type: none"> • Read through the materials that have already been created and consider what is most important for your children to learn. • Reflect on the objectives suggested (around Citizenship and Critical Thinking and Problem Solving) and revise them if necessary. • Consider the standards of your National Curriculum and reflect, which standards can be met through the 'Sharing Cultural Heritage' learning unit. • Be realistic about the time that you have available for this unit and what can be achieved in this time. 	
2. How would we know what they have learned?	<p>Given the learning objectives you have decided, think about assessment:</p> <ul style="list-style-type: none"> • How will you find out what your students already know about this topic before the beginning of this unit. • Consider what sort of evidence you would need to see that children have learned the knowledge, skills or attributes you would like them to learn. 	

Question	Notes	Your thoughts
<p>3. What would be the best way to learn this?</p>	<p>Given the learning objectives you have decided on, think about the learning activities that would be most effective for your students, for example:</p> <ul style="list-style-type: none"> • What is the best way for them to learn about shared cultural heritage in your community, country and internationally. • How to learn about the facts, and personal experiences (stories) that illuminate aspects of different cultures. • How to learn about the consequences of stereotyping and prejudice against other cultures or nations, or minorities within one's own society. • How this could be used as an opportunity to practise citizenship; for example, through learning about one's own identities and those of others locally and internationally. • Practising intercultural communication skills through a joint project with an international partner class. 	
<p>4. What resources do we need?</p>	<p>Given the learning activities you are planning, think about the resources you will need:</p> <ul style="list-style-type: none"> • People - who would you like to engage in the unit, so that children can learn more about cultural heritage through oral histories • Written materials, music, art, stories, photographs of artefacts or even replica artefacts - what additional materials would be beneficial to your students in this unit. • Equipment – you might wish to consider obtaining a display box for the 'class museum' • Places - where would it be useful for your students to visit during this unit? This might include a local or national museum or heritage site. 	

Question	Notes	Your thoughts
<p>5. What did students learn during the unit?</p>	<p>During and after the unit, think about what children learned as part of this unit: (Formative assessment)</p> <ul style="list-style-type: none"> • To what extent did children meet the learning objectives of this unit? • What other, surprising things did children learn? • What were children confused about? 	
<p>6. What other reflections do we have about the unit?</p>	<p>Using artefacts: What do I know about the artefacts? Is it enough? Do I have a positive attitude to the artefacts and their associated culture?</p> <p>Do I know how to handle and talk about them appropriately and respectfully? Are the children's attitudes positive or negative in relation to differences and alternative cultures and lifestyles?</p> <p>How will the session be facilitated to ensure appropriate and positive consideration of the artefacts and their contexts? If comparisons are made and similarities and differences are acknowledged, will issues of inferiority and superiority arise and how will they be dealt with?</p> <p>During and after the unit, think about what went well with this unit and what could have been done differently, for example:</p> <ul style="list-style-type: none"> • Which learning experiences were particularly valuable? • Were the learning activities appropriate? What worked well? • What would you do differently next time? • How can you move the children's learning or understanding forward from this point? (Assessment for Learning – AfL) 	

LESSON 1

'Portraits with Objects'

STUDENTS WILL:

- Gain a critical understanding of cultural heritage through exploring how accurately artefacts or objects represent classmates
- Recognise how difficult it is to know the meaning of objects to the people who owned or encountered them
- Understand that people have many aspects to their identities

Step 1

For homework, ask students to find up to 25 items that have meaning for them, then arrange them on a table and photograph (or draw) them as 'Portrait with Objects'. They should make sure that their name is not seen in the portrait as the next stage of the activity is for other students to try and work out which faceless portrait belongs to which student.

Students could start with items from their pockets or bags or things they wear, read or listen to but also include items from their homes. In the photograph example, objects have been chosen using the following categories as a structure:

- 1) PLACE; (Example: Leaf from the tree outside my house in Sheffield)
 - 2) FAMILY; ('7 Wonders' board game that we play all the time together)
 - 3) GENDER; (Earring?)
 - 4) DISABILITY; (Paracetamol and Stomach Ease tea to reduce IBS symptoms)
 - 5) ABILITY; (Yoga mat and gymnastics proficiency award)
 - 6) EXPERIENCES; (Passport, train ticket, flight ticket to India and festival wristband (and the goggles from doing a placement in a hospital)).
 - 7) DAILY LIFE; (Dumbbell – work in a gym, stationery - studying, bike lock key - cycle daily, dog lead - daily dog walk, iPod - listen to music everyday)
 - 8) HOBBIES/INTERESTS; (Climbing shoe, vegan leaflets, Green Party badge, DVD, goggles, guitar capo (love climbing, passionate vegan, care about the environment, love film, medical interest, play guitar))
 - 9) FOOD; (Nakd bar - live off them)
- Other categories could be included, for example, religious faith or spirituality and images, books, or music artwork.

NOTES ON CORE SKILLS

This relates to the core skill of Citizenship as it deals with exploring objects as a route into understanding identities, belonging and cultural heritage. It also involves Critical Thinking and Problem Solving skills as students learn how difficult it is for objects to represent people they know and then transfer this understanding to other objects selected to represent other peoples.

The objects can be arranged into a pattern, or in a more abstract way.

Be sensitive where there may be a risk that some students might be teased because of the economic circumstances or particular characteristics of their families, as compared to others.

Step 2

In class, students are asked to try to match each 'Portrait with Objects' to the person it portrays by looking at the chosen objects and trying to fit them to their knowledge of the other members of the class. This could be played as a quiz game with two points scored for each correct answer and one point awarded for an incorrect answer with good reasons behind it. It could be carried out as a whole class or in small groups. Once the true owners of the portraits are revealed, questions can be asked like: 'What was surprising?' and 'How representative were the objects of the person concerned?'

Step 3

Working in small groups, students are asked to choose one of the portraits and to write down why some of the objects might have been chosen and to try to work out what their meaning might be. The owner of the portrait then gives the reason why they chose the objects and why they are personally significant.

This can be followed by a discussion around the question: 'How difficult was it to guess the meaning of objects to the person to whom they belonged?' This understanding can then be applied to other objects, like those in museums.

'Portraits with Objects'

One of the learning points in this activity is the idea that everyone has many aspects to their identity and this should become apparent through the 'Portraits with Objects'. The owner of each portrait can be asked to look at their objects and to write down any social groups that might be represented by any of the objects. For example an item of sports gear might indicate that the owner is a player or fan of a particular sport. To indicate further groups, students can each complete 10 sentences, starting with the words 'I am...', and then to use this to write down further identifications or aspects of their identity. The idea of 'multiple identities' can be reinforced through simple movement-based games; for example someone calls out the identity, e.g. 'cricket players', and everyone who shares it gets into a group, (or changes places if the game is played sitting in a big circle). Alternatively someone calls out 'everyone who likes the same sport, get into a group' and then separate groups are formed for cricket, football, basket ball etc. This can be repeated with a range of categories like family position (eldest, middle, youngest sibling or only child). This can reveal hidden commonalities between students.

The results and outcomes of these activities are highly appropriate for sharing between partner schools to bring in additional perspectives, for example on identities, meanings of objects and cultural heritage. An equivalent of the multiple identities game in step 4 could be organised between partner schools to explore shared aspects of identity.



LESSON 2

'Our Class with Objects'

STUDENTS WILL:

- Increase their critical awareness of cultural heritage represented through objects
- Increase their respect for the people associated with objects
- Gain a recognition of how challenging it is to choose and display objects to represent a person or a community.
- Practise democratic decision making

Step 1

Students are asked to select one object each from their 'Portrait with Objects' activity to go into a display box (or boxes) to represent their class to another class in another school in another country (this could be a class from an actual or prospective partner school or an imagined one).

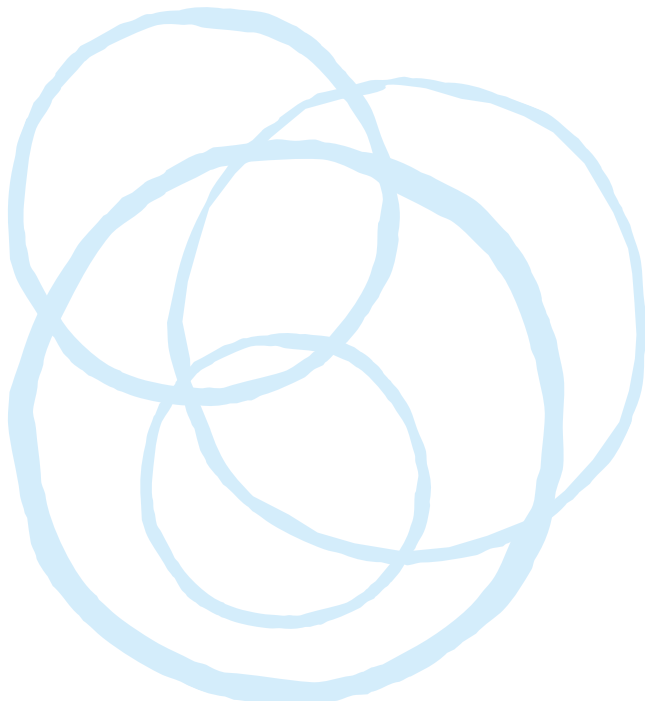
Ask students to discuss and generate ideas in small groups about how the objects should be chosen, what should be left out and why. They might identify criteria to use to select the objects and they might also think about the process of choosing the objects.

NOTES ON CORE SKILLS

This relates to the core skill of Citizenship as it deals with exploring objects as a route into understanding identities, belonging and cultural heritage. It also involves Critical Thinking and Problem Solving skills as students learn how difficult it is for objects to represent people they know and then transfer this understanding to other objects selected to represent other peoples.

Step 2

Invite students to each write down their selected object on a small piece of paper and to place it, together with the others, on one table. Where there are duplicate objects, ask some of the students to choose other items from their personal 'Portrait with Objects' until there are no (or very few) duplicate objects in the 'Class with Objects' collection. Invite students who own the selected objects to bring them into school (with parental permission and a secure place to store them in school). If an object cannot be obtained for the collection, then a photograph or model could be used instead.



LESSON 2

'Our Class with Objects'

Step 3

Involve the students in discussions and decisions about how best to display the selected objects in the 'Class with Objects' collection. This might include how the objects should be arranged in relation to each other, how the objects should be described in captions, how they might be illuminated and how they might be protected whilst on display. Some objects may be sensitive for religious reasons or may relate to public memory of a traumatic event in a community's or a nation's history. Such objects may need particular thought and care in how they are presented.

Step 4

If it is decided that the selected objects should be enhanced with stories, text, photos, music or film etc., then arrangements should be made to collect these. This might involve oral history (for example through interviewing members of the community) and getting permission to use material from the owner or copyright holder.

Step 5

Finally the collection of objects can be put on display and other classes and members of the school and perhaps the local community can be invited to see them. Students might want to consider ways of collecting the thoughts and feelings of the visitors in response to the class museum.

Potential collaboration with partner school

Photographs of the class museums, and perhaps duplicates or replicas of some or all of the objects, could be shared between partner schools. Responses to each others' 'Class with Objects' collections could then be shared and this could be followed by a video-linked or live chat/speaker phone discussion (if this is practical to arrange).



Students discussing Lesson 2 activity (Hina Aziz)

LESSON 3

Visiting a Local, Municipal or National Museum (Part 1, learning about our own culture and country)

STUDENTS WILL:

- Apply their growing critical awareness about how well objects can represent a group of people, a locality or a nation
- Have opportunities to discover and interact with museum objects that interest them
- Have opportunities to interpret and relate museum objects to their own lives

Step 1

Having read through Lessons 3-5, go on a preliminary visit to the museum that you would like to visit with your class of students. After doing a risk assessment and planning practical arrangements (like transport, extra supervision, packed lunches, cost, letter to parents etc.), look at how Step 2, below, might be adapted and implemented in the practical context of the museum to be visited. The museum may have its own materials for school students and may wish to arrange to provide an introductory presentation. As only one visit to the museum may be possible, ensure that you make plans for running Lesson 4 (Step 3) before the class visit.



Students visiting Lahore Museum, 'The Wonder House', Pakistan (Sobia Tauheed)

NOTES ON CORE SKILLS

This relates to the core skill of Citizenship as it deals with exploring objects as a route into understanding identities, belonging and cultural heritage. It also involves Critical Thinking and Problem Solving skills as students apply their understanding of how difficult it is for objects to represent people they know to other objects selected to represent other peoples in other locations and living at other times.

Step 2

Arrange for students to explore particular galleries to look for objects that tell the story of the locality and the country and its people. These objects may not all be in the same gallery, especially if some collections are organised in different ways (e.g. by materials: terracotta, metalwork etc.), so there might be a need for a simple visual guide to draw students' attentions to particular objects. The guide could also include structured questions, for example:

- Which objects do I recognise or have myself at home?
- Which is my favourite object and why?
- Which objects best represent my community, locality or country?
- What objects are missing?
- Is it a fair representation? - Are all groups in society represented?
- What would I add?
- What have I learnt that I did not know before?

Introduce the idea of stereotypes and ask 'Do any objects reinforce or challenge stereotypes of our locality/country'. It may be interesting to notice rural and urban and traditional and modern contrasts in objects and collections.

LESSON 3

Visiting a Local, Municipal or National Museum (Part 1, learning about our own culture and country)

Step 3

Bring the students together in an appropriate space in the museum and ask them to share some of their answers to the questions and the reasons behind their answers. The students could get into pairs and show each other their favourite objects (and any other objects that they particularly relate to) and explain why.

Step 4

Make sure that students are supported to record their experiences and particularly those objects which they feel best represent their community, locality or country (or its history). If photography is not permitted, drawing may be allowed and some images of objects, or a photographic official guidebook, could be purchased to help with further work back in the classroom.

Step 5

Back in the classroom comparisons could be made between those objects listed or recorded from the museum visit that are thought to best represent the community, locality or country (or its history). and the 'Class with Objects' collection created in the previous activity. If most of the museum items are historical, it is worth considering what items will survive from our current society and what historians will choose to represent us in museums of the future. This might lead to possible revisions of the class museum collection and perhaps communication with the museum curators about the class's experience of the museum visit.

Potential collaboration with partner school

Students in each partner school can compare objects from their respective museum visits that they feel best represent local or national life. They could use this to explore similarities and differences.



Students visiting Lahore Museum, 'The Wonder House', Pakistan (Sobia Tauheed)

Sharing cultural heritage

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LESSON 4

Visiting a Local, Municipal or National Museum

(Part 2, learning about the cultures and life in other countries)

STUDENTS WILL:

- Apply their growing critical awareness about how well objects can represent a group of people, a locality or a nation
- Have opportunities to discover and interact with museum objects that interest them
- Have opportunities to interpret and relate museum objects to their own lives
- Learn a simple framework to help in asking useful questions about an object

NOTES ON CORE SKILLS

This relates to the core skill of Citizenship as it deals with exploring objects as a route into understanding identities, belonging and cultural heritage. It also involves Critical Thinking and Problem Solving skills as students apply their understanding of how difficult it is for objects to represent their classmates to other objects selected to represent other peoples in other locations.

Step 1

'What Am I?': Read out three descriptions of a carefully chosen object (replica or photograph) from a museum gallery; one of these describes the widely understood purpose of the object (perhaps taken from the caption next to it, the official guidebook or an online search facility, e.g. The British Museum Collection Online). The other descriptions may be alternative interpretations/ purposes or may be untrue. Everyone else must look at the object (replica or photograph) carefully, and decide which of the three descriptions they most agree with. Repeat with a few more objects. This activity can be run as a team game. Steps 1 and 2 can be carried out in the classroom before the museum visit if time is limited during the visit. (An example of three object descriptions for the activity can be found in Resource Sheet 1.)

Step 2

Starting with one of the objects chosen for the 'What Am I?' activity, introduce a framework of questions for students to use to carry out an in-depth investigation into an object. One idea for a simple question framework, developed from more complex ones, is: LOCUM: Looks, Origins, Context, Use, Meaning 4. (Resource Sheet 2).



Students visiting The Varendra Research Museum, Rajshahi, Bangladesh (Zaman Sharkar)

Sharing cultural heritage

Understanding the Opportunities for learning about and sharing cultural heritage in the classroom and through visiting a museum or heritage site.

LESSON 4

Visiting a Local, Municipal or National Museum

(Part 2, learning about the cultures and life in other countries)

Step 3

When students are familiar with the LOCUM framework (or a reduced version of it) for questioning an object, introduce them to a museum gallery or collection of objects from a particular culture, society or country different from their own. (This could be a collection in the museum that relates to another part of the country, another period of history, or relates to rural life, if the students are from urban areas.) Invite the students working in pairs to each observe, record and investigate a different object from the collection with a view to presenting their findings to the rest of the class to build a wider picture of the culture, society or country concerned. If a museum visit is not possible, or if there is insufficient time on the visit to complete this activity, a guide book or online collection may be used (for example, enlarged pictures can be found on The British Museum Collection Online and on the Lahore Museum website.)

Step 4

Back at school students should be supported to use the library and internet, if available, to try to research answers to the LOCUM questions that they have been unable to answer through observation.

Step 5

Students should present their findings to the rest of the class and the information should be collated to provide as rich a picture as possible of the culture, society or country being investigated. This could be communicated more widely through a mini museum display or class book. Extra materials such as photographs, short film clips, stories and music could be used to enhance the presentation.

Potential collaboration with partner school

Students in each partner school could compare their investigations of other cultures. This could be particularly powerful if they carry out investigations of each others' countries (as long as handled sensitively). They could for example each do their investigations with a collection/museum local to, or related to, the country and society of their partner school using online collections or guidebooks sent over. The partner school could then give feedback and help them with missing aspects of their culture from an insider's perspective.



Students involved in a Lesson 4 activity (Anum Hassan)

LESSON 5

Celebrating shared cultural heritage

STUDENTS WILL:

Consider possible actions to celebrate shared heritage between different cultures and societies.

Step 1

Invite students to build on the learning from this resource and to choose from various ideas for celebrating shared heritage between different cultures and societies, or develop their own ideas. One idea might be to develop the 'Class with Objects' collection from lesson 2 and the work around another culture in lesson 4 to create a themed exhibition or mini-museum that explores aspects of shared cultural heritage, as well as differences, across different cultures and countries, for example, using a theme such as cricket, film, cooking, shared words in different languages, fashion, music etc. (Resource Sheet 3 contains some further examples of ideas, as does the Sources of Further information.)

Ask students to develop plans for implementing the chosen ideas (activities from the 'Tools for participation' section of the core skills Citizenship materials could be introduced to support students thinking and planning in this lesson, see Resource Sheets 3-4).

Step 2

Present ideas or project plans to the rest of the class using posters, visual aids and persuasive speeches. Invite constructive critical questioning from other students to help develop the ideas.

Step 3

Consider the possibility of selecting and supporting certain project ideas.

NOTES ON CORE SKILLS

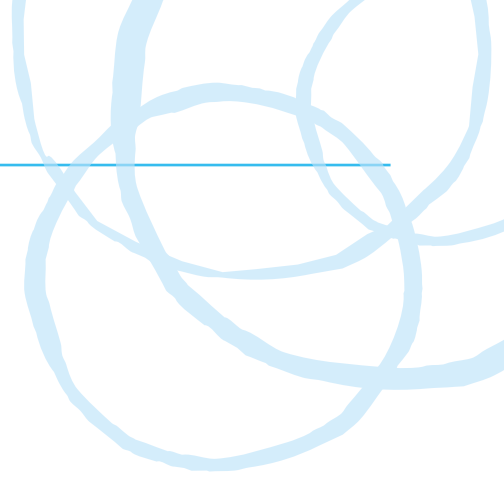
This relates to the important idea of Citizenship as a 'practice', demonstrated through examples of citizens taking action to help bring about a more inclusive and cohesive society. It also relates to the core skills of Creativity and Imagination and Communication and Collaboration.



Display resulting from Lesson 5 activities (Nabila Mushtaq)

Potential collaboration with partner school

The mini-project ideas could be shared between partner schools and even lead to joint initiatives. For example 'secret boards' on Pinterest)



RESOURCE SHEET 1

Example of three different object descriptions for the 'What Am I?' activity (Lesson 4)

Card case (description two is true)

Description one:

This silver box was manufactured in modern China, certainly after the 1950s. It is designed to hold several lipsticks; the metal case provides protection against heat so the lipstick does not melt on a hot day. It is beautifully decorated with floral scrolls so it can be displayed on a lady's dressing table. It may have originally had a velvet lining.

Description two:

This card box was made by hand in Cutch, Mumbai, India, in the late 1800s. It is designed to hold a stack of calling cards so they can be easily carried around in the owner's pocket. A calling card could be left for a person at their home to tell them that they had missed a visit from the owner of the card. The case has been made from silver and chased with scroll patterns, demonstrating great craftsmanship.

Description three:

This cigarette or cigar box was made by hand in Sheffield around the 1920s. It is perfectly sized to carry cigarettes around in the owner's pocket. The case has been made from silver and chased with a floral design to represent the tobacco plant. Smoking was considered a healthy, fashionable and sophisticated pastime in the 1920s, so smoking paraphernalia became very popular.

RESOURCE SHEET 2

The LOCUM Framework Looks, Origins, Context, Use, Meaning⁴

Looks: relates to the physical appearance of an object and might be developed by questions such as:

- What does it look like? Is it attractive, why?
- What does it feel/smell/sound like?
- How big is it?
- Does it look old or modern?
- What shape and colour is it?
- Is there any decoration on the object and what could that mean?

Origins: relates to where the object came from and how it came to be and might be developed by questions such as:

- What is it made of?
- From where might the material have come?
- Who/what made it?
- When/where was it made?

Context: relates to the background environment of an object and might be developed by questions such as:

- Was it rare or very common at the time it was made and used?
- What kind of society was it made and used in?
- What other objects would you display alongside this one to give a more rounded impression of the society or culture from which it comes?
- Does the object show connections with other countries?

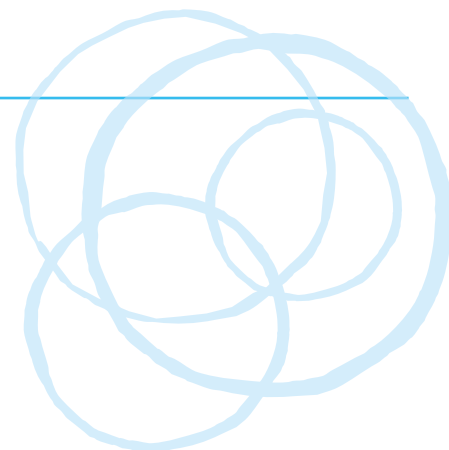
Use: relates to the function of an object and might be developed by questions such as:

- How was it used and by whom?
- Was it easy or difficult to use?
- Where was it used?
- Do we still use it?
- How has it changed?

Meaning: relates to the significance of an object and might be developed by questions such as:

- Why was it made?
- How important was the object to the people who made it or the people who owned it? Why?
- Is it important to people today? Why?
- Is it valuable financially or sentimentally? Is it valuable and important to a specific group of people? Why?
- Is there a story (traditional or modern) that could help build understanding of the meaning of the object and about the society, culture or country that it comes from?





RESOURCE SHEET 3

'Which Action' card game⁵ from Tools for Participation section of the Core Skills Citizenship materials

This activity is useful for deciding on the best course of action to take and can be used when thinking about actions in general or in relation to a specific action such as one related to the why-why-why chain above.

These ideas on the cards below are intended to act as a stimulus only and they can be adapted, developed or replaced with other ideas from the students.

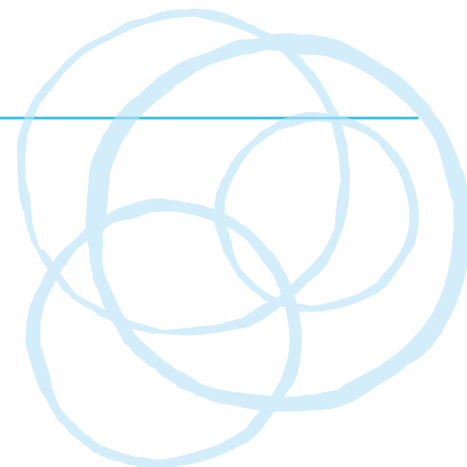
With a partner, students should cut out (or copy out) and arrange the nine cards below in a diamond pattern: the single actions at the top and the bottom of the diamond are the most and least preferred; the two actions below and above these are in the next order; the three actions across the centre are of middle-order importance with little to differentiate them. Each pair of students should then compare their diamond with another pair.

The best action is to work with a partner school to create a shared heritage display for the schools and local communities in our two areas (based on lessons 2 and 4 and partnership work)	The best action is to arrange international food events in school where recipes from different countries are cooked and culinary influences are explored	The best action is to develop and perform a piece of drama, dance, music or puppetry to illustrate people overcoming differences and recognising shared cultural heritage
The best action is to make a video, audio or photo presentation or social media page/website about aspects of shared cultural heritage	The best action is to do a research project on an aspect of history or religion that illustrates shared cultural heritage and common history of different peoples and then do a presentation on this.	Your idea
Your idea	Your idea	Your idea

RESOURCE SHEET 4

‘Impact Matrix’⁵ from Tools for Participation section of the Core Skills Citizenship materials. Sort the action cards into the ‘impact matrix’. This matrix could be used for possible actions generated by your students around a particular issue.

	High impact	Medium impact	Low impact
Easy to do			
Moderate to do			
Hard to do			



SOURCES OF FURTHER INFORMATION

Abrahams (2014) Arrivals Photographic Exhibition that documents and celebrates the diversity of Sheffield's population

<http://www.jeremyabrahams.co.uk/arrivals>

Council of Europe (2014) The Autobiography of Intercultural Encounters, a resource designed to encourage people to think about and learn from intercultural encounters they have had. Includes materials for different age groups.

http://www.coe.int/t/DG4/AUTOBIOGRAPHY/AutobiographyTool_en.asp (accessed 27th Nov 2016)

My Learning (2016) Free learning resources from arts, cultural and heritage organisations in the UK

<http://www.mylearning.org/> (accessed 27th Nov 2016)

Oxfam (2006) Teaching Controversial Issues - A useful guide for teachers

https://www.oxfam.org.uk/~/_media/Files/Education/Teacher%20Support/Free%20Guides/teaching_controversial_issues.ashx

(accessed 27th Nov 2016)

Palace and Mosque, Islamic Treasures of the Middle East Exhibition (2006) Victoria and Albert Museum Teacher Toolkit. Illustrates some of the Islamic influences on the world

http://www.museums-sheffield.org.uk/assets/PDFs/PM_allsections.pdf

(accessed 30th Nov 2016)

Price, J (2003) Get Global! Action Aid. Available at:

<http://www.oxfam.org.uk/education/resources/get-global>

(accessed 27th Nov 2016)

School Linking (2016) Free, online classroom resources that explore the four key questions: Who am I? Who are we? Where do we live? How do we all live together?

<http://schoolslinking.org.uk/resources-area/teaching-resources/>

(accessed 30th Nov 2016)

Websites of the museums involved in the pilot of this resource:

Bangladesh National Museum,

<http://bangladeshmuseum.gov.bd/site/>

Varendra Museum,

http://en.banglapedia.org/index.php?title=Varendra_Research_Museum

and Lahore Museum,

<http://lahoremuseum.punjab.gov.pk/>

(all accessed 30th Nov 2016)

REFERENCES

¹ UNESCO (2009) Investing in Cultural Diversity and Intercultural Dialogue, UNESCO World Report, Paris: United Nations Educational, Scientific and Cultural Organization

² The What Am I? Game idea is from 'Objects in 3D for ESOL groups' Museums Sheffield where an example of its use can be found.
<http://www.museums-sheffield.org.uk/assets/images/Learning/3D%20ESOL%20activities.pdf>
(accessed 27th Nov 2016)

³ The British Museum Collection Online:
http://www.britishmuseum.org/research/collection_online/search.aspx
(accessed 27th Nov 2016)

⁴ The LOCUM framework was developed by the authors (Rob Unwin, DECSY and Cassa Townsend, Museums Sheffield) with the support of educational consultant, Liz Hibbard. It builds on a range of different materials including 'Explore an Object' from 'Objects in 3D for ESOL groups', Museums Sheffield, 'Evaluating Artefacts' Centre for Multicultural Education and The Museum Education Service, Leicester and the 'CAFEQUE' Design Analysis questions.

⁵ The 'Which Action' card game can be found within the Core Skills Citizenship materials accessed by enrolling on the Teaching Citizenship on-line training package
<https://schoolsonline.britishcouncil.org/develop-your-skills/professional-development-training-packages/core-skills-training/indepth-and-supporting-core-skills>