



## partnerships for schools

This case study looks at Campaign! Make an Impact, which is a British Library-led project delivered in partnership with museums in Yorkshire and Humberside that uses an innovative approach to inspire young people to explore historical campaigns through museum and library collections.

The Campaign! Make an Impact project contributes to a wide range of cross-curricular learning opportunities, but is particularly relevant to History and Citizenship curriculum requirements. It is being promoted by examination boards as a valuable teaching tool.

# Cultural organisation supports region's curriculum and extended schools activities

## Background

The Campaign! Make an Impact project is led by the British Library and delivered in partnership with museums in Yorkshire and Humberside. It uses an innovative approach which inspires young people to explore historical campaigns through museum and library collections. Children and young people use their new skills to plan and run campaigns about issues which affect them today.

This project contributes to a wide range of cross-curricular learning opportunities, but is particularly relevant to History and Citizenship curriculum requirements. It is being promoted by examination boards as a valuable teaching tool.

The British Library and Museums Libraries Archive (MLA) Council are working in partnership to roll out the Campaign! Make an Impact Programme to new regions. The project is funded jointly by the Department for Culture, Media and Sport (DCMS) and the Department for Children, Schools and Families (DCSF) as part of the Strategic

Commissioning Programme for Museum and Gallery Education.

## Project description

Campaign! Make an Impact aims to show how museums, libraries and archives can actively support schools in developing the new Key Stage 3 curriculum. The British Library has developed a flexible framework that schools can adapt and model as appropriate. It works through a three step model:

1. Schools and local museums are supported in working together, combining museum collections with classroom resources to help young people understand historical campaigns.
2. The students explore the creative techniques that were used by historical campaigners.
3. The young people run a modern-day campaign on a subject of their own choosing.

# Cultural organisation supports region's curriculum and extended schools activities

The programme manager, Alison Bodley, is delighted to see the range of subjects the programme is linked to, and the ways in which schools are using the model to respond to their individual needs, although she has also noticed key themes cropping up. These include campaigns focussing on having somewhere for young people to go; knife crime; and bullying.

Campaign! Make an Impact has been particularly effective with children from more economically deprived backgrounds, but it has also had an impact on a number of partners. One teacher working on a project with Hull Museums re-wrote her curriculum following a project. Other schools have seen the project impact in a number of different ways, such as the campaign themes being taken up by the school council, or being taken up by passionate individuals.

One young man made a presentation to the Association of Citizenship Teaching Conference in June 2009.

Curriculum advisers from the QCA have expressed great interest in the project as have exam boards (Edxel, OCR and AQA), These partners have understood that the project techniques fit directly with the new GCSE in citizenship. In 2008 a campaign project from Hull Museums won an award in the Yorkshire and Humberside Local Government Awards as it demonstrated how museums can contribute to Local Government Agreement Agendas (see [www.lgyh.gov.uk/EnhancingLocalGovernments/2008+winners.htm](http://www.lgyh.gov.uk/EnhancingLocalGovernments/2008+winners.htm) for more information). Another project in 2009 was a runner up in two categories of the nationally run Children and Young People Now Awards.

## Evaluation

Students' experiences are evaluated after the programme, and interesting findings are starting to emerge. When asked about the impact of the project, a significant number of the students felt they would be more confident about influencing change. Other positive outcomes were highlighted in an evaluation report in 2006-07<sup>1</sup>. The evaluation to date notes that the initiative supports the following:

- Community cohesion and social inclusion.
- Every Child Matters outcomes for young people e.g. be healthy, stay safe, enjoy and achieve, make a

positive contribution and achieve economic well-being.

- The professional development of teachers.
- The development of schools and the curriculum.
- Personalised learning.

The scheme is still growing, with 12 schools having worked intensively on projects by the summer of 2009. The aim is to have 30-plus schools working with museums, libraries or archives and devising their own campaigns by March 2010. The ultimate aim for the MLA is for all of their member museums and galleries to see Campaign! Make an Impact as a core programme that schools can regularly book onto and engage with.

The schools are able to access a new website, showing teachers how to use historic material, museums, libraries and archives to inspire young people into modern day active citizenship [www.bl.uk/campaign](http://www.bl.uk/campaign). The website presents historical resources about the abolition of the slave trade, public health and suffragettes along with guidance on how to campaign with young people.

In this case study, two different campaigns illustrate the potential for museums, libraries and archives to contribute to the delivery of the curriculum and Every Child Matters. These examples also show how a creative initiative or approach can support curriculum development, Continuing Professional Development (CPD) and learner centred teaching. The campaigns are delivered through a cross-curricular approach



# Cultural organisation supports region's curriculum and extended schools activities

## Primrose High School

Primrose High School has been federated with the City of Leeds School since 2005 with one governing body responsible for both schools. They have a new building, one of the first BSF builds in Leeds. Most students come from the Harehills and Burmantofts areas of Leeds where there is very high social and economic disadvantage. Almost half of all students are eligible for free school meals.

A significant number of students join the school mid-year: many are either new to this country or have been excluded from their previous school. Around two-thirds of students are from minority ethnic backgrounds and over 40 languages are spoken in the school.

Working with the Thackray Museum in Leeds, Primrose High decided to use a famous 20th century campaign for contraception to stimulate ideas and debate for their Year 9 students' campaign choice. Fulfilling the ECM agenda, the project aimed to meet a range of learning objectives including the development of responsible citizens.



Two groups of Year 9 combined forces in a group of 50. Over three weeks they visited the museum's contraception collection, and worked with creative practitioners to workshop and explore the feelings and challenges faced by families before reliable family planning was available. Their ideas were explored and shared through animation, digital poster fliers and a drama piece. The students then had two weeks to come up with their campaign idea.

The final campaign stemmed from the students' frustration at being judged and labelled because of living in the Harehills area of Leeds. They felt that anything positive was ignored, particularly by local media and decided that they would use the principles of Campaign! Make an Impact to challenge this view. The students sought to change perceptions held about them through presenting their views and ideas on a range of topics, including

bullying, litter, sex and tolerance in a culturally diverse society.

Individual students have given presentations to their peers and adults, and, said their Associate Head Teacher, "they've led the way in their groups with a great sense of achievement." The school is still talking about the project, and it has been tied in with a school-wide message of "Pride in Primrose". The cohort of students is continuing with their success in and out of school. They have taken part in a social enterprise, for example, and entered a Leeds-wide competition, winning awards. One of the most tangible outcomes is that the year-group for history in 2009-10 will be 42, as opposed to the current 15 students taking GCSE History.

"This project gave them an insight into how history

helps with other subjects" explained Eileen McCarthy, Associate Headteacher.

The school will definitely work with their local museums and use this model again, and with different year groups. However, they have learned that timetabling and cover issues can make it difficult to deliver this work without careful planning. In 2009-10, Primrose High

consciously decided to run Year 8 lessons in history, geography and RE consecutively to allow them to block off time for cross-curricular work. This also helps the staff to share their practice and experience as a form of informal, action-based CPD.

## Endeavour High School

Endeavour High School, Hull is situated in an area of considerable socio-economic deprivation. The school actively supports project work on student voice and restorative practice for community cohesion. Endeavour has found film an excellent medium for engaging young people and enabling them to express their ideas, particularly for students with English as an additional language (EAL).

For Campaign! Make an Impact, a group of 12 Endeavour students from Years 8, 9 and 10 worked

# Cultural organisation supports region's curriculum and extended schools activities

with Hull Museums to develop campaign skills using the collections at Wilberforce House Museum as inspiration. The students investigated the tactics used by abolitionists and visited contemporary exhibitions at the Ferens Art Gallery on the themes of the transatlantic slave trade, racism, cultural identity and discrimination, showing how exhibitions can be used to raise awareness.

The group consisted of six British students and six for whom English is an additional language. As some of the group did not know each other, they decided to start by exploring their community and made a number of films that would reflect the diversity of the school and the community it serves. The films present life in Hull from the students' perspectives, including shopping with a group of teenage girls, a visit to the mosque, the misunderstood language and messages of graffiti and an insight into the new Polish community. Perhaps the most poignant film is Sayed's story – an Afghan asylum seeker. He tells of his kidnap by the Taliban at the age of seven following the murder of his parents, his time in a Taliban training camp learning how to be a child soldier and ultimately his escape and perilous journey to Britain. The films, entitled "*We Are Hull*" can be viewed online at <http://www.bl.uk/learning/citizenship/campaign/teachers/campaigns/creativecampaigns.html>

Following this, the students learnt how to run a campaign, using the museum and gallery collections and working with creative media practitioners, Café Society. The group embraced the theme of diversity and decided to campaign for community cohesion. They created an exhibition entitled *What's Your Story?* at the Ferens Art Gallery, comprising the films and a series of portraits paired with images of places in Hull and personal objects that were significant to each of the students.

The exhibition was their method of campaigning to break down barriers between communities, dispelling myths and promoting understanding between different cultures. The young people used themselves as the face of the campaign, giving visitors an insight into their lives. They wanted visitors to stop and think before making judgements, to consider the person and their story, not just nationality.

Chris Straker, Headteacher at Endeavour said: "This kind of [national] project broadens our students' world view and gave our students the chance to find a large audience to tell them about their lives and achievements."

The project has yielded some very positive unexpected outcomes with one student speaking and presenting his film at the Association of Citizenship Teaching conference at the British Library in June 2009. The use of film was a deliberate development of the school's use of ICT and media within the curriculum. The vertical age grouping was also deliberate, to extend the potential of a different learning experience. The school feels that the project has put the school "on the map", as well as giving the students the opportunity to visit places they otherwise would not, like the British Library.

The head has reflected on what might not have happened if they had not participated in Campaign! Make an Impact as a more insightful way of assessing the impacts:

- Sayed would not have had the chance to talk about his traumatic experience when fleeing Afghanistan; he might have continued to feel worthless, instead of being praised for his achievements.
- Gus would not have found a wide audience to talk about his dyslexia and his need to articulate his ideas through graffiti.
- The staff would not have benefited from the creative and practical skills gained from working with creative practitioners.
- The films would not have been presented in Leeds and Barcelona, as well as London.
- They would not have been asked to contribute towards a citizenship case study for the DCSF.
- There would have been no impetus to inspire the latest projects: one as part of an architecture investigation into the design of the school; another enabling a profoundly disabled young man to make a two minute film asking people to see him, not the chair.

One of the secrets of Endeavour's success is their openness to partnership working and collaboration, in order to achieve their goals of broadening horizons and giving an equal voice to all. Endeavour will soon be able to show their films in a specially converted space at the front of the school, which they have recently renovated. They are intending to programme this as a creative space for students, youth and wider community groups.

# Cultural organisation supports region's curriculum and extended schools activities

## Key lessons learned

There are two occupational hazards with this scale and scope of initiative that can seriously affect both initial and sustainable success:

1. teacher turnover in individual schools; and
2. finding a visionary and enthusiastic teacher for the museum to work with.

This model delivers success for all the partners. For example, museums and galleries have benefited in terms of diversifying their audience and participants in all sorts of ways, but particularly by encouraging greater attendance and participation from ethnically diverse groups.

This project focuses on the value of the process that the young people undergo to develop their campaigns and the skills they gain through this project. Success is not judged by how effective the campaigns themselves are. It is important to communicate this message to schools, teachers and students.

## Conditions for success

- Experience has shown that the students must be in charge of choosing what their campaign will be, it cannot be driven by teachers and succeed in the same way.
- The enquiry should be led by the young people and they should be allowed to find their own voices.
- These programmes need solid foundations: the initiative began by using creative practitioners and through allowing sufficient time for a basic model to develop and be tested.
- Flexibility: This model can be delivered by schools through existing budgets and plans if they choose to adapt the model. There is no absolute requirement to set aside a separate budget, though this does ensure that creative can be brought on board.

## Potential pitfalls

- Continuity of teachers is essential, as they are the lynchpin between museums and students. Turnover can impact on planning and delivery.
- If students do not choose their campaign subject they do not participate fully.
- Individual and regional relationships between schools and museums need to become embedded and should not rely on external funding.

## Key contacts

Alison Bodley, Campaign! Make an Impact Programme Manager

Email: [alison.bodley@bl.uk](mailto:alison.bodley@bl.uk)

Tel: 07884 444675

Chris Straker, Headteacher, Endeavour High School

Email: [admin@endeavourhigh.hull.sch.uk](mailto:admin@endeavourhigh.hull.sch.uk)

Tel: 01482 313600

Eileen McCarthy, Associate Headteacher

Email: [info@primrose.leeds.sch.uk](mailto:info@primrose.leeds.sch.uk)

## References

1. Evaluation report: Inspiration, Identity, Learning: The Value of Museums, Second Study