

## Greener greens at Abbey Hey

When the school council at Abbey Hey Primary school decided that the juniors should have access to free fruit, a scheme was hatched that would involve the whole school community. The basic idea was to set up a fruit and vegetable stall in the playground, and by selling fresh produce to the parents on a Friday

afternoon, raise enough money for the juniors to have free fruit.

Lucy Blezzard described how she and other pupils did a survey of parents to find out whether they would support the stall: the results were positive.

“However, on our first day,” she said, “only a few parents bought stuff, but the last couple of weeks have been getting busier and busier,” partly, she thinks, because they have been so successful promoting themselves.

According to headteacher Gaynor Moorhouse the stall is proving to be a big success for all kinds of reasons; “Not only does it ensure access to fresh fruit and vegetables for the local community but the profits also



remain in the community rather than going to a big supermarket.” She also stressed that the produce comes direct from Smithfield Market and is delivered by a parent who happens to work there.

Beginning with a grant from Extended Schools and a set of scales donated by Herbie, the local veg van run by MERCi, the stall is managed by teaching assistants. However, pupils are keen to help and even have their own stall for pupils to serve other pupils during Golden Time.

“Each class in the juniors have a tray of fruit during breaks now which means it's easier to get your 5-A-Day,” said pupil Raeanne Thornton, clearly

pleased that they had achieved their objectives. Furthermore, they are maintaining the 'green' credentials of the project as the fruit is sold in biodegradable brown paper bags, while parents keep them stocked up with reuseable plastic bags.

Adam Wright, a pupil who sits on both the school

council and the Eco committee was keen to point out that their fruit and veg was easily accessible to parents and, “It's also a lot cheaper than anywhere else,” mainly because their stall doesn't have the overheads of a supermarket.

There is also a lot more potential in the project, and Gaynor Moorhouse is clearly looking to expand and build upon their success. “I keep thinking of other items we could have on the stall, like local honey, and other healthy foods.” All plans which should create links with more members of the local community.

**Editor's notes** This issue is focused on doorway 6 of the Sustainable Schools strategy: ‘Inclusion and participation’. Consequently we have examples of good practice from schools which include community involvement, the development of Citizenship opportunities and peer learning projects. Hopefully they will inspire you, or, at least, affirm your own efforts.

Thanks to all the contributors for giving voice and sharing their experiences: staff and pupils at Abbey Hey Primary, Sarah Haslam and Aniqza Pirzada from Cedar Mount High, John Clarke from Webster Primary and Fiona Dunk.

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## WWF support the Year of Action for Sustainable Schools

As a part of the Year of Action for Sustainable Schools WWF are running a conference called 'Learning for Sustainability 2007'. It is a one-day highly participatory conference for teachers, governors and other school staff interested in bringing sustainability issues into their school. It is being held at Central Hall, Westminster, London, between 10am and 4.30pm and costs just £25.

The WWF have made other commitments to the Year of Action for Sustainable Schools including; free poster resources for schools; the online conference for students which is running between 11th – 22nd June; a website with screensavers, ecards and an interactive ideas board and a new online sustainability module on Espresso – an online, video-rich resource for schools at [www.espresso.co.uk](http://www.espresso.co.uk)

## Carbon detective kit

As a part of the Year of Action for Sustainable Schools you can register your school for the DfES Carbon detective kit. Aimed at KS2 and KS3 it will help you work out the impact your school has on climate change. To register go to : [www.carbondetective.org.uk](http://www.carbondetective.org.uk)

### inclusion

#### Children are included when they:

- Feel that they belong in their school
- Feel good about themselves and their achievements
- Are able to join in with and learn from all classroom activities

## Environmental poetry competition

Your primary school can enter a national poetry competition with the environment as its theme. The competition is being run by SCEMES, the educationalist suppliers, who are running the competition to show their support for Sustainable Schools.

The first round of the

competition is organised in school and your chosen entry is then posted onto the web. First prize is £10,000 for your school, which will be spent on the SCEMES website. Look out for the new category of suppliers that is being developed called 'sustainable goods and services'. SCEMES is putting this together to ensure

that schools wishing to purchase sustainable goods and services can access the information they need more easily.

For more information about the competition go to <http://www.scemes.net/poetry/index.php>

## Sustainable Schools for Pupils, Communities and the Environment

### An Action Plan for the DfES

As a follow up to the consultation on Sustainable Schools the DfES have now published an action plan which details the issues and problems raised by the consultation and the actions they are taking to help schools become more sustainable.

The document stresses that the Sustainable Schools Strategy is 'not an add-on – it is about existing policies and how they should be reframed.' Examining 10 cross-cutting themes and the 8 doorways the DfES seem committed to Sustainable Schools,

although financially there is only a small amount of funding for Government Offices in every English region, and the emphasis is on joining up whether its with Sustainable Communities or existing initiatives in schools.

One of the actions is to bring Ofsted inspectors up to speed and there is mention of research Ofsted is currently undertaking around the impacts of Sustainable Schools. There will be a publication in June 2007 making clear how sustainability underpins Every Child Matters and the

establishment of a National Sustainable Schools Forum. Training opportunities for Heads will be made available and guidance for sustainable procurement, and bursars. By February 2008 they pledge to bring capital investment programmes into alignment with the aims of Sustainable Schools by actions such as revising the BSF 'Strategy for Change' with the 8 doorways.

To get a copy of the Action Plan telephone: 0845 6022260 and quote ref: 00333-2007DOM-EN

## A Fight to Belong

In 1993 the Okolo family, from Hulme in Manchester, were told they had to leave the country. Awele, aged eight, and Anwuli, aged five, and their mother, Florence, were to be deported to Nigeria. 'A Fight to Belong' is the story of the family's four year campaign to stay in England.

Florence came to England in 1989 with her two young daughters, to join her student husband, however, when a son was born in 1990, Florence's husband took the son and returned to Nigeria. On her own Florence was not allowed to stay indefinitely, but with no family in her home country and no prospect of employment she wanted to stay. In Hulme she had two jobs, was active in the local church, and her two girls were settled in school.

In the face of such a terrible upheaval Florence's lawyer came up with the idea that they set up a campaign, a suggestion that motivated the teachers at the girls' school - St Philip's C.E. Primary - and which galvanised the local community into action. Before too long people came together to hold hands around the school building in what they called the Circle of Love, an action that was repeated in Albert Square in Manchester. A huge petition was gathered and presented to the Home Office, and children from St Philip's wrote letters of support, and even went to



London on two occasions, the first time to go to the Home Office, the second time to go to the High Court to support the family.

Once the case was won, with a successful appeal in October 1997, 'Save the Children' recognised the potential inherent in the situation and they developed a pack with the school and Manchester's Development Education Project, as a tool for delivering Citizenship. Consequently there is a book telling the family's story and a teacher's pack to help explore the issues of friendship and solidarity, human rights, justice and responsibility.

The pack is highly relevant for an examination of values, as well as for providing a useful opportunity for promoting moral, social and cultural development. It also has relevance to the History curriculum. The pack's main themes are about belonging, wants and needs, basic rights and living in a multicultural society.

John Dalby, the Headteacher at St Philip's, now and at the time of the campaign, described the experience as a part of 'local history' which bonded the school with communities such as the university. "It also gave our

pupils lots of new experiences, experiences that lots of young people from Hulme might otherwise never have had, like trips to London." He was keen to point out that everything had moved on since then, the family have moved on, and Hulme has been re-built, and that now there is a much tigher community. "Even education has moved on too, with the arrival of Every Child Matters," and in that way, he stressed, the ethos of the campaign lives on in different ways.

Aimed at junior schools, but with some of the materials suitable for lower secondary, the pack offers opportunities to a range of ages on issues that are still very relevant today - it is the story of a community, of all ages and many different backgrounds, having their voice heard.

If you are interested in these materials contact the Development Education Project on 0161 921 8020

### inclusion

#### Staff and governors are included when they:

- Feel valued and supported
- Recognise the contribution of their different roles and responsibilities
- Promote effective communication and a positive working environment

### inclusion

#### Parents and carers are included when they:

- Feel welcome and have positive rapport with staff
- Are treated with respect and have their views taken into account
- Are able to gain access to information and staff

# Inclusion and participation:

## Doorway 6 of the Sustainable Schools strategy

The DfES Sustainable Schools strategy has 8 doorways, number 6 suggests that: "Schools can promote community cohesion by providing an inclusive, welcoming atmosphere that values everyone's participation and contributions. They can challenge prejudice and injustice in all its forms."

The recommendation for all schools to achieve by 2020 is: "We would like all schools to be models of social inclusion, enabling all pupils to participate fully in school life while instilling a long-lasting respect for human

rights, freedoms, cultures and creative expression."

This issue has examples of good practice, particularly around pupil participation, taking place in Manchester schools. Webster Primary is using the Citizenship curriculum in conjunction with both the Eco Schools programme and the John Muir Award to debate on and influence a local environmental issue. Cedar Mount High have also worked with Eco Schools, but have found fantastic opportunities for peer learning and opportunities to put

their ideas about sustainability to the community and government.

There is also an article from an active parent with recommendations on how schools can help themselves get the most out of their parents, advice that is transferable to any community links. If the Extended Schools programme is about putting schools at the core of the community, then maybe Sustainable Schools can become beacons of sustainability for the community.

## Webster Primary school gets active



"To ski or not to ski?" that is the question pupils at Webster Primary school are having to ask. But this is not just theorising, it's a project based on a real situation in the Peak District. An initial application has been approved to build a water ski at Bottoms reservoir and the pupils will be assessing the situation and giving their views to the local MP in time for the consultation.

Year 6 pupils, supported by the Eco Schools coordinator and learning mentor, John Clarke, are working with Sarah Wilks at the Longdendale Environmental Education Centre, and the whole project is linked to the John Muir Award.

To complete the award it is necessary to discover a wild place, which is the reservoir; to explore it, which they did by visiting the centre and the reservoir in April; and then to do some conservation work around the site.

It is the conservation part of the project that involves Year 6 pupils examining the impacts of having a water ski. The aim is to explore the issue using basic decision-making techniques, such as role play cards, and to see it from all the different points of view, whether it's the skiers themselves, hikers, local and national business people involved in the area, or birdwatchers. This will enable them to examine all the pros and cons of the situation and then to reach a consensus which will then be sent to the MP and so be fed into the consultation process.

Being able to enquire, evaluate the evidence, use critical thinking skills and make informed decisions means that this project is applying many skills associated with Education for Sustainable Development, a process that will hopefully empower these pupils for the future.

## Cedar Mount accepts the Challenge

Just over a year ago, Year 10 pupils from Cedar Mount High in Gorton, established a Green Committee with an aim to reduce the school's impact on the environment, promote the idea of healthy, sustainable living and encourage responsible global citizenship.

The committee has also provided opportunities to be innovative in environmental education. Cedar Mount Head Girl, Aniqá Pirzada planned and delivered a citizenship lesson on sustainability to all Year 7 pupils.

Aniqá said "I'm proud of the work we do. I really enjoyed teaching these lessons, the pupils were really interested and obviously care about our environment. Hopefully with the changes we are all making we can make a difference."

Year 8 pupils have also been teaching each other about renewable electricity resources in Science lessons. Pupils worked in groups to research and prepare presentations that they delivered to the rest of the class.

The Eco-Committee set up a paper recycling system and is expanding the scheme to include plastic bottles from the school canteen. Pupils from Year 10 manage the weekly collections and this contributes towards their Citizenship GCSE. Furthermore, the school council worked collaboratively with the Eco-Committee to make key decisions on the School Travel Plan.

All Year 10 pupils took part in a national programme of global warming workshops led by the Y Touring Theatre Company 'Bringing together Science and Drama,' The pupils had the opportunity to share their opinions and ideas, and learn more about the issues surrounding global warming. The project compiled the opinions of young people from across the UK, feeding these back to the Government to influence future policy making decisions.

During the Labour party conference pupils worked with delegates, including Cherie Blair, to share ideas and designs for a new environmentally friendly 10



Downing Street. Pupils worked with RIBA and M.M.U.'s School of Architecture on a week long workshop. The Year 10 media crew filmed the process and it was shown outside the town hall in the Architruck during the conference. The pupils then presented their ideas and designs to the public and delegates such as David Milliband (Environment Secretary).

Mrs Haslam who works with the Cedar Mount Eco committee said, "I am really impressed by the pupils' drive and determination to make responsible choices and educate each other about Global Warming and the importance of managing resources carefully – their ideas are both fresh and innovative!"

## A participating parent's perspective

Having been asked what makes for a successful, active and positive relationship between parents and their school, there are a few things that have, for me, made a big difference.

School provided my CRB check, which gave me the freedom to independently access many areas of school to either, initiate, facilitate or volunteer on projects.

Having an indoor space to meet and share is very important as it

gives an opportunity for people to get involved on their own terms (e.g. accommodating formal, informal meetings and different cultural preferences). Practical events are always a great way for everyone to get involved.

Practical support is very useful too – having access to computers and printing facilities can make a big difference for information sharing. Being given regular and relevant time slots by management and

staff is great to make sure that everyone is informed and working together.

It feels good when activities by children and adults are given support and publicity by the school. The voluntary work then appears valued and hopefully more easily embedded into the curriculum and whole school approach.



## **Participation Spice it up!**

Published by Save the Children  
ISBN 1 841187 062 5 £18.95

This is a valuable resource for anyone who is serious about involving children and young people in decision-making, planning or consultation. Packed full with practical tools founded on the principle of Serious Fun, this accessible and straightforward book will give you plenty of ideas and activities. It will help you to include everyone, make your work more effective and give you more confidence.

peer education, this book outlines a process that will do just that. With a series of clear and simple activities it prepares peer educators by helping them understand their role, their potential and the problems, it helps them evaluate their skills and their development, and recognise that they are given appropriate support.

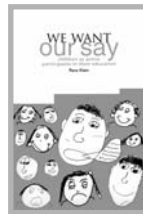


## **Inclusion pocketbook**

Niki Elliot, Elaine Doxey and Val Stephenson

Published by Teacher' pocketbooks  
ISBN 1-903776-58-9 £7

This little book is a surprise because it looks so small and yet expresses so much. Crammed with tips, tools and practical advice about how to create an inclusive school environment, it begins by defining inclusion in the simplest terms; then it takes you through the entire process of putting it into practice.

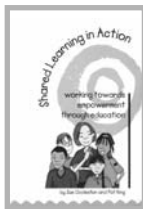


## **We want our say – children as active participants in their education**

Reva Klien

Published by Trentham Books  
ISBN 1 85856 265 1 £15.99

This book looks at what schools everywhere have to gain from democratisation. It answers simple questions such as how can a power-sharing ethos be created in today's schools? Where do you start? And what models of good practice are there we can look to? Filled with examples from the international community as well as at home, it inspires the reader with its positive outcomes.



## **Shared Learning in Action – working towards empowerment through education**

Sue Occleston and Pat King

Published by D2

ISBN 1-900587 09 2 £10

This book is for anyone who would like a practical, step by step approach to teaching issues in a way that encourages participation. The Shared Learning in Action process can be used in all sorts of settings, with the aim of developing cooperation, independent decision-making and ensuring that what is learnt is put into practice.



## **Young citizens – a teaching pack for key stage 2**

Published by Save the Children

ISBN 1 84187 057 9 £15

Through the lives of five young citizens from different countries, this activity and photo pack covers a broad range of citizenship themes, with a range of activities. Focusing on what the five 'young citizens' are doing to help their communities – teaching other children to read and write; explaining health issues; raising awareness of HIV/AIDS and participating on a village committee or school council, pupils are encouraged to consider the basic concepts of citizenship, community, inequality and respect.



## **Peer Education Environment Project**

Gail Russell

Published by UK Youth

ISBN 1-903740-02-9 £22

If you are setting up an Eco Committee, or an any kind of group, and you want to encourage

All these resources are currently available from DEP, Laurel Cottage c/o MMU, 799 Wilmslow Road, Didsbury, M20 2RR

# Diary: training opportunities and events

Tuesday 22nd May and 23rd  
May 2007

## **Develop the trainer in you**

Environmental Trainers Network  
£170/£260 + VAT

York

Tel: 0121 359 2113 or email  
ETN@btcv.org.uk

This 2-day (non-residential) introductory event is for anyone who is new to training or who wants to use training skills as part of their work. It covers assessing training needs and creating a good learning experience. It will give participants the opportunity to practise setting learning objectives, designing a training course and developing participative training exercises. Day two will be very practical and will focus on group facilitation skills, practising handling training equipment and dealing with difficult group situations.

Thursday 24th May 2007

## **Eco Schools Coordinator training**

MEEN 1pm and 3.30pm  
Bridge 5 Mill, 22a Beswick Street,  
Manchester, M4 7HR.

Tel: 0161 273 8881 or email  
meen@gn.apc.org

The aim of the session is to: evaluate the skills, values and knowledge necessary for the role; consider the strengths and weaknesses; develop knowledge and understanding of the nine themes; help make Eco Schools a whole school endeavour; assess the support your Eco Committee might need; and learn about opportunities for further training. There will be time to boast about your successes and time to ponder the things that might be blocking progress. And, perhaps more importantly, the opportunity to network and share your experiences with other Eco Schools coordinators.

Thursday 24th May 2007

## **Urban Parks - developing education & community use**

Environmental Trainers Network

£105/£160 + VAT

Birmingham

Tel: 0121 359 2113 or email

ETN@btcv.org.uk

Many of Britain's urban parks no longer meet the needs of the current generation and/or have suffered from years of under-investment. There is now growing interest in re-invigorating them as valuable education and community resources, 'green lungs' and significant wildlife habitats. This event will review recent research on the state of urban parks including perceptions and use by the public. It will also include case studies of successful projects to enhance parks as resources for local communities, of approaches to consulting with and involving local people of different ages and cultural backgrounds, and will look at potential sources of funding. It is aimed at park managers and rangers, project officers working on parks projects, community and education workers.

Wednesday 30th May 2007

## **Involving communities through consultation**

Environmental Trainers Network  
£105/£160 + VAT

Doncaster

Tel: 0121 359 2113 or email  
ETN@btcv.org.uk

This popular event will explore ways of involving people in the decisions which shape their environment and affect their quality of life. Methods will be explored which aim to minimise "consultation fatigue", achieve maximum involvement of local people, encourage ownership of and personal commitment to the solutions. The event will be suitable for staff and volunteers with some previous experience of community consultation, who want to achieve more effective local participation.

Thursday May 31st 2007

## **Preparing effective funding applications**

Environmental Trainers Network

£105/£160 + VAT

Birmingham

Tel: 0121 359 2113 or email

ETN@btcv.org.uk

This popular event will cover the principles of preparing and writing effective funding bids and applications. It will include interpreting what the funder wants, reading between the lines, examples of funding packs or when there's no guidance, styles and formats for presenting your case, and other aspects such as budgets, matchfunding, monitoring and evaluation requirements. It will best suit those who have some experience of fundraising and are faced with preparing larger bids and more complex applications. Our 'Introduction to Fundraising' event by the same trainer (on 20 March 07) provides an excellent grounding for this event.

Wednesday June 6th 2007

## **Manchester ESD Forum**

For details call MEEN : 0161 273  
8881 for details.

This forum has been set up for organisations who work with schools around Education for Sustainable Development in Manchester. It's aims are to network, share good practice and to keep up to date with the national, regional and local context which informs the work of the group. All are welcome, whether from the voluntary sector, local authority, or other area of interest.

Monday 18th June 2007

## **MEEN's A.G.M.**

Being held between 4-6pm  
Bridge-5 Mill, 22a Beswick Street,  
Manchester M4 7HR

MEEN's vision is for schools and their communities to contribute to the development of Manchester as a green and sustainable community. Come along and hear about our efforts to achieve that goal. Also welcome Pauline Lozoya and Rite2No, who will be sharing their experiences in combating climate change.

# What is Manchester Environmental Education Network?

Manchester Environmental Education Network (MEEN) is a membership-based organisation aiming "To inspire and motivate learning about sustainability by building a network of people actively committed to Education for Sustainable Development (ESD) in Manchester." The network was established by six partner organisations involved in the project, and currently employs a network coordinator and a Sustainable Schools Project coordinator.

## Membership of the network offers:

- \* free network directory (pay only for P&P) - while stocks last
- \* free termly newsletter
- \* support from network coordinator
- \* reduced entrance to MEEN events
- \* a voice in how MEEN is run and the activities of the network

## Project Partners:

### Development Education Project (DEP),

Laurel Cottage  
c/o MMU 799 Wilmslow Road  
Manchester M20 2RR  
Tel: 0161 921 8020

### Groundwork Manchester, Salford and Trafford,

Timber Wharf,  
42-50 Worsley Street  
Castlefield  
M15 4LD  
Tel: 0161 220 1000

### Manchester Environmental Resource Centre initiative (MERCi),

Bridge-5 Mill,  
22a Beswick Street, Ancoats,  
Manchester. M4 7HR  
Tel: 0161 273 1736

### Manchester Healthy Schools Partnership,

Mauldeth House,  
Mauldeth Road West, Chorlton.  
Manchester. M21 7RL  
Tel: 0161 882 2313

### Environmental Campaigns

### Manchester City Council

3rd Floor,  
Pink Bank Lane,  
Belle Vue,  
Manchester  
M12 5QN  
Tel: 0161 953 2760

### Mersey Basin Trust,

Bridge-5 Mill, 22a Beswick Street,  
Ancoats, Manchester. M4 7HR  
Tel: 0161 273 4207  
merseybasintrust@hotmail.com  
www.merseybasintrust.org.uk

## Network Coordinator:

Raichael Lock,

Manchester Environmental Education Network (MEEN),  
Bridge-5 Mill, 22a Beswick Street,  
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Manchester. M4 7HR

Tel: 0161 273 8881

Fax: 0161 273 8156

E-mail: meen@gn.apc.org

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## Membership of Manchester Environmental Education Network (MEEN)

Please fill in this form and return to the network coordinator at the above address, enclosing a cheque for the relevant amount.

Name School / Organisation Subject (where applicable)

Address

Tel Fax E-mail

Schools / Organisations - Manchester	£8
Individuals - Manchester (waged / unwaged)	£5 / £2
Non-Manchester based membership	£12
Please add P&P for directory	£2

TOTAL

I enclose a cheque payable to 'MEEN' for £\_\_\_\_\_