



Craigie High School, Dundee.

Quality Indicators Demonstrated

1.2

Curriculum

- Courses and Programmes

3.1

Learning and Teaching

3.2

- Teacher's planning
- The teaching process
- Pupils' learning experiences

3.3

4.1

Support for Pupils

4.2

- Pastoral care
- Personal & Social Development
- Links with Education Authority etc

4.8

5.3

Ethos

- Equality and fairness

Craigie High School, Dundee

Craigie High School, Dundee is a six year co-educational, non-denominational school with 890 pupils on the roll.

Quality Indicators 1.2 3.1 3.2 3.3 4.1 4.2 4.8 5.3

1.2 Courses and Programmes

The school has taken a specific initiative in the field of anti-sectarianism, introducing the topic at Secondary 2 level through *Living with Others: Tolerance and Understanding*, a component of the school's social education plan.

Five 50-minute lessons were planned and delivered by a member of the Guidance team, and are to be rolled out to others after the whole team curriculum meeting in late May 2005.

3.1 Teacher's planning

The teacher planned a series of lessons with these objectives:

- To look at the differences between people
- To recognise that people have lots of things in common
- To develop skills of tolerance and understanding
- To be aware of stereotyping
- To be more aware of diversity in the country we live in
- To examine our own beliefs and to consider how these came about.

3.2 The teaching process

The Secondary 2 pilot class was one which had been created by amalgamating pupils from 6 other classes. Some considerable time had been spent in team building games and exercises to help the pupils "gel" as one class, before the anti-sectarianism lessons were introduced. Lessons were delivered over a period of several weeks. As teaching progressed, a pupil-centred approach was adopted, and some adjustments to the plans were made to accommodate issues raised by pupils in discussion.

3.3 Pupils' learning experiences

Pupils were asked to write into circle shapes the names of all the people they come into contact with. They were then asked to use coloured pencils to connect all those who belong to a group, e.g. family members/friends/class members etc. Pupils then had to consider the differences between people, e.g. were they married? Single? Tall? Small? Old? Young? Does the information matter or make a difference to their relationship? Does the information make them like the person

more or less? Would they know the answer to questions about the religious beliefs of these people? Whether or not they attend church/mosque/synagogue? Do they need to know these things in order to have a relationship with the others or to be in day to day contact? Pupils then examined all the things everyone in the circles had in common: they all sleep, eat, worry, work, become ill etc.

Features of Culture were looked at for areas of commonality, and pupils completed worksheets on *Culture and Difference*, putting aspects of people in order of importance. This led on to a study of stereotypes: all Scots men have red hair and are called Jimmy, All Asians are shopkeepers, all Catholics support Celtic etc. Discussions then led into the dangers of stereotyping, and the problems with associating values with a particular stereotype. Newspaper articles were used as a context for discussion of issues around sectarianism at home and abroad, for instance wars with a religious foundation. Pupils then designed posters based on tolerance and understanding.

4.1 Pastoral Care

The Pupil Council was consulted for its views and ideas for anti-sectarianism

posters to display around school.

As part of the school's pastoral care strategies, a club is held during one lunchtime per week to give pupils the opportunity to engage in team games. The only rule of these games is that team players are welcome, but anyone who breaks the "team spirit" rule is debarred from attendance. During the period of the anti-sectarianism project, numbers attending the club grew weekly as more and more pupils became interested in the principles of the group, as well as the growing popularity of the activities.

4.2 Personal & Social Development

This project on equality and diversity was the main focus of the anti-sectarian activities, since sectarianism itself is not seen as a particularly acute issue in Dundee. Craigie High School however has come to consider anti-sectarianism as a distinct element of the school's ethos.

4.8 Links with Education Authority etc

Learning for anti-sectarianism education was linked to Dundee City's policy "*Different but Equal*", an anti-bullying and anti-racist policy with leaflets for pupils. Links were also used with "*One Scotland Many Cultures*" inclusion resources.

The community police officer spoke to pupils about community spirit as part of the learning and teaching for anti-sectarianism .

5.3 Equality and Fairness

See also 4.1

Contact for Craigie High School:

Ms Andrena Waghorn

Tel. 01382 431111

e-mail: awaghorn430@dundee.biblio.net