

This Scheme of Work was jointly proposed by three secondary school teachers, two of whom are KS3 leads in their respective departments, Science and English, The third teacher is the teacher with responsibility for the Learning Skills Programme\*<sup>1</sup>. It describes how it is possible to support students' internal coherence as they follow an apparently disconnected curriculum.

## Context

The initial meetings between the teachers concerned in this project were both reviewing a similar scheme that had taken place the previous summer term, and projecting the shape of this one.

### Last Year

The previous year's scheme had been developed during school INSET on Mantle of the Expert. This had inspired a Science and an English teacher to create a joint Mantle of the Expert scheme, which brought together 3 strands within the school's curriculum:

- English – publishing, year 7
- Science – sexual reproduction, year 7
- BTEC Health and Social Care – year 10

The INSET time was used to plan a scheme centred on a fictionalised dilemma of a teenager. This character was played by year 10 students. They met with the year 7 classes in their Science lessons, which became the resource through which the year 7 students could advise the teenager. This enabled both groups to create learning with each other, as well as meet the requirements of their respective curricula. This learning was formulated in English lessons by the publishing of an advice booklet for teenagers. Several Science teachers and several English teachers were involved and the project was felt to be successful by all concerned. The teachers very much enjoyed the energy and motivation that they encountered in the children.

### Planning this year's project.

Four key things were different this year. The Science teacher who grasped the mantle last year was going off on maternity leave. One of the most enthusiastic English teachers had left. There were timetable constraints. There was no Inset time provided. Members of the Science department felt that, whilst they would still like to be involved in a joint project, without their key 'player' the teaching of the science lessons would have to be more traditional. At the same time, the teacher with responsibility for KS3 English was very keen to maintain the development of Mantle of the Expert, and had continued to develop her own Mantle of the Expert Schemes within the English department.

Thus a scheme was evolved that is probably more accurately described as a rolling role, commissioning students from within a fiction created in Learning Skills lessons. The aim of this was to provide a context for curriculum access to:

#### Science National Curriculum Unit on Reproduction

How does a new life start?  
 When can human fertilisation take place?  
 How is the human foetus supported as it develops?  
 What do newborn babies need? \*  
 How is the human foetus supported as it develops?  
 How do humans change as they grow?

#### English

- Writing to advise
- Writing to persuade
- Writing to describe

#### Learning Skills- Prior Learning\*

What do babies need?  
 In the previous term the Learning Skills Programme had worked on feral children and how to advise someone with a feral background as to what a baby needs in its first year of life.

<sup>1</sup> The Learning Skills Programme is a year 7 course which supports and extends the year 7 curriculum. It is run by the SEAL lead for the school, who has also been taking the lead on introducing Mantle of the Expert into the Curriculum.

The lesson notes below were prepared for use by the Learning Skills teachers, who have a varied range of teaching experience.

## Lesson 1

### Teacher preparation:

a) The teacher might want to negotiate first with the class about working in role, or may want to just step in at the start of the lesson. There are some very useful resources on MoE work you might want to look at to help refresh your memories: (<http://www.mantleoftheexpert.com/wp-content/resources/6-key-resources/11-Different-Enterprises.pdf>) - <http://www.mantleoftheexpert.com/about-moe/resources/6-key-resources/>)

b) Resources – two cardboard boxes, sign to go over door, power point or print of the power point, interviews 1:2, paper and pens for signs.

### Lesson

1. Have ready a couple of cardboard boxes – one has the interviews in it, the other has the sign to go over the door. The boxes are put onto the table as the teacher says

*'well, I think that's the last two boxes.(sniffs) hmm still smells of fresh paint in here – well here we are then – our first day in our new centre – now could you and you please put up the sign over the door – thank you.*

Two students put the sign over the door. Teacher looks at it –

*'I wonder if we might want to change that name a bit – well we'll come back to that later.'*

2. Teacher thanks class for the research interviews that they have carried out. *'We have managed to get some of them typed out and printed up but there have been some problems with the printing- I'm not sure all the equipment works properly yet.* Distribute the 'interviews'. The teacher/confident reader reads out the interviews - teacher begins to gently nudge the students in role about how they managed to conduct the interviews. If they students find it difficult to respond, teacher can example. E.g.

*'I know it isn't always easy to persuade young people to talk' or 'I wonder what caused this young person to feel they can talk about this to an interviewer' or 'I know it can take a lot of courage to just go up to a stranger and start talking to them on the street'.*

This is to ease the class into their role as interviewers. N.b keep the boys in mind – they need to feel included as this isn't just about girls getting pregnant e.g.

*'I wonder why she's not bothered about her boyfriend' or 'I suppose this must difficult for the boyfriend'*

3. Once the children have begun to engage, more direct questions can be used: e.g. *'Where did you find the best place was to conduct the interviews?'* and so we build up a back history of how the interviews were gathered.

4. Teacher pulls together the threads – e.g.

*'Well your interviews have certainly proved that the statistics are right then (show power point slide 1 or just read out the info) the young people around here certainly need some support– and what a good job they've got you young people to start with – you know I've been a health advisor for (5? 10? 20?) years and this is the first time that a government minister has had the imagination to train up youngsters like you to help out with this problem – although I think they might have been a bit more imaginative about your job title –YOUNG ADVISORS– still, that's probably a small*

*point and I do feel honoured that we've got this fantastic new centre – we're the first ones.*

5. Teacher looks at sign over door again - -*'I wonder if that's quite the right name'*. Discuss – maybe one or two students start to make a new sign to go over the door. Negotiate with the class what other signs we need to make to go on the various doors in the centre – because this is a place where young people feel safe and respected and supported the signs should reflect this e.g. quiet chat room (?); refreshments; contraceptive dispensary; sex education room; family room; man2man; etc  
They could include symbols on the signs for people who don't speak English.  
In pairs/small groups, make the signs.

6. Report back - Each pair shows the sign that they have made and gives a brief outline of what they hope the room will be used for.  
If time – perhaps one or two could demonstrate how they think the room should be used – e.g. a worried teen having a cuppa and a chat, or a parent and their pregnant daughter are being helped to talk to each other by one of the young advisors.  
Teacher congratulates the new teen advisors on an excellent first day in the new centre.

## **Notes made in between lessons 1 and 2**

Looking back at the first lesson –

I taught this first lesson to 5 year 7 classes, in a variety of classrooms, one of which was a drama room. They all began at tables and chairs. I began by negotiating about working in role. Although they have plenty of experience of working in role, it is with a variety of teachers (including myself) and in a variety of rooms. I wanted to be sure. I asked what we had to bear in mind when we were working in role – interestingly they came up with generic behaviour answers (listen to each other, be respectful etc). I had to refine my questions to get a drama answer. I also said that they would have to work out the role by listening to what I said once I was in role. They seemed to accept this as a challenge and were intrigued.

The students were very attentive when we put the sign up and began to read out the 'interviews'. There was the proverbial 'pin drop' moment as they realised what the content was. To a person, they were engaged as we read out the 'interviews'. And the language of this simple fiction was allowed to be sustained by the class (e.g. I did not have to operate in teacher mode in order to get students to read out – they were keen to, and in two classes they did not put up their hands as children, but indicated with small, subtle gestures that they would like to read out loud).

In each class the students were quick to pick up on the historical aspect of the enterprise. As each of the 'interviews' was read, as well as the comments planned for lesson 1, I made comments such as

*'Whoever did that interview must be very skilful at getting people to talk to them'*.

In each of the classes there were students who were quick and keen to describe how and where they conducted their interviews, describing such places as parks, care homes, youth clubs, schools, shopping centres, hospitals and clinics.

As we moved from the interviews to the government statistics they were very much in listening mode, particularly to the figure of 8.200 pregnancies in under 16s.

As we moved into addressing the matter of the centre through the creation of designs for door signs it was interesting to note both consistency and the variety of response.

In each of the 5 classes there were a good handful of girls and boys who wanted there to be rooms for sex education, pregnancy testing, contraception and STDs, and who were keen to share their knowledge on these matters. In the sharing of the knowledge, most shared it with me as I circulated in role discussing the designs for the door signs.

In all the classes there was a majority concern for counselling/advice/chat rooms, with a stress on trust and privacy.

In one class there was a boy who wanted the counselling to be observable by others – for there to be windows and loudspeakers. I asked about the privacy and trust aspect raised by others and he said the idea was for shy people to be able to watch others being advised without having to actually go through the experience themselves – in the end his concern to protect was satisfied by there being a video room where you could watch anonymised advice sessions.

There was also a concern in each class for refreshment rooms and rooms where you didn't have to do anything, just go and be quiet in them.

In each of two classes there were 2 boys who were keen to make exit signs.

In every class there were one or two students who suggested rooms where you learnt how to care for babies.

In most classes at least one boy suggested a special room for boys to get advice. In one class the boys avoided this.

In one class there was one girl who created a confession room.

In the same class there was also a boy who wanted an adversity room.

In the making of the signs there was a strong sense of purpose which the next lesson needs to draw on.

An overheard: (spoken by a boy in a tone of one who has survived an unpleasant ordeal)

*When we were in primary school we had to watch this woman giving birth – the camera made you see everything – it went right up there*

My understanding of these responses to the work on the portals of the centre is that there is, as one might expect, a variety of need. Some students are not yet ready to go through the doors, (but might be happy to observe and perhaps support others doing so). Thus I need to continue to provide opportunities for those students who choose to keep their distance from aspects of the content for which they are not ready for or nervous of. At the same time there are many students who wish to proceed through the doors, mostly in way that enables them to do so in small groups rather than in a public or whole-class way.

Also at the same time, these two lessons should enable access to other aspects of the school curriculum, i.e. Science lessons on sexual reproduction and English lessons on particular aspects of writing.

In addition – there was a wide range of spelling ability with regard to key words.

### **Notes for planning lesson 2**

**Time** – where we left off – in the same **time** of being at the beginning of the work of the centre – so that this is still 'toe in the water'.

**Sense of purpose**– how to develop the matter of the centre (designs for door signs) into the being of the people who work in the centre – also I wonder whether it is a problem that we seem have two clients - the minister for children and the young people who come into the centre. Or perhaps it's a useful device for producing the internal (and at time externalised) dialogue of inside/outside.

**Tasks** – 1. Safety, 2. Protocols and Procedures. 3. Interaction with client.

## Lesson 2

### Teacher preparation:

- a) The teacher might want to remind the class about working in role, or may want to just step in at the start of the lesson.
- b) Resources – signs made in previous lesson, have a folder ready for each class, have either the protocol forms ready or blank paper – I have used both and each has advantages – the forms provide a structure which some students prefer, whilst other prefer the ‘wide open spaces’ of a blank sheet.

### Tasks

1. Lay out the door sign designs made in the previous lesson, acknowledge the work and care that has gone in to them and say that they will be passed on to the carpenter for making. If there isn't an exit sign, observe that there isn't one and go on to italics. If there is an exit sign, notice it, discuss best place for it and;

*Oh, that reminds me, we have to create a fire drill protocol for our centre – health and safety require it, and we must appoint fire officers.*

As a class, discuss requirements for a fire drill. Bear in mind:

- The kind of alarm sound
- The kind of clients that might be in the centre
- The best and safest way to get out
- Fire officers

Class elects two or three fire officers depending on those who have spoken most convincingly about safety and care. Ask fire officers to demonstrate how they would conduct themselves in the case of a fire.

2. Explain to the class in role that we should set up a protocol (for how we encourage users of our centre – in order to do this they need to have a short piece of training and to create a protocol folder – pp slides 1-3.

4. Pp slide 4 – discuss responses to the three areas – put key spellings on board – pp slide 5 – read out – pp slide 6 set training task - in table groups, or individually could they create a protocol resource to go in the protocol folder. As the resources are completed they are put into the protocol folder.

As the trainees complete their paperwork they can move into practicing how they will talk to clients. Those who would like to can demonstrate their practice interviews. Collect in the protocol sheets and put them in the silver folder.

5. pp slide 7 – Teacher in role reads this out and re-enforces that we need to get plain information to the young people and we need to get them in to centre – teacher in role presents the commission, which goes into their protocol folder, which will go with them into their Science and English lessons.

## TEENS 4

### TEENS

**The children's minister for England has said that high quality sex education is vital.**

**This includes the kind of education that:**

- **makes it clear 'what is right and wrong'**
- **discusses 'moral values'**
- **helps young people make wise and careful decisions**
- **enables "young people to take part in the dialogue."**

#### The Commission

It is urgent that you get young people into your centre and educate them as soon as possible. They really need your help.

There are two things you are commissioned to do:

1. Consult with experienced educators on sex education
2. Create a booklet that will advise young people and encourage them to come into our centre