Introduction

In the Spring/Summer of 2018, Qatar Foundation International supported Shubbak to run three projects for young people, devised and facilitated by an Arab artist in London. Each of the workshops blended art forms, allowing young people exposure to, and experimentation with, a number of mediums at once. Apart from the intangible and tangible outcomes for and by the young people themselves, each project was documented in a video using footage from the workshops, as well as interviews with the artists. This resource consists of three guidance leaflets for the classroom, with each leaflet using one of the above–mentioned videos as its starting point. The leaflets demonstrate links to curriculum subjects and propose ideas and activities for higher order thinking for teachers and pupils, particularly around transferable skills and universal values. They are most suited for pupils aged 10–14 although there are many elements that can be applied to curriculum requirements for other age groups as well.

Framework for each leaflet

A teaching framework which encourages active, participatory learning techniques is used. It allows learners to unpack, reflect on and consider the themes of each of the videos as part of the learning process. This requires teachers to engage in a way that allows for different perspectives and views rather than a search for the ‘truth’. Each leaflet includes 3 steps that include:

### Step 1: Discover – Approaching with Curiosity

Watch the video. Look out for:

- The topics the workshop participants explored
- The mediums/art forms they used
- What the artist–facilitator had to say

### Step 2: Explore – Considering with Criticality

This section gives space for learners to consider their own and others’ ideas. It is an important part of the process as learners unpack what they saw, and organise their own thoughts and opinions about it.

Following on from watching the video and before the exploratory activity detailed in each guidance sheet, give the learners a minute of silence to think about the film on their own. For younger children, it is a good idea to put up 2 or 3 questions to help them focus their thoughts. These could be:

- What was the film about?
- What art forms were used?
- What part did you find most interesting and why?

You might want to give learners a few minutes to discuss their thoughts in pairs before expanding the discussion out to the whole class, depending on their confidence and ability to articulate ideas. Use this opportunity to build up their vocabulary and literacy skills and ask each pair to summarise and air their discussion with one word or phrase. Airing their own thoughts and listening to new ones will give learners space to consider and map out the multiplicity of perspectives on the subject at hand.

In this step, links to global values are made. These include reference to the following values:

- **Democracy:** Create a democratic school ethos for learners, staff and the school community
- **Individual Liberty:** Enable young people to make individual choices in a safe and secure environment
- **Tolerance and Mutual Respect:** Foster understanding and promoting of diversity, with an ethical relationship to difference
- **The Rule of Law:** Make your school a place where transparent procedures operate for upholding the rules

### Step 3: Create – Applying with Creativity

This section is where learners express their journey, whether it is new knowledge, changed and/or confirmed attitudes, or acquired skills, into a visible or audible display. Teachers are encouraged to only make suggestions into what this display might look like, and to encourage that this process remain participatory and learner–led as above.

### Partner School Activities

There are also suggestions of joint activities that could be carried out with a partner school in your own country or overseas.
Discover – Approaching with Curiosity

Show children the video, *Looking Closely*, and ask them to look out for:

• The topics the workshop participants explored
• The mediums/art forms they used
• What the artist–facilitator had to say

Explore – Considering with Criticality

An increasing number of mainstream schools are teaching learners with special educational needs. While this may be a response to a rise in the number of children with special educational needs, it is also a recognition of the ecology of difference of our needs and abilities as inhabitants of this world.

Schools have a duty to be inclusive of the diverse needs and abilities of their learners. Consider what Carl said in the film about the ability of children to express themselves and to relay their views of the world and their place within it. Ask the children to review their class rules based on their own needs and those of others. Draw up a Classroom Charter based on these recommendations. The following downloadable handout provides information about classroom charters and how they can be drawn up: [hants.gov.uk/classroom–charters.pdf](http://www.hants.gov.uk/classroom-charters.pdf)

Did the children get any ideas about how their own learning could be changed for the better from the video itself? Do they think they could benefit from their learning environment being more tactile, or from going outdoors, or from visiting exhibitions?

It is extremely valuable for all learners to feel ownership over their learning needs and the processes that go into supporting that. This is particularly relevant for learners with special educational needs, who may feel that they have less of a say on their learning environment. Having a meaningful input into the learning environment goes some way to developing a level of independence as learners gain ownership over the learning process, as well as self value and worth.

Values

Carl talks about his interest in humans and their ability to express themselves and shape the worlds they live in according to their different points of view. Freedom of self–expression and the ability to apply it in shaping our worlds is a right not to be taken for granted. But with this right to liberty come responsibilities and rules that govern us, which must be equally respected and upheld. ‘Individual Liberty’ and ‘The Rule of Law’ are among the values that English schools are required to teach.

According to UNICEF, The United Nations Convention on the Rights of the Child (UNCRC) is the most widely ratified human rights treaty in the world. It is a human rights treaty that sets out the civil, political, economic, social, health and cultural rights of children. Countries like the UK which are signed up to it are bound by international law. You can find a child friendly summary of the convention here: [www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf](http://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf)

Select 9 clauses from the convention and prepare these as cut outs (these may need to be simplified to suit different levels, as appropriate). In groups, ask the learners to rank the statements according to importance into a diamond nine ranking (illustrated in *Image A* below). The groups must try to come to a consensus, although this may not always be possible. Some groups may also find that in order to reach consensus, they must create a shape other than a diamond nine. This kind of independent thinking is to be encouraged!

Allow space for each group to share with the rest of their peers.

Learners can discuss the notion of a universality of law. During the World Conference on Human Rights in Vienna (1993), certain governments raised serious concerns around the notion of a global standard for human rights. What is the difference between values and law?
Create – Applying with Creativity

**Bags of Rights** — Giving each learner a large piece of cardboard and recycled materials, ask them to make/draw a backpack of rights that they would need to navigate the highly connected and interdependent world we live in today. Rights that would be enshrined by law wherever they may wish to live. These rights would apply to them just as they would apply to everyone else. They may wish to write each right onto a paper cut out, or perhaps illustrate these rights.

Remind them that just as they have rights, so too do they have responsibilities. Ask them to add those to their backpacks, perhaps in a different colour to the cut outs that they created for their rights.

This could make for an interesting and thought-provoking display in the classroom.

Teachers may want to prepare images for the backpack images in advance so that the learners select what they want to include in their backpack and what they don’t want to include. Having a variety of textures, colours and smells could help them pack their Bags of Rights. Where possible, be sure to co-create the backpack contents with the learners, so that they have ownership over the menu of options.

**Partner School Activities**

If you are working with a partner school you could:

- Exchange photographs of your Bags of Rights.
- Tell a story of both localities by creating an online gallery of photographs of their surroundings.
- Create an illustrated book together or an A-Z of Children’s Rights display. The following example is from a joint project by primary schools in the UK and Lebanon.

Encourage your pupils to be curious and explore their own identity and surroundings through photography like the young people in the film. They could go on to create an exhibition of the results in school or a local library or arts centre.

**About the Artist**

Carl Michael Atiyeh is a documentary and commercial film director born to Lebanese parents, raised in the rich diversity of Montreal, Canada and currently based in London, UK. His unique background combines a bachelor in Biochemistry at the University of Montreal and a diploma in documentary filmmaking at the National Institute of Image and Sound. His keen interest in humans and singular creativity fuels his curiosity and desire to tell the stories of the world’s greatest minds and passionate individuals. [carlmichaelatiyeh.com](http://carlmichaelatiyeh.com)

**About the Project**

In the process of facilitating his workshops, Carl worked with children of various concentration and autonomy levels from Action on Disability, to express themselves by engaging with their surroundings through the medium of photography. They explored the Lyric Theatre, interacting with both the people and the environment through the camera lens to share their views of the world. Each child’s identity shined through the images they captured. The workshops culminated in an exhibition of a selection of pictures for an audience of friends and family.