About this Resource

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, Sounds of Grove, and ask them to look out for:

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

Explore – Considering with Criticality

The artist talks about the difference between listening and hearing. In pairs or small groups, ask learners to come up with three examples of when they are listening, and three examples of when they are hearing. Select a few examples to share.

Ask the learners to think of 3 important moments in their lives. Laying out beads of a variety of shapes, sizes and colours, ask each one to select three that they feel represent those moments, considering why they chose each bead. In pairs, ask the children to share with one another those three important moments, using the beads as representations. Remind them to listen. In the last step, have the partner that was listening share their partner’s moments using the beads for reference.

Once completed, ask each group to come together again, exchange data without a word and split again. Using the data collected from the other half of their group, they sketch out a map of the area they did NOT walk, based on the information with which they have been provided.

Ask participants to come back together and join up their map. Is the overall map more or less accurate? Why or why not?

It is worth discussing with learners that ‘contrasting locations’ need not be worlds away. They can be right around the corner, on the same street, or on the other side of the river. Can they think of examples in their own locality that would fit this description? This segues nicely into conversations around perspective and how this is influenced by our physical and conceptual surroundings.

Values

The artist highlights the importance of deep listening skills, as opposed to simply hearing sounds. The ability to listen closely is an essential step towards ‘Tolerance’ and ‘Mutual Respect.’ The artist also worked with young people who had only recently arrived in the UK, and who carry with them different worldviews and belief systems. What can we do to expose ourselves to perspectives different to our own, and how can we listen more closely to those who are different to us?

Visit [www.teachingvalues.com/goldenrule.html](http://www.teachingvalues.com/goldenrule.html). Here you will find a variety of faiths and versions of ‘The Golden Rule’. Essentially, this can be summed up as treating others as you would like to be treated. Select one phrase from each religion and display these to the class. Discuss why the idea of The Golden Rule might be so valued across cultures and belief systems. Does everyone in the class agree with this notion?

Discuss with pupils what it means to listen deeply. What did the children learn about listening from the video, and how can this be applied during their discussion?

Curriculum Links

Music, Art, Geography, Citizenship, D&T, RE, Music.

Core and Transferable Skills

Communication and collaboration, critical thinking and problem solving, citizenship.

Values

Tolerance and Mutual Respect.

Curriculum in English Schools focuses on speaking, listening reading and writing skills. This activity does not present the children with reading material, but it remains highly relevant in developing higher order thinking that enables comprehension.

In small groups of no more than 3 to 4 students, set learners a task of exploring a locality. Get each group to split in half, and walk on opposite sides of a road, perhaps even opposite sides of a canal or a river. They might even be walking in opposite

directions, starting at the end and meeting half way, or starting in the middle and walking away from each other. What do they see, hear and smell when they survey the landscape? Ask them to collect as much data as they can as they walk: include photographs (limit those to three or so to avoid over reliance on this all-too-familiar tool for documentation), recordings of recurring sounds (as with the Sound of Grove soundscapes), diagrams, descriptive words, Geography Info Mapping System Technology (GIS) could also be used to record information.

Once completed, ask each group to come together again, exchange data without a word and split again. Using the data collected from the other half of their group, they sketch out a map of the area they did NOT walk, based on the information with which they have been provided.

Ask participants to come back together and join up their map. Is the overall map more or less accurate? Why or why not?

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Discuss with pupils what it means to listen deeply. What did the children learn about listening from the video, and how can this be applied during their discussion?
Create – Applying with Creativity

Having discussed perspective, and the fact that difference does not necessarily involve great distances, ask learners to create individual maps of their own lives. Remind the younger learners how they used the texture, size and colour of beads to mark important moments in their lives. Remind the older learners how they used their senses to discover a locality, and the tools they used to collect data and document their surroundings. Invite them to use the same kind of research and documentation methodology to capture their own story. Discuss how you might capture a sound on a two dimensional piece of paper? Could these maps be made digital for older learners?

Partner School Activities

If you are working with a partner school you could:

• Record and swap soundscapes capturing the different communities and cultures. What things are the same and what are different? Can they work out what all the sounds are in their partner schools’ recordings?

• Exchange photographs of the maps of their own lives.

About the Artist

Kareem Samara is a musician, improviser and audio artist from London whose work reflects issues of identity in diaspora, and the intersection of political struggles in the face of rising fascism and state violence. Primarily as a performer, he is also a serial collaborator across many fields, with particular interest in sound as place, and the way aural experiences depend on locality and time. He performs solo and is a member of an international trio with Ryan Harvey and Shireen Lilith, with whom he has released Thin Blue Border Volume 1 and 2 on Firebrand records.

www.facebook.com/kareemsamaramusic
www.soundcloud.com/kareemsamaramusic

About this Project

The workshops with 12 young people were developed to introduce the children to listening to their local area, and to think about the difference between hearing and listening. An environment that may be new and intimidating to some, and familiar and comforting to others, but nonetheless can be understood better through investigating the soundscape of an area. The resulting compositions used material captured on field recorders, and attempt to demonstrate both the sounds of a locality and the participant’s relation to, and within, that society. You can find out more about this project by reading the blog written by the artist here: www.shubbak.co.uk/kareem-samara-listening-project/