



..openit ➔



Welcome to **openit**, the termly newspaper for the *Open Futures* programme.

In each issue we will bring you creative lesson ideas, practical advice and useful information together with the latest news about *Open Futures*.

If you would like to receive future copies of **openit** either as a printed newspaper for sharing in the staff room or in electronic format to circulate to your colleagues, or both, please register your interest at:





www.openfutures.com

About Open Futures

'Raising attainment through bringing learning to life'.

Open Futures is a skills and enquiry-based curriculum development programme, linking learning and life. It was developed by The Open Futures Trust to help children discover and develop practical skills, personal interests, and values which will contribute to their education and help to enhance their adult lives.

Open Futures supports the curriculum by providing inspirational contexts for learning. It builds on the belief that creative reflection is essential to deep learning – whether of skills ('know how') or of facts ('know what'). Creative reflection and enquiry define the *Open Futures* curriculum. The programme integrates four strands that enable children to:

-  Make choices and effective decisions - *askit*
-  Grow their own fruit and vegetables - *growit*
-  Cook for themselves - *cookit*
-  Work with new media to produce films – *filmit*

Open Futures introduces schools and children to a new way of learning and teaching in a way that fosters discovery and curiosity.

If you are interested in finding out more about how to become an *Open Futures* School or would like to hear more about the programme please contact us:

hello@openfutures.com

openit

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 **The Open Futures Trust**

The Open Futures Trust is a registered charity, No 1136095.

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We take them for granted as part of everyday communication but how important is it for children to be able to ask good questions?



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Pizza's Place in the Primary Curriculum

Sandra Rayner, Culinary Project Officer at Focus on Food, explains how to make a *cookit* session cross curricular.

There are not many children who do not like the instantly recognizable pizza. Friendship Pizza uses fresh spinach and tomatoes, and with a base made using yeast, it gives that 'eat me, eat me now' smell of fresh bread baking.

Having worked with schools over the last 3 years, it is clear that there are many curriculum links, which fall within all of the four *Open Futures* strands. So you should be clear from the outset what you want the learning outcomes of a cooking session to be. I suggest you have 2 clear objectives, firstly the cooking skill being taught or practiced, and secondly what is the main curriculum link?

The bread base of the pizza is simple to make but has good links to the science curriculum. It is a good demonstration of what living things need to grow: food, water and a comfortable temperature. An irreversible change can be shown if a little sugar is creamed with some fresh yeast. As the yeast begins to feed off the sugar it grows and changes from a paste like substance to a liquid. It is worth noting that some supermarkets with 'bakeries' will give you fresh yeast for free or only charge a few pence. To make the pizza dough it is best to use a packet of the fast acting dried yeast, now a 'convenience' ingredient used for bread making.

When cooking with yeast we need to use a 'strong' plain flour. 'Strong' flour is flour with a high gluten content. When kneaded the gluten develops in the dough and gives it the elastic quality that allows the end product to hold its shape once the yeast has worked it's magic and doubled the size of the product you are making.

A group of 6 or 8 children is the best size for your teaching group. It is best to make 1 batch of bread dough and work as a team to do this, which develops cooperative working; one



Image © Focus on Food

child could add the yeast, another stir it in, a third add the oil to the water, perhaps 2 to help add the water and 2 more to take turns to stir the water in (it always helps if someone holds the bowl steady whilst doing this). Once the dough is made show the pupils how to knead it. 3 actions, push, fold, and turn.

At this stage, divide the dough so everyone gets their own piece to knead and turn into their own pizza. This is also the stage where you can teach the principles behind fractions - although the pupils will not see it as that. Remember those pieces of dough need to be exactly the same size, different sized pieces equals at least one unhappy child! Question your pupils about how they can get even sized pieces and then work it out together, 8 pieces are often easier for them to achieve equality with rather than 6. With older children you could weigh the ball of dough and then ask them to see how close they can get the dough to 6 even pieces by eye. You can demonstrate halves and quarters and even thirds with older pupils.

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When they all have their own piece of dough, they can knead it and feel the change in the dough as the gluten develops. Kneading could be the main cooking skill for younger pupils with the topping all ready for them, or knife skills with older pupils as they prepare the tomatoes for the topping.

Of course the really good bit comes when you can sample what you have made!

FOCUS ON FOOD'S FRIENDSHIP PIZZA

Makes 1 large pizza for 4 – 6 people.

Ingredients

For the base:

- 225g strong plain flour
- 1x7g sachet easy-bake (microfine) yeast
- 1 tablespoon olive oil
- 150ml warm water

For the topping:

- 300g cherry tomatoes – cooked to a pulp in a little olive oil, skins removed if desired
- 1 garlic clove – peeled and crushed
- 250g-350g spinach leaves – stalks removed and lightly steamed
- ½ red pepper – de-seeded, chopped and lightly cooked in olive oil
- 100g-150g Mozzarella cheese – sliced or torn
- 2 tomatoes – thinly sliced
- basil leaves – torn

Equipment

- mixing bowl
- kitchen scissors
- measuring jug
- tablespoon
- wooden spoon
- flour dredger
- rolling pin
- chopping board
- sharp knife
- saucepan
- baking tray

How to make it

1. Put the flour and yeast in the mixing bowl. Add the water and oil and mix to a soft dough with a wooden spoon.
2. Knead the dough until smooth. Roll it out to a 20cm - 25cm round, then place the round on the baking tray. Heat the oven to 220°C/Gas 7.
3. Spread the cooked cherry tomatoes over the dough. Scatter the garlic over the tomatoes.
4. Place a circle of the Mozzarella cheese in the centre of the pizza. Around it, place a ring of spinach, followed by another ring of cooked red pepper. Add the sliced tomatoes.
5. Leave the pizza to stand for 5 – 10 minutes. Bake for 15 – 20 minutes until the cheese has melted and, when lifted with a spatula, you can see that the pizza base has cooked.
6. Serve warm, cut into slices.

Welcome to our New Open Futures Schools

We would like to take this opportunity to welcome all of our *Open Futures* Schools to this, our first edition of '**openit**' but are pleased to extend an extra special welcome to our newest *Open Futures* schools:

Oyster Park Primary, Wakefield
 Sandal Magna Community Primary, Wakefield
 Birkenshaw CE (C) First and Nursery, Bradford
 St Joseph's Catholic Primary, Castleford
 Christ Church Primary, Battersea
 Elm Grove First, Worthing
 Southwater Junior, Horsham

Moulsecoomb Primary, Brighton
 Southwater Infants, Horsham
 Maidenbower Junior, Crawley

We are delighted to support the continued growth of our networks in the Leeds, Wakefield and our South Coastal areas, and are really looking forward to developing the *Open Futures* Programme within each of our new areas, including Battersea in the coming months!

Open Futures continues to grow and develop nationally. For news and information about the availability of the *Open Futures* Programme in your area, please contact: anna.hodgson@openfutures.com



Brightening your Future!

Open Futures to unveil its programme of CPD events...

With CPD high on the agenda for headteachers, we are pleased to announce plans for our forthcoming programme of short courses, to be delivered throughout the 2011/12 academic year.

Please sign up to receive an advance preview of the programme, which will be available for distribution early in the Autumn term, by registering your interest with us at www.openfutures.com (Current *Open Futures* schools will receive this information automatically).

Courses will be available to participants from all existing and registered *Open Futures* schools, and of course please remember that in addition, CPD points are also available to those attending *Open Futures* Conference, Seminars and Events. A great kick start to your ongoing personal progress for the new academic year!

Please keep a look out for further information about the *Open Futures* programme of CPD in the next issue.

Think of a Question

In these days of austerity and job losses, it's even more important than ever that we prepare our children for an ever-changing market place. Nick Chandley, *askit* Project Officer, takes a look at one way we might do that.

There's been a huge amount of research on questioning in the classroom, both pupil and teacher questioning. Steven Hastings, writing in the TES (4/7/2003), shared some pretty remarkable findings – that teachers ask around 400 questions each day (work that out as a career total!) but up to 60% are little or nothing to do with learning; that questioning is second only to explanation in the time devoted to it; and that most questions are answered in

Industry says that schools should be teaching. Employers have told them that the things that they'd like to see in their potential employees are, amongst others, reflective learners, people who can work with others, good listeners who are able to question effectively, creative thinkers who can apply what they know to solve problems and good negotiators. It's a big ask and one that would probably be

best kind of dialogic teaching and they begin to develop as a true community – working together to make more sense of concepts that actually mean something to them, truly linking learning to life.

Because the *askit* strand helps develop good thinking, its reach is far and wide – certainly into the other three strands of *cookit*, *growit* and *filmit* but also into the curriculum. It develops skills of creative thinking - developing

said 'I'm sorry, Nick. I've been thinking so hard I forgot my name!' Another girl said that it's important that she does lots of thinking now as she won't have time to think when she's grown up and one boy stopped the conversation during dinner at home by announcing that the unexamined life isn't worth living – he'd obviously taken to Socrates!

Through the *askit* strand of *Open Futures*, therefore, our children develop exactly those kind of 'soft' skills that will become so valuable in later life. One day, perhaps, they might achieve due accord in the curriculum, but until then, thank Socrates there's *Open Futures*!

The question game

One of the aims of *askit* is to develop questioning skills in our children and this is a nice little game to support this. It involves holding a conversation using only questions, with points gained if your opponent responds with a statement or repeats a question. It's always popular played as teacher-against-class but I've also split the class into pairs, giving them some time to practise and then holding a competition to see which pair can keep going the longest. It's great to see the whole class engaged in focused talk and they'll still keep going even if you ask them to turn it into a piece of writing. I had one class make poems where each line was a question, following on from the previous line – great fun and really effective.

less than a second. We all know how important it is to develop our pupils' questioning, with the National Curriculum littered with question-based objectives (such as Science – 'ask questions that can be investigated scientifically' – QCA 1999). We're also aware of the impact on learning our own questions can have, especially those of a higher order that encourage pupils to, for example, predict, generalise and reason. Guy Claxton said that 'good learning starts with questions, not answers' and the logical extension of this is that better learning results from better questions.

As with many things though, this is a skill we need to help our pupils develop, as are the kind of skills the Confederation of British

impossible to meet without some kind of coordinated approach to develop these essential life skills (strangely called 'soft' skills by many – I'd argue they're anything but soft!).

It's precisely this big ask that led to the *askit* strand of the *Open Futures* programme. Through this enquiry-led approach, pupils learn not only the importance of asking questions, but also what makes a good question. They listen to the contributions of others and use them in formulating their own opinions – a bedrock of the

new ideas and linking them to existing ones - and critical thinking - testing these ideas out, all done in an atmosphere of caring thinking – respecting others and their opinions – and collaborative thinking, as they build upon the ideas of others. It's easy to see how all this can be applied to any subject. Some are more obvious, such as Literacy, History, RE etc, but even PE can make good use of them, as pupils explore the concepts of winning, fairness, best and teamwork.

This kind of thinking isn't confined to older children though. Sean, from Nursery, seemingly in some kind of deep thought, wouldn't answer to his name when I asked him a question. After several attempts he snapped out of it and

New School Year New *Open Futures* Initiative

The *Open Futures* 2011 Curriculum Development Partnership

John Story, head of the *Open Futures* Curriculum Team, talks about the latest development of the *OF* programme which extends it into four new regional areas. He discusses how these areas were chosen and what lies in store for the new schools over the next two years.

PARTNERSHIPS

From September 2011 The *Open Futures* Trust will be sponsoring four new School Partnerships in Newham, Hull, Birmingham and Manchester. Each Partnership will consist of three schools (four in Manchester) who will work intensively with *Open Futures* Professional Partners and Trainers. The aim is that each school will become a 'Centre of Excellence' within two years. The four areas were chosen after an extensive awareness raising campaign during which an invitation to participate in the 2011 Partnership was sent to thousands of schools in challenging urban areas across England.

The response was enormous, indicating yet again the increasing concern of headteachers, governors and teachers that the Primary Curriculum should provide pupils with life enduring and life enhancing skills alongside academic achievement.

CENTRES OF EXCELLENCE

Choosing the four areas and the 13 schools was not easy.

The starting point was to assess how far each application matched the following 13-point description of a potential *Open Futures* Centre of Excellence

THE THIRTEEN SCHOOLS

The four areas with the most applications were Newham, Hull, Birmingham and Manchester. These were targeted by members of the *Open Futures* Curriculum Team. They visited the Headteachers of all schools that strongly matched the criteria and, where appropriate, consulted with Governors, Parents and Pupils. Thirteen schools have now been identified as 2011 Curriculum Development Partners.

All are willing to work closely with each other, to share training opportunities and to host conferences and other events and are excited about meeting and working with existing *Open Futures* Schools.

Hull:

- Thoresby Primary School
- Neasden Primary School
- Chiltern Primary School

Manchester:

- Camberwell Park Specialist Support School
- Temple Primary School
- Cheetham CE Community School
- Cravenwood Primary School

Birmingham:

- Benson Community Primary
- Foundry Primary School
- Matthew Boulton Community Primary

Newham:

- New City Primary
- Manor Primary
- Gallions Primary

THE OTHER SCHOOLS

We are aware of the disappointment felt by many Heads, Governors and Pupils. There were dozens of impressive applications from outstanding schools. Unfortunately only a limited number could be chosen.

If you are a Headteacher of one of the many schools who responded to our invitation but were not included in the 13 be assured that we will maintain regular contact with you and provide a range of subsidised offers which will help to support the development of a skills and enquiry curriculum in your school. These will include invitations to participate in workshops, short courses and conferences exclusively available to schools registered with *Open Futures*.

Full details will be available next term.

The *Open Futures* team are pleased to be working in these four new regions and helping to support more new schools with their curriculum development.



QUALITIES

AN OPEN FUTURES CENTRE OF EXCELLENCE WILL HAVE

- 1** An enthusiastic, supportive and committed staff which is interested in developing a skills and enquiry-based curriculum.
- 2** An interest in working with others and supporting similar developments in neighbouring schools
- 3** The willingness and capacity for teaching staff to undertake training in all four strands, with training to at least Level 1 in the *askit* strand.
- 4** A commitment to providing high quality resources and equipment to support children's learning in all four strands.
- 5** A committed and supportive governing body.
- 6** High quality leadership with a Headteacher willing to become an *Open Futures* Ambassador.
- 7** A willingness to contribute a small percentage of the cost of the Programme to demonstrate commitment.
- 8** A willingness to share development experiences as an *Open Futures* school through the *Open Futures* online community
- 9** The capacity to communicate the *Open Futures* Learning Programme regionally and nationally through conferences, headteacher meetings, publications and newsletters.
- 10** Facilities for hosting visits from other schools and other interested parties.
- 11** A willingness to work with *Open Futures* staff and partners to identify and support the recruitment of new schools or clusters of schools.
- 12** Capacity to develop a regional base from which the training of other schools can be coordinated and supported.
- 13** A willingness to cooperate with an external evaluator to evaluate the impact and benefits of the *Open Futures* Learning Programme.



'a beautiful and productive school garden from an area of disused land'

The Hart of Excellence!

Congratulations to Hart Plain Infants School in Waterlooville, Hampshire on becoming the latest *Open Futures*' Centre of Excellence. Hear how they transformed their curriculum.

By Bob Pavard
CURRICULUM CONSULTANT

Hart Plain joined *Open Futures* in September 2007. The then Headteacher, Beverley Cooper, had already started to develop a skills-based curriculum with her colleagues and she saw in *Open Futures* the opportunity to extend this work further. She appointed teacher Alex Murray as *Open Futures* Co-ordinator and teaching assistants Katie Lander and Diane Mugridge as 'growit' and 'cookit' champions respectively.

In three and a half years, school staff, governors and the local community have worked together to create a beautiful and productive school garden from an area of disused land at the front of the school, together with a fully-equipped cooking area, converted from an old lobby and cloakroom space. At the same time, the school has introduced *askit*, under the guidance of



champions deputy-head Lynn Thurley-Ratcliff and teacher Naomi Anderson, and *filmit* championed by HLTA Sandra Dawson. All children in the school now garden, cook, make films and have enquiry sessions regularly, with the outcomes immediately evident throughout the school.

In July 2010, Head teacher Beverley Cooper retired and Lynn Thurley-Ratcliff became Acting Headteacher for two terms. The development of *Open Futures* continued under Lynn's leadership to the extent that she and Alex judged that the school was working within Level Three of the *Open Futures* Quality Mark.

So it was that Professor David Leat (Executive Director of the Research Centre for Learning & Teaching, Newcastle University) spent a day towards the end of May in Hart Plain Infants verifying the schools evidence that it had met each of the Level 3 criteria. By this time Ruth Kenny had taken up her headship of the school and Alex Murray (OF Co-ordinator) had recently taken maternity leave, being replaced by Naomi Anderson as Acting OF Co-ordinator. Despite these changes in key personnel, David's judgement was that Hart Plain was a Level 3 school, becoming the ninth such Centre of Excellence – a testament to the quality of the work achieved by everybody at the school.

Well-done Hart Plain Infants!



Quality Mark

The Quality Mark was developed during the project phase of *Open Futures* in response to headteachers request for guidance in introducing (Level1), embedding (Level 2) and securing (Level 3) the four strands within school improvement and development.

Criteria were identified under six school improvement headings and assessment against them agreed as being self-assessment (Level 1), peer-assessment (Level 2) and external assessment (Level 3).

"Open Futures has been the main engine for developing a more creative curriculum, which is designed to engage children and offer relevance in their learning. To achieve this Alex Murray, Naomi Anderson and Lynn Thurley-Ratcliff have worked systematically to embed the strands in all classes by focussing on training for all staff and integrating the strands into the curriculum. There is a passion for 'real' learning in the school".

Professor David Leat
NEWCASTLE UNIVERSITY



Schools that harvest all their crops from the garden by the third week of July don't have to worry about watering over the long summer holiday. However, with a bit of thought and preparation, you could return in September not to a weedy garden, but one full with tomatoes, sweetcorn, beans, pumpkins, parsnips, leeks and carrots to get the taste buds tingling at the start of a new school year.

Of course, you could get all of these crops in the ground and cross your fingers for a wet summer, but despite my own damp holidays under canvas, this is never likely to provide adequate moisture and is too risky an option.

The best solution is to provide regular, heavy watering (exactly how frequent depends on soil type, temperature, wind, aspect and whether you are growing in containers and raised beds or the open ground). This may be possible on a rota basis, with staff or parents agreeing to cover certain days or weeks and the provision of an outside tap and a hose. However, if this is difficult to organise, the next best solution would be to invest in a seep hose (a hose with holes along its' length that allow water to seep out) and to connect this to a simple battery timer at the tap. Set the timer to water perhaps twice a day



Getting your Garden Through the Six Week Summer Holiday

By Paul Kettell
 GROWIT PROJECT OFFICER



(morning and evening are the best times to water) and lay the seep hose out around the crops.

There are other things you can do that will all help to reduce moisture loss and will assist in getting your garden through the summer. Ideally these will be used in addition to regular watering, but they will still help if you're not able to provide that and may be just enough to tip the balance in your favour.

- Move containers to shady positions for the whole of the summer, or take them home if possible.
- Mulch established crops heavily on top of well watered ground. Mulch should be at least 10 cm deep, avoid it piling up against the stem, and can be made of natural materials such as straw, grass clippings, bark or green waste compost. Consider using slug deterrents underneath as mulch can be an attractive sheltering place.
- Alternatively, plant your crops through a weed suppressing membrane, such as woven fabric or plastic sheeting. This will help to conserve moisture in the soil during the hot summer weeks as well as reducing competition from weeds.
- Water the soil rather than the leaves. Most of the water on leaves is wasted, whereas soil water gets down to the roots.
- Better to water heavily and less frequently as this encourages roots to grow deeper. Regular light watering encourages shallow rooting which is more prone to drying out.
- Established crops cope better with drought than seedlings, so try and ensure the garden is planted up by mid June if you are not able to water regularly over the summer.

Let me know what methods you employ this summer, and which crops survive through to the autumn. This will be great information to share with others for next year.

Images © RHS



How to use Summer Produce

As we head into the summer term School gardens come into their own and provide fantastic produce that can be used as the base for your cookit lessons.

The fun bit is going into the garden and seeing what you can use to make a salad. Young spinach leaves can make the base of the salad if other salad leaves are not at their best. Broad beans might need to be cooked, cooled and then slipped from their inner casing, but well worth the effort. Radishes, courgette and grated carrot add texture and different flavours. Young peas are a good choice and if there is a bumper crop 'Green Pea Pate' is a good recipe to try. And don't forget your herbs!

There are lots of tasty recipes that use summer

produce. Pink Panther Salad uses beetroot, as does Beetroot and Potato Salad. New potatoes make an excellent Patatas Bravas. Spinach can be used to make Spinach and Cheese Bread, Spanakopitta or Spinach and Cheese Triangles.

One of the recipes schools used last year, which was very successful is Secret Garden Salad. Using lettuce, cucumber, peas and potatoes, it is a lovely summer salad. The dressing is an emulsion so good links to the science curriculum can be made.

A few summer berries can be made to go further by making Fruit Muffins, or in a Smoothie, the Fruit Tartlet recipe can be adapted to use strawberries or raspberries.

Enjoy using your summer produce.

SECRET GARDEN SALAD

Recipe serves 4 – 6.

Ingredients.

- 1 crisp lettuce (e.g. a Gem Lettuce) – washed and patted dry, or use spinach leaves.
- ½ cucumber – peeled and diced
- 2 tomatoes – quartered
- 1 carrot – grated
- 150g (approximately) turnip – grated
- 400g new potatoes – cooked and cooled
- 50g peas – cooked and cooled
- 2 tablespoons vegetable oil
- 1 tablespoon wine vinegar
- 1 – 2 tablespoons natural yoghurt - optional

Equipment.

- colander
- peeler
- chopping board
- sharp knife
- grater
- saucepan
- tablespoon
- small bowl
- fork
- serving bowl

How To Make It.

1. Prepare all the vegetables. Line the serving dish with lettuce leaves or spinach leaves and then arrange the other vegetable ingredients neatly on top.
2. Make the dressing by whisking the oil and vinegar together in the small bowl. Drizzle the dressing over the salad.
3. Spoon 1 – 2 tablespoons of yoghurt on top of the salad (optional). Serve immediately.



FRUIT TARTLETS

This recipe makes approximately 12 – 14 tartlets.

These small fruit tartlets are made with shortcrust pastry. Choose fresh fruit whenever possible.

Ingredients.

- 340g pack shortcrust pastry
- 50g (approx) flour for rolling out
- 75g (approx) seedless jam – gently melted
- fresh fruit e.g. fresh strawberries, raspberries, mandarin segments, apricot halves.

How To Make It.

1. Heat the oven to 220°C/Gas 7. Roll the pastry out on a lightly floured surface to 5 – 8cm thickness.
2. Cut the pastry into circles. Prick all over and place them in a greased bun tin. Push down gently without stretching the pastry. Leave to 'rest' for 10 minutes in a cool place.
3. Bake the tartlets for 10 minutes or until golden brown. Cool on a wire rack.
4. Brush the cool cases lightly with jam. Arrange the fruit carefully in each tartlet case. (Do drain tinned fruit carefully first).
5. Brush the fruit with jam.

HOT TIPS:

Remember to prick the raw pastry to prevent it rising during the baking. Make sure the pastry cases are cold before filling with fruit.

Equipment.

- 12 hole bun tin
- rolling pin
- flour dredger
- 7.5cm fluted pastry cutter
- fork
- pastry brush
- sharp knife
- chopping board
- can opener (if needed)

Conference Report

Open Futures National Conference

The first Open Futures National Conference took place in Leeds in March focussing on Skills and Enquiry. Through a diverse and exciting programme it explored how pupils can develop both practical and cognitive skills in order to understand and apply knowledge and information. In one packed day the Conference provided delegates with a deeper understanding of how Open Futures involves children in their own learning and makes it more relevant and engaging.

By Sheri Hill

PRODUCTION & CONFERENCE MANAGER



Planes, trains and automobiles – all these and more were used to transport delegates from around the country to the first *Open Futures* National Conference in Leeds on the 23rd March. Leeds is a great city for transport links, helpful for our pilot and partnership schools and also those schools new to *Open Futures* whose locations reflect our growing national programme.

Attendees streamed into the Conference Centre, full of expectation for a day filled with inspiring speakers, workshops and meeting up with colleagues, old and new. The conference hall fizzed with anticipation as people gathered and readied themselves. Lucy O'Rorke, our Trust Director, extended a warm welcome to everyone and announced the exciting news that *Open Futures* is to be developed in new areas from September 2011 and will establish a further twelve Centres of Excellence.

Professor Bill Lucas roused delegates with his truly inspiring keynote address centred around 'New kinds of smart; how to cultivate wider skills and 21st century habits of mind in young people; practical lessons from the learning sciences'. Bill is one of Britain's leading educational thinkers, an inspirational speaker and an accomplished

author. He is currently Co-Director of the Centre for Real-World Learning at the University of Winchester.

Bill challenged delegates to consider what constitutes 21st century skills and encouraged educators to cultivate pupils with all the skills that they will need. Asking them to call into question commonly held beliefs about intelligence and informing them of what the learning sciences say intelligence is and how it is changing education. He explained that we can put expansive education into practice by developing growth mindsets and recognising that ability is expandable. A delegate commented that it was a 'great, inspiring, thought-provoking start to the day'. Many other delegates supported her view.

Discussion groups were set up for delegates to exchange thoughts and ideas with each other, these developed into informal networking sessions as the day

developed and gathered its own momentum.

And gather momentum, it did! 108 conference delegates dispersed across the conference venue into their previously chosen workshops. Each delegate had selected 2 from a possible choice of 9 workshops and seminars. These included an





exciting and diverse range of activities such as: interactive role-play and simulations, a guided tour of the *Open Futures* online community, top tips for fundraising, assessment and recording strategies, cross curriculum learning, a case study seminar, interactive *filmit* sessions, cross strand activities, horticultural skills for enterprise, planting spring bulbs, and much, much more.

A conference centre coordinator commented that they had 'never had a workshop in their conference centre that involved soil', ah... but this was the first time they had experienced *Open Futures* workshops!

'excellent opportunities throughout the day to share practice and develop links with people from completely different areas of the country'

Delegates stopped between workshops for a tasty lunch and enjoyed opportunities to meet others with a shared interest, exchange tips and information, and catch up with colleagues. They also valued the excellent opportunities throughout the day to share practice and develop links with people from completely different areas of the country. Attendees from schools new to *Open Futures* found it useful as well to hear how other schools had set the programme up and delivered in within their schools.

The afternoon's activities finished on the best of notes – laughter, and lots of it! It had everything to do with Ian McMillan, who was introduced as 'This gentleman has come all the way from Barnsley'. Ian is poet-in-residence for English National Opera and Barnsley FC. He is Yorkshire TV's Investigative Poet and Humberside Police's Beat Poet. Ian also presents *The Verb* every week on BBC Radio 3 and has written many poetry books for children and adults.

Ian amused delegates with his quirky observations around the use of language and communication in his collection of badly worded signs. Making us giggle at the obtuse use of language, he went on to recount stories from his own childhood, saying 'I wanted to be a writer all the way through my schooldays, but I wasn't sure how to go about it'. As a teenager he wrote all the time and was looking to broaden his horizons but wasn't quite sure how. Ian had taken the opportunity to visit *Open Futures* workshops during the day and enthused about the benefits of the *Open Futures* programme and its mix of skills and enquiry. Seeing *Open Futures* as a way of giving pupils an approach to learning that could indeed broaden their horizons.

Ian then led delegates through a hilarious group activity to compose a conference poem, using literacy and communications skills in a way that could never have been anticipated! Add to this, Ian leaving the conference room several times to re enter as different characters and the resulting activity was enjoyed by one and all.

What better way to finish such an inspiring day than with laughter? Thank you to everyone who attended and participated in our first *Open Futures* national conference and helped to make it such a stimulating, challenging and entertaining day.



Open Futures Conferences represent key opportunities in the diary for teachers to network, learn and share. We have a full schedule of Conferences and Events lined up for the coming academic year and hope that you will be able to join us at one (or more) of these.

If you would like to be kept up to date with the calendar of future events, please register your interest at www.openfutures.com, or feel free to call us at the Oxford Office. We look forward to hearing from you.

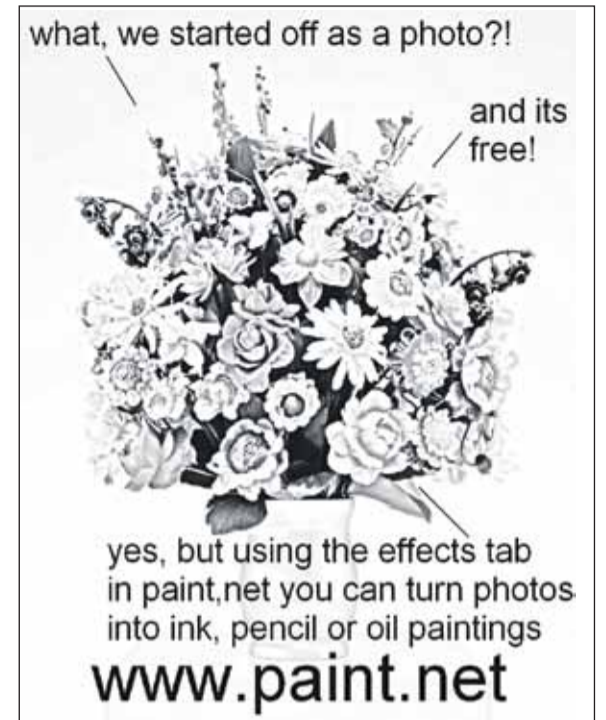


Talking Objects

By Paul Clifford
FILMIT PROJECT OFFICER



Adding speech bubbles to photos (Comic Life software).



Subtitles created with simple photo manipulation software (Paint.net)

Whichever types of media you choose, the children can also include text or sound (or both) to communicate the message. This can result in a variety of different end products such as slideshows, videos, wall displays, interactive posters and comics.

The activity works well with individuals but is even better when done collaboratively in pairs or groups. I usually have mind mapping, discussion, sequencing, drafting or practising activities even before the children start using any digital media. The final products of their work can be presented at the end of the activity to their peers or to other audiences.

These activities are very scalable. You might start with the simplest format where the children simply use a generic slideshow package to show photos (or even holding up drawings) while narrating over the top of them, live. Later you could build up to more complex multimedia narratives containing sound and video, developed over a whole term and combining the results of different bits specialist software.

Check out the examples shown here, each has the software or application it was produced with.

And oh, FYI the spade said.... I really dig you!

What did the spade say to the soil? Nothing of course objects are inanimate and can't communicate with each other. Or can they? This activity is a really great way to use your video or still cameras. It is an activity that the students really enjoy and it can be used in a number of different contexts and curriculum areas.

I call it 'Talking Objects' and in this world they do! Using cameras or even just drawing, students make objects tell stories, swap information, argue a point, describe a process or give instructions.

So how do you do it?

You can start from a number of different points:

- What is the subject matter or curriculum area? e.g. science or history
- What is the format going to be? e.g. story or a set of instructions
- You can even start from: What types of media will this activity use? eg drawing, painting, photos, video.



Examples of green screen or chroma key effects using two pictures and paint.net (www.paint.net)

These can then be saved as jpegs and used in other software.



Carlton J & I School, South Elmsall, Wakefield

How we embedded filmmaking into our curriculum

When Carlton J&I joined Open Futures, Kathy Litton, headteacher wanted to make every strand a success. When 'filmit' was introduced, her strategy was to involve all staff in film-making and ensure that they all received training. Kathy had realised that unless the staff had the skills, knowledge and understanding, then digital video couldn't be planned for in the curriculum.

Two members of staff initially received training through the 'filmit' programme but it soon became apparent to Kathy that to ensure success throughout the school, she needed a different approach.

To introduce 'filmit' to all the staff at her school,

Kathy brought along Denise Evans, an Open Futures 'filmit' trainer, to one of their staff meetings. This enabled everyone to receive 'hands on' training in the use of the camera and in film editing.

Kathy also realised that in order for staff to really get to grips with the skills required, she needed to give the staff time. She allocated staff meetings for everyone to practice and develop their skills before inviting Denise back again to further develop their film editing skills.

By taking this approach, Kathy knew that all staff were being given time to come together to learn collaboratively. She ensured that each year group

had their own camera and tripod, along with a set of camera tapes for each class. She then set a task for each class in the school to produce a small film to share with other Open Futures schools via the 'filmit' web site.

Kathy's strategy meant that all the children in school were introduced to 'filmit'. Staff soon saw what a powerful tool film-making was, both in engaging pupils and in being used to enhance many areas of the curriculum. Children were able to document and share ongoing project work in a fun and stimulating way. More importantly, 'filmit' was planned for and firmly embedded into the curriculum. The school currently have 82 films shared on the *Open Futures* web site.



Welcome to the Moscars 2011

By Denise Evans

FILMIT PROJECT OFFICER

The spectacular MOSCAR Film Awards came to Castleford on Friday 27th May.

One hundred and fifty excited and elegantly dressed children arrived wearing dinner jackets and evening gowns. Food and drink worthy of any Hollywood party was prepared by *cookit* and *Lets Get Cooking*, all served by children acting as waiters. As programmes were distributed, the arena was buzzing with excited chatter; children speculating which categories might be won, by whom.

The award ceremony was held at Cini World Xscape to cater for the large crowds and number of MOSCARS to be presented by Suzanne Collins, star of stage and screen. South Hiendley J&I, one of our Open Futures Schools, went head to head with Mill Dam J&I and Kingsland School in a variety of categories including 'Best Action Drama', 'Best Special Effects', 'Best Supporting Role' and 'Best Animation'.

The films, which crossed several genres, demonstrated the high quality of learning that film-making had supported. From thinking and talking through their ideas, to expressing themselves in a visual medium, the children's literacy skills had been greatly enhanced. Suzanne Collins praised the children for their achievements saying that film-making was, "a powerful form of expression and a growing industry".

Film festivals like this enable the children to have a sense of pride and achievement. The children who attended the MOSCARS were well behaved and enthusiastic. They clapped and cheered as winners were announced and trophies awarded. Many of the winners thanked their teachers and one boy thanked the committee for choosing his entry.

South Hiendley scooped awards for 'Best Action Drama', 'Best Animation', 'Best Dance and



Movement', 'Best Actress', 'Best Actor', 'Best Multi Cultural Links', 'Best Comedy' and 'Best Supporting Role'. Thanking people for their support of the film festival, Lisa Corson, Head teacher of South Hiendley, said that the children enjoyed the event very much and it would be a long lasting memory for them.



Open Futures

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www.openfutures.com

You can receive **openit** as a printed newspaper for sharing in the staff room or in electronic format, to circulate to your colleagues, or both.

If you are interested in finding out more about how to become an *Open Futures* School or would like to hear more about the programme please contact us:

hello@openfutures.com

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and then finally
- recycle this newspaper

Record Breaking Vegetables!

The world's largest marrow was grown by Ken Dade of Norfolk in 1999 and weighed in at a whopping 113lbs (65kg) The enormous vegetable entered the Guinness World Records Book by beating the previous record holder by 3kg! The giant vegetable required two men to carry it. Marrow recipes, anyone?

The World's Largest Green Cabbage, weighing in at 76 Lbs (or 34.4 kg) was grown in 1998 by seven times world record for giant vegetables holder, John Evans, of Palmer, Alaska. That's a lot of school dinner greens!

Word Search

N	E	D	R	A	G	O	P	L	D	L	E	A	R	N	I	N	G
K	S	P	C	E	D	G	A	D	I	N	A	S	I	K	D	L	Y
A	K	L	I	C	O	O	K	I	T	A	T	K	E	D	I	T	A
R	I	O	T	O	O	K	I	G	A	R	D	E	A	S	K	O	B
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T	U	N	U	O	P	U	N	M	O	L	R	E	A	U	O	R	U
F	I	E	N	P	K	A	L	E	S	P	O	M	M	I	K	O	O
I	M	A	D	E	I	L	E	M	P	S	W	N	G	R	S	W	S
L	A	P	P	L	N	A	S	L	W	E	E	Q	A	Y	T	A	G
M	R	O	S	E	T	A	R	D	A	S	L	U	R	E	P	T	I
I	M	T	S	H	E	R	T	I	N	G	I	I	D	L	A	E	P
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A	D	O	T	B	R	A	I	D	Y	M	G	R	S	O	U	R	P
T	O	H	M	A	T	O	P	L	A	N	S	H	T	P	O	S	T

GARDEN, COOKIT, EDIT, BLACKBERRY, TROWEL, ENQUIRY, SOUP, AUTUMN, SEEDLING, FILMIT, PRUNE, PUMPKIN, COMPOST, KALE, DIG, LEARNING, PLAN, POT

Nobody's Perfect! Movie Mistakes for You to Spot

In 'The Shining' - Wendy (Shelley Duvall) hits Jack (Jack Nicholson) with a baseball bat. But perhaps it's not the best weapon as observers will note that the bat bends.

During 'The Shawshank Redemption' - Andy wears a suit belonging to the warden but despite the fact that the inmate (Tim Robbins) is much taller than Warden Norton (Bob Gunton), the clothes fit.

'The Empire Strikes Back' - This well-loved 70's movie is full of mistakes. When Luke (Mark Hamill) has his hand cut off, you can still see his knuckles holding the "stump" under his shirt. And when Han Solo (Harrison Ford) is frozen, his shirt mysteriously changes, then changes back to the original during his return in the next movie 'Return of the Jedi'.

In Ben-Hur - Judah (Charlton Heston) takes a ladle full of water from Jesus and then in the next shot, takes it again. In another shot, during the chariot race, one rider is wearing a watch. There's nothing like being historically correct!

Unusual World Food Festivals

Cheese-Rolling

Cheese-rolling is a quirky English tradition dating back hundreds of years. The premier event is surely the Cooper's Hill Cheese-Rolling and Wake, held near Gloucester, in the United Kingdom, each Spring Bank Holiday Monday.

At noon, a round of Double Gloucester cheese is rolled down the hill, and one second later the competitors start to chase it. The hill, however, is very steep and rough, and many competitors stumble, tumble and slide down the hill in pursuit of the cheese. Further races follow, with "uphill races" in between. If you want to participate, entry is on the day and is free.

La Tomatina

(Last Wednesday of August)

Do you fancy throwing tomatoes in a crowded street for an hour? If so, Buñol (38km outside Valencia in Spain) is the place to be, during their annual tomato festival.

La Tomatina kicks off with a climb up a greasy pole to "liberate" a ham from the top. Around noon the water cannons fire and the food fight begins. Trucks distribute over a hundred tons of over-ripe tomatoes. For an hour, the crowd throws these around wildly and enthusiastically, then the water cannons fire again and the fight is over for another year.