

The termly newspaper for the *Open Futures Network*

# openit

5

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## Can-do-it, the Enterprise in Education issue

openit 5 – Autumn term 2012



askit • growit • cookit • filmit  
pages 4 - 10

New funding  
available

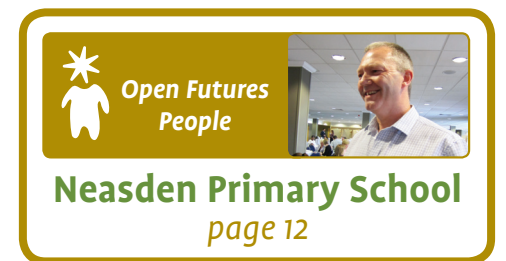
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Open Futures

Conference  
Report

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People

Neasden Primary School  
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## Can-do, will-do

Curriculum Adviser, Bob Pavard, explains how Enterprise Education is linked to a skills and enquiry based learning programme.

The Department for Education defines Enterprise as:

***‘The ability to be innovative, to be creative, to take risks and to manage them, to have a CAN-DO attitude and the drive to make ideas happen’.***

Open Futures helps children to become independent learners and thinkers using real life contexts. The Programme brings learning to life by using activities children enjoy and helps them to see how developing an enquiring mind is essential in the real world.

The four strands provide opportunities for children to use, apply and further develop the knowledge, understanding and skills that they have acquired across the curriculum.

### Problem solving

Good examples of this can be seen in the number of schools who, having established *growit* and *cookit* securely within the curriculum, have used the two strands to provide opportunities for children to develop an understanding of enterprise by planning, organising and running very successful produce sales, break time snack bars and cafés. These are very good examples of “doing things for real” as opposed to “paper exercises”.

Children involved in these authentic projects have had to work as a team, to use initiative, imagination and be resourceful in problem solving and the development of ideas. As a consequence, they have gained insights



**‘Children involved in these authentic projects have had to work as a team, to use initiative, imagination and resourcefulness . . . they begin to develop an understanding of business and finance’.**

into the world of work and have begun to develop an understanding of business and finance.

### Costs and expenditure

In many cases the school has provided the children with a budget for the project. This has required them to calculate costs and expenditure in order to ensure that items for sale are realistically priced. Reflection on this experience could result in an enquiry to consider

the cost-effectiveness of growing and cooking food compared to buying the same produce.

For example, how does the cost of growing Pentland Javelin potatoes or cooking French Onion soup compare with purchasing them from the local supermarket? Such an enquiry will involve children in deciding upon the factors that need to be taken into consideration when making such a comparison. It will certainly require them to apply and use basic skills to come to a conclusion, the result of which could well be communicated through *filmit* and reflected upon further in *askit* (especially the consideration of factors other than cost when making such comparisons).

**This edition of *openit* provides many examples of how the four strands can encourage the development of a CAN-DO, WILL-DO attitude.**

**Bob Pavard**

For further information, discussion and support contact Bob via the Online Community (*Open Futures Forum* in Learn and Share).

**As well as an understanding of business, finance and the world of work the main ingredients of Enterprise Education are:** initiative, resourcefulness, entrepreneurship, imagination, ingenuity, inventiveness, originality, creativity, emotional intelligence, teamwork and risk management.

**Also the skills of:** negotiating, influencing, communicating, innovating, organising, planning, leading and ethical decision making.

# Welcome to openit

Welcome to issue 5 of *openit* – the newspaper that supports learning and teaching through the *Open Futures* curriculum approach.



The theme of this edition is Enterprise, Showing Initiative and Resourcefulness.

Enterprise Education is particularly relevant to the challenging times we and our pupils are experiencing; times of great social, economic and technological change. ‘Enterprise’ is an implicit and explicit part of the *Open Futures* learning programme. Our priority is to encourage pupils to think for themselves and to work together to create a better future. In this Enterprise edition Training Partners in all four strands explore some ideas for developing resourcefulness and initiative.

We also give you a report on our very successful National Conference held in Birmingham on 11 July 2012. The evaluation ‘word cloud’ on page 14 gives you some idea about how much you and your colleagues appreciated the event.

The Conference also saw the launch of our latest publication ‘The Fundraising Tool-kit’. Jamie Scott the author facilitated a very effective workshop and generously offered free support to 10 schools. Copies were given away on the day and if you would like further copies please contact Anna Hodgson.

*filmit india* is now in 60 schools across India. On Pages 11 and 16 Purnima Datt and Andy Huntington describe the progress being made. The article includes an invitation for pupils in English schools to work more closely with children in India.

Enjoy *openit 5* – in the next edition we will give entry details for the *Andy Cameron filmit Awards*.

**Lucy O’Rourke**  
Trust Director  
November 2012

## About Open Futures

**‘Raising attainment through bringing learning to life’**

*Open Futures* is a schools’ curriculum programme that brings learning to life for young children. It was developed and continues to be supported by the Helen Hamlyn 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, high quality training and teaching resources. 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, grow their own fruit and vegetables, cook for themselves and work with new media to produce films.

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 phone us on **01235 533131** or email us at [hello@openfutures.com](mailto:hello@openfutures.com)

### openit

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**The Open Futures Trust**

The *Open Futures* Trust is a registered charity No 1136095



*Open Futures* was initiated and is generously supported by the Helen Hamlyn Trust

*Open Futures* Partners



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please pass it on to a colleague, then recycle it.

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## STOP PRESS

Announcing a further round of funding to extend the *Open Futures* Schools Partnerships

### Extending *Open Futures* Schools Partnerships

Thanks to generous funding from the Helen Hamlyn Trust we are once again able to provide the *Open Futures* Primary curriculum programme to a second limited number of new schools in our Partnership areas. The Trust will shortly be inviting applications from new schools to join the *Open Futures* Schools Partnerships in Hull, Birmingham, Newham and Manchester.

In Wakefield and along the South Coast we will be investing in developing and extending existing Clusters of schools. If you want your school to be involved we want to hear from you! Email: [anna.hodgson@openfutures.com](mailto:anna.hodgson@openfutures.com)

### Demonstrating demand

Alongside this we want to hear from ALL schools interested in adopting the *Open Futures* Curriculum approach to learning. To raise funds we’ll need to demonstrate this demand to funders. We are looking for clusters of 3 or more schools in both existing and new areas in order for us to attract new sources of funding. This will enable more schools to access the *Open Futures*’ approach to learning and teaching, enable *Open Futures* to develop it’s approach with Pupil Referral Units and Special Schools, and to bridge the transition years into secondary schools.

We are learning and growing! Please register your demand by email to: [hello@openfutures.com](mailto:hello@openfutures.com), or contact us via the website at [www.openfutures.com](http://www.openfutures.com)



# Open Futures in the news

## Enterprise in action



Paul Kettel from the Royal Horticultural Society reports from St Margaret’s Primary School in West Sussex.

Gardening shows have become a regular activity in many Open Futures schools. Inspired by the reports of shows at Ferring and Tangmere primaries, St Margaret’s were keen to hold one themselves. I should have known that the involvement of the enthusiastic and hard working Helen Gayler meant that children in years 3 and 4 had the opportunity not only to grow flowers and veg for the show, but could try their hand at arts and crafts by creating pictures, a garden in a tray, sewing, knitting, creating a useful item from recycled materials or baking.

### Hard, rewarding work

Professional experts were invited as judges and staff from other local schools attended. Children worked as guides to lead parents around the show hall, every child received a certificate with comments from the judges. Overall winners received prizes. Phew! I think this was hard work but rewarding and lots of positive thank you letters were received afterwards. I was able to provide guidance in putting on the show and worked with year 3

and 4 children 12 weeks before the show to inspire them and to run sessions planting trays and pots with plants that would hopefully yield produce in time for the show.

### A positive recycling project

The rest of my time with the school was helping with the construction of the bottle greenhouse – a wonderful example of using a waste product to help create a permanent garden structure that will provide a warmer environment for raising plants for the garden (one was even seen at Chelsea flower show in 2010, in the show garden created by the Eden project). Over 1500 2 litre bottles had been collected, cleaned and de-labelled and I helped the children to cut off the ends and thread the bottles onto bamboo canes. These were then fixed to wooden frames to form walls, roof and doors of the structure. This project really engaged the children in a positive recycling project that linked superbly with their work on this topic.



## Learning outside the classroom Moulsecoomb Festival, Brighton July 2012



This year Open Futures was a significant contributor. Curriculum Adviser Bob Pavard was there and sent us this report.

The festival is held for three consecutive days during the second half of the summer term in the school grounds and involves children, teachers and support staff from schools across the city together with members of the Moulsecoomb local community participating in a variety of hands-on practical workshops run by a range of organisations. This year’s festival, entitled Learning Outside the Classroom aimed to demonstrate how to:

- Set up and create exciting heritage-based projects - create archaeological buildings, simulate excavations, early crafts and fire making.
- Bring the environment alive for children in the school grounds – school gardening, promote wildlife conservation, making hazel hurdles, storytelling and composting.
- Stimulate learning in healthy eating and food based projects – growing and cooking, using the school garden to support the curriculum and cooking with local, natural ingredients.

- Make the most of local historical sites – bringing the Battle of Lewes to life, discovering the history of The Priory of St Pancras, Lewes.

### Open Futures workshops

Since Moulsecoomb Primary is an Open Futures School, Headteacher Charles Davies was keen to include cookit, growit and filmit workshops. Thus it was that Ann

Kerry (cookit), Sandra Rayner (cookit) and Denise Evans (filmit) journeyed from the north to the south coast to accompany Paul Kettell (growit) in providing outdoor workshops for children and adults at this year’s festival on three days in June (fortunately during one of the all too rare spells of relatively reasonable weather!). They joined colleagues from the following organisations:

Two additional workshops were run by local individuals – Rachel Bennington who helped children to develop stories from environmental starting points, whilst Julia Behrans who helped children identify common trees and plants and understand their present and past medicinal uses.

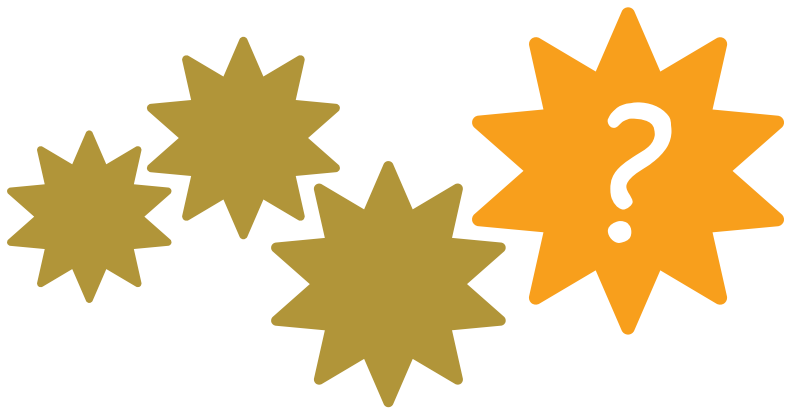
### High quality learning experiences

Our cookit workshop saw the children making salads and smoothies using locally grown produce, whilst the growit workshop enabled participants to identify common garden pests and a range of ways of dealing with them. The filmit workshop involved children in making a short

film recording their experiences of the day; the edited film was then uploaded to the filmit site and the children’s schools were issued with a temporary password to view the finished products.

The day was extremely successful and provided an excellent example of how a school can engage with adults other than teachers to use their expertise to enable children to learn from high quality experiences drawn from real-life contexts.

Sussex Wildlife Trust	Using Camouflage Boxes
National Trust	50 things to do before you’re 11 & 3/4
Sussex Archeological Society	Bringing the Battle of Lewis (1264) to life
East Sussex Archeological & Museums Partnership	Reconstructing early building in school grounds Exploring Medieval Crafts Archaeological Excavation and working with artefacts
Brighton & Hove Food Partnership	World War Two Gardening
Brighton & Hove Countryside Rangers	How to make Hazel Hurdles
Lewes Priory Trust	Putting Lewes Priory in the Classroom



# askit & Enterprise

Nick Chandley, *askit* trainer, explains how to use *askit* to create effective and enjoyable, enterprising learning experiences for pupils of all ages.

**The teaching of enterprise skills has long been a feature of schools, and not just secondary schools, whose students are nearing the workplace. Infants and juniors alike embark on a range of creative projects, designed to bring the demands of running a business into their classroom. Children really love these kinds of activities too.**

I remember my class organising a bring-and-buy sale following a visit to Carsington Water, where they'd learnt that a child dies every 15 seconds due to poor water supplies. They took the event over completely and it was a great success but when I reflect on it for this article, I wonder whether I could have made more of it had I known at the time about the power of *askit*. I'm not alone in thinking 'I could have made more of it', Ofsted says so too!

Teachers' use of questioning, to develop and extend students' learning, was a weakness in those schools where teaching was judged to be only satisfactory and was also a less successful feature in the 67 schools where teaching was otherwise judged to be good. Questioning was too often restricted to the recall of information, so that opportunities were missed to gain a fuller

indication of students' knowledge and understanding, and to develop the higher level skills of application, analysis and evaluation. 'Economics, business and enterprise education' (2011)

## Wider concepts

Questioning is one of the fundamentals of the *askit* approach, so maybe we can combine both enterprise and *askit* to make the most of these valuable, and enjoyable, learning experiences. Many projects in schools involve the children making something to market and sell and this does offer us some great *askit* potential, where they can explore the wider concepts around their project. Questions such as:

- What would be a fair price for our goods?
- Should we try to make as much money as possible, or give our customers a bargain? Or are there ways we can do both?
- Is our marketing campaign completely truthful?
- If we were able to make more money (for our charity or school) by making our products sound better than they actually are, should we?
- Should we have a different price for richer people than for those less well-off?
- Should we have a different price for children than for adults?

- **Should we try to make as much money as possible?**

What if you were the customer?

- **Let's imagine the sweet shop around the corner doubled its prices.**

Is that fair?

So what are the implications for our project?

- **Have you ever bought anything, or received something you'd seen on TV as a present, then been disappointed?**

So what's the best way we can make our customers happy?

## Well informed judgements

Questions like these, that relate directly to the children's project, allow us to 'springboard' into questions that explore the bigger picture, which in turn encourages the children to connect with their own experiences. Once they're doing that, then more children are likely to participate. For example:

- Should we make our products sound better than they are?

Of course, there would be dialogue between these questions that might influence subsequent questions, but you'll have spotted the pattern emerging – a question based on the project, an exploration of the concept(s) behind the question and then a return back to the project to assess the implications of what's been heard and said. This then allows us to make well-informed judgements about how things should proceed – a vital skill that should be at the core of any enterprise project.

## Children could ask the manager questions:

- ✱ **What's the main aim of your company?**
- ✱ **What kind of tactics do you use to get people to spend more?**
- ✱ **Are the people that work for you happy?**





## Did you know?

Young inventors may be able to come up with some enterprising ideas based on the following 'Did you Knows'

- Did you know that that you burn more calories eating celery than it contains (the more you eat the thinner you become)
- Did you know that apples are more effective at waking you up in the morning than coffee?

### Bigger questions

To help develop children's questioning, you could allow the children to do some research on a local business and then prepare a list of questions, encouraging them to ask 'bigger' questions that will help gain an understanding of the real issues behind running a business. For example, if researching a local supermarket, they could ask the manager questions such as 'what's the main aim of your company?'; 'what kind of tactics do you use to get people to spend more?'; 'are the people that work for you happy?' and 'how do you make sure your customers are happy?' These kind of questions might knock the poor store manager sideways a little but the responses will help the children gain really valuable information on running businesses successfully.

### Finally, a catch-all project

One of my most effective enterprise projects involved the class creating its own seaside town over the course of a week. They worked together in teams to decide what businesses/services should be included, pitched their ideas to the other groups and negotiated the final list. They then decided between themselves who would be responsible for what and organised groups to run each business, with two objectives – customer satisfaction and making a profit. They created business plans, mission statements, TV/newspaper marketing campaigns and designed premises creatively, alongside predicting what the potential problems might be – all vital business skills. Added to this, our daily enquiries encouraged us to hone our askit skills as we reflected on progress and raised questions – moral, ethical and practical – to help guide us forward. A catch-all project that the children absolutely loved – and you will too!

For more ideas, visit the Online Community at  
[www.openfutures.com](http://www.openfutures.com)  
 or Nick's website  
[www.philosophyforschools.co.uk](http://www.philosophyforschools.co.uk)



# Thinkers' thoughts



## Young Inventors

Young children have always been interested in problem solving, making models, and inventing new machines. There are reports that this interest has escalated recently; more young people are applying for patents than ever before.

**Sam, five years old, invented a double-headed broom to collect large leaf and twig debris and gather fine dust simultaneously. Sam is the UK's youngest person to patent an invention.**

**Laurence, 13 years old, invented the Smart Door Bell. This dials your mobile phone when the doorbell is pressed, enabling you to talk to whoever is at the front door even if you are not at home. It's also a handy burglar deterrent.**

**Peh Yong six years old, invented a cooling umbrella designed to be used in hot weather. It imitates the transpiration process of plants using a combination of a water container, plastic straws and threads. Water vapor that evaporates from the water container is released through holes in the straws, which line the structure of the umbrella.**

**Other inventions by children have also included the trampoline and the ice-lolly, both ideas were patented in the USA many years ago. These young inventors created companies and made a lot of money.**

### What has fuelled the current interest of young people becoming inventors?

*Some are excited by the technological possibilities of inventing new smart phone apps, others want to create their own future in a time of recession, others have been both inspired and entertained by watching Wallace and Gromit.*

### Independent thinkers

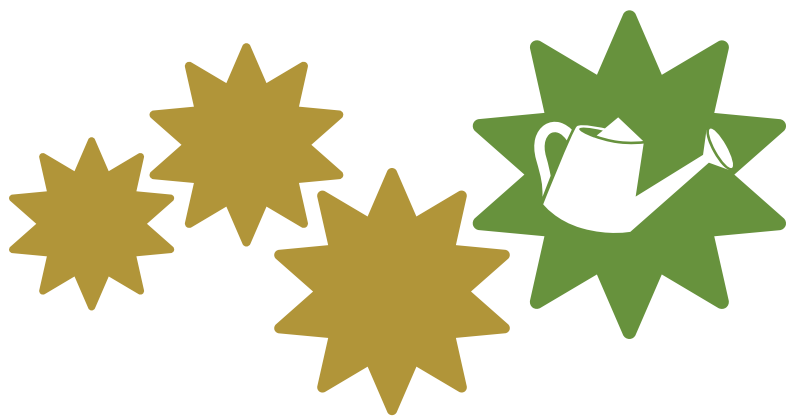
*Whatever the motivation A Skills and enquiry based Curriculum will encourage children to be independent thinkers and ultimately become responsible, thoughtful adults whose educational experience will enhance their own lives and potentially the welfare and wealth of others.*

### Final thoughts

*Inventors have not always enjoyed the results of their own ingenious and successful inventions. Those responsible for inventing blood transfusions, the parachute, the submarine, the glider and the flying car were all killed when testing their own inventions.*

**If some of your pupils have inventive ideas they would like to share, you could send them to [john.storey@openfutures.com](mailto:john.storey@openfutures.com). We will print a selection in the next edition of Thinkers' Thoughts.**





# growit & Enterprise

Paul Kettel of the Royal Horticultural Society provides a rich list of *growit* – Enterprise ideas and reminds us that learning is most effective when pupils take control and make their own decisions.

**When people begin thinking about school enterprise projects linked to horticulture, they often mention the Writhlington Orchid project and with good reason. For those who don't know, this secondary school project started with one teacher's skill and enthusiasm and now involves hundreds of students in vocational and extra curricular activities.**

**By growing orchids using micro-propagation techniques, the school is involved in global conservation projects, has a leading orchid collection and regularly trains others and exhibits at shows. In many ways this is enterprise at its best, but it can seem to be so far out of the reach of most teachers that it prevents projects of any kind from starting.**

## **Packed to the rafters**

*Open Futures* schools frequently demonstrate fantastic enterprise projects at a much smaller scale that are nonetheless packed to the rafters with learning

opportunities and brimming with enthusiastic children. Rather than putting you off, these projects are within easy reach of all schools. Successful enterprise activities provide opportunities for participants to demonstrate and develop skills in creativity, inventiveness, resourcefulness and initiative but also communication, organisation, planning, leadership and financial understanding. The very best projects, however, hand the real decision making over to the pupils.

## **Understanding business and finance**

The head teacher of my daughter's school in Brighton last year challenged the year 6's to come up with a business proposal that could be run during the summer term. £50 was available to each individual or group who could convince the head, with a well considered proposal, that his £50 loan would be a good investment. At the end of term, the £50 would have to be repaid but the profit would be theirs to keep.

This has been a huge success, with groups of children successfully making and selling all sorts of things including fairy cakes and popcorn, and offering a very reasonable car wash and valet, whilst developing great organisational and team working skills and an understanding of business and finance. However, your school may prefer to centre the task on gardening activities, challenging children to grow plants for sale with a start up fund available for equipment? St Mary's Secondary in Horam did exactly that last year, offering

their horticulture group £20 to spend on sweet pea seeds and compost. The plants were then taken to a local horticultural auction and any profit kept by the group.

## **Horticultural talents**

We have seen wonderful examples of produce shows at *Open Futures* schools over the last few years, with Ferring, Tangmere and most recently St Margaret's Primary school providing the opportunity for pupils to showcase their horticultural talents (alongside their cooking and art & craft skills).

These shows have been tremendous successes and have been immensely rewarding for all involved, but do involve a lot of work and require a lot of input from staff. Perhaps there are other ways to develop enterprise projects around horticulture that can also be more empowering for the children, as it is when children really take control of the activity that it is often the most powerful.

On the next page I have provided a list of enterprise projects that *Open Futures* schools have engaged in. I hope these will inspire you to develop similar ideas in your school.

**Successful enterprise activities provide opportunities for participants to demonstrate and develop skills in creativity, inventiveness, resourcefulness and initiative.**



Look what I've grown!



## Paul's termly enterprise recommendations

### Autumn Term

- Bulbs in containers for Christmas (Narcissus 'paper white' should produce blooms within 12 weeks from planting, indoors; Hippeastrum, often incorrectly called Amarylis, is a classic Xmas bulb that should be planted in October, 8 weeks before blooms are required).
- Bulbs in containers for sale in the spring term, perhaps for Mother's Day? (Plant snowdrops, crocuses and daffodils in September, plant tulips in late October).
- The School Seed Company (save the seed of annual flowers and vegetables in the autumn term, such as marigold, sunflower, cornflower, lettuce, pea, bean and tomato. Design and make seed packets, with growing instructions, and sell at a Christmas fair).
- The once a week/month café. Open after school one day per week/month, selling dishes prepared by the children, using produce from the school garden. Positions agreed and applied for by children, perhaps for maximum length of a term.
- Farmer's Market. Surplus produce sold either at a real farmer's market or on a stall in school.
- Veg Share. A school recently told me about their gardening group who offered staff the opportunity to buy veg garden shares at £2.50 each. In return for this upfront payment, staff were guaranteed an equivalent value of veg from the school garden later in the year. This provided money for seeds and compost at the beginning of the year.



Potting up plants for sale to raise funds

### Spring Term

- Bedding plants for sale, either raised from seed or grown on from mini plug plants.
- Veg plants for sale – modular trays of popular veg, grown from seed and sold 4-8 weeks later.
- Hanging baskets made to order – planted up by children using either plants grown from seed or plugs bought in and grown on.



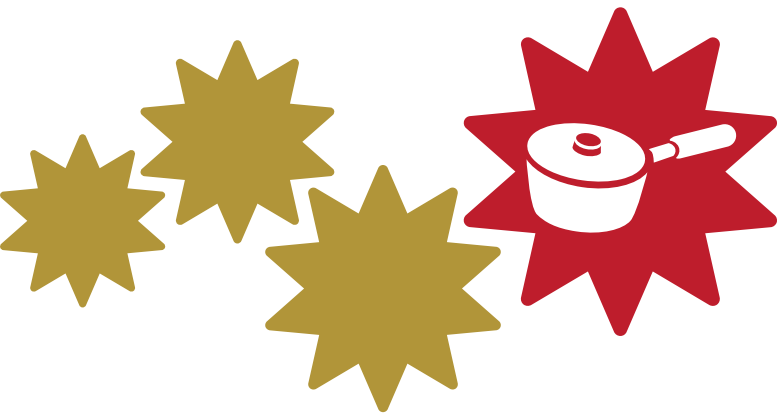
### Summer Term

- Salad bags for sale. Mixed leaf, flavour packed salads grown in the school garden (sow regularly from April onwards).
- Plants for bees and butterflies. Raise plants for these, and other pollinators, to sell in the summer term, linked to work on biodiversity and sustainable gardening practice.
- Farmer's Market. Surplus produce and plants sold in a July summer fair.
- Houseplant Sale – easily raised from cuttings taken from spring through to early summer.
- Kitchen Herbs – raised from seed, these plants will fly out the door and can easily be linked to cooking activities.
- Fruit snacks and smoothies – use surplus summer berries, such as blueberries and strawberries, to make snacks, smoothies or simply a delicious afternoon cream tea.



Roll up, roll up see what we've got for sale





# cookit & Enterprise

Ann Kerry, *cookit* Trainer, explores the principles underpinning enterprise in the classroom and suggests some enterprising *cookit* activities to develop pupil’s learning across the curriculum.

**Enterprise education is about helping young people make things happen, to be creative and to set up and run their own projects.**

- The most successful enterprise activities:
- are pupil owned and led
  - have a teacher as facilitator
  - incorporate a range of teaching and learning styles
  - are active and hands-on
  - develop ‘Enterprise’ **Skills**, **Attitudes** and **Knowledge**

One of the most common enterprise ideas is to produce cakes and biscuits to sell to pupils and staff at break and lunchtime. This is often very successful, but to avoid excess high fat and sugar it should be utilised only occasionally. Ideally the produce grown in school should be used, especially if there is a glut of crops at harvest time. These typically may include onions, courgettes, potatoes, tomatoes, apples and strawberries amongst many others.

### Soup kitchen

Innovation is the key to any success and some ideas that have been developed by pupils in Open Futures Schools include involving the wider community.

One such idea is a **Soup Kitchen** where parents, grandparents or other community members are the target market. A simple lunch or takeaway of soup and ‘homemade’ bread or potato scones are sold and served to the customers. Both of these products are inexpensive to make, much tastier and more nutritious than the commercially made alternatives. The variety of soup

### Enterprise Skills

- Communication
- Problem solving
- Working with others
- Application of number
- Information technology
- Improving own learning and performance

### Enterprise Attitudes

- |               |              |
|---------------|--------------|
| Enthusiasm    | Self respect |
| Determination | Creativity   |
| Confidence    | Flexibility  |

### Enterprise Knowledge

- |                |                                   |
|----------------|-----------------------------------|
| Finance        | Legalities                        |
| Sales          | Economic and industrial awareness |
| Marketing      |                                   |
| Administration |                                   |

can vary with seasons and available produce, but it is an ideal autumn and winter warmer. Pupils of all ages can be involved in the venture, including making the produce. For the soup the ingredients can be prepared and chopped with adult supervision. The cooking of the

soup can be undertaken by an adult or just supervised with older pupils.

In the summer months the soup kitchen can metamorphose into a **Salad Bar** where delicious freshly made seasonal salads could be served with ‘homemade’ bread.

### Events

Another successful venture is provision of ‘homemade’ refreshments for **Events** such as parents’ evening, open evening, or Christmas concerts. Fruit Muffins are ideal for this when there is a glut of soft fruit such as raspberries, strawberries etc. Surplus could be frozen after harvest and used at any time of year. For a Christmas event try making the cranberry alternative to mince pies, this makes good use of surplus apples.

For refreshments at sports day Fruit Smoothies make good use of surplus soft fruit and could be frozen to make healthy alternatives to ice lollies.

Enterprise is thus an excellent vehicle for learning, even very young pupils can be supported in setting up and running their own projects.

They will develop an understanding of:

- why people work and the different jobs they do
- what influences choice and how money is spent
- how they can contribute to a range of activities that help them to become more enterprising
- taking responsibility for the activities and making their own decisions
- the importance of coming up with their own ideas
- the value and methods of market research
- the importance of advertising and marketing their products and services by making posters and fliers, and giving presentations
- how to keep simple accounts showing income and expenditure
- evaluating the process, spending time reflecting on the successes and failures of their trading and adjusting their businesses in light of what was discovered (such as changing prices or adjusting quantities)

*Good luck and enjoy the entrepreneurial journey.*

**Pupils can be involved in writing and collecting favourite recipes. They can then design, illustrate, edit, print and market their own Cook Book.**





Open Futures Resources  
Raising attainment through  
bringing learning to life  
More resources at [www.openfutures.com](http://www.openfutures.com)

Recipe



Tuscan Soup

This is a tasty soup and can be made using a glut of harvested produce. This recipe serves 6 – 8.

Ingredients

- 1 large onion – peeled and finely chopped
- 2 garlic cloves – peeled and crushed
- 3 medium-sized potatoes – peeled and grated or diced
- 2 courgettes - greated or finely diced
- 400g fresh tomatoes – skinned and chopped or 1 x 400g can chopped tomatoes
- 1 tablespoon chopped chives
- 1 small bunch fresh basil leaves
- 1 tablespoon bouillon powder
- 1 tablespoon vegetable oil
- 750ml water – hot
- freshly ground black pepper
- 150g creme fraiche - optional

Equipment

- Peeler
- Chopping board
- Sharp knife
- Garlic crusher
- Grater
- Measuring jug
- Tablespoon
- Wooden spatula
- Slotted spoon
- Large saucepan with lid

How to make it

- 1

If using fresh tomatoes, score a crosss across the bottom end of the tomato and place into a pan of boiling water until the skin begins to wrinkle. Remove the tomatoes from thepan using a slotted spoon and set aside until cool. Remove the skin and chop finely.
- 2

Place the vegetable oil in the dry pan and add the onion and garlic. Fry gently for 4 – 5 minutes until soft.
- 3

Add the potato, chopped tomatoes and grated courgette, together with the bouillon powder and hot water.  
  
Put the lid on the pan and bring to the boil.
- 4

Reduce the heat and simmer for 20 minutes or until the vegetables are soft.
- 5

Stir in the chopped chives and a few torn basil leaves and season with the black pepper.
- 6

Serve the soup piping hot, garnished with a few fresh basil leaves and a teaspoon of creme fraiche.
- Hot tips

- The soup can be made in a large batch and frozen in smaller portions, but do not add the herbs until it has been de-frosted and is re-heating.
  - Serve with warm crusty home-made bread.



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Recipe



Courgette, Onion & Cheese Bread

Ingredients

- 225g strong plain white flour
- 1 x 7g sachet easy blend dried yeast
- 1 small courgette – grated
- 1 tablespoon sunflower oil or rapeseed oil
- 1 small onion – peeled and chopped finely
- 50g Cheddar cheese – grated
- 150ml lukewarm water
- 1 tablespoon olive oil
- a little extra flour for dredging

Equipment

- Chopping board
- Sharp knife
- Frying pan
- Mixing bowl
- Teaspoon
- Wooden spoon
- Grater
- Measuring jug
- Tablespoon
- Fork
- Flour dredger
- Baking tray

How to make it

- 1

Fry the chopped onion in the sunflower oil until soft, but not brown. Leave to cool.
- 2

Put the flour and yeast in the mixing bowl. Add the grated courgette, cooked onion and grated cheese.
- 3

Add the olive oil to the flour mixture then add enough warm water to the ingredients in the mixing bowl to form a soft dough.
- 4

Knead the dough thoroughly on a floured surface until it is smooth and springy.
- 5

Divide the dough into 8 even sized pieces. Shape each piece into rounds and knead until smooth bread roll shapes. Place on to a floured baking tray and set aside in a warm place to rise to approximately twice the size.
- 6

Heat the over 220°C/Gas 7. Once the breadrolls have risen, bake for 10 - 15 mintues until golden brown.



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Recipe



Christmas Cranberry Purses

The filling can be made and used straightaway or will keep in the refrigerator for up to a week. This recipe makes approximately 12 purses.

Ingredients

- 1 pack filo pastry
  - 50mls vegetable oil
  - Icing sugar – for dusting (optional)
- 1/4 teaspoon ground ginger
  - pinch freshly grated nutmeg
  - 100g sultanas
  - 100g raisins – seedless
  - 50g dried cranberries
  - 50g mixed peel
  - grated zest of 1 orange
- For the Filling
  - 175g cooking apples – prepared weight
  - 25g unsalted butter
  - 75g light soft brown sugar
  - 125ml orange juice
  - 1/2 level dessertspoon mixed spice
  - 1/4 teaspoon ground cinnamon

Equipment

- Chopping board
- Sharp knife
- Grater
- Lemon squeezer
- Saucepan
- Wooden spatula
- Small bowl
- Mixing bowl
- Tablespoon
- Teaspoon
- Pastry brush
- Baking tray
- Sieve
- 4 clean and dry jam jars with lids or cellophane seals (for the cranberry filling)
- Plate

How to make it

- 1

For the filling, peel and finely dice the cooking apples. Gently melt the butter with sugar, orange juice and spice in a large saucepan.
- 2

Add the chopping apples and all remaining ingredients to the pan and bring to the boil. Simmer with the lid on, for 15 minutes.
- 3

Remove the pan lid, stir and then simmer for a further 10 – 15 minutes until the filling has thickened and the apples are soft.
- 4

Carefully spoon the mincemeat into the clean jars, seal and allow to cool. When completely cold, store the jars of mincemeat in the refrigerator for up to a week.
- 5

For the purses, heat the oven to 190°C/Gas 5.
- 6

Cut the pastry into 15cm squares. Using 3 squares at a time, brush each sheet very lightly with the vegetable oil and layer them with the corners slightly offset.
- 7

Place 1 tablespoon of the filling in the centre of the pastry stack and then gather up the edges and pinch them together at the top to enclose the filing, forming 'purses'.
- 8

Bake for 10 – 15 minutes until golden brown. Place the cooked parcels on a cooling tray.
- 9

Serve the parcels on a plate dusted with icing sugar.
- Tips

- Keep filo pastry covered with cling-film to prevent it from drying out.



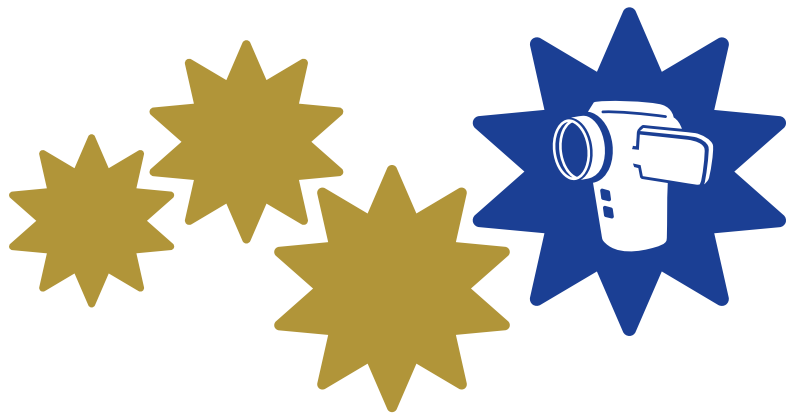
Tuscan Soup



Homemade bread



Cranberry purses



# filmit & Enterprise

Denise Evans, *filmit* Trainer, explores how Teachers and Children can use film to develop and support enterprise activities across the curriculum.

**A new government scheme for ‘Young Entrepreneurs’ has recently been launched. It is hoped the initiative could lead to 30,000 more start-ups and unleash a new wave of enterprise to support much-needed economic growth. It requires young people to have ‘the confidence and support to turn that spark of an idea into the next global brand’.**

## Young entrepreneurs

Who better, than Teachers, through the medium of filmmaking, to act as ambassadors to inspire young entrepreneurs? There has never been a better time to use film to promote and market products and ideas via the *filmit* website and social networking sites such as YouTube and Facebook. Filmmaking is a cross-curricular tool linking literacy, art, drama and ICT.

Children can practise being in front of the camera, agree a film company name, design logos, research using the internet and newspapers and conduct interviews. They can be introduced to different styles of storytelling. When working in groups they can agree which elements they want to include and decide how to present the information to different audiences. This requires them

to be organised, with clearly defined roles and a story to tell. Children become passionate with their filmmaking. It's their willingness to express their ideas and their openness to the ideas of others that sew the seeds of enterprise.

## Entrepreneurial skills

An example of the power of film and social networking sites to promote an entrepreneur is a film about a 9 year old boy called Caine. Caine built his own cardboard arcade and was desperate for customers to come and play. His one and only customer at the beginning was a filmmaker who was fascinated at the elaborate entrepreneurial skills shown by the 9 year old. He asked permission to make a film which he posted on YouTube.

The film went viral. He invited people to attend a flash meeting to play the boy's games and hundreds turned out.

**Go to:** <http://www.youtube.com/watch?v=falFNkdq96U> and watch the power of film making at [http://www.youtube.com/watch?v=Ulgc-4dX4Hk&feature=watch\\_response](http://www.youtube.com/watch?v=Ulgc-4dX4Hk&feature=watch_response)

## Entrepreneurs for the future

Children can make a film showing how they have been enterprising with *growit* and *cookit* and share those ideas with others via the *filmit* website and in so doing

gaining skills necessary to develop entrepreneurs of the future. Not only do children enjoy creating their own films about something meaningful but there is no doubt that this boosts their self esteem and encourages their aspirations.



Filming an interview



Capturing cooking activity

**Children become passionate with filmmaking. It's their willingness to express their ideas and their openness to the ideas of others that sew the seeds of enterprise.**



# Cameras Capture Culture, *filmit* in India

Purnima Datt describes how *filmit*'s collaboration with The Indian National Trust for Art and Cultural Heritage (INTACH) has enhanced a range of cultural activities in Indian Schools.

***filmit* India is an exciting multi-cultural project funded by the Helen Hamlyn Trust. It aims to nurture cultural understanding, care and concern for natural and cultural heritage amongst school children through a variety of practical experiences. The use of films as a third eye to capture and learn about a city's culture is indeed unique!**

## Encouraging interactions

The programme started in August 2008 when the *Open Futures* project expanded its horizon to India in collaboration with the Heritage Education and Communication Service of INTACH. Content development

was provided by INTACH and technical support by Helen Hamlyn Trust. The project was initiated in consultation with the *Open Futures* Central Management Team and the *filmit* UK team. The schools put up the films on the website and were successful in encouraging interactions between the students in schools in India with partner schools in UK.

## Cultural heritage

The *filmit* India programme from 2008 – 2012 has been a success story of children discovering their heritage. Through the *Open Futures* website they share stories about their lives, the city in which they live, their community and their commitment to saving their city's natural and cultural heritage. This includes water, trees, animals, monuments museums, crafts, dances and music.



*Teamwork in action*



*Another happy class after filmit training*



*Taking applause at the Kolkata Film Festival*

**The use of films as a third eye to capture and learn about a city's culture is indeed unique.**

When a student can look upon the old school bell as heritage, saving water and their neighbouring monument as their duty, and discovery of an old sword in their backyard as being a most exciting event we know that *Filmit* has not only touched the minds but also the hearts of young people

The programme now involves:

- 60 schools in Delhi, Kolkata, Chennai, Goa, Hyderabad and Mumbai
- More than 2000 students
- More than 200 teachers
- Over 850 films have now been produced

## Successes

*filmit* India has had many successes, amongst them are one to one interactions with the schools by experts and the holding of film festivals.

The schools have developed links with a number of film societies and in December 2011 films were showcased at The Kolkata Film Festival. Schools have also been inspired by well known mainstream and documentary film directors. They have been lauded by the film and television fraternity who have also advised students on how to improve content and the quality of their films.

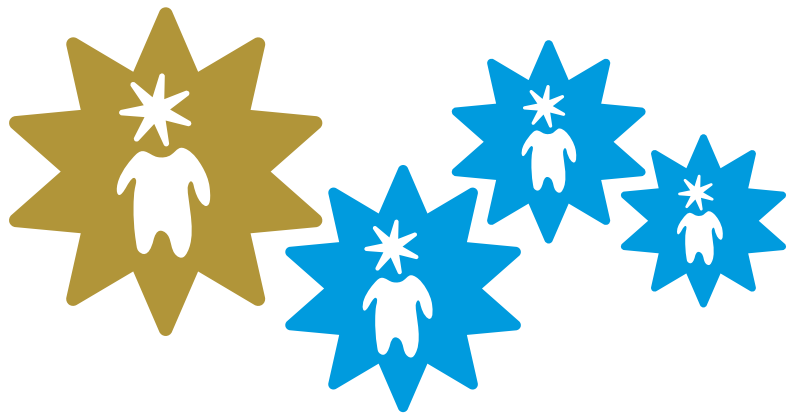
In future we hope to develop further links with students in the UK and invite schools to form partnerships with the schools in India.

If you would like to find out more, our email address is [intachhecs@gmail.com](mailto:intachhecs@gmail.com)

**Purnima Datt**  
Director

*Heritage Education and Communication Service*





# Open Futures People

**Open Futures People** is a regular feature in **openIt**.

## Number three – The caretaker-of-Neasden’s tale



**Graham Johnson is the ‘Senior Site Facilities Officer’ at Neasden Primary School in Hull. The outdoor curriculum in the school is an integral part of children’s learning and a significant feature within the whole curriculum. Neasden is an Open Futures Partnership School and has also achieved level 5 in the ‘Campaign for School Gardening’.**

**Graham talks to John Storey about how his job supports the outdoor curriculum.**

**Good morning Graham, tell me about your role as Senior Site Facilities Officer.**



In a nutshell it involves being responsible for the buildings and grounds, managing a team of cleaners and ensuring all health and safety equipment procedures are in place and working effectively. By the way I am very happy with the title Caretaker.

**How long have you worked at Neasden?**



I’ve been here for five years; previously I was the operations manager for a big distribution – logistics

company. I was 27 years in that job. I was ready for a change, wanted something which had more meaning, more personal satisfaction. Caretaker in Neasden is perfect.

**How did you become involved in gardening with children?**



The school is in an excellent setting, with lots of space. I took an interest in developing the grounds to grow fruit, vegetables, shrubs and flowers. We have had a lot of help from the Royal Horticultural Society and the local community.

**How do pupils use the gardens and how do you support them?**



We have an allotment, a secret garden and a poly tunnel where we grow exotic vegetables. Our special project this year has been the development of a Shakespeare Story-telling Garden. This is just outside the library. We have built a small amphitheatre and are currently surrounding it with plants, herbs and flowers mentioned in Shakespeare’s plays and sonnets.

Every year, we have enterprise activities. Fruit and vegetables are grown to be cooked in school; any surplus is sold to parents.

The children grow flowers for baskets, bouquets and planters. These are timed to be sold on Valentine’s Day, Mother’s day, Easter, Christmas and on other occasions.



Graham Johnson, Senior Site Facilities Officer

Parents and members of the local economic community all help out, recently a local florist came into school to demonstrate how to build and decorate a bouquet.

Every year we take groups to local farms and agricultural shows. We also have an annual food and farming day in school with contributions representing many rural crafts beekeepers, dairy farmers, game-keepers and this year a sausage maker.

**What are your plans for next year?**



We are hosting ‘Starting a school garden’ a CPD day for the RHS. We are also planning ‘Chelsea in Neasden’, an open day, with demonstrations and themed gardens designed by the children. Refreshments will be provided in a ‘Community Café’ with food cooked and served by the children. We hope to make it look like the well-known ‘Betty’s’ in York.

**We are planning ‘Chelsea in Neasden’, an open day, with demonstrations and themed gardens designed by the children.**



You have been developing the teaching gardens long before Neasden became an *Open Futures* School. Has *Open Futures* and *growit* changed the way you work?



Yes, very much, Gardening is now an integral part of the curriculum. I now work more closely with teachers as they plan the use of the garden. I am a great supporter of *Open Futures*, I've been able to observe it both inside and outside the classroom and I attended the National Conference in Birmingham last July.

I hope that in the garden I am making a contribution to extending children's learning by helping them to develop practical skills and also building their confidence to look after themselves emotionally.

You have a very busy job how do you manage to fit everything in?



The hours are long, but a lot of the gardening is in my own time. My main job is ensuring that the building and grounds are clean and safe. The school has an annual Health and Safety Audit and Inspection every year. I am proud to say that currently we are rated within the top 5% of all primary schools in Hull.

Finally Graham, would you like to be a teacher?



Definitely not, it's a very difficult, highly responsible, time-consuming job with a lot of pressure. I am happy to support learning, teaching and *growit* through working with children in the garden.

Many thanks Graham



## Did you know? Enterprising people

- ★ Did you know that enterprising people always see the future in the present?
- ★ Did you know that enterprising people always find a way to take advantage of a situation, not be burdened by it.
- ★ Did you know that enterprising people don't wait for opportunities to come to them, they go after the opportunities?



## A tribute to Andy Cameron, creative director *filmit*

(died 28 May 2012)

**Andy Cameron** was a digital pioneer. He was a hugely influential and inspirational figure in the development of digital media, both through his own work (which encompassed commercial projects as well as art installations for shows in the Barbican, MoMA in New York, the V&A and the Pompidou Centre) and as a teacher and mentor at first at the University of Westminster and latterly at Fabrica, Benetton's communications research centre. He believed fundamentally in the potential of digital media to re-invent the way we communicate with one another. A great many of those leading the field of digital design and interactive media today were influenced, inspired and guided by him.

Brands were quick to see the potential of interactive and digital media and in 1995 Antirom, his first company, began working with Levi's, creating a series of interactive kiosks for stores.

Andy introduced many innovative projects whilst he was at Benetton, pushing them to embrace new media as a means to communicate and create a dialogue with their customers. Always ahead of his time, Andy created United People for Benetton in 2002, an in-store video installation and online community for Benetton stores worldwide whereby customers could upload videos of themselves.

For more details on Andy's career see Patrick Burgoyne's full obituary on [www.creativereview.co.uk](http://www.creativereview.co.uk) (see QR code below)

*"We created interactive kiosks where people could record a small image of themselves in a Benetton store and then people in other stores could see your face and click on it and send you messages. This was in 2002, I don't think Facebook officially existed until 2004."*

United People sowed the seeds for what later became *filmit*. When Andy met with Lady Hamlyn and me in 2004 to discuss a creative digital technology strand for *Open Futures* the vision which he and Andy Huntington brought was very simple on the surface. Get children at the earliest stages of their education to pick up a camera, start making films and share them with other children in different parts of the UK. It was complex, however, in terms of his ability to interpret and anticipate how digital technologies and the advent of YouTube could support education and learning. YouTube was launched the same year that we started *filmit*. He and Andy Huntington believed that we should just hand the 'tools' over to teachers in the simplest way and see what they did with them. At the beginning teachers got two hours training and then we gave them space to be creative which lead to unexpected and fantastic applications for learning right across the curriculum.

Andy really wanted to see *filmit* in every primary school. He did say that his dream would be to run it... and it's extremely sad that he's not here to do it and to see it develop. As Tony Davidson, Director of the Advertising Agency, Weiden Kennedy, said, "He truly was one of the good guys who just wanted to help others realise their potential." Teachers and T/A's up and down the country are using *filmit* with their children to do exactly this, which is a fitting legacy.

To continue to celebrate and nurture the seeds that Andy has sown through *filmit*, we will be launching the **Andy Cameron Annual *filmit* Award**. We all wish to ensure that he is well remembered and that his passion for *filmit* continues through all those enjoying *filmit* as a means to communicate and collaborate with others, to share their creative ideas, to develop their skills and to deepen their learning at every stage.

Andy was very passionate about the relevance and importance of *filmit* for very young children in Primary Schools and this we will continue to champion in his name. It's a great loss that he is no longer here to guide and steer us with his creativity. We miss him enormously and I am so sad that he will not be here to enjoy the great things that *filmit* is doing now and is going to do in the future. He really wanted to see it and make it happen.

As former culture secretary Chris Smith said *"filmit is a remarkable initiative with already an astonishing track record of success. It deserves every support so that it can grow and develop and provide opportunities for thousands more primary school children up and down the country"*.



**Lucy O'Rorke**  
Trust Director

## National Conference – July 2012

**The *Open Futures* team were delighted when Margaret O'Rorke, ceramic artist and Trustee of the Helen Hamlyn Trust, opened the 2012 National Conference.**



**As a Trustee of the Helen Hamlyn Trust I was particularly interested in meeting the delegates, the teachers and children who deliver and are developing Open Futures and hearing about the contribution it can give to the future of education in our country and possibly internationally.**

On the day of the conference my daughter Lucy O'Rourke the Trust Director was ill and unable to be there and so I had also to deliver a message from her to the delegates. The key point she wanted me to make, which I thoroughly endorsed, was how much she admired what the teachers were doing.

The conference was opened by the choirs from two Birmingham schools, Benson Community Primary and Foundry Primary. The clarity of the words and the vitality and focus of their performance was the key to the day. I felt I was amongst a vibrant

Word cloud highlighting the most used words in the evaluation received from Conference attendees.

community of like-minded teachers, enthusiastic about what *Open Futures* has brought to their experience and the experience of their learners.

This was a conference created by The Helen Hamlyn Trust, to give the member schools of *Open Futures* the opportunity to share and celebrate their experiences at the end of what had been a very difficult year. Creative and able educators have had to deal with the uncertainties caused by the Government's key change directives in funding and the curriculum.

In the morning, Alison Peacock, The National Network Leader for The Cambridge Primary Review and Head teacher, Wroxham School, Hertfordshire and Gareth Pimley, Primary Education Consultant gave us an interesting interactive presentation and workshop, 'The Primary Curriculum – Building a Repertoire for success'. Delegates were all given postcards on which they were asked to write down what they felt they had gained from the presentation. All the cards were collected and then posted back to them when term resumed in September. In the afternoon, everyone took part in a variety of workshops related to the different strands of *Open Futures*.



Meeting the delegates and seeing the children at the conference gave me confidence in the financial investment of the Helen Hamlyn Trust.

The Helen Hamlyn Trust began the first pilot in 2005 and is now in its 7th year. *Open Futures* was launched as an Independent Trust in 2010. It now has the potential to change the path of education for the future.

It can grow through collaboration and sponsorship with other Trusts, organisations and like-minded philanthropists who are keen to support a broader based education within all schools. Here is an opportunity to provide a work force across the board equipped with an understanding of skills based learning, as well as a cultural, thoughtful and developed sense of philosophical thinking, appropriate for the needs of the 21st Century.

Good luck to you all.

**Margaret O'Rourke**

*You can learn more about Margaret's work and see examples of her unique porcelain light structures on her website, [www.castlight.co.uk](http://www.castlight.co.uk)*

**The conference was opened by the  
choirs from two Birmingham schools.  
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performance was the key to the day.**







## Frequently Asked Questions

*askit* Trainer, Nick Chandley has an answer to our latest question

### Q How do I run an *askit* session for children in Nursery & Foundation?

### A Answer!

**This is a really common question and understandably so. Of course, great things can – and do! – come out of the mouths of babes, but there is no doubt that some aspects of a full enquiry can be overly challenging for very young children.**

It's easy to see how teachers of our youngest pupils can become frustrated as they see their colleagues running full sessions of enquiry, their back pockets overflowing with great questions their children have asked and displays on the wall of even greater things their children have said.

However even in Early years and Foundation *askit* is incredibly important. The curriculum here is already heavily skills-based and we shouldn't forget that success in *askit* depends on some fundamental skills, such as being able to listen to other people in the circle, taking turns to speak, making choices, giving reasons, asking questions and speaking clearly. Without any of these, *askit* in the later stages of school would be rendered almost ineffective, so every opportunity should be taken to develop these as early as possible. Here is how a typical session might go.

#### Organisation

Work with small groups, of maybe 10 maximum, this will enable you to focus on skills and involvement

of more children. Choose an area with as few distractions as possible, to encourage children to focus on what's happening inside the circle rather than outside it.

#### Stimuli

For me, the best stimuli are the ones the children can pick up, such as collections of small plastic animals, a range of dolls/figures & pictures, that kind of thing. I tend to have many more on offer than there are children, to give them plenty of choice and avoid upset if someone chooses the thing someone else wants.

#### Starter

I usually start with a fun questioning activity, to get the children used to asking questions. For starters, try getting the children to ask you a question that you have to answer 'yes' to. You'll probably have to model some. Once the children can do this, ask them for questions you have to answer 'no' to. In time, you might get to the stage of them asking you questions you have to answer with 'maybe' or 'I wonder' (by 'in time', I mean several sessions, or even months!).

#### Activity

Put everything in the middle and tell the children you're going to give them time to think about which one they'd like to choose. Once they've chosen, let them tell the person next to them why they like what they chose. They then might feel more confident to tell everyone in the circle once they've

Frequently Asked Questions (FAQs) is a regular feature in openit. If you have questions let us know and we will answer all of them in openit or on the Online Learning Community.



shared it with their partner. You could also ask them to tell everyone else why their partner liked the thing they chose.

#### Development

Put three animals – such as a horse, a cow and a snake – (or three pictures, or three figures, etc) in the middle of the circle and ask the children which two go together and why. Ask them to tell you what's the same about the two that go together and what's different about the ones left out. Ask if anyone thought a different two went together, and why. Try it with different animals, then maybe try it with the children themselves.

#### Ending the session

I usually try to get any children who haven't spoken to say something, so an activity like everyone shouting 'clap' when you clap your hands is good to end with. I also remind children of all the good things I've spotted, obviously focusing on *askit* skills and ask the children if they spotted anyone else doing some of these.

So – a short, fun, focused session, but have you noticed all the *askit* skills it encompasses? I'll leave you to work that out, but I'll end with the story of Noah – no, not that one, this Noah was in a children's centre I was working with. He'd chosen his favourite picture from the pile in the middle and when it came to his turn to tell me what he liked about it, he just looked into space. I said his name three times before he snapped back into life and said 'Sorry Nick, I was thinking so hard I forgot my name.'

More to come in the forum, where we'll look at, amongst other things, how concepts are just as useful in Early Years and Foundation as they are with older children.

For more *askit* ideas use the *Columns* link on the website and check out Nick's 'Birthdays in Foundation' article. You could also browse the forum for posts from Early Years and Foundation teachers.

[www.openfutures.com](http://www.openfutures.com)

And of course your own comments, questions and ideas would be very welcome.

**Success in *askit* depends on some fundamental skills, such as being able to listen to others, taking turns to speak, making choices, giving reasons, asking questions and speaking clearly.**



## National Conference 2012



**“I felt I was amongst a vibrant community of like-minded teachers.”**



To ensure you continue to receive a copy of **openit** please register via the website **www.openfutures.com** phone us on **01235 533131** or email us at **hello@openfutures.com**

## Training in India

**Andy Huntington, one of the founding fathers of *filmit*, describes how he recently contributed to a training workshop in India.**



*filmit India* is now in its 5th year, working with over 60 schools across 5 cities. It's a partnership between *Open Futures filmit* and Indian National Trust for Art and Cultural Heritage (INTACH). It takes quite a different form from the *filmit* work in UK schools. For a start schools are given a particular set of heritage themes to address in their movie making. Also the children involved are often slightly older due to the way Indian schools work. Beyond these differences we see the teachers and children working together to create some great short films just like the schools in the UK.

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### Filmmaking in the curriculum

For many it's the first time they've incorporated filmmaking into their curriculum and their school activities. The project starts in July to August each year as that fits well in their school year. Each of the schools attend a workshop where Purnima Datt from INTACH



introduces the themes in the morning and this year I had the privilege of delivering some technical training to the schools in the afternoon. We covered aspects of film-making in small groups and large (in some cases the teachers were keen to get a whole 150 strong year group involved!). Following these workshops each new school joining

the scheme was visited. In Delhi, where *filmit* has been running the longest we visited both private and government schools, including the Nigam Pratibha Vidyalaya in Baprola, a small village west of Delhi where we got a taste of a 2012 Olympic legacy as it was Indian Silver medalist Sushil Kumar's school!



### Bollywood

After the Delhi workshop and school visits came a trip to Goa. This enabled me to catch up with our existing schools for 2 days before heading to the home of Bollywood, Mumbai, where we were introducing 4 new schools. The great thing about working in different cities is the significant cultural differences in customs, festivals and history in each area. This is something which is brought to life in the films from the schools as they are uploaded and shared with schools as much within India as with the UK. With the children themselves making the films it's an opportunity for them to see what others see around them and in turn notice things they had not noticed before.

***We're looking to encourage links between the schools in the UK and in India so if you're interested please get in touch and, of course, don't forget to log in to the *filmit* site, watch some films and let the makers know what you think!***