



The termly newspaper for the *Open Futures Network*

openit

6

The healthy living, active learning edition



openit 6 – Spring term 2013

askit • growit • cookit • filmit
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filmit Award and Shakespeare Schools Festival
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Be healthy, it's up to you!

The Founder and CEO of *Young Pioneers*, seventeen year old Luke Lancaster explains how young people can teach other young people to be healthy and also develop an 'I can do' approach to life.

I was twelve years old when started my charity. I wanted to make it "Cool to Care" but soon realised that to achieve this vision we had to empower young people with an 'I can do' approach to life. We had to give them the confidence and motivation to develop the real life skills that they needed to take personal responsibility for their health and to help others understand how they could manage their health.



Healthy choices

We researched over 500 young people and found that they weren't asking adults, parents or teachers for advice they were asking friends; 1 in 8 young people will ask a friend for advice rather than an adult. Our approach therefore is to train young people in schools to teach other young people how to make healthy choices in a practical way.

"My generation may well be the first generation of children who don't outlive their parents" .

Move it

It is vital that we teach young people to be healthy because obesity is now regarded as more dangerous to the human body than smoking or excessive drinking. In Europe at the present time 24% of 6-9 year olds are overweight or obese. My generation may well be the first generation of children who don't outlive their parents.

Every day children are developing adult diseases, high blood pressure, high cholesterol and type 2 diabetes. Obesity reduces your life expectancy by nine years.

By encouraging an 'I can do' approach and peer training we can start to tackle this growing problem.

Our 'Be Healthy' programme teaches young people how to ask what is in the food they are eating, how to take personal action and cook healthily on a budget, manage stressful events in their life and move it (take exercise in

a fun way). But what really makes our approach cool is that we train children in schools to train other children.

Take control

By involving children in teaching other children they take ownership, develop team working, planning and presentation skills in a real world context. The programme we run helps them deliver a self managed health MOT. The MOT looks at four areas, eating habits, weight, exercise and stress. The young people follow a simple traffic light system red - unhealthy, amber - take action and green - healthy. They analyse their activity over a week in the four areas with exercises linked to the school curriculum. By encouraging them to ask, to do and to develop an 'I can do' approach we are preparing them to take control of their health now and into their adult years . Its amazing to see just how many want to become health trainers for others, to teach their friends how to be healthy and that it's "Cool to Care".

The Young Pioneers 'Be Healthy' programme won the 2012 National Training Journal Award for best not-for-profit training programme and came second in the National Lottery Good Causes Award Health category.

To find more about how your young people can develop an 'I can do' approach to health please contact peter. lancaster@youngpioneers.org



Luke Lancaster
Chief Executive Officer
Young Pioneers

Welcome to openit

Welcome to issue 6 of *openit* – the newspaper that supports learning and teaching through the *Open Futures* curriculum approach.



Hello again to all our *Open Futures* schools and aspiring *Open Futures* schools. Health has again come to the fore with growing and cooking back on the curriculum, much to our delight. We are focusing this edition of '*openit*' on how *Open Futures* can support and develop health education across the school and across the curriculum. Healthy children make better learners and a healthy school is one where everyone in it's community plays a part and is valued for what they bring.

The World Health Organisation explains Health Education as, "... any combination of learning experiences designed to help individuals and communities improve their health, by increasing their knowledge or influencing their attitudes." The best learning experiences enable children to deepen, contextualise and try out or test their understanding which is exactly what happens when you explore health through *askit*, *growit*, *cookit* and *filmit*. There are so many ways for children to develop their thinking and their practical skills and understanding in ways that help it all to be meaningful and fun. *Open Futures* trainers from all four strands explore some ideas for developing healthy habits at school and at home.

New year; New relationships

Healthy relationships play a fundamental part of *Open Futures* and we are building some new relationships this year.

- We are teaming up with the excellent Shakespeare Schools Festival and developing a pilot project with *filmit* working closely with some of our *Open Futures* schools. The pilot will enable children to produce a 'Video Production Diary' with schools taking part in the festival. See page 16.
- We are building relationships with 9 new schools who will form the 2013 curriculum partnership generously funded by *The Open Futures Trust*, thanks to the Helen Hamlyn Trust. See page 3.
- We will also be spending time with all our *Open Futures* schools nationally to establish and support local School partnerships or 'Clusters'. See page 11.
- AND, we want to hear from you if you took up the invitation in the last issue to work more closely with children in India through *filmit*.

The Andy Cameron *filmit* Award

Talking of communication, as promised on page 11 you will find details about the Andy Cameron *filmit* award, which we want to get off to a healthy start in its inaugural year with lots of entries, there's plenty of time! This year's theme is 'Don't throw it away – care-for-it, fix-it, save-it, or do something else with it'.

The fundraising tool-kit

Last but not least, do let us know how you are using 'The Fundraising Tool-kit' which we launched in July of last year and send us your success stories to share.

Enjoy this edition of *openit*.

Lucy O'Rorke
Trust Director

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 champions a fundamental shift in how the National Curriculum is delivered, by re-focusing education on intuitive approaches that ignite children's passion for learning. The programme inspires children through purposeful activities that develop practical skills and enquiring minds – awakening confidence, instilling responsibility and sparking the desire to get the most from their education and transform their prospects in life.

Open Futures focuses on four strands – thinking skills (*askit*), horticulture (*growit*), food (*cookit*), and new media (*filmit*) – which support learning across the National Curriculum, including fundamental skills in maths, English, science and information and communication technology (ICT). It gives schools a unique framework to create interesting and valuable experiences that greatly improve pupils' ability to concentrate, absorb what they are taught and play an active role in their learning.

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

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



When you have finished with this newspaper, please pass it on to your colleagues and then recycle it.

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STOP PRESS

Opportunity for funding with *filmit*.



We have an opportunity to apply to the Education Endowment Fund for a project, which uses digital technology to improve the attainment of disadvantaged children. If you have found successful ways of using *filmit* to improve children's attainment or have indications/ideas of how this might work then please URGENTLY get in touch. We would like to put in a proposal with you so that we can develop and build on your success. Email *Open Futures* at hello@openfutures.com

Government announces independent school food plan; cooking firmly on the agenda for schools.



Restauranters Henry Dimpleby and John Vincent have been asked to devise a School Food Plan that addresses two key questions:

- How will we get our children eating healthily in schools?
- What wider role can cooking and food play in school life, to enrich children's lives both now and for the future?

A wide range of input is sought and they have invited all those involved in schools to submit views.

See the website www.education.gov.uk/schoolfoodplan/get-involved to see how you can contribute to this important discussion.

Open Futures in the news

Manor Primary School, Newham



Lady Hamlyn takes an Open Futures tour around Manor Primary School.

Manor Primary School, in London is working with the Open Futures Trust to introduce a skills and enquiry-based approach to learning and teaching. Headteacher, Kate McGee writes about the benefits for an article appearing in the Guardian Teacher Network.

We have been working with *Open Futures* since September 2011 and it was our pleasure to welcome Lady Hamlyn of the Helen Hamlyn Trust to Manor Primary School recently. Accompanied by Lucy O’Rorke and Bob Pavard, both from *Open Futures*, Lady Hamlyn was given a tour of the *askit*, *growit*, *cookit* and *filmit* activities taking place within the school – which have become an incredibly important part of our curriculum.

Practical activities

Here at Manor Primary School, we have always taken a practical approach to learning, not least because there are some 53 different languages spoken by our pupils and we get a lot of new entrants who



developing their ability to hypothesise and debate with their fellow pupils and teachers. This then helps their reasoning, questioning and learning across the curriculum.

Sense of achievement

Despite having very little green space within the school grounds, we have set up raised beds as part of the *growit* strand of *Open Futures*. The crops can then be used in the *cookit* strand, when the children make a wide range of dishes from their home-grown vegetables, giving them a great sense of achievement. Through this integrated approach, the children are learning about where their food comes from and how to cultivate it, the seasons and timing, maths, English and communication skills.



Hypothesise and debate

The philosophy side of our curriculum gives children a chance to reflect on what they’re being taught,

developing their ability to hypothesise and debate with their fellow pupils and teachers. This then helps their reasoning, questioning and learning across the curriculum.

Partnership activities

Using new technology can be tricky but, with *Open Futures*, we have access to professionals who train our staff in the use of new equipment and software. These skills can be passed onto the children who film their gardening projects and develop their IT skills by creating short videos. As well as being shared with friends and family, the videos are shown to schools in India, through the dedicated “*filmit*” website, as part of the programme’s partnership activities.

Having a curriculum focussed around a variety of practical activities with tangible outcomes is very important for us. How better to learn the months of the year than to sow seeds in March and get excited for the harvest in July? Or use a computer by creating and editing a film of your friends? Or develop an understanding of the complexities of the English language through cooking something delicious? The practical approach works and our pupils are testament to that.

To read the full interview with Kate, visit the Guardian Teacher Network which is published online:

www.guardian.co.uk/teacher-network/teacher-blog/2013/feb/26/practical-primary-curriculum-learning-by-doing

New 2013–15 partnership schools

Open Futures continues to build its community ... 10 new schools will join existing Open Futures clusters nationally in September 2013.

We are pleased to confirm the continued growth and development of *Open Futures*, thanks to the generous funding of the Helen Hamlyn Trust and a grant from The Mercers, which will enable us to develop *Open Futures* with the Newham Reintegration into Education Team, a valuable new departure for *Open Futures* which we look forward to.

The 10 new schools will benefit from the full *Open Futures* curriculum programme receiving:

- consultancy for their Senior Management teams to implement and embed *Open Futures* as a key curriculum driver for developing an enquiry and skills based approach to learning and teaching
- high quality teacher training in *Open Futures* four curriculum strands *askit*, *growit*, *cookit* and *filmit*
- high quality teaching and learning resources to support and develop the strands across the school
- ongoing support to ensure sustainability and progression

Open Futures focuses on four strands – thinking skills (*askit*), gardening (*growit*), food and health (*cookit*), and new media (*filmit*) – which support learning across the National Curriculum, including fundamental skills in maths, English, science and information and communication technology (ICT). It gives schools a unique framework to create interesting and

valuable experiences that greatly improve pupils’ ability to concentrate, absorb what they are taught and play an active role in their learning.

The *Open Futures* approach puts thinking skills, gardening, cooking and making films at the heart of the whole curriculum, encouraging young people to utilise, practice, transfer and reflect on their learning in all subjects. Working through *askit*, *growit*, *cookit* and *filmit* shows how these hands-on activities can be used to support rather than interrupt other areas of children’s learning, and encourage practical skills and enquiry.

These schools are:

Birmingham

- Brookfields Primary School
- Twickenham Primary School

Brighton

- Moulescoomb Primary School

Newham

- Brampton Primary School
- Calverton Primary School
- Newham Reintegration into Education Team (RIET)

Hull

- Hall Road Academy
- Ings Primary School

Manchester

- Heald Place Primary School
- St Augustine’s Primary School

Between now and September they will be visited by our curriculum team, strand partners and trainers in preparation for the start of their programme. We are sure that some of you will already know and be in touch with the headteachers at the schools and their staff; indeed those of you who attended our conference in July last year may have met the headteacher Charles Davies who ran the very popular ‘*digit*’ workshop sessions so enthusiastically and successfully.

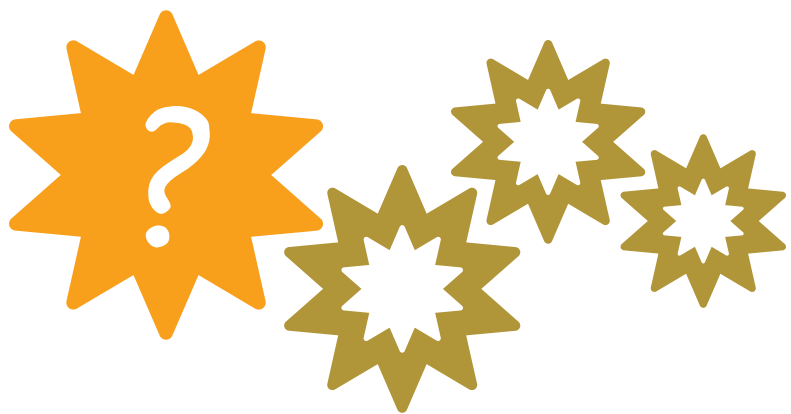
We look forward to meeting the school teams over the coming months and seeing all the children blossom and their confidence grows as their development is supported through all the different strands of the *Open Futures* programme.

We are continually seeking to engage new schools as part of the *Open Futures* family and are looking to raise awareness of the programme, so please spread the word.

Fundraising is crucial to enable wider access and to ensure continued development, which we would like to include:

- developing *Open Futures* in secondary schools to support the transition years
- further developing *Open Futures* for children with Special Educational Needs
- working with Pupil Referral Units and Young offenders

If *Open Futures* could support children in your area then please do contact us at hello@openfutures.com



askit and healthy living

Nick Chandley, *askit* trainer, provides us with a feast of delicious ideas for *askit* on the subject of healthy eating ... enjoy!

It would be very difficult for schoolchildren nowadays to avoid the idea of healthy eating. School meal leaflets show how they are balanced and nutritious, playground snacks are often encouraged (or indeed required) to be healthy and not sweet-based and the ‘five-a-day’ message is introduced very early on in school life. In a sense, we could be forgiven for thinking that this subject isn’t a good one to encourage children to think about. After all, we know the importance of eating healthily, so why not just tell the children and have done with it?

Pretty much all of the material available on healthy eating carries a simple but explicit message – eat this kind of food and you’ll be fine, eat this other kind of food and you won’t be. We do want our children to grow up with a sense of responsibility however, not just for others but for themselves too, at home and at school, so it’s a good idea to involve them in reflecting on the issues within and around the topic of eating healthily.

For example ...

Healthy eating ‘Can Cut Crime’ ...

This was the attention-grabbing headline of a BBC News article some years ago and just serves to show that

healthy eating may have consequences far wider than we imagine.

The article can be found here
news.bbc.co.uk/1/hi/health/2063117.stm

It shows how a study in a young offender institution gave some inmates additional vitamins and essential nutrients in tablet form and gave others dummy pills. The results showed a dramatic decrease in offences and suggested that a healthy diet could lead to a more peaceful society.

This is a really good stimulus for enquiry, particularly for Upper Key Stage 2 and especially as part of the Healthy Eating topic in science. Questions that may be useful to explore could be:

- Should offenders be made to take such pills?
- Should everyone be made to take the pills, as part of a crime prevention programme?
- Can eating healthily make you act differently? Behave better?
- Can eating unhealthily make you act differently?

You might also like to make links with this article, which suggests a good diet makes you happier

www.nzherald.co.nz/health-wellbeing/news/article.cfm?c_id=1501238&objectid=10859951

Odd one out ...

Thinking about healthy eating needn’t be reserved for our older children though. We know from experience that even our youngest can think creatively and critically

if encouraged. For example, for those of you who teach Foundation/Infant children, try this as a starter activity:

Place an orange, a carrot and a banana in the middle of the circle and ask the children which is the odd one out (or, if children aren’t used to this phrase, which two go together and which one gets left out). The last time I used this activity, in Y1, the children initially identified the orange as the odd one out, due to its shape, but then someone suggested the carrot, as the other two need peeling. Someone else rounded it off nicely by saying that the banana could be the odd one out as the others were both orange (coloured). There were other suggestions along the way, but this would be a nice introduction to an *askit* enquiry that used a stimulus focused on healthy eating and is actually a really good opener for children of all ages. You can use any three objects but you might like also to swap the orange for a packet of crisps, for example.

Does eating breakfast matter?

www.bbc.co.uk/learningzone/clips/does-eating-breakfast-affect-concentration/2453.html

This is a video of a study into whether or not eating breakfast made a difference to children’s learning, in particular, concentration. Quite a nice introduction into whether or not the food we eat can affect our mind as well as our body. Questions to explore might be:

- Which is the most important meal and why?
- Can food make us happy? Sad?
- Is food more than just fuel for our bodies?

Branded versus Own-Brand

www.dailymail.co.uk/news/article-2176700/Cheaper-certainly-brands-healthier-We-test-big-products-supermarket-rivals--surprising-results.html

This is a news article that compares famous-name brands with own-brand foods and shows some surprising results, particularly in terms of the health aspect. Potential enquiry questions might be:

- Should we choose food on how it tastes or on how healthy it is?
- Should all foods be made healthy?
- Do we have too much choice in our food?

Gobo the Greedy Goat

www.bbc.co.uk/learningzone/clips/gobo-the-greedy-goat/9089.html

“Pretty much all of the material available on healthy eating carries a simple but explicit message – eat this kind of food and you’ll be fine, eat this other kind of food and you won’t be.”

A really nice CBeebies programme that shows Gobo eating far too much of the wrong type of food. When he gets called in for feeding time, he finds that he's spoiled his appetite. Very engaging for our younger children, this short film explores greed in particular but also the idea that too much of a particular type of food may not be good for us. Questions you may like to ask might be:

- What does it mean to be greedy?
- Should Gobo have eaten the kind of foods that he did?
- What is your favourite food?
- Would you like it if you had your favourite food for breakfast, dinner and tea?

Now, where is that packet of lower fat, healthier crisps?



Healthy living, healthy eating . . . What do you think?

Comments from adults (the press, politicians and parents)

- “Too many parents believe there is no alternative to junk food because it is cheap.”
- “Obviously, not everybody who is overweight comes from deprived backgrounds, but that’s where the propensity lies.”
- “Research shows that when the incomes of poor families rise, parents spend the gains on improving the diets of their children through buying fresh fruit.”
- “Four in five teachers claim their pupils are turning up for lessons hungry, with more than half saying the numbers have increased in the past year.”
- “Childhood obesity is caused by overprotective parents stopping their kids playing out and letting them spend endless hours on the internet or watching TV or playing computer games. Forcing schools to offer only healthy foods is pointless.”
- “Obesity costs the NHS £5bn every year, malnutrition costs £7.5bn.”

Children’s opinions

- I think it’s up to us what we want to eat!
- One way to keep from eating too many

of the wrong foods is by making sure that half your plate is covered with colourful fruits or vegetables.

- Try doing more exercise, you’ll be surprised, you won’t feel tired but you will feel like you have more energy.
- Reading can save your life. Too much of the wrong foods and the wrong ingredients can poison your body. Look at the writing on food packages.
- I don’t really know what school dinners are like, I take a packed lunch. But I can only hope that they are healthy because my little sister is going to be on school dinners.
- I know what’s good for me and what’s not. I am not overweight, so why should I be told I can’t have a chocolate bar every now and again?
- They should let us help to make the dinners as they always say that getting us involved encourages us to eat healthy foods in and out of school.
- Children who are starting infants school will start eating healthy food and grow up with it and then they’ll start to really like it every day.
- Some kids only want food that tastes how they want but they should realise that they can get diabetes, be overweight or obese from eating junk food all the time.

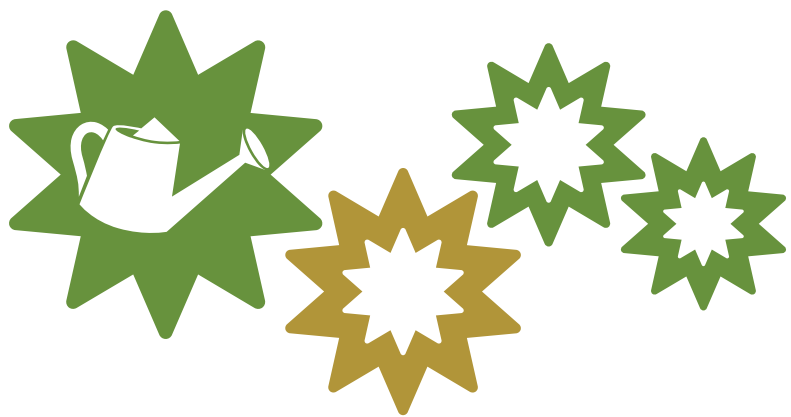
- In our school you can eat whatever you want, healthy food or unhealthy, but I prefer the unhealthy option. Yum!
- It’s nice to eat fruit and veg but I think kids should not be forced to eat them all the time. Growing up is about making choices for yourself.

What do you and children you know, think about healthy living, healthy eating and school dinners?

Send your comments and children’s quotes to:
john.storey@openfutures.com

We will print a selection in the next edition of *openit*.





growit and healthy living

Paul Kettel of the Royal Horticultural Society explores how growing and tasting fruit and vegetables in school can have a positive impact on children's healthy food choices at home.

Making healthy choices

Encouraging children to make healthy choices often begins with decisions about food. What could be a better way of promoting healthy eating than involving children in growing their own fresh fruit and vegetables and providing opportunities to taste the results?

Straight from the plant

The harvests provide the raw ingredients for cooking, but many can also be eaten straight from the plant with nothing more than a wash under the tap. We find time and time again that children are much more likely to try something they have grown themselves and growing and tasting food at school has a positive impact on food choices at home.

No packaging

The benefits of growing food at school go even further than the development of gardening skills and positive food choices. Children learn about seasonality and freshness and develop an understanding of what it takes to produce food. Harvesting fruit and vegetables at school means no packaging, or plastic carrier bags, and fewer trips to the shops, all of which is better for the environment. Gardening can help to increase biodiversity and to mitigate the effects of climate change. It provides an opportunity to engage and to work alongside other generations and to develop a healthy community.

“Gardening can help to increase biodiversity and to mitigate the effects of climate change. It provides an opportunity to engage and to work alongside other generations and to develop a healthy community.”

Emotional health

Gardening is a physical activity and providing the opportunity for children to engage in it and to perhaps develop a hobby or career may have health benefits that go way beyond school life. It also has a positive impact on emotional health and well-being, whether that's through physical activity such as digging, growing something from seed or simply spending time in the garden.

Ten easy crops to get started

Pea, Potato, Carrot, Radish, Lettuce, Rocket, Spring Onion, Basil, Strawberry and Raspberry

If you are just starting out with growing, these ten crops will make the effort worthwhile. All, apart from potato, can be enjoyed straight from the garden.

Pea

It's great fun picking well-filled pods from the plants with excited children and letting them shell some to eat immediately. There are also mangetout and snap types that, of course, do not even need shelling. For most varieties you will need to provide some kind of twiggy support up to about waist height, or alternatively attach plastic pea netting to wooden supports.

Mice love to eat the seeds before they germinate so it's a good idea to start them off in modules or gutters in a cold greenhouse, tunnel or frame.

Potato

School gardens wouldn't be complete without them. Grow only 'new potatoes' that will be harvestable before the summer holidays, listed as 'first earlies'. Set them out for 'chitting' in February and plant throughout March either directly in the ground or into a container no smaller than a builder's bucket. Keep watered, feed occasionally and earth up the stems as they grow and you will be rewarded with delicious tubers around the beginning of July.

Carrot

They prefer a light soil that isn't too cold, but if yours is heavy and wet you could try growing early varieties in containers, loosely covered with fleece if necessary. Expect 'finger' carrots in June/July and a larger later crop in the autumn.

Radish

Kept watered, weed and slug free, radishes make a great addition to salads and can be ready in about 6 weeks. They come in a variety of red/pink/white colours with a slight variation on shape and a range of flavours from mild to hot. Grow several varieties, sow little and often, and harvest regularly before they become tough.

Lettuce

Sow a range of varieties little and often to give a mix of colours, textures and flavours throughout the summer term and a welcome relief from bland green salad. Ideally start off in a cold greenhouse in modules, but can be sown direct from April if kept free from slugs.

Rocket

Easy to grow and adds further flavour to the salad. Keep moist, grow under fleece if flea beetle is a problem (tiny insects that make round holes in the leaves) and sow little and often. When it goes to seed, use the buds and flowers in a salad.

Spring Onion

Can be cooked or used in a salad, can be started as early as January if you have a frost free greenhouse and can be picked young or allowed to stand longer. Perfect.

Basil

Fantastic range of flavours and leaf sizes available when grown from seed, as well as purple varieties that are seldom seen in shops. Sow in pots and keep on sunny windowsill from March onwards.

Strawberry

The cheapest way to start growing strawberries is to buy bare-root runners in the autumn/early winter from an online fruit nursery. Plant them through weed fabric and make sure you have netting in place by the time they ripen to keep off the birds. They will produce ‘runners’ that can be potted up for sale or planted out to increase your crop the following year.

Raspberry

Grow autumn fruiting varieties as they need little, if any, support system and will produce the bulk of their crop in September and October.

Ten to challenge and extend your skills

Blackcurrant, Apple, Rhubarb, Blueberry, Grape, Tomato, Cut and come again salad, Micro-greens, Spinach and Sweetcorn

growit also provides lots of opportunities to deepen understanding and skills whilst encouraging cross strand and cross curricular work. Once you’ve mastered the easy crops above, why not push the boundaries with the following ten.

Blackcurrant

Not only producing a harvest in July, but plenty of material for hardwood cuttings in the winter, allowing you to develop propagation skills, increase your fruit growing area and to produce plants for sale.



Apple

A longer term investment, taking maybe three years to begin to produce much fruit. However, you will be rewarded with fantastic April blossom

and bountiful autumn harvests for years to come. The challenge is to choose the right rootstock as well as variety and to master some basic pruning skills.

Rhubarb

Research the ‘rhubarb triangle’ of West Yorkshire and then force your own plants at school in the winter to produce sweet pink stems in February and March.



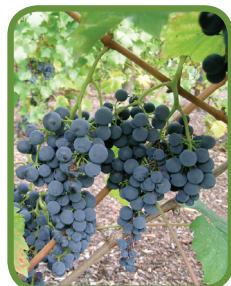
Blueberry

Needs acidic soil or ericaceous compost in a pot to grow well so the challenge is pH. Two varieties will improve pollination and provide larger harvests - a

fantastic super fruit that most children love.

Grape

With a changing climate, dessert-quality grape growing in the UK looks ever more likely. Even if they don’t produce huge bunches, grapes make a great decorative feature trained over arches or pergolas. They can also be used for hardwood cuttings.



Tomato

A great crop to grow for the variety of flavour, colour and shape. However, blight and the summer holidays make it tricky to grow outdoors so the challenge is to choose blight resistant varieties and to provide water during August. Otherwise, start them early and grow in a greenhouse where blight is less of a problem and you may get a crop in July.



Cut and come again salad

Grow a mix of salad leaves sown at close spacing to harvest as ‘baby leaf’. Cut with scissors a centimetre

or two above ground level, water and the plants should produce one or two further harvests before running to seed. Works in a pot as well as in the ground, use covers for an earlier start as well as a later finish.

Micro-greens

Year round ‘salad’ is possible by growing crops on damp kitchen paper on a sunny windowsill, or in a greenhouse, and harvesting them at the first leaf stage. Grow several varieties to add flavour and colour to sandwiches.

Spinach

Can be tricky to grow as it dislikes hot weather and dry soil, but tastes so much better than ‘chard’ making the effort worthwhile. Can you keep on top of sowing and watering to give a continuous supply in the summer term? How late a crop can you get with the use of covers and winter varieties?



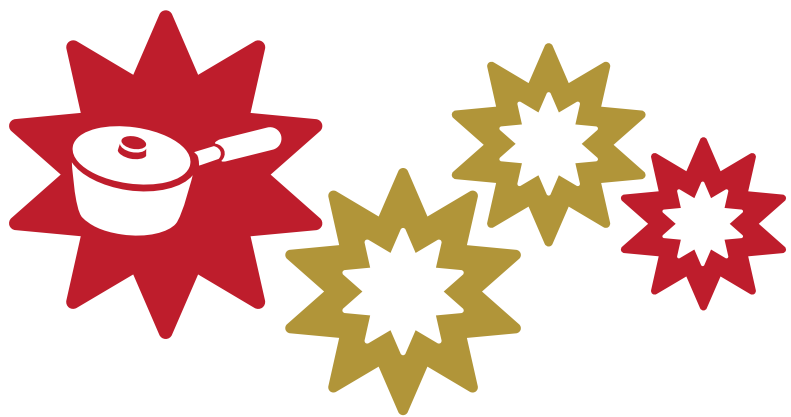
Sweetcorn

There is not much that beats picking a well-filled cob and either eating it raw or dropping it into boiling water within minutes of harvest. The challenge comes from getting the timing right so that it ripens in September or October rather than August; keeping it watered over the summer holidays; and planting in a block rather than a row to get better pollination.



10 to challenge and extend your skills

Crop	Recommended varieties	Sow	Harvest
Blackcurrant	Early variety, such as the compact ‘Ben Sarek’	Plant November – March	July
Apple	‘Falstaff’, ‘Fiesta’ and ‘Sunset’	Plant bare root November – March	October – December
Blueberry	Early varieties, such as ‘Duke’ and ‘Spartan’. Perfect for lunchtime grazing!	Plant November – March	July
Rhubarb	‘Timperley Early’ is not the most vigorous, but is the earliest of the season and is one of the best tasting	Plant crowns November – March	March – July
Grape	‘Boskoop Glory’ for reliable harvests of large blue-black bunches	Plant November – March	September – October
Tomato	‘Gardener’s Delight’, ‘Tigerella’ and ‘Golden Sunrise’	February	July – November
Cut and come again salad	Amaranth, basil, beetroot, chicory, coriander, chard, corn salad, dandelion, endive, komatsuma, land cress, leaf celery, lettuce, mizuna, mustard, pak choi, parsley, purslane, radicchio, red kale, rocket, sorrel and spinach	March/April – September	As baby leaf
Micro-greens	Try coriander, fenugreek, purple basil, ‘Bull’s blood’, beetroot, Greek cress, red-stemmed radish and amaranth	All year	Within a few weeks of sowing
Spinach	Sow close for baby leaf, further apart for larger leaves and keep damp. Try ‘Palco’ or Monnopa’ and for winter ‘Atlanta’	March – May, September	May – July October - April (with cover)
Sweetcorn	If summer irrigation can be provided, this crop can be ready in September and is delicious eaten fresh from the plant. Try ‘Swift’ or Lark’	Early May	September – October



cookit and healthy living

Ann Kerry, cookit Training Manager, explores how developing a whole school food policy can encourage children to take more control of their present and future health and well-being.

For more than half a century there have been recommendations and ‘health promotion’ with regard to the foods and nutrients that we should all eat in order to maintain good health. For many years guidance has recommended that we eat less fat (particularly less saturated fat and trans fat), less salt, less sugar and more dietary fibre, but why, and why are we still not following the guidelines?

For example ‘5 a Day’ – everyone has heard about it, but why is recommended? The advice is to eat 5 or more different portions of fruit and vegetables each day. This can include a portion of fruit juice, canned or frozen fruit and vegetables. It a good idea to ‘eat a rainbow’ that means to eat a variety of different coloured fruit and vegetables at a time as they all contain slightly different nutrients.

Healthy heart

Fruit and vegetables are a good source of vitamins and minerals, including folate (folic acid), vitamin C and potassium. They’re an excellent source of dietary fibre. A diet high in fibre can also reduce the risk of bowel cancer. Fruit and vegetables are also usually low in fat and calories that’s why eating them can help you maintain a healthy weight and healthy heart.

Get cooking

So why is all of this so difficult to achieve? One reason is that many families don’t eat meals prepared and cooked

at home and rely on ready meals and takeaways. It is too easy (and more expensive) to purchase a meal ready to eat on the way home from work, but in reality ‘cooking from scratch’ can be very quick and easy. It may be that an individual does not feel confident to cook, but make small steps such as making simple salads. The sooner a child learns to cook the more confident they will feel and the more skilled they will become. Cooking is an ability which society should value as part of our cultural heritage. It is also a genuine life skill that enhances confidence, independence and pleasure to those who master it. Commercially prepared foods are generally high in trans fat, salt and sugar, so get cooking!

A whole school food policy

Food is an important part of healthy schools. Begin by developing a whole school food policy, which includes factors such as:

- the quality of school meals and food and drink consumed at school
- develop a broad food education that includes food provenance, sustainability and growing food in school
- teach all children to cook, which in turn will empower them to take control of their present and future health and well-being

A rainbow of vegetables

Four quick and easy recipes to try are:

Potato and beetroot salad – can make use of school grown produce and is good recipe for the youngest children to start with.

Beetroot contains a good range of vitamins and minerals; it is a powerful antioxidant, contains soluble fibre and can help to reduce blood pressure.

Red pepper salsa – is a good source of dietary fibre, vitamins and minerals, especially Vitamins C and A. The kidney beans also supply a good amount of protein.

Samosas – can make use of school harvested potatoes and onions. They can be made with frozen vegetables out of season, but school grown produce can be harvested and frozen for use at other times of the year. The bonus with this recipe is that it makes use of filo pastry that contains between 2% – 5% fat. The Samosas are then baked not fried.

Rainbow couscous – can be served as a salad, but because the couscous is a carbohydrate (with less calories than rice) and contains protein it can be a meal in itself with a rainbow of vegetables contributing towards the 5 a day goal.



Did you know?

Both saturated fat and trans fat increase bad cholesterol (LDL) and increase the risk of heart disease.

Did you know?

Monounsaturated fats can help the body to reduce the bad cholesterol (LDL) and increase the good cholesterol levels (HDL). Foods that are good sources of monounsaturated fats are olive oil, rapeseed oil, avocados and nuts.

“The sooner a child learns to cook the more confident they will feel and the more skilled they will become. Cooking is an ability which society should value as part of our cultural heritage.”



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Recipe



Rainbow couscous

This recipe serves 4 – 6.

Ingredients

- 250g Couscous
- 1 Dessertspoon bouillon powder
- 250ml Water
- Ground black pepper to taste
- 1/2 Red pepper – deseeded and chopped
- 1/4 Green pepper – deseeded and chopped
- 4 Spring onions – finely sliced
- 4 Tablespoons canned sweetcorn niblets – drained
- 4 Cherry tomatoes – cut into quarters
- 1 Tablespoon mint – finely chopped
- 1 Dessertspoon lemon juice
- 2 Tablespoons olive oil

Equipment

- Mixing bowl
- Measuring jug
- Dessertspoon
- Tablespoon
- Fork
- Plate or cling film
- Chopping board
- Sharp knife
- Serving bowl

How to make it

- 1 Place the couscous in the mixing bowl and place the bouillon powder in the measuring jug.
- 2 Measure 250ml of boiling water from the kettle into the measuring jug, stir until the bouillon powder dissolves and then pour over the couscous.
- 3 Cover the bowl with cling film or a plate and set it aside for 10 – 15 minutes.
- 4 Remove the cling film, or plate. Using the fork, separate the grains and allow the couscous to cool.
- 5 While the couscous is cooling, make the dressing by whisking together the oil and lemon juice. Add the prepared vegetables to the couscous. Stir in most of the mint and the dressing.
- 6 Spoon the Rainbow couscous into a serving bowl and garnish with the remaining mint.



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Recipe



Red pepper salsa

This recipe serves 6 – 8.

Ingredients

- 1 Red pepper – de-seeded and chopped
- 225g Can red kidney beans – drained and rinsed
- 1/2 Cucumber – chopped
- 4 Fresh tomatoes – chopped
- 4 Spring onions – chopped
- 1/4 Small bunch coriander – chopped

Equipment

- Can opener
- Sharp knife
- Chopping board
- Garlic crusher
- Mixing bowl
- Tablespoon
- Measuring jug
- Teaspoon
- Whisk or fork
- Lemon squeezer

For the dressing

- 2 Tablespoons olive oil
- 1 Clove garlic – peeled and crushed
- 3 Tablespoons wine vinegar
- Juice of 1 lime
- 1/2 Teaspoon Tabasco sauce
- 1/4 Teaspoon Worcestershire sauce
- Ground black pepper

How to make it

- 1 Whisk the dressing ingredients together and pour it into a mixing bowl.
- 2 Add the prepared salad ingredients and mix well.
- 3 Leave to stand for one hour to allow the flavours to develop.
- 4 Serve at room temperature.



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Recipe



Potato and beetroot salad

This recipe serves 4 – 6.

Ingredients

- 3 Tablespoons olive oil
- Juice of 1/2 lemon
- 1 Tablespoon fresh chives – chopped
- Black pepper
- 400g new potatoes – boiled in their skins and cooled
- 4 Medium sized beetroot – boiled, cooled, skinned and diced
- 1/2 Cucumber – diced
- 8 Cherry tomatoes – halved

Equipment

- Mixing bowl
- Teaspoon
- Tablespoon
- Wooden spoon
- Small bowl
- Knife
- Baking tin – lightly greased

How to make it

- 1 In a measuring jug, combine the olive oil with the lemon juice. Add 2/3 of the chopped chives and season with pepper.
- 2 Cut the cooked potatoes in half and place in a mixing bowl.
- 3 Add the diced cucumber, halved cherry tomatoes and beetroot to the potato in the bowl.
- 4 Drizzle the dressing over the mixture and garnish with the remaining chopped chives.



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Recipe



Samosas

These samosas are filled with spicy vegetables. In this recipe, the triangle-shaped parcels are baked in the oven rather than deep fried. This recipe makes 12 – 14 samosas.

Ingredients

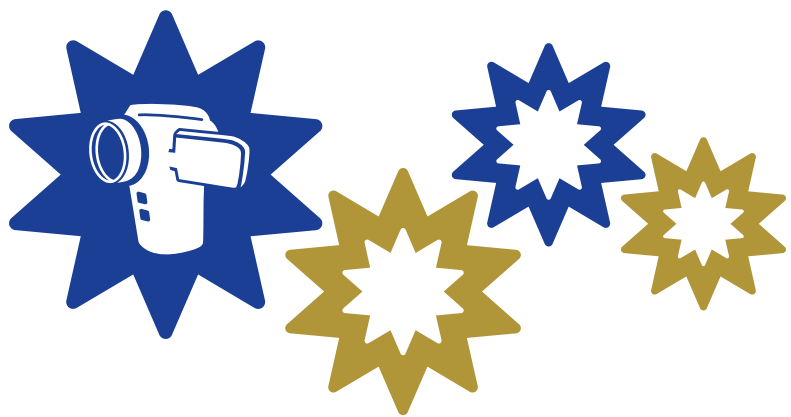
- Pack filo pastry
- 1 Onion – finely chopped
- 1 Level teaspoon turmeric
- 1/2 Level teaspoon ground cumin
- 1/2 Level teaspoon curry powder
- 1 Green chilli – finely chopped (optional)
- 4 Tablespoons vegetable oil
- 1 Medium sized cooked potato – diced into 1cm pieces
- 300g Frozen mixed vegetables – defrosted

Equipment

- Sharp knife
- Chopping board
- Teaspoon
- Wooden spoon
- Large saucepan with a lid
- Pastry brush
- Dessertspoon
- Baking tray
- Tablespoon

How to make it

- 1 Put the chopped onion in a pan with one tablespoon of oil, the spices and the chilli. Fry gently for 5 – 6 minutes. Remove from the heat.
- 2 Add the diced potato and the mixed vegetables and continue to cook for a further 4 – 5 minutes.
- 3 Heat the oven to 200°C/Gas 6.
- 4 Cut or fold a filo pastry sheet into a rectangle 8 – 10cm wide. Brush with a little oil. Place a dessertspoon of vegetable mix at the end of the strip closest to you. Fold over in triangles, sealing the ends with oil.
- 5 Place on a baking sheet. Repeat Step 4, until all the pastry and filling are used up. Brush each samosa with oil and bake for 10 – 20 minutes until golden-brown.



filmit and healthy living

Denise Evans, *filmit* Trainer, recommends some entertaining archive films which could stimulate children to record their own experiences of healthy living.

In September 2012, The Dairy Council launched a scheme in Scotland, urging young people to create social media films to promote healthy eating and exercise. The aim was to highlight the links between diet, physical activity, health and the environment. Dr Judith Bryans, director of the Dairy Council, said: ‘It is crucial that pupils get the right messages about the relationships between food, exercise and nutrition now, paving the way for a healthier life as they grow older.’

A medium they understand

Food education is helping young people understand the role food plays in their lives and educating them about where their food comes from.

Today’s teenagers live in a world of instant information. The internet, social media and blogs have opened a world of creative and interactive learning. Therefore, what better than the use of filmmaking, a medium that they understand, to convey key nutritional and environmental messages.

filmit is the perfect tool for young people to express their ideas and experiences about keeping healthy. Filmmaking develops children’s creativity, presentation and communication skills and thereby their emotional and physical well-being.

An optimistic portrait of a healthy lifestyle

Two archive public information films which will stimulate young people to make their own films about healthy living are ‘A Modern Guide to Health’ 1947 and ‘A Cruel Kindness’ 1963.

The 1947 film was created by animators John Halas and Joy Batchelor in the year before the NHS was launched. It shows the typical lifestyle of the 1940’s where the husband travels to work in a crowded bus and works all day slouched over a desk. It also focuses on the housewife whose daily routine is full of drudgery causing sleepless nights.

The film points out that good posture whilst sitting at the desk as well as when standing was vital for good health, eliminating aches and pains and improving body circulation.

The film promoted cycling to work; getting in as much walking as possible; making the most of weekends out of the smoky city, getting fresh air and having moderate exposure to the sun. Half an hour’s relaxation and an open window at night completed the picture.

Although the film painted a gloomy picture of post-war life with smoky cities and hard work, it was an optimistic portrait of a healthy lifestyle available to everyone no matter where they lived.



You can watch this film at:
www.wellcomecollection.org/whats-on/events/quacks-and-cures-2/public-information-films.aspx?view=modern-guide-to-health

A well-balanced meal to promote good health

‘A Cruel Kindness’ is another healthy lifestyle film which was produced in 1967 for the British Medical Association /British Life Assurance Trust for Health Education.

It begins in a playground comparing two children on the verge of obesity. It portrays a well-meaning mother who over-feeds her family with unhealthy food. It shows the family taking very little exercise and linking this with a poor expectation of life. The mother and father are also overweight and moving around causes them difficulty.

The film clearly shows that overweight children are at risk of a lifetime of ill-health. The film discusses the composition of food and the mothers lack of knowledge of a well-balanced meal to promote good health. It illustrates how busy mothers cut down on children’s exercise and try to show their love by giving sweets. The film shows how bad habits learnt at an early age stay with the child leading to problems in later life.

‘A Cruel Kindness’ might be seen as both simplistic and moralistic by today’s standards. It blames mothers and the family for obesity rather than the media-dominated lifestyles or packaged food. It thus provides an appropriate stimulus for an *askit* enquiry.



Today film is even more powerful

Through the decades, the message about healthy eating and lifestyles has been approached through the media of film. Today film is even more powerful due to instant accessibility to the web sites such as YouTube.

Through *filmit*, pupils can create their own films to illustrate their understanding and experiences of how to promote healthy lifestyles. This links well with *growit* and *cookit* which increases their knowledge about food and where it comes from.

“Filmmaking develops children’s creativity, presentation and communication skills and thereby their emotional and physical well-being.”



Visit www.openfutures.com and access the *growit* and *cookit* channels on the *filmit* web site to watch some healthy living films produced by children.

The Andy Cameron filmit award 2014 is open for entries

“Atlantic Productions is proud to support the extraordinary work of *filmit* in helping to develop budding young filmmakers in Britain and around the World to become the next generation of story-tellers.”

ANTHONY GEFFEN
CEO, Atlantic Productions

It's all about telling stories ... *The Andy Cameron filmit Award* celebrates children telling and sharing their stories, through film and animation, with other children in schools right across England and India.

Andy Cameron was a designer and educator fascinated by media and its effect on people's lives and the arts. From a career as a photographer he found himself teaching in a south London school when the first BBC Micros arrived in the classroom. In the late 1990s he set up the Hypermedia Research Centre at the University of Westminster, going on to contribute to the international understanding and application of then 'New Media'. He co-founded the influential Antirom collective; lead Fabrica (Benetton's Communication Research Centre) and worked at the intersection of the arts, advertising and self expression online.

Enthralled by what the advent of new technologies and creative opportunities meant for the general public he explored many avenues in the fields of interactive art and design and *filmit* was one such project – putting cameras into the hands of children and providing a platform for their stories to be shared and *The Andy Cameron filmit Award* celebrates his life.

The competition provides an annual focus and inspiration to celebrate children making films, children's creativity and children's voices.

There will be a top level judging panel including people from the film and TV industry and we'll have great prizes for winners and runners up.

Film entries can be in whatever style or genre you want them to be but they need to be short films maximum length 3 mins. There is no minimum length!

They can be short live action films, animations, drama, documentaries, a 'How to' video, a talking heads film ... your challenge is to find the style that suits your story!

This year's theme

**Don't THROW-IT!
Care-for-it, Fix-it, Save-It,
or Make Something Else With It**

Do you have something really special that you care for, that is at risk or broken. What will you do to care for it? How will you find a way to fix it? Will you save it or can you do something else with it?

It might be an object like a special toy or a building, a special friendship, a favourite bird or a custom or festival that is meaningful to you. It could be real or imaginary. The only guide for your film is that your story should demonstrate how you cared for it and solved the problem.

The children will find their own compelling, imaginative ideas and work them into 3 minutes of fabulous cinematic originality so the pressure is off for the teachers!

Films should be submitted online via the **filmit website** before the end of **February 2014**. Winners will be announced before **Easter 2014**. There is no limit to the number of entries each school can submit. If you are interested in entering email hello@openfutures.com to register your interest.

Full details, including age categories and deadline dates, will be sent to you soon.

**Let's get this award off to a flying start
WE WANT TO SEE LOTS OF ENTRIES!**

Open Futures Clusters

What is an Open Futures Cluster?

A Cluster is a group of Open Futures registered schools who indicate a willingness and interest in working with each other to promote, organise and deliver a range of CPD and training events associated with the Open Futures Learning Programme.

Clusters meet regularly to share experiences of:

- Initiating a skills and enquiry based curriculum
- Developing, delivering and sustaining the four strands of the *Open Futures* programme
- Addressing and resolving curriculum issues and challenges
- Evaluating and developing the curriculum through *Open Futures* sponsored classroom-based action research projects

There's an Open Futures Cluster close to you, why not join now?

For more information contact one of our Curriculum Team:

John Storey, National Training and Curriculum Director
john.storey@openfutures.com

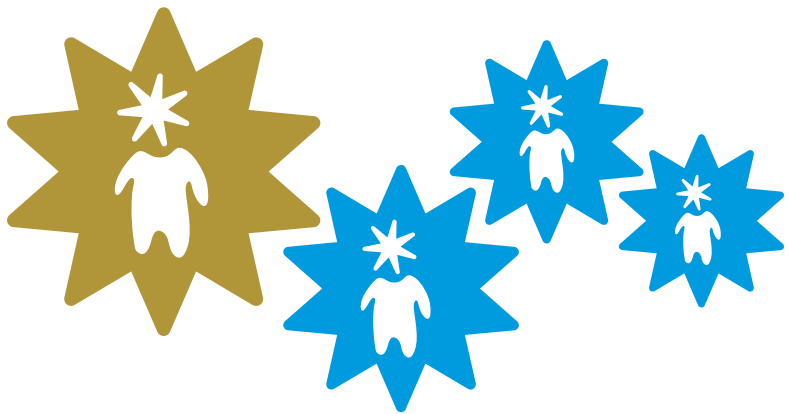
Sue Macleod, Curriculum Adviser, North
sue.macleod@openfutures.com

Bob Pavard, Curriculum Adviser, South
bob.pavard@openfutures.com

'News from the Clusters' will be a regular feature in all future editions of *openit*.



Open Futures



Open Futures People

Open Futures People is a regular feature in *openit*


Number three – The Chair of the Helen Hamlyn Trust and *The Open Futures Trust*



The Helen Hamlyn Trust recently celebrated its first ten years and it is fitting therefore that our regular *openit* column ‘Open Futures People’ should feature an interview with the founder of *Open Futures*, Helen Hamlyn.

The *Open Futures* Curriculum Programme was initiated by Lady Hamlyn and her Trust in 2005. Her vision and generous financial support through the Trust have enabled the programme to develop and it is now reaching over 35,000 children nationally. Lady Hamlyn is an inspirational leader and her energy and enthusiasm has been a driving force behind the development and growth of *Open Futures*.

Lady Hamlyn, thank you for agreeing to this interview especially at this very busy time in the Trust’s year. Can you first tell us about the origins of your Trust and some of the projects you have initiated during the past 10 years?


 In 1988 my husband Paul very generously gave me my own Foundation as my 50th Birthday present, this was central to establishing the Helen Hamlyn

Centre for Design at the Royal College of Art, now a global centre for inclusive design. Paul always had a strong sense of social justice and his own philanthropy over the years was a great interest, privilege and pleasure for both of us. The objectives of my Trust are to contribute to projects that are both innovative and pioneering and to help them establish a base from which they can grow. I am often asked why there is such diversity in the projects that the Trust supports. I can only say that they reflect both Paul’s and my interests and my efforts to find ways in which support from my Trust can help to ‘nurture innovation’ and through this, to improve quality of life.

In 2001 The Helen Hamlyn Trust was established following Paul’s death and continues to be supported by an annual grant from the Paul Hamlyn Foundation. We have initiated many projects since it was established. Ultimately I always back people; people with the right research, the right attitude and I suppose, because by nature I am a ‘doer’, I look to support projects with practical outcomes.

For the next ten years our most important project is *Open Futures* as I believe the education of children is paramount; if you don’t get the roots down into the soil properly, then the tree won’t grow.


Why did the Trust decide to create *Open Futures*?

 We were concerned that many older children and young adults did not have some of life’s essential skills, they lacked motivation and most importantly confidence to be aspirational in their outlook. On another level there were many young children who were not fortunate enough to be developing an understanding of food and where it comes from, or who enjoyed sharing a meal with others and talking around a table. Reaching children at the earliest stages of their education rather than waiting until they had become disengaged from education seemed obvious.

We wanted to develop an integrated approach with schools which would harness the wonderful curiosity that young children have, enable them to develop skills and values which would help them throughout their lives. Communication is a key life skill, so developing young children’s thinking and communication skills


through enquiry is at the core of *Open Futures*, enabling them to become independent learners. Helping children to understand where food comes from through growing it and cooking it, not only provides fun opportunities to apply the maths or science that they are learning, but provides essential life skills which bring further confidence. We are encouraging young children to develop curiosity, self-confidence and creative/enquiring minds so that they can leave primary school with a positive “I can” attitude instead of an ‘I can’t’ attitude to their learning and to problem solving.

What are your own memories of school?

 I was very fortunate, my parents sent my sister and me to a Montessori school. My mother knew Maria Montessori. In many ways this unique educational approach has definitely been in my thinking whilst we have been developing *Open Futures*. As a pupil I was encouraged to be independent, to learn by exploring, doing, discovering and problem solving rather than solely by relying on direct instruction. I think I understood at an early age that I wanted to be a designer; my education gave me opportunities to try to find ways to solve problems. Asking questions and seeking solutions to overcome problems is what life is all about and has helped me to develop resilience in my adult life and to think creatively in how to find solutions. I wanted these ideas to be part of *Open Futures* and also to introduce important activities like growing, harvesting and preparing food to share with others and filmmaking which is centred on communication.

The theme of this edition of *openit* is ‘Healthy Living’ encouraging children to develop more responsibility for their own health and well-being and the skills to achieve this.

How far does this aspect of *Open Futures* resonate or link with any other initiatives supported by your Trust?

 Very much. Healthy Ageing is one of the areas my Trust supports primarily through the Helen Hamlyn Centre for Design at the RCA. Independence and quality of life are central to a healthy life. The focus of the centre at the RCA started with design for the elderly and is now broader addressing the need for inclusive

design for all ages to improve peoples quality of life. My Trust is very involved with developments in robotic surgery with Professor Darzi at Imperial College. There is also a resonance with other projects we initiate in the arts, the restoration and reuse of historic buildings. It's important to have a perspective on the past and a relationship with the past as a link to the future. Many young people feel disconnected from their communities and their past and that's a great pity as it's a way of finding a sense of belonging and understanding.




Lady Hamlyn with Professor Darzi of the Imperial College and Lord Tony Hall, at the recent celebration of the 10th Anniversary of the Helen Hamlyn Trust.

Education underpins all the projects initiated by the Trust. It follows that the physical and emotional health of the community is a priority within all our projects. *Open Futures* is no exception and sees the Trust go full circle from it's early work with the elderly, to now working with very young children.

You have visited many schools, what is your impression of *Open Futures* in practice?

 As often as possible I visit *Open Futures* schools in different parts of the country. During all my visits I have been overwhelmed and inspired by the commitment of headteachers, teachers and classroom assistants who are doing such wonderful work often in very challenging circumstances. The development of *Open Futures* has always relied upon a secure and creative partnership between the Trust and the Headteachers we are working with. I am very grateful to our partners whose trainers support teachers professional development at a high level. There is no doubt that it is a partnership and it looks different in every school depending on the context and the community. It is a whole school programme and where it is most successful is when everyone in the school is contributing to putting *Open Futures* at the heart of children's learning. It is very important for me to see how schools are using the *Open Futures* approach to completely change how they shape their curriculum.

Finally, what next for *Open Futures*? How do you and your Trust hope and intend the initiative to develop during 2013 and beyond?

 Our vision for *Open Futures* is for long term change and sustainability. It's very important to the Trustees and me that we keep in contact with the schools who have joined *Open Futures* over the years and that we continue to learn from them. The education landscape has changed dramatically since 2010 and we need to be responsive to this. The priority is to

enable as many children as possible to benefit through *Open Futures* and to make the programme known to as many schools as wish to be involved in it. Currently we are working in six geographical areas in England and intend to increase the numbers of schools and develop how they work together within these clusters before extending into other regions. Supporting school partnerships in local areas is providing opportunities for schools to develop *Open Futures* together, particularly with the increase in Multi Academy Trusts so we continue to develop and will be supporting schools to do this too.

On behalf of the thousands of children and their teachers who have benefitted from the *Open Futures* programme we thank you and your Trust for the generous support given to establishing and developing *Open Futures*.



Viewing an interview with Lady Hamlyn filmed and edited by children at the 2010 National Conference of the *Open Futures* Trust

Meet Daren Bowyer, our new Chief Operating Officer



Daren was recently appointed as the *Open Futures* Chief Operating Officer

“I am delighted to be joining the *Open Futures* team at this exciting time in the programme's development – with a further cohort of schools about to join us and as we develop the strategy to allow us further to expand the *Open Futures* community, affordably and sustainably.”

Highly motivated teams

Although my career to date has been in rather different organisations – 26 years in the Army and the last four as an Oxford University bursar – the unifying feature is working with highly motivated teams to deliver a top quality service in support of others. Neither am I a stranger to pre-university education. For a start I've been married for nearly 24 years to Jill, a primary-trained teacher now delivering a skills programme in a secondary school. And with three children, leading the itinerant life of an Army family has meant we've directly experienced rather more schools than most – 9 primaries in 3 countries over 15 years.

I've also served as a governor in 4 different primary schools, in 3 local authorities in parent, LA and community roles.

Inspirational teaching

I have seen at first hand the difference inspirational teaching can make and how tailoring curriculum delivery to the varying strengths of individual children can improve motivation and enhance engagement. A programme that in the early stages of their education sparks interest and promotes a desire to learn.

Leveraging their natural inquisitiveness must surely offer children a better chance in life, establishing the foundations for learning that they can take forward to secondary level.

***Open Futures* is an inspirational programme and I look forward to helping shape and deliver its next phases.**

Daren can be contacted by phone on 01235 533168 or by email at daren.bowyer@openfutures.com

Healthy living, active learning – a case study

Healthy living, active learning

In the past many Open Futures schools achieved National Healthy Schools status, through the Healthy Schools Award Scheme. Here we visit St James' CE Academy, Wakefield, to hear how the Open Futures programme is helping them to become a health-promoting school.

The programme, which started in 1999 was intended not only to improve health but also to raise pupil achievement, improve social inclusion and encourage closer working between health and education providers in the U.K. The award no longer exists but many schools maintain the commitment to its original aims and values.

Currently, we hear much about the link between obesity and diabetes. Concerns are also being voiced about poverty and its impact on diet.

Sue Macleod spoke with Colleen Gibson, headteacher of St James' CE Academy, Wakefield, about how the *Open Futures* programme is helping them to be a health-promoting school. St James was one of the very first schools to become an *Open Futures* Centre of Excellence.

Thanks for agreeing to share your experiences Colleen. As an outstanding school, why was it important for St James' to have the Healthy Schools Award?

We felt that by going through the process of working towards becoming a Healthy School it would raise our whole school community's awareness of how we could promote the health and well-being of both pupils and staff. This dove-tailed into our on-going work around curriculum development, tailor making our curriculum to fit with our values and vision which promote learning and healthy lifestyle choices. The award itself sent out the message to the community that promoting good health and well-being are key values for our school.

Tell us more about your curriculum at St James'

We want our curriculum to reflect values in our community and wider society that promote personal development, equality of opportunity, economic wellbeing, a healthy and just democracy, and a sustainable future.

Our values relate to:

- **ourselves**, as individuals capable of spiritual, moral, social, intellectual and physical growth and development
- **our relationships**, as fundamental to the development and fulfillment of happy and healthy lives, and to the good of the community
- **our society**, which is shaped by the contributions of a diverse range of people, cultures and heritages
- **our environment**, as the basis of life and a source of wonder and inspiration that needs to be protected

'Our Curriculum' therefore explores and celebrates our core commonalities: the things that make us similar both as humans and as learners within our own geographical, historic, cultural, scientific and spiritual



context. At the same time the curriculum acknowledges the wider historic, geographical, cultural, scientific and spiritual context in which we live. It appreciates and celebrates the diversity of this wider context, acknowledging our contribution to it and identifying how it contributes to our lives.

Healthy Schools promotes our values by enabling us to develop an ethos and environment that supports the health and well-being of all. It also enhances learning through our curriculum delivery by helping our children and staff to develop healthy and positive behaviours. It also helps to promote social inclusion and contributes to sustained whole school improvement.

What kinds of activities within *askit*, *growit*, *cookit* and *filmit* have supported healthy living and could you tell us something about them please?

Open Futures has helped us to develop knowledge and skills around PSHE, physical activity, emotional health and well-being and healthy eating.

Through *growit* children grow healthy, nutritious fruit and vegetables. These are creatively combined through our *cookit* recipes. Children also learn about the importance of food hygiene and safe handling of garden and kitchen tools.

A sense of enjoyment and achievement and, therefore the feelings of well-being, can be brought about by cooking, gardening and by filming.

Physical exercise is encouraged by gardening and the joy of being out in all weathers, properly attired. *askit* has enabled deep thinking and questioning around issues relating to drugs education, Fair Trade, deforestation and food miles.

'Open Futures has helped us to develop knowledge and skills around PSHE, Physical Activity, Emotional Health & Well-being and Healthy Eating?'



Here is an example of how the *Open Futures* strands are planned across the school:

	growit	cookit	filmit	askit
UFS Ourselves	Introduction to the garden. Tidy, water and harvest vegetables. <i>(Physical exercise, well-being)</i>	Read Handa's Surprise. Make fruit kebabs with the fruit from Handa's basket. <i>(Healthy eating)</i>	Film making the fruit kebabs. Children to introduce recipe and ingredients. <i>(Healthy eating, well-being)</i>	Introduce the concept of P4C. Ask questions about Handa's surprise. <i>(Emotional health)</i>
KS1 On Safari	Investigation - Can we grow African foods in England? Plant potatoes and yams and see which ones grow! Alternatively you could try to grow pepper plants inside. <i>(Healthy eating)</i>	'Recognise how Africa is linked to the UK through food'. Rice dish using vegetables originating from Africa as well as vegetables grown from the school garden. <i>(Healthy eating)</i>	Record the evidence for the <i>growit</i> investigation by filming it.	'After reading bible stories about nature and the world' Reflect and ask questions. <i>(Emotional health and well-being)</i>
LKS2 Fiesta Time	'Construct a range of musical instruments, including those associated with Mexico e. maracas and guitars' Use the seeds associated with Mexican foods to create the instruments. Observe and discuss as making.	'Discuss the customs, food, festivals and beliefs' Create own Mexican food using English food - Green pea pate and salsa and sour dough bread. <i>(Healthy eating)</i>	Film the Aztec market created during Mantle of the Expert.	Discuss and ask questions about the ethics of food miles, eg Mexican food getting to our supermarkets and affect it has on the environment. <i>(Emotional health and well-being)</i>
UKS2 Fair Trade	'Green plants need light to grow well food chains and food webs.' 'Still life drawing' Plant seeds and harvest food from the school garden. <i>(Physical exercise)</i>	Adapt a simple recipe in order to make a food product that incorporates fair trade produce'. Make Fair Trade chocolate chip muffins <i>(Healthy eating)</i>	<i>filmit</i> Week	'Fair Trade is making quality of life and investment for the future' Discuss fair trade issues (see Focus on Food magazine) <i>(Emotional health and well-being)</i>

How would children and teachers comment about the experiences they have in your school, related to your Healthy Schools policy?

Pupils consistently tell us:

- They feel safe in school
- They know there is someone they can talk to if they have a problem
- They feel 'listened to'
- They know school attendance is important and school is a happy place

- They enjoy their learning
- They love the curriculum 'Focus Weeks', eg Healthy Café Week, The Great Outdoors, Health and Safety week
- They really value gardening and cooking
- They enjoy the extra curricular activities such as cooking club, gardening club, benchball, netball, football
- Children in years 4, 5 and 6 value the summer term curriculum enrichment programmes such as Heart Start, Sex and Relationship Education and Bikeability



Staff feel that the curriculum is cohesive and meaningful. They make the most of cross-curricular links through a thematic approach.

Our Healthy School work and *Open Futures* fit naturally into our holistic approach and are not viewed as 'bolt-on'. This supports the children in laying good foundations for their future health, well-being and success.

Many thanks Colleen for talking to openit about St James' Academy, a health promoting school and a flagship school for Open Futures.

Shakespeare Schools Festival – filmit 2013

SSF filmit with Open Futures

Open Futures, in partnership with the Shakespeare Schools Festival (SSF), is pleased to announce a unique and exciting filmit initiative.

During the next few months children in five *Open Futures* schools will have the opportunity of participating in the 2013 Shakespeare Schools Festival season.

Pupils will perform abridged Shakespeare plays, directed by their teachers (fully supported by the SSF) for an audience of family and friends in professional theatres.

However, in addition, special filmit teams from each of the five schools will be recording the planning, preparations, rehearsals and final performance and editing together a ‘Production Diary’ of the whole experience.

The films will be shown on the *filmit* and SSF websites and archived by the SSF as a record of the 2013 season. This initial, relatively small-scale, *filmit* pilot has a further significant purpose. We hope it will inform plans to enable lots of schools to get involved with using film to capture and record their SSF experiences in 2014. (23 April 2014 is the 450th anniversary of the birth of William Shakespeare).

The five *Open Futures/filmit* schools participating in this year’s Festival are:

- **Tangmere Primary School Academy,** Chichester, West Sussex
- **St. John the Baptist C of E Primary School,** Findon, West Sussex
- **Crigglistone St. James CE Primary Academy,** Wakefield
- **Towngate Primary School,** Wakefield
- **Southdale C of E Junior School,** Wakefield

If you are interested in hearing more about this unique *SSF/filmit* initiative contact John Storey, john.storey@openfutures.com

“SSF is now an essential part of our Year 6 curriculum.”

Catherine Green

Headteacher, St. Joseph’s Primary School, Greenwich

“Every child in every school ought to have the chance to experience this magical process. I couldn’t be more delighted to hear that it’s activities are expanding, it’s reach getting even wider.”

Philip Pullman

Writer and Shakespeare Schools Festival Patron

Shakespeare Schools Festival

The Shakespeare Schools Festival Charity

Over the last 13 years, the Shakespeare Schools Festival has enabled over 100,000 8 – 18 year olds to perform half-hour abridged Shakespeare plays, directed by their teachers, for an audience of family and friends in professional theatres.

SSF provide the scripts, resources, training and framework you need to direct Shakespeare with your students and 2013 promises to be the biggest and best Festival yet.

We are pleased to announce that 400 spaces are available to Primary Schools in 2013.

By making the Festival non-competitive, SSF is able to specifically target disadvantaged children and schools. Their workshops offer teachers the tools with which to engage a whole class, of whatever age, stretching the gifted and talented and giving SEN students and the disengaged opportunities for effective learning. SSF challenges students to prove their potential and to represent their school in the community.

The Festival offers a learning opportunity for teachers as well as pupils, providing staff with the confidence and skills to tackle both the language and the production of Shakespeare’s most exciting plays.



Why did my school get openit?

This might be because your school is in, or close to, Birmingham, Hull, Manchester or Newham where the *Open Futures* Trust is currently sponsoring a Curriculum Development Partnership initiative.

If you interested in hearing more about the partnership, or wish to explore ways of introducing the *Open Futures* Skills and Enquiry Learning Programme into your school, either visit www.openfutures.com or email hello@openfutures.com.