

CONNECTING CLASSROOMS



Peace, Justice and Strong Institutions

Using pupil voice to build an inclusive school
ethos that can travel beyond the classroom

PEACE, JUSTICE AND STRONG INSTITUTIONS

Using pupil voice to build an inclusive school ethos that can travel beyond the classroom

WHAT YOU WILL FIND HERE

A practical project that you and your pupils can use to help develop their creative thinking and school ethos of equality, participation, fairness and shared responsibility. This is presented within a structure that can help your pupils be proactive participants in their school and develop some of the core learning skills needed in the 21st century, such as: citizenship; creativity and imagination; communication and collaboration; critical thinking and problem solving; digital literacy; and pupil leadership and personal development.

There are also opportunities to use strategies that have a track record of raising standards at a low cost¹, and an opportunity to implement a critique and feedback model of practice to create a culture of excellence.²

OVERVIEW

This unit of work focuses on empowering pupils to have and use their voice, and to express their views, feelings and wishes. They will have their views considered and taken seriously through a creative process. They will work together through this process to respond to a challenge and lead their own learning. A case study example of this type of learning in action can be found on page 15.

This unit will also support you in ensuring that your pupils have a better understanding of Sustainable Development Goal 16. This goal focuses on 'peace, justice and building effective, accountable and inclusive institutions at all levels', with 'responsive, inclusive, participatory and representative decision-making at all levels'. This unit can help your pupils contribute to making Goal 16 a reality in your school.

This project provides a practical structure for pupils to:

- think through their rights and responsibilities
- take the lead and see a project through to its conclusion
- review and improve their ideas
- celebrate success and learn from failure.

To enable this to happen, you will need to use responsive teaching strategies, such as: being reflective; challenging and supportive; stepping back and working alongside in preference to directive strategies such as leading, instructing and giving information.

AGE RANGE

10 -14 years

TIME

Six lessons of 60 - 90 minutes each

To develop greater pupil creativity and provide more opportunity for a deep learning experience, giving a longer time would be better, although if necessary the process can be shortened. The timing above can be lengthened or shortened; a longer time will lead to greater pupil creativity and more opportunity for deep learning.



LEARNING OBJECTIVES AND CURRICULUM ALIGNMENT

The focus of this unit is to help pupils to understand what they can contribute to their community by taking a lead and organising a project. It has a clear focus on how pupils learn, in particular the skills and capacities needed to be creative. Creativity is achieved by working constructively with others to generate ideas, selecting the best idea for development, working it through to completion and reflecting on the process and outcome. Thoughtful pupil self-reflection and shared reflection throughout the project will be key parts of the process.

DRAFT LEARNING OBJECTIVES

Creativity and imagination – helping pupils to become more inquisitive, persistent, imaginative, collaborative and disciplined.³

Citizenship – helping pupils to develop the skills needed to contribute constructively to society and bring about positive change.

Critical thinking – helping pupils develop the ability to think clearly and rationally about what to believe and what to do; engaging in reflective and independent thinking, making logical connections between ideas.

Please revise these objectives and add subject-related objectives as necessary. For example, you could use the unit as a focus for a writing project or a music composition.

PLANNING THE UNIT AND COLLABORATING WITH COLLEAGUES

This unit can be used individually, in collaboration with colleagues in your own school or with teachers delivering the same unit in another school or another country.

Potential collaboration with partner school

Discuss with colleagues in the partner school how some joint working could take place, for example:

- encourage a partner colleague to run a similar project in parallel with you – share ideas and progress online
- use the partner school's pupils as consultants – a sound board for ideas and challenges, an audience for reports, and to generate feedback
- develop a reciprocal relationship with pupils in the partner school – they give feedback on your project and your pupils give feedback on theirs
- compare and contrast school visions and applications of peace, justice and inclusion.

Summary

Here are the suggested steps for planning the unit and collaborating with other teachers in your school or a partner school.

1. What do we want pupils to learn?
2. What would be the best way for them to learn this?
3. How will we know what they have learned?
4. What resources do we need?
5. What did pupils learn during the unit?
6. What other reflections do we have about the unit?

Please use the planning template below to reflect further on these questions.

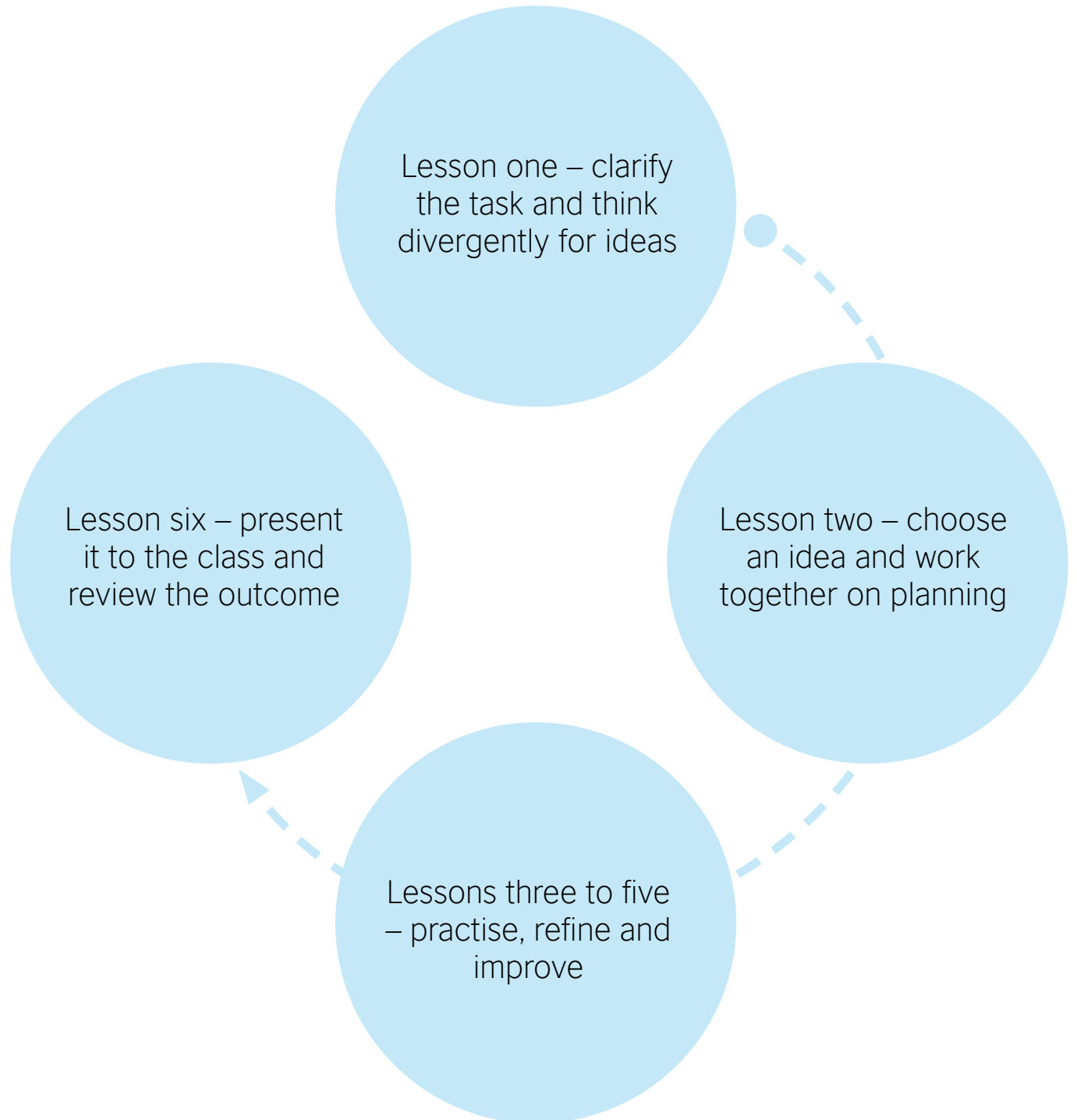
TEACHER'S PLANNING TEMPLATE

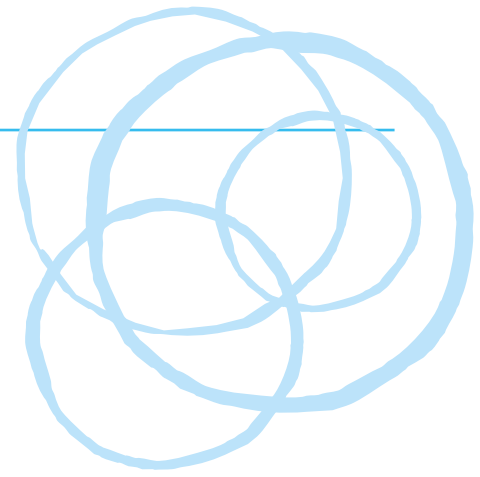
This can be used individually, in collaboration with colleagues in your school or your own country, or with teachers teaching the same unit in your own country or another country.

Question	Notes	Your thoughts
<p>1. What do we want pupils to learn?</p>	<p>Think about the most important learning objectives for this unit.</p> <p>Read through the materials that have already been created and consider what is most important for your pupils to learn.</p> <p>Reflect on the objectives suggested around dispositions of the creative mind, pupils as proactive learners and the emphasis on meta-cognition. Revise them if necessary.</p> <p>Consider the standards of your National Curriculum and reflect upon which standards can be met through this unit.</p> <p>Be realistic about the time that you have available for this unit and what can be achieved in that time.</p>	
<p>2. What would be the best way for them to learn this?</p>	<p>Think about the learning activities that would be most effective for your pupils, for example:</p> <p>What is the best way for them to approach working collaboratively?</p> <p>How can pupils best learn about the processes for decision making in a group of equals?</p> <p>How this could be used as an opportunity to practise creative thinking, ideas development and self-reflection.</p>	
<p>3. How will we know what they have learned?</p>	<p>Use the suggested Observation Journal format, an example can be found on page 12.</p> <p>Use the pupils' self-reflection prompt sheet before and after the unit.</p> <p>Consider what sort of evidence you would need to see that pupils have learned the knowledge, skills or attributes you would like them to learn.</p>	

Question	Notes	Your thoughts
<p>4. What resources do we need?</p>	<p>Given the learning activities you are planning, think about the resources you will need.</p> <p>People – who would you like to engage in the unit, so that pupils can learn to work with peers and others?</p> <p>Written materials, examples and inspiration – what additional materials would be beneficial to your pupils in this unit?</p> <p>Places – are there accessible places where your pupils can work and try their ideas?</p> <p>Examples – where can your pupils see drama or other art forms used to give a strong social message?</p>	
<p>5. What did pupils learn during the unit?</p>	<p>During and after the unit, think about what pupils learned as part of this unit.</p> <p>To what extent did pupils meet the learning objectives of this unit?</p> <p>What other, surprising things did pupils learn?</p> <p>Were pupils confused by anything?</p>	
<p>6. What other reflections do we have about the unit?</p>	<p>During and after the unit, think about what went well with this unit and what could have been done differently, for example:</p> <p>Which learning experiences were particularly valuable?</p> <p>Were the learning activities appropriate? What worked well?</p> <p>What would you do differently next time?</p> <p>What has it highlighted for future learning needs?</p>	

PROJECT OVERVIEW





LEARNING MATERIALS THAT HAVE BEEN CREATED FOR THIS UNIT

<p>Before lesson one</p>	<p>Use the Self Review Prompts from Resource sheet 1 on page 17 for your baseline assessment.</p> <p>Negotiate an audience for the final session, including a member of the school leadership team who is receptive to hearing ideas from pupils on promoting even greater peace and justice in the school.</p>
<p>Lesson one: Clarify the task and think of ideas</p>	<p>Describe the link between the project and UN Sustainable Development Goal 16. Set the challenge:</p> <p><i>Create a short play that demonstrates how our school could be even more peaceful, inclusive and just.</i></p> <p>Put pupils into groups and ask them to brainstorm as many ideas as possible for:</p> <ul style="list-style-type: none"> • making the school more peaceful, inclusive and just • the format for their drama.
<p>Lesson two: Select an idea and devise an ordered action plan</p>	<p>Using the brainstorm from the previous lesson, ask pupils to discuss their ideas with the aim of choosing one to develop further. If necessary, they can vote for this idea.</p> <p>Once they have decided on their idea, ask your pupils to plan exactly how they are going to do it:</p> <ul style="list-style-type: none"> • What tasks have been assigned? • What will each person be doing? • What resources are needed
<p>Lessons three to five: Practise, refine and improve</p>	<p>Pupils will need to take responsibility, try things out, work together and sometimes on their own. They should reflect constructively on their own and each other's approaches to learning.</p> <p>Teachers will need to use a range of strategies during these sessions, from supporting, encouraging and listening, to questioning, challenging and giving good feedback. These strategies will depend on pupils' needs.</p>
<p>Lesson six: Present to an audience and review the outcome</p>	<p>Each group presents to the rest of the class, plus a senior manager, and receives feedback.</p> <p>Ask pupils to review their work under two headings:</p> <ul style="list-style-type: none"> • It went well because • It would have been even better if <p>Finish with pupils using their self-reflection prompt sheets on page 17 and re-scoring themselves. Collect the information and compare with your own observation notes to track and describe change.</p>

LESSON 1

Clarify the task and think of ideas

PUPILS WILL:

- understand the key objectives for the unit of work
- appreciate the opportunities it provides for them to use their voice to influence the world around them
- understand the challenges and constraints of the project
- establish groups
- choose a challenge to work on
- generate ideas using spider diagrams
- expand ideas by using 'What if?' thinking.

NOTES ON CORE SKILLS

This project combines three distinct skill sets and experiences for pupils. They will be:

- exercising and using their voice, considering other people's ideas
- working through a creative process collaboratively and letting imagination run free
- looking at the challenge from different perspectives to coming up with ideas
- evaluating the practicality of ideas
- reflecting on and understanding how they learn (metacognition).

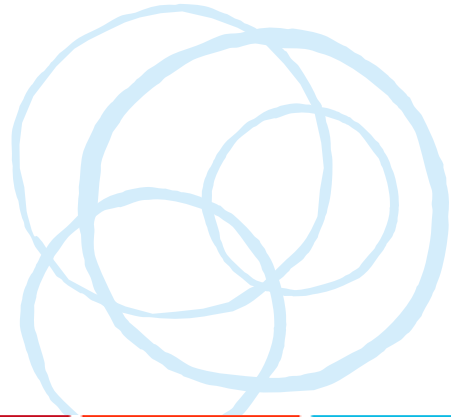
This lesson encourages pupils to be proactive and independent in their learning. They will be taking the lead and working the task out for themselves. It is therefore important that they listen to each other's views and that everyone takes part in decision making.



Step 1

Show pupils the 17 Sustainable Development Goals (SDGs). Explain that these are the goals that identify some of the biggest challenges around the world. They were agreed in 2015 by the United Nations and have been set as goals to be achieved by 2030.

Explain to pupils that they are going to be working in groups on an aspect of SDG 16: Peace Justice and Strong Institutions. If they produce a quality project effectively, they may be able to make their school a better place – it is a real-life opportunity, not just a theoretical exercise.



Step 2

Explain to pupils that they will be working together in groups of six and introduce the challenge:

Create a short drama that demonstrates how your school could be even more 'peaceful, inclusive and just', in line with SDG 16.

Points to think about:

SDG 16 is dedicated to the promotion of 'peace, justice and building effective, accountable and inclusive institutions at all levels', with 'responsive, inclusive, participatory and representative decision-making at all levels'.

What are the key words in this description?

What does this mean in your school?

How peaceful is it? Is this the case for everyone involved in the school and is it always the same?

How inclusive, participatory and representative is it? Who asks, who responds and who gets listened to – who decides on things?

How just is it? Is everyone treated fairly and, when there are problems, how do they get resolved?

How responsive is it? To changes in the outside world or to the concerns of those in the school?

What do you think needs to change, and what ideas can you come up with to improve things – think about how things would be 'even better if ...'

Finding fault can be much easier than finding solutions. What ideas can you and your group come up with, to help:

- you and your fellow pupils be even more peaceful?
- your school be even fairer and even more open to the ideas and opinions of others?

Do you need to do some research? For example you could:

- ask people from other groups about their views
- find out why things are the way they are in your school.

Think about your short drama:

- Who will you perform to and how long will you have to perform?
- Who has skills and talent in drama?
- What form could the drama take – a story, a fairy tale, a tableau, a mime, a reading, an advert, a report, a song, a debate?
- What balance could you have between words and actions?

Step 3

In their groups, ask pupils to discuss their ideas and use spider diagrams to record them. Give them two main headings:

A more peaceful, inclusive and just school.

Ideas for the drama.

End the lesson by asking pupils to give some more thought to the challenge before the next lesson. Each of them needs to decide on the idea they would most like to work on and why. They need to include their thinking both about the idea for the drama and the form they think would be best for it. They will present this decision to their group in the next lesson.



LESSON 2

Select an idea and devise an ordered action plan

PUPILS WILL:

- as a group, decide which idea to take forward
- construct and agree an action plan
- allocate roles based on leadership for the task and commit to next steps
- reflect on different approaches in the group.

NOTES ON CORE SKILLS

This session helps pupils to select and plan. Although there may be differences between having ideas and realising them in reality, pupils need to develop both approaches. This lesson focuses on:

- thinking through a process logically
- agreeing roles
- constructing an action plan
- making individual plans of action.

There will also be an opportunity for pupils to reflect on their own learning and consider how they are going to use the rest of the project to develop their range of learning strategies.

Step 1

In their groups, ask pupils to take turns to present the idea they would most like to work on and why. Pupils should talk about both the idea for the drama and the form they think would be best in their presentation.

Set a short time for each presenter (2 minutes is suggested). Provide pupils with **Resource sheet 2** on page 18 to make notes against each presenter. At the end of their presentations, each group needs to discuss the ideas and decide which one they are going to take forward. They may wish to vote on this if necessary.



Step 2

Each group should now have an idea that they have thought about, discussed and agreed that they are going to take forward. This idea should include both the idea for the content of the drama and the form it will take. Next, ask each group to devise an action plan that shows who does what by when, with important points and dates using **Resource sheet 3** on page 19.

Step 3

Finish by asking pupils to discuss their contributions during the first two sessions, using the criteria from **Resource sheet 1** on page 17.



LESSONS 3-5

Practise, refine and improve

PUPILS WILL:

- research
- drive the process
- try things out
- use draft workings and rehearsal, and critique to change and improve work
- work together and alone
- take responsibility for parts of the project
- ask for and give support to peers
- reflect on and improve their own approaches to learning
- experience challenge and develop resourcefulness.

NOTES ON CORE SKILLS

These three lessons are the heart of the unit as pupils will take the lead. Lessons one, two and six provide a structure that should enable the pupils to take part in a creative process and these lessons leave the core of the work to them.

Encourage pupils to be:

- **inquisitive** – wondering and questioning, exploring and investigating, and challenging assumptions
- **persistent** – sticking with difficulty, daring to be different and tolerating uncertainty
- **imaginative** – playing with possibilities, making connections and using intuition
- **collaborative** – sharing the product, giving and receiving feedback and co-operating appropriately
- **disciplined** – developing techniques, reflecting critically and crafting and improving.⁴

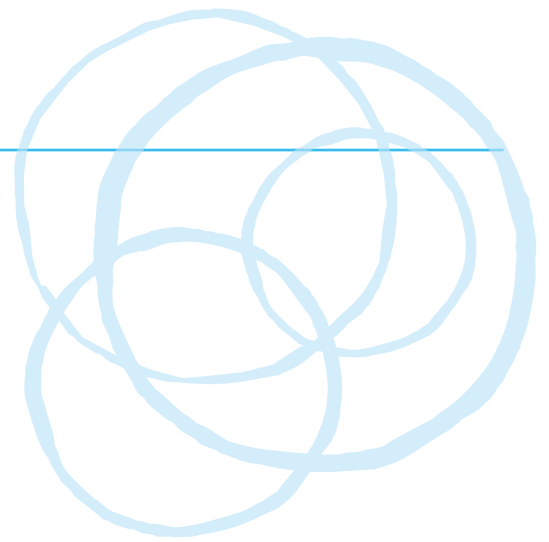
As far as possible, you should step back rather than forward. You will need to use a range of strategies during these sessions, from supporting, encouraging, listening, questioning and giving good feedback, to challenging, advising and occasionally leading if necessary.

Look for opportunities to:

- model the behaviour and approach that you want from the pupils
- encourage your pupils to be teachers by passing on their learning to others
- use mistakes or wrong turnings as key learning opportunities
- describe and discuss the learning process itself
- encourage pupils to think through and explain their ideas
- support pupils to critique their work, for example looking for strengths and areas to improve.

Use an observation and reflection journal similar to the example below to keep track of pupils' work, progress and interventions.

Observation of what happens.	Reflection on what has happened.
Done at the time	Done at the time or later
Notes: <ul style="list-style-type: none"> • important pupil actions – positive or negative • interventions that you make or questions that you ask. 	Notes: <ul style="list-style-type: none"> • what seems significant from your observations • responses to your interventions • notes to yourself for further intervention or closer observation.



Step 1

At the beginning of Lesson 3, start with a summary of progress so far and some advice for pupils about the process they will be involved in. Remind them that:

- every group has an action plan which needs to be used – it can be changed but not ignored
- the success of the group depends on everyone committing to it and working well together
- the drama will not happen on its own and the teacher will try hard not to tell them what to do – so they have to take the lead
- there are likely to be mistakes, frustrations and problems but they need to be learned from and managed.

This might seem quite daunting for some pupils so reassure them that there is support available in areas such as:

- help in reviewing and critiquing their work
- advice if they are trying to do something that will not be acceptable within the school
- useful questions and pointers.

Remind them that as their teacher you do not have all the answers but you are willing to work alongside them.

In addition, remind pupils that there are limitations to the project, in particular that:

- there are three lessons before the presentation
- they have to work within the current school ethos
- there are limited resources (these will depend on the individual school).

Step 2

Set your pupils to work and stand back to observe what happens, making notes in your observation journal. Look out for pupils who are:

- confident enough to get going and are able to organise their groups around them
- not entirely sure what they are doing but are doing something
- alarmed by the task and need support
- lost and need support
- not using their action plans.

Decide on the interventions that would be most helpful – not stepping in too quickly and as far as possible not providing definitive solutions, but rather enabling pupils to find their own pathways to successfully addressing issues..

Step 3

Look for opportunities to ask questions that will move pupils forward in their thinking, see **Appendix 1** on page 16 for some guidance on questioning.

Towards the end of the three lessons, you will need to help and challenge pupils to refine their presentations ready for performance. Up to this point, the focus for you and your pupils has been mainly on the process, however the quality of the outcome is also important.

Step 4

At the end of each lesson, leave time for pupils to review what they have achieved:

As a group – how the project is going and whether their action plan is working for them.

Individually – how it is going for them personally and whether they are developing their capacity for thinking and working creatively. Use the self-review prompts on page 17 to help pupils think through their progress.

LESSON 6

Present the project to an audience;
review the process and outcome

PUPILS WILL:

- present their work to its highest level of performance
- review the outcome and its impact
- review the process and their learning.

NOTES ON CORE SKILLS

This session focuses on two key aspects of the creative process:

The impact of pupils' work and whether it achieved its purpose – in this case to help improve peace and justice in the school – and how it could have been even better.

Pupils' learning from the process, as individuals and as groups working together.

Step 1

Ensure that the audience and performance space is organised. Brief the senior member of the leadership team and arrange for them to give some feedback to each group on the impact of their drama, including whether it might influence school policy and practice. You will need to decide whether to organise any audience feedback, for example the awarding of points for ideas, persuasiveness or entertainment.

Step 2

Keeping the atmosphere upbeat and positive, organise the session so that each group has adequate time to perform and collect feedback. Use the time to continue with your observations and reflections, ready for the reflection session afterwards.

Step 3

Congratulate pupils on their projects and presentations – establish a positive atmosphere. Use some anecdotal incidents (that you will have noted in your observation journal) to help create the positive atmosphere.

Ask pupils to reflect on their success. Keep the focus on learning with prompts such as:

- What went well and why?
- What have we learned through doing this?

Ask the pupils to use their reflections and work in their groups using spider diagrams to review their project under two headings:

Outcome – did it work – did it have an impact on the peace and justice in our school?

What went well and why?
What could we have done even better?

Journey – what went well and why?

What have we learned through doing this project?
What would have helped us learn even more?

Step 4

Finally, pupils should look back at their original self-review prompts and reassess themselves. Ask pupils if they have noted any improvements. Use your observation notes to contribute to this review.

Record their scores as part of your assessment of the project and present a short report or review to the school leadership. When doing this, emphasise the hidden learning that has taken place in the process and preparation – the creativity, thinking, discussion, drafting, redrafting, and teamwork – and the various issues you observed, nurtured and developed during the sessions.

CASE STUDY

Creativity in learning and teaching



CapeUK, working with Government funding through the Creative Partnerships programme, ran many projects and programmes that had four main ingredients:

1. Creativity – pupils taking a lead in their own learning, coming up with ideas and finding ways of making them happen.
2. Partnership – teachers working with colleagues and experts from outside of the school.
3. Reflective practice – all participants, including the adults, reflecting on their work and learning.
4. The arts – particularly the side of arts practice that is about invention and coming up with new solutions and unusual products.

CapeUK has hundreds of case studies of these projects and their outcomes. In one programme, the Creativity Action Research Awards, a primary school in Derbyshire in England ran a project with its 10 and 11 year-olds. They worked with a business and enterprise consultant to investigate the impact of a project that had real demands and outcomes, i.e. running a small

business. The main focus for the school was how this impacted on pupils' writing. The pupils set up a company called 'Spuds' to make food and sell it for a profit, with proper business planning and start-up funding from the local High School. This generated great interest in the school and the local community, including a feature on the BBC's Breakfast Time and a Business 'Oscars Night' for the students.

The question that emerged for teachers during the project was how success in one area of learning could transfer to others – whether there were strategies for linking learning skills across subject boundaries. The answer to that question also emerged during the project. Using the project as a focus for writing provided good content for their work, but building pupils' resourcefulness, confidence, resilience and self-reflection had much greater impact on them both as learners and as writers. As pupils developed the creative mindset to become more independent and collegiate workers, it helped them to achieve across the curriculum. The project also gave them a real-life purpose and audience for their writing and a strong incentive to make it effective.

APPENDIX 1

Using questioning to stimulate learning⁶

1. Questions that seek clarification.

Can you explain that...?	Explaining
What do you mean by...?	Defining
Can you give me an example of...?	Giving examples
How does that help...?	Supporting
Does anyone have a question...?	Enquiring

2. Questions that probe reasons and evidence.

Why do you think that...?	Forming argument
How do we know that...?	Assumptions
What are your reasons...?	Reason
Do you have evidence...?	Evidence
Can you give me an example/counter-example...?	Counter example

3. Questions that explore alternative views.

Can you put it another way...?	Re-stating a view
Is there another point of view...?	Speculation
What if someone were to suggest that...?	Alternative views
What would someone who disagreed with you say...?	Counter argument
What is the difference between those views/ideas...?	Distinctions

4. Questions that test implications and consequences.

What follows from what you say...?	Implications
Does that fit with what we said earlier...?	Consistency
What would be the consequences of that...?	Consequences
Is there a general rule for that...?	Generalising rules
How could you test to see if it were true...?	Testing the truth

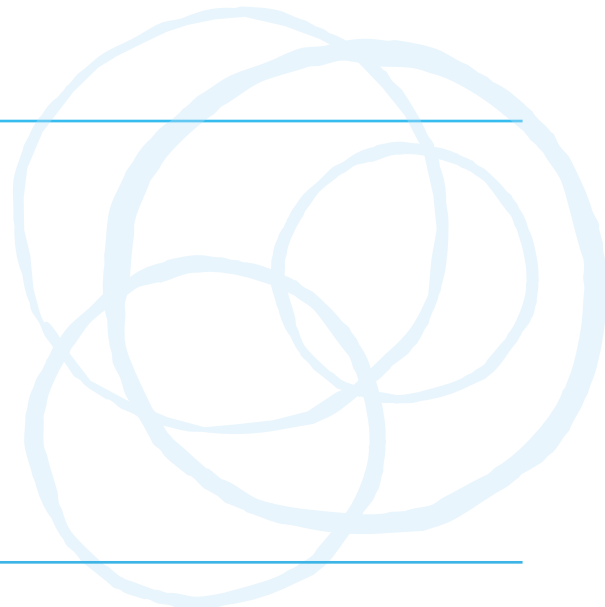
5. Questions about the question/discussion.

Do you have a question about that...?	Questioning
What kind of question is it...?	Analysing
How does what was said help us...?	Connecting
Where have we got to...?	Summarising
Who can summarise so far...?	Summarising
Are we any closer to answering the question...?	Coming to conclusions

RESOURCE SHEET 1

Self-review prompts

	Need to work on this (1 point)	Not quite there (2 points)	Quite good (3 points)	Very Good (4 points)
Being confident enough to say what I think				
Coming up with good ideas and explaining them				
Building on other people's ideas				
Thinking through tasks in an ordered and logical way				
Foreseeing problems and preparing for them				
Staying positive and not giving up				
Working hard with others to improve things				
Overcoming disappointment and frustration				
Being usefully self-critical to improve outcomes				
Giving useful feedback to others to improve outcomes				
Total points				



RESOURCE SHEET 2

Notes on ideas

Name _____

Name of presenter	Idea	Suggested form of drama	What do I think?

RESOURCE SHEET 3

Action Plan

Dates	What needs to be done?	Who will do it?	By when?	Notes

REFERENCES

- ¹ Metacognition and self regulation; collaborative learning; effective feedback - Educationendowmentfoundation.org.uk. (2016). *Teaching & Learning Toolkit | Education Endowment Foundation*. [online] Available at: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/> [Accessed 19 Apr. 2016].
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This project was part-funded with UK aid from the British people. The Department for International Development (DFID) leads the UK's work to end extreme poverty. We are tackling the global challenges of our time including poverty, education for all, health, climate change, gender equality and peace and justice. UK aid is helping to build a safer, healthier, more prosperous world.

CONNECTING CLASSROOMS

Connecting Classrooms offers a range of free downloadable classroom resources available to all teachers across the world. These resources, based on the United Nations Global Goals for Sustainable Development, have been designed to adapt to any curriculum. They offer creative and engaging ideas to bring knowledge and core skills to life in the classroom and inspire students to take action on global issues. Find out about our global learning resources designed to address topics which are high on the agenda for governments around the world here: <https://connecting-classrooms.britishcouncil.org/resources/global-learning-resources>

Connecting Classrooms offers free online professional development around core skills and international collaboration, helping teachers and school leaders to prepare young people for life and work in a globalised economy. The programme also supports partnerships between schools around the world with schools in the UK to share knowledge, skills and experience with other teachers. More details on how to find a school partner can be found here: <https://connecting-classrooms.britishcouncil.org/partner-with-schools/find-partner>

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