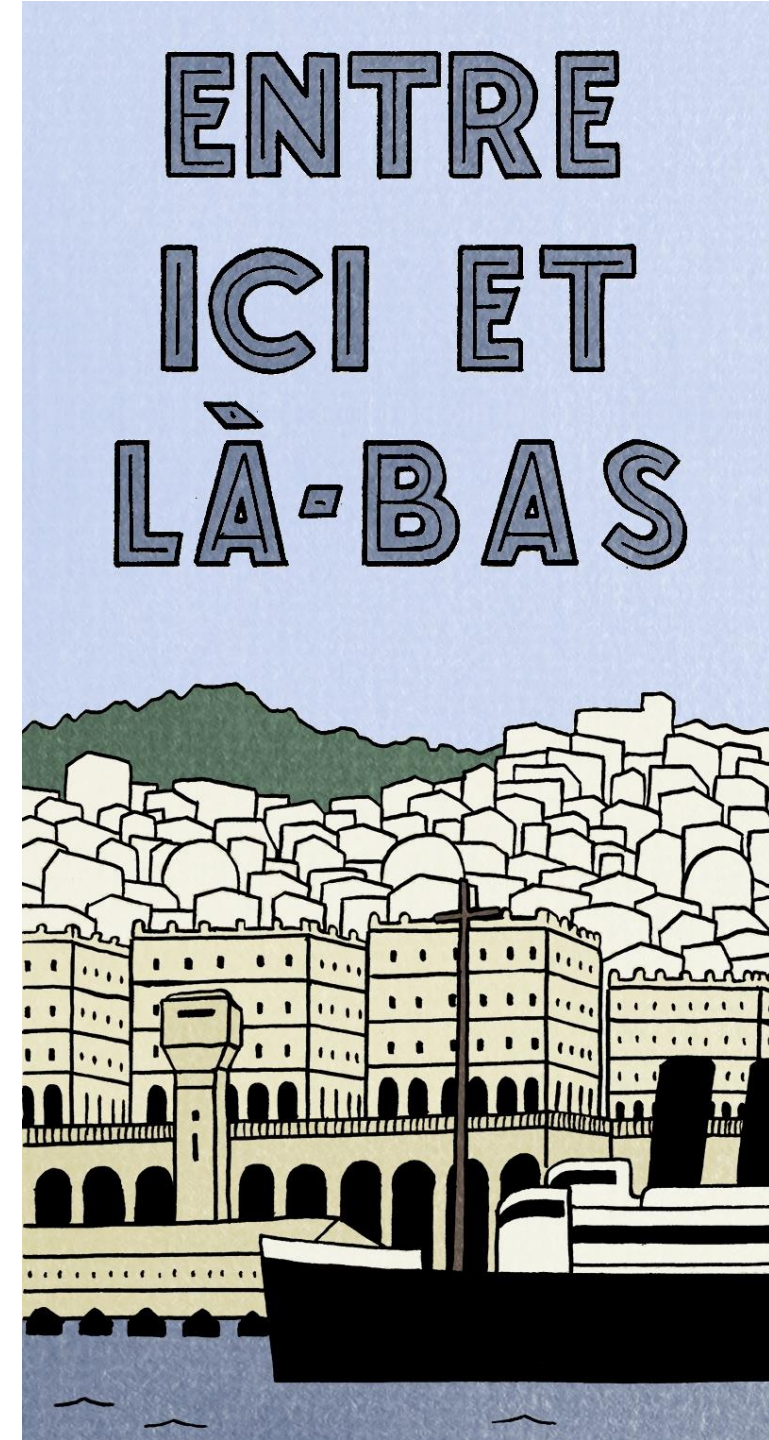


Remembering Empire

*Using academic research to support
global citizenship and language skills in
the classroom*

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UNIVERSITY of
STIRLING



INTRODUCTION

A publicly-funded project aimed at developing Global Citizenship values through studying French

1. Six sessions of materials for **S3 learners**

2. Twelve sessions of materials for **Advanced Higher learners** undertaking the Portfolio

Session Content

- Context
- Aims
- Primary Resources
- Case-study: Loudon Academy
- Findings
- Using the project

<https://pieds-noirs.stir.ac.uk/remembering-empire/>

CONTEXT

- Decrease of 50% in take-up of Higher French since 2016.
- Brexit, populism and social media producing social polarisation.
- Renewed public interest in racial justice; opportunities for new emphasis on global citizenship.
- Opportunity to use research findings from the project 'Narratives of the French Settlers of Algeria' to develop understandings of empire.

AIMS

1. Support Scottish pupils to see themselves as global citizens in relation to the colonial past and its effect on the present.

Use the story of the French settlers of Algeria to support them to make connections with

- a) Scotland's history of emigration and colonization, and
- b) today's forced migration of refugees.

2. Support take-up of French language and culture in Scottish secondary schools.

Build linguistic and intercultural competence and equip pupils to meet new challenges of racial justice and mass migration.

PRIMARY RESOURCES

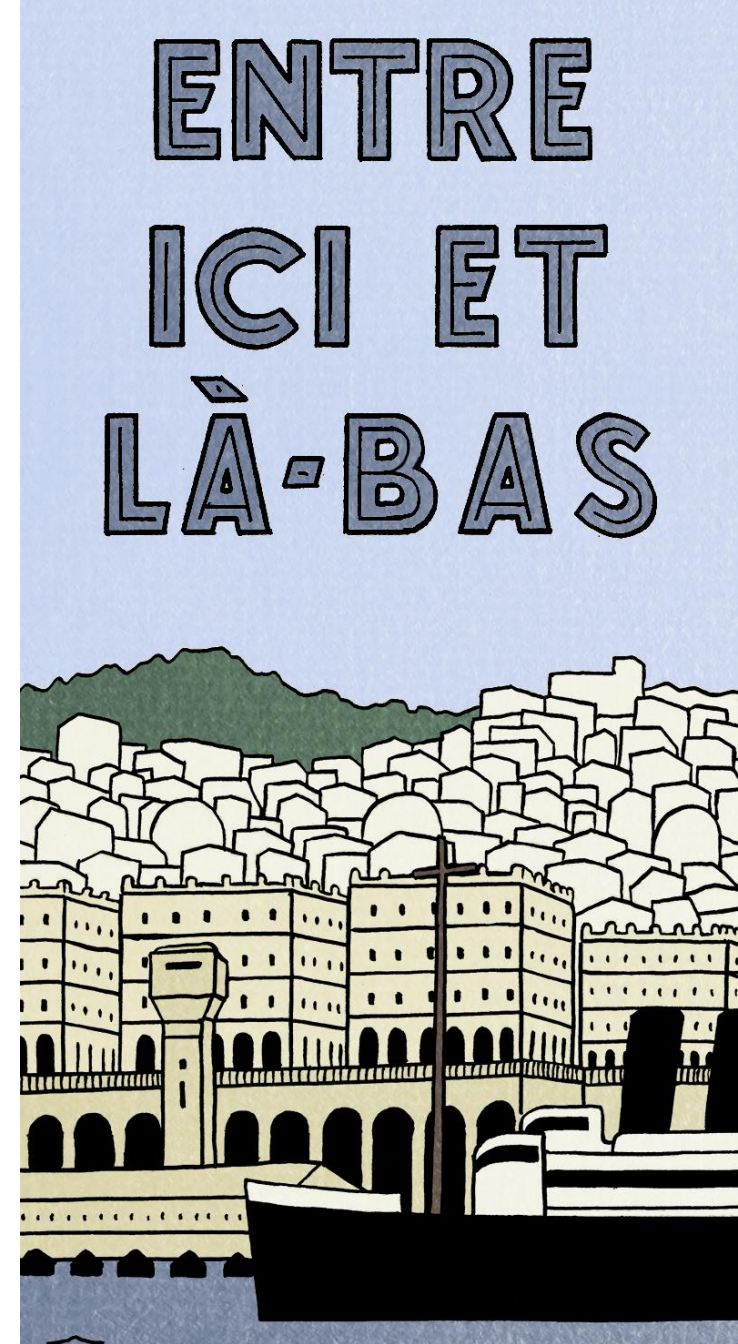
1) S3*: A French graphic novel designed for use with younger pupils, *Entre ici et là-bas*.

It tells the story of Jeanne, a girl whose French family settled in Algeria in 1871, but who were forced to flee after independence in 1962.

2) A free digital package of the above with introductory videos, native speaker reading the graphic novel and lesson plans.

3) CPD sessions for teachers, delivered annually in May/June.

* Separate materials for AH French portfolio are also available



RESOURCES OVERVIEW

- Introductory session, discussing emigration, colonization, immigration and refugees
- 5 sessions based on comic, *Entre ici et là-bas*

Pedagogical activities that deliver knowledge about the colonial past and new vocabulary and linguistic skills.

Sessions include:

- Asking questions; broadening vocabulary
- Describing emotions; using *être* in present tense
- Daily routines (in Algeria and France)
- Using near future (*aller* + infinitive)



ACCOMPANYING MATERIALS

- Video-recording of the comic being read aloud by a native speaker
- Lesson plans for all sessions with detailed information and interactive activities
- Suggested drama activities led by actors with video guides



Citizenship Faculty @WHS_Citizenship · Dec 5, 2022



Some photos of our pupils visiting the wonderful display in our LRC of the history of French settlers of Algeria. Reflective insight for the Remembering Empire Project we are participating in with @StirUni @frenchsettlers @AshScottHarris #culture #frenchhistory #literacy



SAMPLE ACTIVITY

Using the comic's characters and their emotions as a way to

- 1) reflect on the human impacts of the colonial and settler past of French Algeria and
- 2) learn how to use terms for emotions correctly in both spoken and written French.



Holy Cross Modern Languages @HolyCross_ML · Dec 6, 2022

...

2J @holycrossham enjoyed their final Remembering Empire lesson with Dr Ashley Harris and her colleague Lea. We can't wait to visit them @StirUni @litandlang next week. @frenchsettlers 🇫🇷💖



Fiona Lewis: Teacher of Modern Languages

Acting PT Pupil Equity - Skills
and Future Pathways:
Supporting Positive Destinations

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The Process

- Establish a link with each department
- CLT/Working group
- Identify an idea
- Identify a suitable time, timescales and target group
- Disseminate this to staff
- Encourage and support others
- Shared area for resources
- Check in on progress and reminders
- Deliver the project
- Feedback
- Future projects

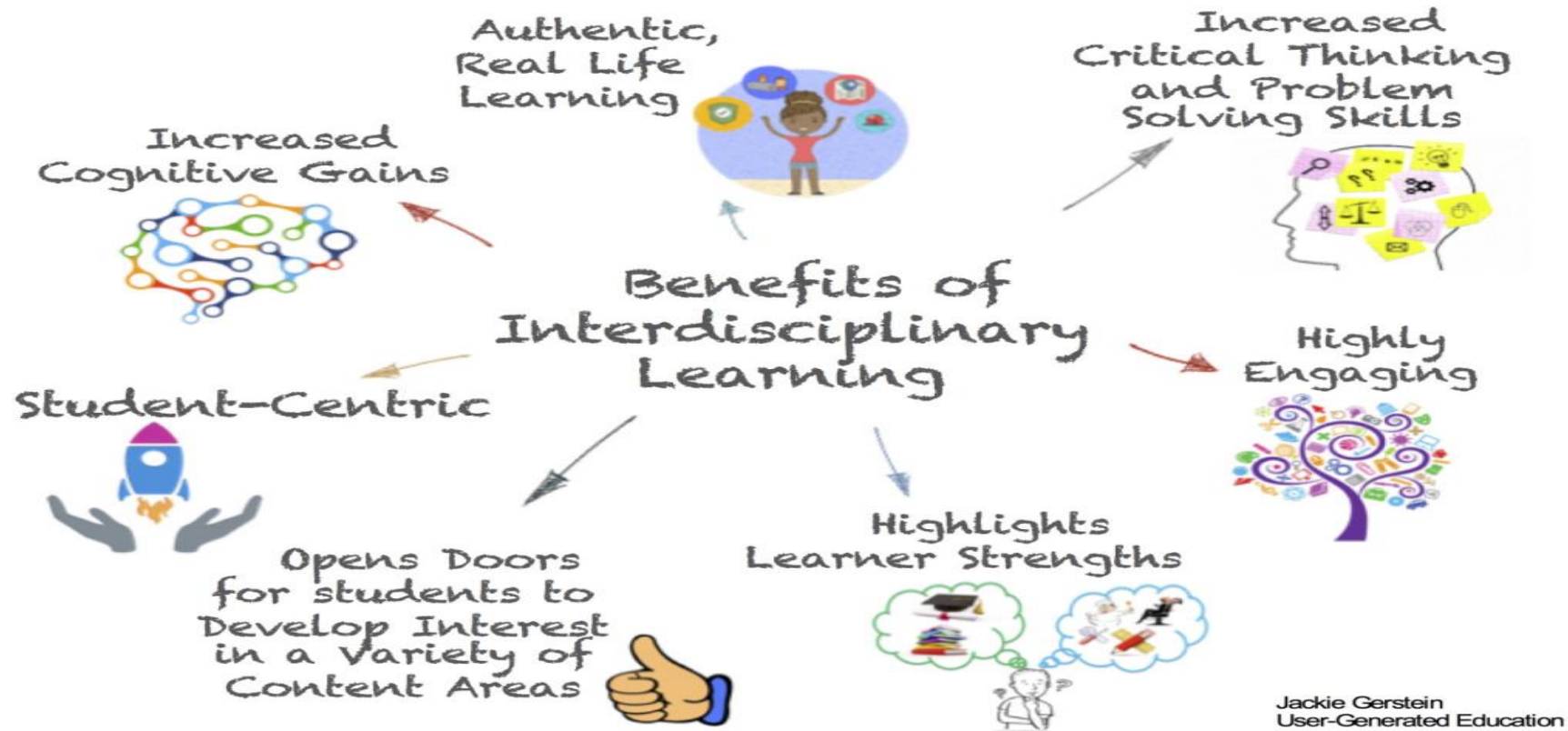


“Prior to the holidays I attended a training evening on "Remembering the Empire". It was based on French settlers who emigrated to Algeria and the social issues this caused. The course also linked into WOSDEC and OXFAM Global Citizenship resources and rights respecting schools.

I was wondering if anyone would like to come on board with an IDL project under the banner of **Global Citizenship**. The project would take place across the week beginning 23rd Oct (Mon in-service) and should be a suite of lessons to S3 classes. Guidance would be provided on structure and resource materials for reference, as myself and the CLT would like to incorporate **meta-skills** into IDL projects. ”



Meta-skills Focussed Interdisciplinary Learning



<u>Subject</u>	<u>Lesson</u>
Modern Languages/Social Subjects	Remembering Empire
Art	<p>Martin Luther King – Breakfast <i>“And before you finish eating breakfast in the morning, you've depended on more than half of the world.”</i></p> <p>UN Sustainable Goals for Development (planning & drawing a sustainable breakfast)</p>
English	Years and Years: Refuge, Citizenship, and Precarity
PSE	Meta-Skills Lesson by S6 Skills Ambassador
RME	Mission and Empire: The Spread of Christianity
Science	<p>Biology – Vaccinations across the British Empire</p> <p>Chemistry - How the rise of the British Empire impacted Science – use of natural resources of colonised countries.</p> <p>Physics – Empire and the Steam Engine</p>

Topic / Lesson Title

Learning Intention

 Insert text here...

Success Criteria

 Insert text here...

How are we going to do this?

Focusing



Integrity



Communicating



Feeling



Curiosity



Creativity



Adapting



Initiative



Collaborating



Leading



Sense-making



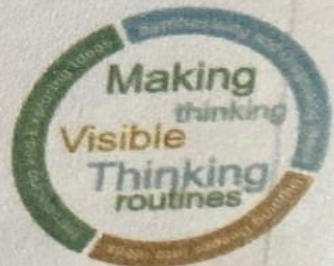
Critical thinking



SEE - THINK - WONDER

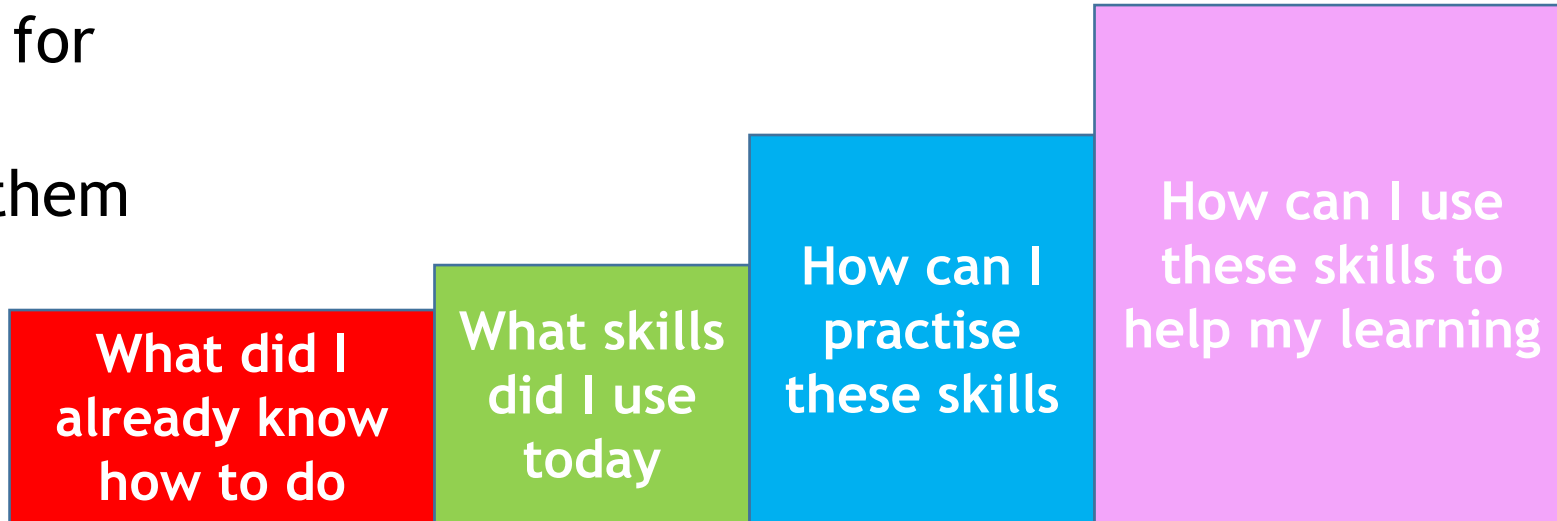
*A routine for exploring works of art
and other interesting things*

- *What do you see?*
- *What do you think about that?*
- *What does it make you wonder?*



Steps to success

Draw out the steps and write your answers for each of the questions in them








Pupil Feedback

Remembering Empire.

Part of series of Citizenship IDL
lessons across the curriculum



How would
you rate the
sessions
out of 5
stars?

<u>Rating</u>	<u>Number of students</u>
	
	1
	9
	13
	2

Pupil Quotes

It was a great experience!

The lessons were fun.

I liked the war of independence part.

This lesson topic was really good and helped me understand the history between France and Algeria.

I learned more French and got to learn a bit about the history of Algeria and France.

The lessons were good because they were very informative and fun because of all the activities.

It was very interesting.

I enjoyed doing something different.

The lesson topic was really good.

How immigrants are & have been received in France. How people lived in Algeria when it was part of France.

That France took over Algeria and then the Algerians got independence.

The history between France and Algeria.

100% of learners said they had learned new things

The French & Algerian war.

How people like Jeanne's childhood would be affected by their experiences.

To use different skills

Different emotions in French and I know what they all mean.

What an immigrant was.
About refugees .

Colonies wanted independence and revolted against colonisers.

The French Empire/former colonies.

Lots of new vocabulary

The comic book. It was interesting because they had to all flee the country and we learned about the war.

The working conditions of the Arabs compared to the settlers.

The war and independence sections.

What did you find interesting?

The comic book illustrations

How land was taken from people.

The story of Jeanne.

The whole thing!

The various activities.
The fun activities.

Learning about immigration.

Learning about the French Empire.

Seeing how the war happened.

What
skills did
you
use?

communicating

creativity/creating

focussing

collaborating

co-operation

sense-making

understanding

compassion

critical thinking

curiosity

adapting

problem solving

leading

feeling

initiative

French language

emotional intelligence

How would these skills help you elsewhere?

Understanding and being kind to immigrants as you don't know what they have came from.

Visiting France

It will help me throughout my other subjects.

These skills will help me in school, at work and at home.

You need to communicate in sports to help others.

Other issues outside of school.

My future job.

Work

English, Maths, RME, History, Science etc.

The whole thing was new info.

Job, research or study.

They will help me improve in lessons.

In general, everyday life.

They will help with everything!

Staff Feedback

Remembering Empire.

Part of series of Global Citizenship
IDL lessons across the curriculum



Mrs McDonald – Physics

- Staff and students enjoyed engaging with the material and learning intentions.
- Students liked discussing the impact of the growth of the Empire and its impact at home vs the impact on local cultures and resources.
- They found it easier to reflect on their skills development by using the backdrop of the content much easier.
- Staff felt the reduced pressure of the topic being skills-based vs academic knowledge was enlightening.

Miss Weir – English

- I thoroughly enjoyed participating in the meta-skills focused IDL project. I felt that the subject matter was incredibly engaging, topical, reached out to pupils on real-life issues and had so many avenues to explore.
- In English, we decided to focus on were critical thinking, communicating and feeling. We decided to use the BBC drama 'Years and Years' to discuss the issue of citizenship, refuge, and precarity, in the hopes of engendering discussion around the difficulties of being a refugee and how we can support refugees. Further, we wanted to use this as an impetus to discuss discrimination and persecution, as this is a part of the story. This was incredibly successful.
- By the end, pupils had a new perspective on migration and were able to think more critically about the role refugees play in our society, and the often-negative media coverage of this issue. This was scaffolded by the amazing IDL projects in other subjects.

SURVEY FINDINGS

After the programme,

- 100% said they had learned new things

Over 60% said they

- were interested in learning more about languages
- understood the importance of languages more
- knew more about how languages can be useful
- were more likely to choose a language for S4
- Over 85% expressed interest in the subject of colonization and said they understood immigration better
- 100% said they understood more about refugees

FRENCH TAKE-UP

29 pupils chose to follow the French 'Remembering Empire' programme.

Of those, 15 (52%) chose to study French in S4.
This compares with 19% uptake for the full S3 year group.

