



THE  
MEMORY  
BOX

# SCHOOLS



‘Children have a right to free education’



Article 28, CONVENTION ON THE RIGHTS OF THE CHILD

## *The Inclusive School*

A human rights environment can be fostered and nurtured in a school community when its attitude is one of reflection and questioning. School life can model ways of valuing other perspectives. Respect among and for all members of the school community is crucial.

When children see and experience respect,  
they can learn to incorporate it into  
every aspect of their own lives.



## IDEAS AND ISSUES TO EXPLORE WITH YOUR CLASS

### SCHOOLS

#### FOSTERING RESPECT

- Celebrate group and individual achievements.
- Aim to reach group decisions.
- Design and make a class charter or discuss and agree on class rules.
- Encourage children to resolve conflicts in appropriate ways.
- Talk about school in Nigeria or in another country of your/the children's choice.
- Compare and contrast the decision-making process in schools nowadays and those in the children's family's past.
- Get involved in the Dissolving Boundaries Programme. Share in a variety of lessons in a cross-cultural setting by linking your school to a school in Northern Ireland using Information and Communications Technology (ICT).

[www.dissolvingboundaries.org](http://www.dissolvingboundaries.org)

#### SCHOOLS IN THE PAST

- **Working as a historian: 'A day in the school life of my grandparents'.** Children research and compile a project to determine what school was like in the time of their grandparents/elderly relatives/family friends. Projects include a chronological timeline of the person's life, and use of photographic and/or physical evidence and transcripts and/or recordings of interviews to document the work. The following themes may help to lead to deeper understanding of school life in the near/distant past:
  - school location: country, city or town
  - getting to school: walking, cycling, by bus, by car
  - school size: number of classrooms/teachers
  - class size: number of pupils/single-sex or co-educational/all-white community/seating arrangements
  - school day: start/end times, lunch breaks, food provision
  - games: yard pastimes – learn a game from the past and teach it to the class
  - discipline
  - subjects taught.

When children have completed the projects, they can be presented to classmates. Grandparents can be invited in to view the projects or to speak to the class about school in the past.

- Corporal punishment was prohibited in 1977. Investigate corporal punishment in schools in the past and the present. Parents and grandparents can be quizzed about discipline in the classroom of yesteryear. Children from other countries can be quizzed about discipline in other countries.
- School building: collect old and new photographs of your school. List the changes from when the school first opened. Use documentation to assist the search, eg oral history from former pupils and staff, school photographs, local newspaper reports (of school opening or extensions).
- Create a timeline of your own school:
  - start with the earliest possible date that would tell you when the school was built or opened
  - mark the important events in the life of your school and write these in on a timeline, include previous photographic evidence where possible
  - display the timeline in the hall, assembly area, or the main entrance to your school.

#### More Ideas

**Visit the Plunkett Museum of Irish Education, CICE, 96 Upper Rathmines Rd, Dublin 6**

***Slates Up! - Schools and Schooling in the Nineteenth Century* (CICE Publications) provides a wide variety of lesson ideas based on learning through evidence. See 'Relevant and Related Children's Books' in these notes for details.**

**Use ICT in the classroom to research Schools in the Past. The website Ask About Ireland has a wide selection of activities: [www.askaboutireland.ie](http://www.askaboutireland.ie)**

**Worldwide projects: [www.think.com](http://www.think.com)** connects schools, teachers, and students from around the world to collaborate on projects, share experiences and build knowledge together. Teachers can integrate project-learning into their curriculum, enabling students to develop critical skills for life and work in the twenty-first century.