



Reducing violence via the citizenship curriculum

This document outlines how the use of a new DVD within the citizenship curriculum can benefit local communities and provide a valuable experience for school pupils. It focuses on cross curricular aspects and incentives to encourage schools to use the citizenship curriculum to make a difference in their local communities with the aim of reducing local violence.

Stand Against Violence Group
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1. Introduction

This report will show you how a new DVD can be used as a valuable tool in the citizenship curriculum and the benefits it will bring to the school and local communities in regards to reducing violent crime. It will also demonstrate how we can use this tool to create a valuable aspect to the citizenship program, improve the local and wider communities and still meet the required outcomes of the curriculum. It will also look at a way to encourage and reward schools for outstanding work.

2. About this report

This report has been produced as a part of the anti violence campaign ‘Stand Against Violence’ which was created in memory of Lloyd Fouracre who was brutally beaten to death at the age of 17 in 2005. The DVD and school curriculum focus are the latest aspects of the 3 year campaign and are one of the final things the campaign will do, apart from managing the award described in this document. It is therefore imperative that we achieve implementation of this final and hopefully effective proposal.

3. The Stand Against Violence campaign

3.1 How the campaign began

In 2005, 17 year old Lloyd Fouracre was walking home from an 18th birthday party with a group of friends. They were approached by a group of heavily intoxicated teenagers. When the two groups met there was an altercation between one of Lloyd’s friends and one of the drunken teenagers. Within a couple of minutes the group of drunken teenagers had began attacking Lloyd and his friends and as they fled one of the drunken teenagers picked up a wooden sign and hit Lloyd around the head causing him to fall unconscious to the ground. The three drunken teenagers repeatedly kicked and stamped on Lloyd’s head until they were disturbed by an approaching car.

Lloyd sustained horrific head injuries and was pronounced dead on arrival to the hospital.

As a result of this pointless and incomprehensible violence, Lloyd’s brother Adam began a campaign (originally called the ‘Campaign for Lloyd’) shortly after, in memory of his brother.

3.2 The aim of the campaign

The aim of the campaign was to;

- Reduce the levels of violent crime.
- Reduce the number of families having to experience the same grief as it had caused him and his family.

- Make the communities we live in safer.

Now with the DVD, the campaign aims to educate young people about the harsh reality of violence by showing young people what happened to Lloyd Fouracre. This incident of violence ended in much suffering and tragedy so young people will see the consequences of violence.

3.3 What the campaign has done

Originally the campaign took the form of a petition. The aim of the petition was to inform the government that the general public wanted more police on the streets at evenings and weekends. After collecting 26,000 signatures from the people of Taunton the petition was taken to Downing Street and was followed by a meeting at the Home Office. Despite the best efforts of those involved with the campaign nothing was achieved and despite further letters and correspondence to both the Home Office and Ministry of Justice the campaign received no recognition.

The campaign then turned its focus to schools in the hope that reaching future generations would be the key. Presentations were given within local school assemblies but after the initial success schools began to lose interest and slowly the demand for the talks decreased.

As another idea the campaign created a website called Stand Against Violence which the campaign then took the name of.

The website can be found at www.standagainstviolence.co.uk

The campaign was represented by Lloyd's brother and friends in the 'Anne Frank + You' exhibition (where & when was this exhibition? Needs to be added). As a part of this exhibition a thought provoking PowerPoint presentation was created. It greatly affected those who saw it. This presentation was then taken into schools and shown as part of the presentations and continued to have a powerful effect.

3.4 Awards and Recognitions

The campaign achieved two awards. One was from the Anne Frank Trust for moral courage and the other from the Mayor of Taunton Deane.

4. The new DVD

4.1 What is the new DVD?

A new anti-violence DVD has been produced documenting the murder of Lloyd Fouracre. The DVD uses the story of Lloyd to educate young people about the dangers of violence, how quickly it can get out of hand and the devastation it can cause to not only those directly involved but to entire communities. It also encourages young people to question their own views and actions, and to think about the consequences of their actions.

4.2 The Story

The DVD re-enacts the murder of Lloyd Fouracre and combines this re-enactment with interviews from family and friends who talk about Lloyd and how this incident has affected their lives. The DVD will include;

- Original news footage.
- A home video.
- Interviews with friends and family.
- A re-enactment.
- News footage of other reported violent crime around the UK.

All of the aspects above will create a very powerful DVD which will have a great impact on those who watch it and will hopefully encourage them to drive home the message of 'think before you act'.

4.3 Suitability of the DVD to young people

There are mixed views on whether the DVD is acceptable to be shown in schools and what age group to show it to. The reasons for the structure and why the content must remain as it is are as follows;

- The re-enactment will be mixed in with interviews and news reports so the violent content will not be too intense.
- The DVD does not dramatise any of the re-enactment.
- All information was obtained from eye witnesses and what came out in court.
- We are telling a terrible true story of violence in an attempt to get through to young people. Therefore the DVD needs to remain realistic and accurate to the events, otherwise it no longer serves its original purpose.
- Once edited the DVD will be carefully scrutinised to ensure it is not over the top, but to dampen down the violence would take away from the reality and it is the reality that will make young people think.
- In today's society young people are protected too much. Some think young people should be shielded from the world and shouldn't be allowed to see violent material. The reality is that they do.
- Today's young people, who don't generally go to bed before 9pm therefore they view the more graphic Government adverts designed to shock, such as 'Think' adverts.
- Young people are exposed to glorified violence through the media. Therefore they see it as acceptable and a positive image to have. This violence makes

young people believe they can carry out viewed moves and have no resulting injuries. In reality people don't survive some of the violence and fights shown.

4.4 What will the DVD achieve?

The DVD will;

- Open people's eyes to the increasing levels of violence in today's society.
- Provide a strong message and encourage people to develop their own feelings with regard to what they have just seen which can open into debate.
- Motivate young people to strive to be the opposite and encourage them to avoid violent situations.
- Demonstrate how violence can quickly get out of control and what the consequences can be.

The DVD will be shocking, but poignant and will carry a strong message which aims to break down the barriers put up by young people. It will spark an emotional response which will hopefully motivate young people to change and give them the drive to better themselves and others around them.

4.5 How the DVD was produced and people involved

The DVD received funding via a grant by the Local Council and privately raised money. People and companies in the list below gave up their time and resources for free or a reduced rate.

- Adam Fouracre – Director and Editor
- Josh Randal – 2nd Director and Editor
- John Fiore – Actor
- Jason Flemyng - Actor
- Page Copsy – Actress
- Abbie Crocker - Actress
- Sophie Barlow – Make-up Artist
- G. Farley – Music Composer
- Abbi Collins – Stunt Coordinator
- Andy Pilgrim, David Newton, Michael Byrch, Peter Ford, Alex Cannon – Stunt Men & Assault Scene Actors.
- Somerset Film and Video – Editing & Filming
- South Western Ambulance Service
- Panther Access
- Taunton Dean Borough Council
- Somerset County Highways
- Anne Frank Trust
- Eagle Plant Hire
- BBC Points West
- ITV Westcountry

5. Celebrity Support and Backing

The Stand Against Violence group have been lucky enough to gain support from actor Jason Flemyng who will contribute an interview and voice over to the DVD. He has agreed to arrange for a couple of other appropriate, well know actors to join in the interviews and we aim to keep contact and continue working with celebrities as a way of being heard.

6. Why the Citizenship Curriculum?

The anti-violence DVD would be best put to use in the citizenship area of the curriculum.

The curriculum states that;

‘Citizenship encourages young people to take an interest in topical and controversial issues and to engage in discussion and debate. Pupils learn about their rights, responsibilities, duties and freedoms and about laws, justice and democracy. They learn to take part in decision-making and different forms of action. They play an active role in the life of their schools, neighborhoods, communities and wider society as active and global citizens’.

(Qualifications and Curriculum Authority, 2009)

It also states that;

‘Citizenship addresses issues relating to social justice, human rights, community cohesion and encourages pupils to challenge injustice, inequalities and discrimination. It helps young people to develop their critical skills, consider a wide range of political, social, ethical and moral problems, and explore opinions and ideas other than their own. They evaluate information, make informed judgments and reflect on the consequences of their actions now and in the future. They learn to argue a case on behalf of others as well as themselves and speak out on issues of concern.

(Qualifications and Curriculum Authority, 2009)

7. Government Guidelines

There are two policies that can be met by using the DVD in ways suggested in this report.

7.1 Every Child Matters Agenda

The Government's aim is for every child, whatever their background or their circumstances, to have the support they need to:

- Be healthy.
- Stay safe.

- Enjoy and achieve.
- Make a positive contribution.
- Achieve economic well-being.

This means that the organizations involved with providing services to children - from hospitals and schools, to police and voluntary groups - will be teaming up in new ways, sharing information and working together, to protect children and young people from harm and help them achieve what they want to in life. Children and young people will have far more say about issues that affect them, both as individuals and collectively.

Here we can meet the ‘Make a positive contribution’, ‘Enjoy and achieve’ and ‘Be safe’ outcomes of the Every Child Matters Agenda.

7.2 SEAL

SEAL for secondary schools (Secondary SEAL) is a whole-school approach to promoting social and emotional skills that aims, when fully implemented, to involve all members of the school and all aspects of school life.

The DVD can meet both these social and emotional aspects referred to in the SEAL policy. The ‘whole-school’ approach mentioned can be achieved via cross-curricular aspects and community involvement.

8. Home Office; Crime Reduction via education

The Home Office have a focus on crime reduction and one main focus is using education to ‘enhance life chances and prevent offending’. There are various aspects to this but one that is most appropriate is:

- **Crime Reduction in Secondary Schools (CRISS) Programme:** A large-scale programme, that sought to identify school-based measures which reduce actual and potential offending amongst secondary school pupils.

This program has currently identified some key focus’ and most relevant to this report being:

- Establishing a positive working environment, atmosphere and ethos
- Providing opportunities for pupils to improve their sense of self-worth and accept responsibility for their actions, through the illustration of their consequences
- Establishing key relationships between pupils and their families and school

The main focuses on delivery of this program that would apply to this document are as follows:

- Ensuring whole school commitment
- Building initiatives into existing systems

- Recognising the importance of project management and the importance of multi-agency working

As demonstrated above, the proposal by this document to create a new program in the citizenship curriculum meets these official Government focuses on crime reduction through education. The DVD will act as the catalyst for this new program and create the awareness of violent crime and the drive for young people to make active steps to reduce it.

9. Response from school talks currently given by the Campaign

Something that should be highlighted in this report is the responses received after talks given in local schools. Currently Lloyd's story is told and a PowerPoint presentation shown. Response and feedback received from pupils is very positive and, a major finding very relevant to this new proposal, is that pupils often ask how they themselves can get involved in the campaign. They find what is said inspirational and intriguing and want to do something to reduce violence locally. This new program will give them that opportunity.

10. How the new DVD can be used

10.1 How does it fit into the current citizenship curriculum?

The DVD would provide a topic for debate and learning. It could be used for many of the issues stated within this report for example;

- Social justice.
- Human rights.
- Morals.

The DVD will also encourage young people to reflect on their actions and help them develop individual attitudes to violence.

10.2 How can the new DVD be used to include cross curricular aspects?

Another benefit to using the DVD is that it can incorporate cross curriculum dimensions. Particularly in the areas of 'identity & cultural diversity', 'community participation' and 'creativity & critical thinking'.

The description of these areas stated in the curriculum are as follows;

- Creativity involves the use of imagination and intellect to generate ideas, insights and solutions to problems and challenges. Coupled with critical thinking, which involves evaluative reasoning, creative activity can produce outcomes that can be original, expressive and have value.
- Active participation in the life of the school and the wider community helps young people to develop a sense of purpose and belonging, so that they feel able to make a difference in their own lives and to the communities in which they live.

- Learning about identity and cultural diversity can help young people to live and work together in diverse communities, both in this country and the wider world. It can also help them develop their identity and sense of belonging which are fundamental to personal well-being and the achievements of a flourishing and cohesive society.

10.3 Subjects that can be used to achieve cross curricular aspects with the DVD

- Drama
Acting can be used to re-create scenarios that may have lead up to the incident and encourage students to explore the choices available to each individual and evaluate why they took their chosen route. Help them to understand what it means to follow a crowd and how to be an individual. Create a video to be shown.
- Dance
Expressive forms of dance can be used to explore emotions and feelings toward violence. Dance could also be used to tell stories.
- Art
Students can create story boards of the events leading up to the incident and other expressive works to show how they feel about violence. This would also give them an opportunity to express the feelings of other parties involved both directly and indirectly.
- History
Lessons could be used to explore different points in history where violence has taken place. Students could look at the causes of such events, why they occurred and the possible ways in which those responsible might have been feeling. Information gained could then be compared to today's violent offences which may show their insignificance when compared to occurrences in the past such as the World Wars. No particular struggle for power, no particular struggle for money. Just pointless violence.
- Religious Education
Students can explore different aspects of various religions where violence has played a key role and the main reasons for it. For example, the current fighting in Palestine or Iraq.
- Physical Education
Lessons could include the exploration of constructive outlets for aggression via sports and exercise. Self defense could also become part of the curriculum.
- Biology
A look at the effects violence has on the body such as wounding and bruising, and how easily death can occur and why. Students could be educated further with regard to the fragility of the human body and how little a force it takes to cause severe damage. Students could also explore some psychological issues with regard to why people are violent.

- English
Creative writing, poetry and story writing can all be used to encourage students to explore their own emotions & experiences, and to analyse the choices they have made/are yet to make in life. Use local radio to speak to the community.
- Mathematics
A usage of statistical information regarding the growth of violent offences throughout the UK can be explored as well as students gathering local statistics for a more meaningful result.
- Geography
Violence can be looked at demographically and areas of high violence can be investigated. Why are they like this? What are the main types of violence?

All of the above could be used within school citizenship lessons to increase the amount of time spent on subjects like violence. Performance and art pieces can be produced and shown within the local community bringing people together and provoking thought. Mathematics and geography can be used in conjunction to produce mini campaigns for the local area and create ways to improve the community. Poetry and creative writing can be used within competitions to raise money at school fund raisers which will in turn raise awareness within the local community. History and R.E. can explore violence in different cultures throughout history and can compare the issues faced then, with the issues faced in modern day society. Biology will help pupils understand and appreciate the human body and its fragility, whilst Physical Education can teach how to protect it against the odds and construct outlets for those with aggression or hyperactivity.

The topic of violence can also be raised in other areas of academic life, for example, letters could be drafted highlighting the issues of violence and sent to the government.

11. What we can achieve

This case study is an inspirational idea and if something on this scale were to be achieved the Stand Against Violence group would be satisfied that the DVD had had the desired effect. Using this DVD as a tool to challenge the views of students and encourage them to consider the consequences of their actions is the main aim of this project. To further develop it and turn it into a valuable project like the one in the case study would be an amazing achievement and we would like to see teachers rewarded for this as it shows dedication not only to the pupils but to society.

A school in Heanor in rural Derbyshire (where racism is a very real threat in the community) was keen to challenge the intolerant views of certain community members. Such views were affecting the life of the school and the aim as raise awareness of discrimination and how it can be tackled.

The project gave learners an opportunity to critically reflect on not only their own, but also the ideas and values of others.

Teachers and students developed projects to address controversial issues which directly affected the community and often involved a genuine clash of values to look at where action could be taken to tackle such issues.

Students quickly identified racism as the key issue they wanted to tackle and went on to take ownership of the project through active citizenship. They began by building up their knowledge of the issue locally by reading newspaper articles, watching documentaries about racism in the area, interviewing a local MP about her views and quizzing the local police about their experiences of the problem. Using questionnaires to conduct interviews with the public the students collated some interesting answers which gave them a first-hand insight into the prevalence of racist views.

The students went on to use their findings to create their own documentary, presentation and leaflets, which they used to raise fellow students' awareness of racism through school assemblies. They also persuaded the local press to report on the project and run an online poll to gather wider public opinion.

This project gave learners an opportunity to critically reflect on their own and others' ideas and values. They responded with sensitivity and developed a real understanding of racism, its consequences and how to challenge it. *'It's so different, because you're a lot more active and you're actually doing something for the community,'* commented one student. *'It's not just sitting down and copying from a textbook – you're doing something active and benefiting other people as well.'*

The teacher who led the work is optimistic that it has had an impact well beyond the class involved: *'Through the students themselves showing it's an issue, I hope that teachers and the local community will realise it's an issue that needs to be tackled.'*

12. Advantage to schools and their local communities

This section will demonstrate the advantages to the school pupils and their communities.

12.1 Advantages to students

By using the approach outlined in this document students will find the learning process exciting and enjoyable. It will develop their life skills and knowledge which can shape them into good citizens and prepare them for the future. This way of learning can incorporate all aspects of the curriculum and a whole range of subjects. Ideas are endless and students will gain a sense of achievement and pride in their work. They can use skills and knowledge they have learnt throughout school and bring it all together in a constructive and beneficial way. The DVD will provide the foundation for this work and using Lloyd's story will give pupils a focus to this work.

12.2 Advantages to the communities

Active campaigning within local communities can bring people together, be the catalyst for change and educate other people in the community about violent crime and how it can be reduced. Whilst at the same time allowing the pupils to analyse

their own actions and question their own thoughts and views. Ultimately this intern can reduce violence and make our communities safer.

13. Incentives

To encourage individual schools to get their communities involved and reduce violence in their local communities this paper recommends the use of an annual award. This award will be created, managed and awarded through the Stand Against Violence group but will need the Department of Education and the Qualifications and Curriculum Authority (QCA) to help promote and advertise the award.

This report proposes that the Stand Against Violence group will create, fund and manage the award and provide a website to submit nominations. The Stand Against Violence group will write a review concerning the winning school which, with the support of the Department of Education and the QCA, will be published on the websites of appropriate Governing Bodies. This will be an award in itself as it will be published for other educators to see.

The Stand Against Violence group will:

- Design, fund and make the award in conjunction with local Somerset schools that will help in the design process.
- Create a website for schools to submit nominations.
- Review nominations and select winners annually.
- Manage the award.
- Write a review about what has been achieved.

The Department of Education and QCA will:

- Advertise and promote the award.
- Publish the written review on their websites.

All core work will be completed for the authorities; it would just be a case of the authorities publishing the written review annually on their websites and, if possible promoting the award via appropriate advertising.

14. Accessibility of DVD and accompanying teaching material

All teaching material and the DVD itself will be available on order. Plans are to produce a website as well, which the DVD can be streamed from directly and the accompanying teaching material and lesson plans can be downloaded and printed in several PDF documents. This provides easy accessibility and availability. It will also be environmentally friendly and allows schools that use the interactive whiteboards to have access directly from the computer to display for the pupils.

15. Analysis of implementation

There is no financial cost involved with implementing this change. The award, DVD and various educational packs would be funded by the Stand Against Violence group.

The only cost is the time it will take to implement this which is dependant upon the supporters of this plan and how quickly and smoothly it can be put into effect.

All financial costs and organisational work would be put in by us and all the governing bodies would have to do is support and help with the implementation.

16. Conclusion

Using the DVD we can create a central theme to a citizenship module that schools can tailor to meet individual student needs.

This can benefit the community in many ways whilst being an invaluable lesson to students in receipt of citizenship lessons. The activities involved will allow students to get actively involved by thinking about what has become a very real and serious issue. They will not only start to question themselves and challenge their own views but also learn to utilise the knowledge they have gained to make a difference within their respective communities.

Students will still meet the requirements of the citizenship curriculum and the underpinning values it instills in young people however, alongside this comes the addition of a chance to make a difference to the lives of others by increasing awareness and reducing local violence.

If we can encourage every school to work like this we will slowly see a drop in violence nationwide due to the promotion of good community work from individual schools.

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