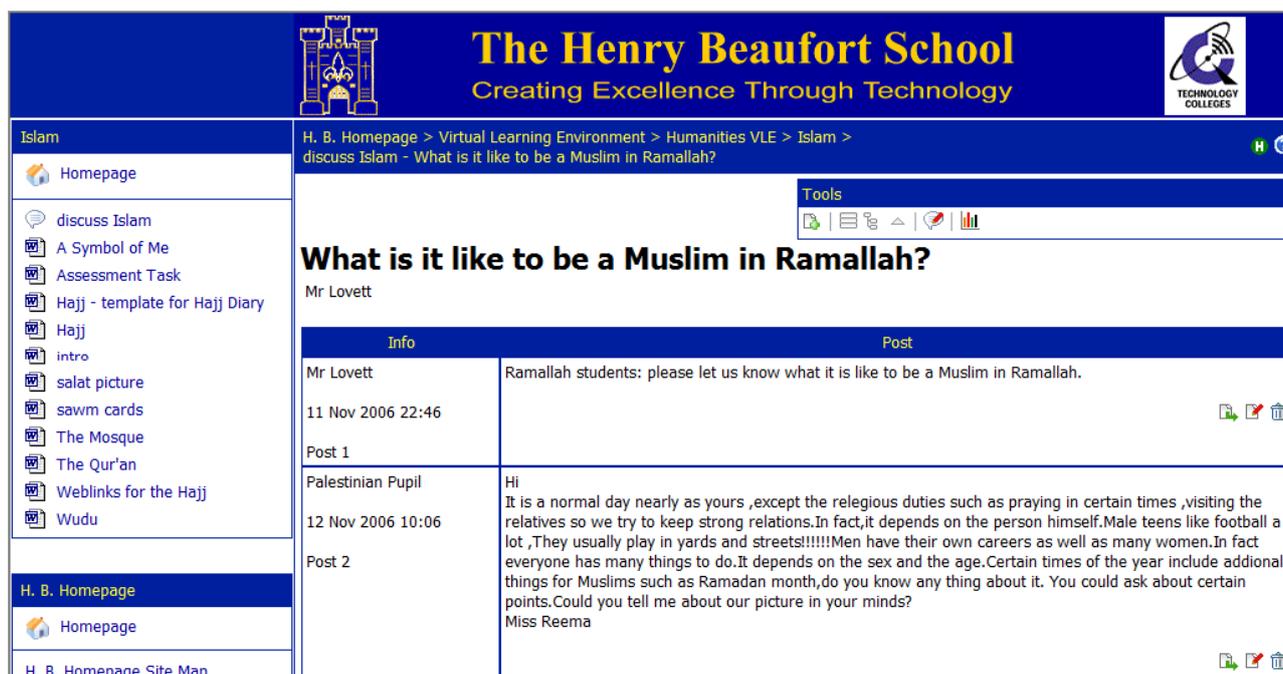


The cLc Learning Platform is supporting teaching and improving learning outcomes in schools around the world. These Best Practice examples enable teachers to share experiences, ideas and recommendations to support and aid other teachers tackling the same challenges.

Find more cLc Best Practice along with curriculum maps and 'How To' guides & films at www.clcsuccess.com

School: The Henry Beaufort School	LA: Hampshire
Learning Focus: To learn authentically about how religion influences daily live in contrasting countries.	
Curriculum Focus: RE, International & Cultural studies > Year 7	
Tools used:  Forums	



The screenshot shows a forum page for 'The Henry Beaufort School' with the tagline 'Creating Excellence Through Technology'. The forum is titled 'What is it like to be a Muslim in Ramallah?'. The discussion includes:

- Mr Lovett (11 Nov 2006 22:46):** 'Ramallah students: please let us know what it is like to be a Muslim in Ramallah.'
- Palestinian Pupil (12 Nov 2006 10:06):** 'Hi It is a normal day nearly as yours ,except the relegious duties such as praying in certain times ,visiting the relatives so we try to keep strong relations.In fact,it depends on the person himself.Male teens like football a lot ,They usually play in yards and streets!!!!Men have their own careers as well as many women.In fact everyone has many things to do.It depends on the sex and the age.Certain times of the year include additional things for Muslims such as Ramadan month,do you know any thing about it. You could ask about certain points.Could you tell me about our picture in your minds? Miss Reema'

How this worked in practice: Henry Beaufort school have created partnerships with different schools around the globe including those in Vietnam, Palestine and India. Using the cLc as a central point the two schools have been able to share information and collaborate even though there are thousands of miles between them. The two schools have been able to access  forums to ask questions directly to students in other cultures and countries specifically about religion (in this instance focusing on Islam due to the media interest) thus learning authentically about real-life experiences of having a religious belief in other global locations.

Each student at the school was partnered with a student from another school as learning partners. Each partnership follows a similar pattern using a central  forum to encourage questions and responses about specific aspects of religious life within the locality of the students involved. This has enabled students to have a much deeper level of understanding of the religions being discussed due to the personal relationships established through the partnering system, and due to the opportunities available for questioning, extension and differentiated scope of this task.

By the end of this sequence of work children had developed skills in:

RE: Religion across the world

Learning: Communication, Multiculturalism

Geography: Locality and Cultural Studies

Next Steps: To extend communication to collaboration by introducing opportunities within the cLc to co-construct knowledge about each religion using a  wiki, or for each child to keep a cultural  blog in their  eportfolio space to share with their international audience.

If you are looking for a partner school in another area of your own country, or another country, please contact support@uniservity.com