The Small Change Forum:
*Building resilient communities creative teaching workshop*

Leh, Ladakh, India

Stage One Programme Report

August 2011

Multistory
Innovations in Participatory Education (IPE)
SEEDS India
Centre for Development and Emergency Practice (CENDEP),
Oxford Brookes University
Executive Summary

In August 2011, a team of staff and consultants from the UK community arts organisation, Multistory, undertook a two week research and development trip to India. This included implementing a six day active and contextualised creative teaching workshop in Leh, which is situated in the North Himalayan region of Ladakh, India. During this time, the Multistory team were joined by members from non governmental organisation, SEEDS India. The aim of this trip was to pilot the above mentioned teaching workshop along with meeting local partners, SEEDS India, and other organisations so as to share ideas and information about a new initiative, The Small Change Forum, with the aim of developing future programmes of work.

The Small Change Forum has been developed by Professor Nabeel Hamdi with Multistory and the Centre for Development and Emergency Practice (CENDEP), Oxford Brookes University. It is based on the Small Change approach to community development as championed by Professor Hamdi in his book: Small Change: about the art of practice and the limits of planning in cities (Hamdi, 2004). To elaborate, Small Change theory explores how small, practical and mostly low budget interventions can act as catalysts for big and long lasting change designed to improve people’s neighbourhoods and opportunities. The Forum is therefore designed to promote Small Change learning and practice through its documentation and analysis of case files. Each activity or event, as part of this initiative, will disseminate new ideas, tools, methods, practical wisdoms, principles in order to inform teaching and practice, and to create a policy environment conducive to change.

The teaching workshop in Leh was entitled Small Change: building community resilience through active, contextualised and creative teaching and learning (Small Change: creative teaching workshop) and forms part of The Small Change Forum portfolio. The aim of this project was to strengthen community resilience to future disasters in Leh through training and education using active, place-based and creative teaching methods. To these ends the Multistory team including Jeni Burnell and Karl Greenwood together with UK teachers Sunil Collett and Oliver Hamdi, from Innovations in Participatory Education (IPE), worked with a year nine class and teachers from the Government Girl’s Higher Secondary School. The process was founded on collaboration where practitioners from the education and participatory arts sector worked with students and teachers from Leh to address disaster risk reduction and deliver the following objectives:

- Train and support local school teachers in active, place-based teaching methods;
- Teach about risk and risk reduction in ways that are fun and encourage active student participation in lessons;
- Build self-confidence and enable self-expression by empowering young women through participatory arts.
- To produce a Small Change case file contributing to The Small Change Forum, which demonstrates the benefits of multi-disciplinary practice and the importance of education as a catalyst for positive change in community development.

The second objective of the trip was to meet local organisation and share information about The Small Change Forum with the aim of developing future working programmes. The Multistory team met with Anshu Sharma, independent consultant and affiliate of SEEDS India, and representatives from the Ladakh Arts and Media Organisation (LAMO) and the Indian office of British Council. During the meeting with Monisha Ahmed, who is the co-founder of LAMO in Leh, the team discussed the teaching workshop and explored opportunities to collaborate during the workshop in Leh and also the longer-term. The meeting with Aanchal
Sodhani from the British Council included a general introduction about The Forum while also discussing the possibilities working together in the future. In both meetings, the team talked about the purpose of our activity in Leh and how this method of working could be scaled up to become a beneficial innovative teaching training tool to improve education standards in India. The use of digital media and finding new digital platforms to share and advocate work was also a point of interest and a possible area to explore and develop in the future.

At SEEDS India, we met with Anshu Sharma and Director, Manu Gupta. During this meeting we discussed; the possibilities of developing the teaching programme in Leh including an exchange with the UK; SEEDS involvement with The Small Change Forum; and the possibility of developing a disaster response system through community journalism. The team also met with SEEDS media group, Safer World Communications, to discuss collaborations through digital storytelling.

Generally speaking, the research and development trip was highly productive both in successfully delivering the Small Change: building community resilience through active, contextualised and creative teaching and learning workshop in Leh and through the meetings. The following report provides further details.
Acknowledgements

The Multistory team is extremely grateful to the staff and year 9 students at the Girl’s Higher Secondary School in Leh, Ladakh for their dedication and commitment during this project.

With special thanks to the school Principle, Mr. Pandita and Madam Stanzin for their continued support and enthusiasm in delivering the workshops; Monish Ahmed, Tashi Morup and staff at the Ladakh Arts and Media Organsiaton (LAMO) for their involvement in the Small Change: creative teaching workshop; and Anshu Sharma and the SEEDS India team, especially Rheka Shenoy, for providing indispensable local knowledge and assisting in the planning and coordination of the Leh workshop.

Multistory team: Emma Chetcuti, Karl Greenwood and Jeni Burnell in association with Sunil Collett and Oliver Hamdi from Innovations in Participatory Education (IPE)

For further information email: JeniBurnell@multistory.org.uk

Images from Small Change: creative teaching workshop in Leh, Ladakh 2011 © Mentok Dolma
Overview (including procedural arrangements and benefits)

The research and development trip took place from the 3rd until the 18th of August 2011 in India. The main purpose of the trip was to deliver The Small Change: creative teaching workshop in the city of Leh. Additionally, the team visited Delhi where they had a number of meetings to develop future work opportunities. During this time the procedural arrangements for the Multistory team included:

- Working closely with UK teachers, Oliver Hamdi and Sunil Collett (IPE), to develop the one week Small Change: creative teaching workshop in Leh, Ladakh.

- Arranging a meeting in Delhi (prior to commencing the workshop in Leh) to meet Monisha Ahmed who is the co-founder of the Ladakh Arts and Media Organisation (LAMO) in Leh, Ladakh. The team felt it was important that a local community arts organisation be involved with the workshop. This is because it would not only contribute to LAMO’s development strategy but also place the students in contact with a local organisation with whom they could potentially work with in the future.

- Delivering the Small Change: creative teaching workshop in Leh, Ladakh. This included three hours of teaching over six days (Monday to Saturday) along with daily evaluations of the classes and development of programme with the class teacher.
  - As part of the workshop, the team arranged a day trip for the students to LAMO where they learnt about the Centre and carried out one of the participatory photography exercises.
  - At the end of the workshop the Multistory team created a permanent exhibition in the year 9 classroom where the workshop had taken place. This was made up of work created by the students throughout the workshop and included their poetry, personal maps, risk reduction leaflet designs, photographs of Leh and portraits of each other with an object that they would like to save in a crisis. During the day students and teachers from the other classes came to view the work and were given tours by their colleagues from the class.
  - The plenary session of the workshop was held with the head teacher and other teachers within the school who predominately had not directly participated in the workshop. This session shared the active and place-based teaching methods that had been used during the week. It was also used as a time where the teachers could reflect on their ideal classroom and make plans about how to achieve this goal within 1, 6 and 12 month milestones. Whilst resources are small, class sizes are large and the facilities challenging at the Girl’s High School in Leh, it was recognised that everyone in the teacher training session had the will to make small, but important, changes to how classes are programmed and implemented.

- Arranging a meeting in Delhi with local partners, SEEDS India, to discuss next steps for the programme.

- Arranging a meeting a representative from the British Council’s Indian office in order to discuss their potential involvement in Stage two of the programme.
The research and development trip, especially the Small Change: creative teaching workshop, offered a range of benefits in terms of exchange and collaboration between the UK and India. These include:

- A creative and cultural exchange with the class of young women at the Girl's Secondary High School in Leh. These benefits included exposing the students to new teaching techniques, included peer-learning methods, which resulted in students having to think independently and creatively about risk reduction and associated issues.

- A professional teaching exchange was created between UK teachers, Oliver Hamdi and Sunil Collett, and their Indian colleagues at the Leh Girl's Secondary High School. The aim of this exchange was to learn from each other about the opportunities and constraints to creating active and contextualised learning within the school. The plenary workshop with the teachers and head teacher highlighted the importance of improving lesson plans and including more peer learning activities such as displaying students work. The simple technique of asking students to raise their hands to answer a question (something currently not frequently done in the school) would mean that teachers have a better idea of who and how many students in the class understand the lesson and are actively listening.

- A professional exchange within the non-governmental sector between CENDEP and Multistory with SEEDS India, LAMO and the British Council's India office. The trip was an excellent opportunity for professionals from different organisations and countries to meet, collaborate and also plan future work.
Small Change: creative teaching workshop in Leh, Ladakh Summary

On the 6th August 2010 a series of cloudbursts struck the North Indian region of Leh, Ladakh. Hundreds of people lost their lives and many more were left homeless by the resulting flash floods and mudslides. Furthermore, there was extensive damage to people’s homes and community infrastructure in city of Leh and the many towns and villages within the valley.

The Small Change: creative teaching workshop in Leh was developed in response to 2010 cloudburst disaster in Leh. The workshop combined education, disaster risk reduction (DRR) and the arts in order to strengthen community resilience to future disasters. The workshop was held in the Government Girl’s Higher Secondary School in Leh. The choice of school was deliberate as the Multistory team felt it was important to work in a Government school that had, in general, access to fewer resources than private schools. Furthermore, the team wanted to work specifically with young women with the aim of exposing them to new experiences and empowering them through the process.

The Small Change intervention was a six day contextualised and active creative teaching workshop with a year nine standard class from the secondary school. The workshop included three hour teaching module comprising of three distinct lessons combined with a range of creative activities which enhanced the learning experience. The creative activities included individual mapping exercises combined with creative writing, leaflet design and a range of participatory photography exercises. These activities were incorporated into the lessons plans that were focused on flood hazards and risk reduction and incorporated aspects of the school teaching curriculum in Geography, English and Art. The use of the arts was seen as a tool to improve and make this learning more fun and creative to enhance active and contextual learning. This is because the arts encourage self-representation and expressiveness, which makes learning less abstract and more relevant.

The catalyst for the Small Change: creative teaching workshop in Leh was education. The workshop was developed on the assumption that teaching contextualised and active learning methods that relate to subjects associated with risk reduction will help strengthen community resilience to future disasters. Furthermore, this workshop aimed to test the assumption that participatory arts and cultural action have an important role in achieving long-term development objectives. Key findings from this workshop include:

- Student understanding about the local causes and impacts of flooding and risk reduction were increased because of active, contextualised and creative teaching methods.

- School teachers require additional training if contextualised and active learning is to become
mainstreamed within the Indian education system. Additionally, improvements to teaching standards take time and require support by the school administration and state teaching authority if it is to become formally adopted.

- There is a demand and need for further training to provide teachers with the skills to teach more actively and to turn students into more independent thinkers.

- Making small behavioural changes within the classroom can improve student’s confidence and the dynamics within the classroom, especially with regards to peer learning.

- Participatory arts enable people the opportunity for personal expression and empowerment both as an individual and as a group. This is because the arts require active participation in the process and so directly engage participants in the action of learning both as an individual and as part of a group.

- The arts can aid contextualised learning because they take abstract teaching principles and relate them to personal experience.

The poem below by Sangay Dolma is an example of this principle. During the workshop teachers ran a geography lesson about drainage basins. Students were asked to identify key principles of a drainage basin and apply these to the context of Leh. The students were then asked to reflect on the effects that cloudbursts would have in the terrain surrounding Leh. They were each given four images from the flash floods and mudslides that destroyed part of Leh in 2010 and asked to write a sensory poem about their experiences during this crisis. Sangay Dolma from the class writes:

_I feel emotional because when we sleep the house owners come and tell us the flood is coming. For a minute, I think that they are joking with us then we see through the window… We are very scared._

_I see people running and we are scared about an accident._

_After the floods the shops are closed and the government provides food._

_I touch my torch and candle, matchsticks and my luggage._

_I smell a bad toilet water or is its dead bodies?_  

_I hear crying, talking about the flood, many people dead, many people lost their money._  

_That time there were thefts that stole many precious things._  

_Sangay Dolma_
There were several challenges that the Multistory team faced during the workshop. These included:

- **Language**: There were challenges when delivering classes and creative exercises to students with limited English language skills. The team overcame this by planning and working closely with the class teacher with her taking an active role in delivering the lessons. The team did this because it was important that the teacher gained experience with the techniques and she could act as a translator if required. Additionally, graphic creative methods of working were chosen that didn't require too many words. The English that was used was also incorporated into lesson plans. This was useful as the students will be tested in English during their exams.

- **Timid students**: During the workshop, and especially the creative tasks, the team observed that the students were very keen to learn but had little experience of expressing independent thoughts within the classroom. When they did express an opinion they were very shy to explain their thoughts. Interestingly, getting students working together in pairs and groups built in peer support and served to give them more confidence. The arts techniques, such as participatory photography, also helped develop their creative talents leading to greater self-confidence and self-expression. During these activities the students were excited, engaged and with only a little guidance were experimenting with a diverse range of techniques.

- **Minimal Resources**: One of the principles behind the design of the lesson modules was to work with as few resources as possible. Despite this, it became apparent that long-term improvement in teacher creativity would require further investment and support (e.g. cameras, coloured pens and paper for student use).

At the conclusion of the workshop students were given a written test covering all topics covered throughout the week. Additionally, they were asked to evaluate the programme by completing a brief questionnaire with the following results:

<table>
<thead>
<tr>
<th>Student Evaluation (38 total)</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Resilient Communities: creative teaching workshop in Leh, Ladakh</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I find writing the title and aims helps me understand what we are learning about</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I find creative tasks (poems, drawing, photography) help me understand difficult ideas</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I feel more confident giving my own opinion and answering questions in front of the whole class</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I learn more by sharing ideas with a partner and in groups</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>I feel better prepared to deal with the effects of a flood</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Trips outside the school help me to develop the things I have learnt in class</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I like it when my teacher praises me for doing well</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The evaluation highlighted the majority of students enjoyed active and creative learning methods and felt that their learning experience had improved as a consequence. There was only one strongly disagree which was in relation to peer learning. Further investigation is needed to better understand this issue.
The opportunities for achieving small change through education programmes, such as this workshop in Leh, are extensive. This is because of the dynamic nature of the teaching methods and the arts approach which allows for the subject matter to be easily adapted for a variety of contexts and development situations. Importantly, the work of IPE (Sunil Collett and Oliver Hamdi) also focuses on teacher training. During the training session the teachers realised that it is their behaviours and the small changes that they make can have a great impact and improve standards. These small changes included planning sheets for each lesson, regular staff meetings and sharing knowledge and ideas. This is instrumental if contextualised and active learning techniques are going to be adopted by teachers and teaching institutions. Small Change is therefore twofold - teaching students about disaster and development issues and training teachers to continue these methods of teaching into the future.
Outputs

- **Delivery of the one week Small Change: creative teaching workshop** in Leh, Ladakh. This included structured lessons about flooding and risk reduction that related to curriculum lessons in Geography, English and Art. Furthermore, a range of active and creative teaching and learning techniques were used such as poetry, participatory photography, leaflet design, mapping, thinking skills, group work and assessment for learning (*see Appendix i: Workshop programme and workshop image sheets for details*).

- **Greater understanding about the causes and effects of flooding and risk reduction** as it relates to environment and community by students at the Girl's Secondary High School in Leh who participated in the workshop.

- **Development of a teacher action plan** in the Girl's Secondary High School in Leh which outlines aspirations, actions and milestones for improving teaching methods and classroom learning.

- **Leh workshop meeting** with co-founder of LAMO, Monisha Ahmed along with delivery of one participatory photographic exercise as part of the Small Change: creative teaching workshop with, and at, the Ladakh Arts and Media Organisation (LAMO)

- **Stage two project meeting** with local partner, SEEDS India and Safer World Communications

- **Introductory meeting** and discussion about Stage two of the programme with the British Council India office.

- **Project blogs** on the Multistory and Vodafone World of Difference websites by Jeni Burnell and Karl Greenwood (*see Appendix ii: blog information for the Vodafone World of Difference blog details or visit: http://worldofdifference.vodafone.co.uk/blogs/jeni-burnell*)

- **Academic research paper** (Please note that this is to be completed).

- **Presentation at The Small Change Forum: ingenious people make better places** conference by the Multistory team and IPE. The conference is being organised by Jeni Burnell on behalf of hosts CENDEP and Multistory and takes place on 7 October 2011 at Oxford Brookes University. This conference will focus on the role of arts and cultural action in community development.

- **Photographic exhibition** about the project displayed in Birmingham, Oxford and (pending confirmation) at LAMO in Leh, India.
Appendix i

Small Change: teaching workshop programme and evaluation
Workshop Aim: Building resilient communities through active contextualised and creative teaching and learning

Project Objectives:

1. To train teachers in active participatory learning techniques
2. To deliver a contextualised curriculum alongside core curriculum content
3. To embed the arts within the curriculum, developing photography skills
4. To raise awareness about disaster risk reduction with a specific focus on flooding in Leh (causes, impacts, responses)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Title</th>
<th>Aims</th>
<th>Activities</th>
<th>Resources</th>
<th>Skills</th>
<th>Evaluation</th>
</tr>
</thead>
</table>
| 1      | What is risk? | To identify areas of risk within the Leh community To be able to categorise risks according to season and time of year To be able to explain how some risks are more serious than others | **Starter:** Using post-it notes, students brainstorm as many risks in Leh that they can – pairs to fours  
**Main:** Students place risks on board to correspond with seasons  
Students go into the playground. Teacher calls out risk, students arrange themselves along continuum  
**Plenary:** Students are given a list of the top ten risks. Students decide as individuals which they believe to be the most serious | Post-it notes | English  
Justification  
Discussion | • Good brainstorm activity of risks. Some students did not fully understand the term risk and therefore had to be prompted. Many of the risks identified were difficult to categorise into seasons.  
• Continuum activity lends itself better to smaller groups in order to engage active participation and justification of seriousness. (many students followed 2-3 of more able pupils)  
• We were able to identify which risks students perceived to be most serious independent of other students opinions however many either opted out of participating or did not fully understand task. |
| 2      | Mapping | To understand what maps show To practice creating personalised maps  | **Starter:** Students look through textbook and pick out what information is shown on maps and key features. Teacher feedback to build up list on board  
**Main:** Students draw their own maps of route to school using symbols and annotations (happy places, unhappy places, areas of | Textbook  
Plain paper  
Colours | Mapping | • Successful due to clear modelling by teacher. Student participation was good and high degree of personalisation by students.  
• Students were able to understand that maps can show a variety of information and understood the concept of |
| 3 | Drainage basin | To understand the features of a drainage basin | Starter: | Drainage basin circle  
   Colours  
   Scissors  
   Glue | English  
   Model – making  
   Justification  
   Thinking skills | **Drainage basin**  
   To understand the features of a drainage basin  
   To explain the causes of flooding in Ladakh in August 2010 | **Causes of flooding**  
   To understand the factors that cause floods  
   To explain the causes of flooding in Ladakh in August 2010 | **Selected students removed from class to review homework. Students add mini polaroids to satellite map to illustrate areas and issues of risk**  
   **Starter:**  
   Order sentences to explain why floods happen in Leh:  
   1. A cloudburst causes a lot of rain in a short period of time  
   2. Rain does not soak into the ground  
   3. Rain goes down steep slopes  
   4. Buildings are swept away | Geog.1 textbook  
   Drawing | **Mini polaroid activity was an excellent idea, however it was difficult to deduce areas of risk from photos/whether the students had understood the task. This was due to lack of interpreter when explaining homework and having a teacher present to ensure students handed over the photos. Many photos were brilliantly composed and used for display at end of project exhibition.**  
   **Starter activity worked well to get students thinking about symbols.**  
   • Students were not able to annotate maps to give reasons for why areas were of risk due to time.  
   • N,S,E,W was a good example of kinaesthetic learning would have benefitted from building in more map skills to fit in with existing curriculum.  
   • Excellent example of how a theoretical topic can be contextualised and made creative.  
   • Students were able to learn and apply new terminology. Could develop further to incorporate more elements of the curriculum such as development of landforms and how a river changes along it’s course.  
   • Teacher was exposed to a number of thinking activities from the toolkit.  
   • Students were not able to annotate maps to give reasons for why areas were of risk due to time.  
   • N,S,E,W was a good example of kinaesthetic learning would have benefitted from building in more map skills to fit in with existing curriculum.  
   • Excellent example of how a theoretical topic can be contextualised and made creative.  
   • Students were able to learn and apply new terminology. Could develop further to incorporate more elements of the curriculum such as development of landforms and how a river changes along it’s course.  
   • Teacher was exposed to a number of thinking activities from the toolkit. |
with images to illustrate causes of flooding.
Students highlight which causes are relevant to Leh using satellite image

**Plenary:**

Pictionary – two teams. One student draws factor and their team has to guess.

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**5** Impacts of flooding

To know the impacts of flooding in Leh
To be able to rank the impacts of flooding in Leh

**Starter:**

Brainstorm impacts of flooding in Leh. Pairs to fours, teacher feedback onto board with specific statistics

**Main:**

Class discussion to pick the top 9 impacts to be diamond ranked

Diamond rank impacts in pairs in notebooks.

Feedback to focus on justification. One group presents their ranking to class

**Plenary:**

Students write newspaper headlines to show flood impacts

**HOMEWORK:**

Students must bring in special item that will be in their ‘go bag’ to be saved in

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questions having more than one answer. Activity was used well to model pairs to fours and whole class voting. Students were clear on how a flood occurs.

- Mind map activity was well utilised to explain causes of flooding and then made relevant to flood in Leh with actual figures which brought this to life.
- Plenary was an excellent activity to show how learning can be fun and creative. Students enjoyed the element of competition which added motivation.
- Local teacher led the majority of this lesson.

- Starter allowed students to independently brainstorm impacts of flooding with high levels of peer learning.
- Diamond ranking activity created high levels of discussion and engaged higher order thinking skills.
- Relevance played a key factor in student engagement.
- Language was again a barrier to fully justify their answers. This activity needs to be done in mother tongue to allow students to express themselves more fully.
- Local teacher taking on an increasing role in delivery of lessons.
<table>
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<tr>
<th></th>
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<th>event of flood</th>
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<tbody>
<tr>
<td>6</td>
<td>Photography</td>
<td>To be able to compose and take portraits taking into account elements such as light, distance from subject and angle</td>
<td>Students were taken on visit to local Arts centre called LAMO (Ladakh Arts and Media Organisation)</td>
<td>Cameras</td>
<td>English language</td>
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<td></td>
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<td></td>
<td>1. Student tour of facilities and exhibits</td>
<td></td>
<td>Photo composition</td>
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<td>2. Students wrote sentence justifying why they saved particular object</td>
<td></td>
<td>Photography</td>
<td></td>
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<td></td>
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<td>3. Students created portrait with their object. Each member of group directs and takes a portrait</td>
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<td>Self-expression</td>
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<td></td>
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<td></td>
<td>- Excursion worked really well to expose students to local arts and media resources in their local community.</td>
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<td>- Students were highly engaged in tour and exhibits.</td>
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<td>- Students thoroughly enjoyed using and experimenting with cameras. A good platform for further development of photography skills. Excellent portraits taken with low level of teacher guidance.</td>
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<td>- Students were reluctant to share their item and why it was important. This may be due to cultural barriers and not fully understanding the concept of the “go-bag”. Whilst a third of the class forgot to bring their item, the photography still went ahead with good outcomes.</td>
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<td></td>
<td>- Portraits were used excellently for display in the classroom.</td>
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<td>- Students were not able to give feedback about what they had learnt although did say they thoroughly enjoyed using the cameras.</td>
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<td>7</td>
<td>Creative writing</td>
<td>To think creatively about how the floods affected people in Leh</td>
<td>Starter: Students look at packs of photos. Brainstorm descriptive words. Students work in pairs and then share in groups. Words are on board to support students. Focus on tenses, vocab and senses.</td>
<td>Photos</td>
<td>English language (tenses, adjectives)</td>
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<td></td>
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<td>- Photos were an excellent stimulus for brainstorm of words. Success of task was dependant on students being able to use mother tongue.</td>
<td></td>
<td>Creative writing</td>
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<td></td>
<td>- Useful opportunity for development of English language both vocab and tenses.</td>
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<td>Independent thinking</td>
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<td></td>
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<td></td>
<td>- High involvement of local</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Activity</td>
<td>Language</td>
<td>Assessment</td>
<td>Notes</td>
<td></td>
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<tr>
<td>8</td>
<td>Reducing the impact of floods</td>
<td>To know how to reduce the impact of floods</td>
<td>English</td>
<td>English language, Categorisation, Justification</td>
<td>- Lesson almost fully led by local teacher due to complexity and requirement for translation, in addition to increased teacher competency. - Additional activity was needed to enhance student understanding of key concepts. - Students were able to categorise. - We noticed at this point growing student confidence, participation and ability to justify their answers.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Revision</td>
<td>To understand the main features of leaflets</td>
<td>English</td>
<td>English language, Peer assessment of each other's</td>
<td>- Example leaflets were well utilised to engage students in leaflet design. - Excellent activity for revision of week’s concepts and student outcomes demonstrated.</td>
<td></td>
</tr>
<tr>
<td>Students design and create leaflet to show causes, impacts and responses to floods in Leh&lt;br&gt;<strong>Plenary:</strong> 2 stars and a wish – students swap work. Identify 2 good things and one thing to work on and improve&lt;br&gt;<strong>HOMEWORK:</strong> Revise for test</td>
<td><strong>work</strong>&lt;br&gt;Leaflet design</td>
<td>significant learning from the week.&lt;br&gt;• Local teacher was exposed to an activity which demonstrated that when students are fully prepared they can be left to work independently and therefore think and produce work creatively on your own</td>
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| 10 | To gain summative evaluation of student progress<br>To gather students perception of overall aims of the project | **Student test**<br>**Student evaluation of project** | Test<br>Student evaluation form | • Test scores ranged from 50-90%.<br>• Average 72.5% |

**Work to be displayed in classroom**

- Portraits
- Personalised maps
- Leaflets
- Poems
- General images of Leh
- Satellite map with annotations
Appendix ii

Small Change: teaching workshop image sheets
Photographs showing the process by which the Small Change: Building resilient communities creative teaching workshop was carried out. These included active, creative lessons that explored local hazards and risk reduction and were based on school curriculum lessons for subjects including English, Geography and Art.
stories from Leh

A select number of students were asked to tell us a story about their travels to and from school identifying along the way any risks or hazards or just anything they wanted to share with us about their lives in Leh. This was one of the participatory photography activities that formed part of the Small Change: Building resilient communities creative teaching workshop.

The selection of images below were taken by: Bilques Bano, Anjeli Tamang, Amina Khatoon, Disket Chorol, Mentok Dolma, Jigmat Wangmo, Motup Dolma, Sonam Chuskit and Tsewang Zangmo.
The second photographic exercise as part of the Small Change: Building resilient communities creative teaching workshop workshop asked students to bring in a personal object that had sentimental value and which they would add to their family’s disaster preparedness kit - this would include practical items such as important house / tenure documents, water, food and clothing. Entitled ‘What would you save in a crisis?’ this activity was held at the Ladakh Arts and Media Organisation (LAMO). Students were asked to experiment with taking each others portraits in a way that expressed their personality and the object they wished to keep.

This selection of photographs includes portraits of Anjali Kumari, Bilues Bano, Chuskit Angmo, Dawa Lamo, Disket Chorol, Padma Youdol, Dolma Cholzom, Hajira Bano, Khalida Banoo, Kunzang Dolker, Tsering Angmo, Stanzin Lhamo, Tsewang Lamo, Zarina Batul and Amina Khatoon.
Appendix iii

Small Change: teaching workshop Vodafone World of Difference blog by Jeni Burnell
1. Breathtaking: Small Change in ‘the land of high passes’

On the 6th August 2010 a series of cloudbursts struck the North Indian region of Leh, Ladakh. Hundreds of people lost their lives and many more were left homeless by the resulting flash floods and mudslides. There was also extensive damage to people’s homes and community infrastructure in city of Leh and the many towns and villages within the valley.

We arrive in Leh on the anniversary of this terrible event. As our plane weaves through the Himalayan Mountains we prepare ourselves for ten days of living 3500m above the sea. With our heads aching and being out of breath from the high altitude slowly receding we grow excited about our task ahead.

The Multistory team, including myself and Karl Greenwood, are joined by UK teachers, Oliver Hamdi and Sunil Collett. Our job is to run the Small Change: Building resilient communities workshop in the local state high school for girls. The aim of this project is the build more resilient communities through active, contextualized and creative teaching and learning. To these ends we are combining education, disaster risk reduction and participatory arts in order to:

- Train local school teachers in active, place-based teaching methods;
- Teach about risk and risk reduction in ways that encourage active student participation in lessons;
- Build self confidence, and enable self-expression, by empowering students through the arts.

Small Change in Leh is about education as the catalyst for positive change. It’s also about practical, creative and sustainable teaching methods designed to reduce people’s vulnerability to future risks.

We can't wait to get started – I’ll keep you posted!
2. Small Change India: don’t be scared be prepared!

Flooding, transport accidents, earthquakes, house fires (winter), 'bad people', water shortage, dangerous stray dogs, global warming, bomb attacks….these were some of the risks identified on the first day of the Small Change: Building resilient communities workshop with the year 9 class at the Girl’s Secondary High School in Leh.

Our first day of the workshop included three hours of lessons plus teacher evaluations. Through a series of creative exercises, such as mapping and lessons based on the teaching curriculum, the 51 students in the workshop class had the opportunity to think about their community and the risks they may encounter on a day-to-day basis or over a longer time period (earthquakes, floods etc). With 27% of students directly affected by the 2010 cloudburst and flash flood disaster, these lessons gave them and their classmates the opportunity to think about risk and ways in which they could be safer in the future.

Whilst these activities are important to student’s learning experience, the Small Change team aspires to achieve long-term change which makes the existing teaching methods at the school more contextualized and active. Therefore, we are working closely with the class teachers to evaluate what worked well from the lessons, what didn’t and what she will continue to do after the workshop has ended. So far, simple teaching techniques such as praising students more and asking them why they have answered a question a certain way, are significant improvements. These changes, whilst small and simple, are powerful tools which, engage students, encourage individual thinking and enhance personal development.

Learning hasn’t been a one way process. We as workshop facilitators have also learnt valuable lessons these include; the difficulties of teaching 51 students in a tiny, dark, cramped classroom; how it is hard (but not impossible) to be creative without some of the basic resources such as pens and pencils. But we know that this is the first step in a long journey if we are to influence long-term change within the education system. We look forward to the challenge!
3. Small Change India: no need for words

As part of the Small Change: Building resilient communities teaching workshop, students were given digital cameras and asked to tell us a story in pictures about their lives in Leh. The results need no words…. Enjoy!

4. Picture this....

The purpose of the Small Change: Building resilient communities teaching workshop is to pilot contextualized learning using a range of mainstream and creative teaching methods. It is important to expose students to new ways of learning which are fun, interactive and creative. During this week long workshop, we have explored participatory photography, drawing and creative writing. All of these activities support the state teaching curriculum in subjects such as Geography, Science, English and Art. Additionally we have focused the programme on disaster risk reduction at a state, community and personal level.

The second photographic exercise of the workshop asked students to bring in a personal object that had sentimental value and which they would add to their family’s disaster preparedness kit (this would include practical items such as important house / tenure documents, water, food and clothing). Entitled ‘What would you save in a crisis?’ this activity was held at the Ladakh Arts and Media Organisation (LAMO) which is situated in the old town of Leh approximately 15 minutes walk from the school. We felt that it was important that the students had this opportunity to discover more about LAMO as it is great local arts resource that they might like to do more with in the future.
At LAMO students explored the current exhibitions including a series of portraits taken of Ladakh and its people over 70 years ago. We highlighted the different ways in which these portraits were taken including close-ups and full length shots. We also highlighted how the background and angle of the camera add to the story of the portrait. At the end of this tour students were divided into groups and asked to explain to each other why they had selected their object. They were then given cameras and sent into LAMO’s myriad of rooms where they took each other’s photographs. The examples below show the talent, imagination and creativity of this often timid group of young ladies.

At the end of this activity we asked the students what they had learnt from this experience. There answers included:

- Learning more about their friends and classmates by talking about their objects and why they are important to them
- Learning new ways of taking photographs (different camera angles, use of light and composition)
- Exploring LAMO

We observed that whilst the girls are enthusiastic about learning, they are very shy to express their opinions verbally. Photography overcame this barrier. During this activity the students were excited, engaged and with only a little guidance they where experimenting with a diverse range of techniques. It is for this reason that the arts are such a powerful medium in which to teach and empower.
5. So what?

We flew back to Delhi from Leh on Sunday 14th August having had an inspiring and exciting week delivering the Small Change: Building Resilient Communities teaching workshop in the Girl’s Government High School in Leh, Ladakh. The final days of the workshop were action packed and included lessons on risk reduction including poetry and leaflet design, an exhibition and teacher training sessions.

The exhibition was created as a permanent display in the year 9 classroom where we had spent the week. It was made up of the work that was created by the students throughout the workshop and included their poetry, personal maps, risk reduction leaflet designs, photographs of Leh and portraits of each other with an object that they would like to save in a crisis. During the day students and teachers from the other classes came to view the work and were given tours by students in the class. It was a bright and engaging exhibition that showed individual expression and talents along with a sound knowledge of the issues and impacts of hazards, especially flooding.

The plenary workshop of the week was run with teachers in the school and the head teacher. This session shared the active and place-based teaching methods which had been used during the workshop. It also asked the teachers what their ideal classroom would like and to make a plan about how to achieve this within 1, 6 and 12 months time. There is a saying in the teaching world…. Does a teacher have the skill and the will to change? Whilst resources are small, class sizes are large and the facilities challenging at the Girl’s High School in Leh, everyone in the teacher training session had the will to make small, but important, changes to how classes are programmed and implemented.

It was a great workshop but like so many great workshops one must always ask: So What?

Upon returning to Delhi the Small Change team, joined by Multistory Director, Emma Chetcuti, met with our local partners SEEDS India and organisations such as the British Council to discuss next steps. There are plans for further work in Leh, specifically ideas of teacher mentoring. There are also ambitions to explore a cultural exchange between India and UK schools along with furthering the Small Change initiative online via new media such as mobile phones and the internet.

Exciting times are ahead…..