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# Reclaim the streets for our children

The Guardian, Friday 12 October 2007



Article history

Our children may not be as dependent on TV, computer games and





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mobiles as adults fear - as long as there is a more interesting alternative (Study reveals stressed out 7-11 year-olds, October 12). Last week I took 25 year 5/6 children from Wembley to an outdoor education centre in Hampshire. In a packed programme of environmental education, canoeing, trim trails, paddling in fords, night-time torch games and independent play in woodland and meadows, not one child mentioned missing TV or other techno-entertainment.

Evaluating the programme, children spoke about learning to try food they had not eaten before, facing fears and being brave, becoming a stronger person, learning to be alone, taking responsibility for looking after themselves, and discovering that "nature is good and all around us".

As a result of their studies the children all made pledges to reduce their carbon footprints - a small step but one that enables them to do something practical about the impact of global warming and overcome their feelings of helplessness.

But children's "free range" activities should not be restricted to one residential trip during primary school; we need to take a leaf from the 1970s women's movement and start a campaign to reclaim the streets this time for our children.

#### **Martin Francis**

Wembley, Middlesex

The Primary Review echoes Unicef's report on child wellbeing in February, which ranked the UK bottom in a measure of young people's sense of wellbeing. This is certainly cause for concern.

On an encouraging note, the report records that "gloom could turn to hope when children felt able to act rather than merely comply" and, as stated in your article, "where schools had started engaging children with global and local realities aspects of their education they were noticeably more upbeat". This mirrors evidence emerging from over 200 schools participating in Unicef's Rights-Respecting Schools award scheme. The scheme uses children's rights (as enshrined in the UN convention) as the basis for enhancing the school ethos. Rights and respect are embedded in the school's entire philosophy, providing a shared set of values upon which an active school community can be built.



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While still in its infancy, the scheme is delivering impressive results: improvements in children's wellbeing including self-esteem, behaviour and relationships, enhanced moral development, positive attitudes towards diversity in society and overall improvement in attendance, learning and academic standards.

#### **David Bull**

Executive director, Unicef UK

Why are we so surprised by the findings of the Cambridge study? Ever since testing began in 1992, those professionally concerned with teaching children have been warning about the consequences. More recently parents have added their voices as they saw the stress created in their children. I argued in discussions prior to my retirement from primary headship in 2002 that the disturbing and disruptive behaviour of pupils noted by many in the secondary phase of education bore a direct correlation to the increasing stress experienced by them in the primary years. Postman and Weingartner began their book The Disappearance of Childhood with the words "Children are messages we send to a time we may not visit." We have forgotten that and are poorer for our lack of vision.

#### **Chris McDonnell**

Little Haywood, Staffordshire

At my primary school, in the 1950s, we had examinations every term in reading, composition, spelling, writing and arithmetic. The average class size was 44. Were we stressed? Probably. We also had the spectre of the 11-plus. So what has happened since? The world is more materialistic and parents have more pressure on them. Has the quality of teachers improved? I don't think so; they are still competent but react more to the stress put upon them. I fear that this stress is transmitted to the pupils. The key paragraph was that about adults voicing concerns over the influence of the media on children, the pressure of consumerism and the breakdown of family life and community. Can we sometimes, please, have a bit more positive press about children? And stop whingeing about testing.

## **David Weston**

Stevenage, Hertfordshire



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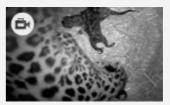




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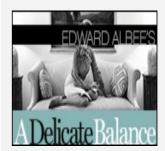


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