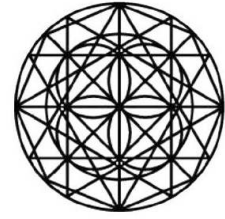


enrichment project
prospectus

for lambeth schools, colleges
 and community organisations



SOUL

Schools Of Unified Learning

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MATHEMATICS



we are the

MICE



We are the Mathematicians In Creative Expression

project pathways

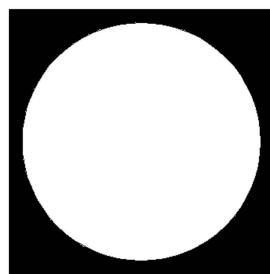
This introductory prospectus has been sent to you as an expression of our keenness to work with schools locally, nationwide and internationally. We are sharing cultural diversity in art and a deep passion for maths in the same breath. The project's unique pedagogy can assist you in your continuous innovation of learning experiences that are highly valued by young people, the local community and teaching teams. Together, in ways that are enduring, we can strengthen academic achievement and learning enjoyment throughout the school community. Let's explore the options.

There are two main project pathways, you may explore one or both of them:

- 1) Review and join our **MICE Sister Schools** programme – we are facilitating partnerships between UK schools and schools in East Africa – international creativity projects and network developments leading to exceptionally rich learning experiences for all.
- 2) Commission our **abunDANCE in Schools** workshops – for children and teachers at primary, secondary and tertiary levels of education – maths taught through dance and cultural arts.

Please read on and then call us today or send an email to explore the potential benefits.

we are the
MICE
We are the Mathematicians In Creative Expression



abunDANCE
in Schools



for more information contact us today:

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We are the **Mathematicians In Creative Expression**

The mission of We are the MICE is three-fold.

1. We are the MICE means "We are the Mathematicians In Creative Expression". Through this project we seek to enrich the learning of mathematics, the sciences, arts and all areas of learning by exploring them in more natural and unified ways. With this core value we seek to support schools in Ethiopia, Jamaica and England. These are our key-link countries to panAfrican, panCaribbean and panEuropean developments. Our goal is to help schools in these areas to become more culturally creative in their approaches to learning, thus improving educational effectiveness.

2. We strive to foster cultural awareness between children across the three key-link countries. The We are the MICE: Sister Schools Programme allows teachers, students and parents to see what life is like in each others countries particularly in regard to education. The core activities are built around the broad range of **abundance in Schools** workshops and programmes that we offer (see below). These are adapted to establish dynamic international collaborations; building inspiring experience, creating unique and effective learning resources, supporting professional development, promoting diversity values and nurturing special friendships.

3. Schools in Ethiopia and Jamaica welcome support in more general ways and so our project helps schools to continue to provide a good basic education for the students in their areas. We also provide supplies, materials and teacher training as they are needed to improve the education of children in these regions.

We are now establishing relationships with all Maths Co-ordinators, Heads of Maths, Heads of Performing Arts/Drama, Learning Support Managers and Headteachers across Lambeth.

This project also provides a special forum for sharing best practice in cross curricular education across our borough.

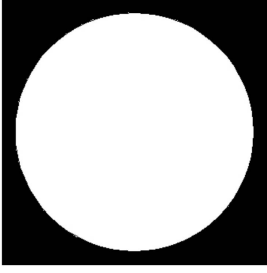


We are working In partnernship with Addis Ababa University

for more information contact us today:

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abunDANCE
in Schools

abunDANCE in Schools is a unifiedknowledge (yeh'tmr urwuk'eht) learning programme for primary and secondary schools as well as tertiary level education. Essentially we use 'dance' and a diverse range of cultural arts to teach core ideas of maths, the sciences, lifeskills, citizenship and respect.

“**abunDANCE**” is an experiential approach to education that brings about a knowledge of “the connection”; our unified (cross-curricular) approaches to learning, self-expression and respect organically nurtures young people, bringing out their best. የጥምር ዕውቀት *yeh'tmr urwuk'eht* (more commonly known as *unifiedknowledge*) promotes the wholistic (unified) expression and experience of nature. Thus we value maths, art and science as intrinsically integrated subjects. Our approach seeks to reveal the inter-relationships of these subjects with nature as the 'practical' or 'visualised' classroom / theatre, thus our method minimises presenting them as separate or abstract.

In *unifiedknowledge workshops and classes* the idea of mathematics is **simplified** to '*the study and application of patterns*' which, with a little guidance, helps everyone recognise it as underpinning other subjects whether they be language, science, physical education, heritage, geography, history, agriculture, astronomy and so on. The sciences we observe as specialist fields of mathematics.

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yeh'tmr urwuk'eht

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abunDANCE workshops - potential themes

- **Making Patterns - Fun-da-Mental Points** (lines, and angles too)

Relating dance movements to fundamental maths ideas gives a stronger internal foundation for young people to build mathematical insight, creativity and enjoyment.

- **Introducing the Art of Mathematics - Part 1**

Mathematics viewed from cultures panAfrica - its simple and omnipresent. Learning the Mathematician's Charter - Keywords explored; observe, record, enjoy, estimate, calculate, forecast, visualise.

- **Reasoning and the Art of Mathematics - Part 2**

Principled visualisation, the greatest purpose of maths. Helping young people value mathematical reasoning, language and empowerment.

- **Number, Measure and Ratio - the old school classics**

These three mathematical ideas have a special depth that when explored can be found to bind many other aspects of maths, the sciences, the arts, nature and general lifeskills studies. There is a great and liberating value when gaining consciousness and competence in them. We explore these old school classics from refreshingly diverse cultural view points.

- **I Count Too - Binary Drumming**

Counting with one hand, counting with two things. Looking at music and number in a deeper way we explore an ancient basis of drum language. Alternate ways of counting combined with rhythmic harmony development make a great way to enhance the value and utility of number.

- **Special Powers in the Hands of Children**

5 important reasonings on power that every child should know, supported by interactive explorations into the meaning of peace development and the realisation of wisdom. Core mathematical ideas as they relate to harmony, energy, work, power and wisdom. Becoming an advance learner.

- **Transformations of Winchi**

Maths taught through dance - the African Crowned Crane bird in rotation, reflection, enlargement and translation. Transformational studies.

In this our most popular abunDANCE in Schools workshop we dance like birds (Winchi, the African Crowned Crane), exploring closely how our dance movements and gestures express the mathematical ideas of transformations and other interrelated principles/themes. We work through and practice physical and mental exercises that build determination and mind-breath-body harmonisation. Then, as a grand finale, we bring it all together for the great show, the part of our dance programme we call The Ngoma; bringing principles and free creative expression together naturally in abunDANCE.

- **ግዛጎጎ Gzat: The Province of One**

introducing foundational math principles of space through cultural metaphor. Drawing (visual art) and warrior dance movements combined enhances this multi-sensory learning.

- **Valuing the Quest for Truth**

Ancient views of maths saw a unity of mathematical "truths" with personal and social character development, ethics and justice. Exploring the educative culture of the world's oldest recorded mathematical geniuses and natural philosophers.

questions?

Why?

It is clear from numerous research studies, government reports and the anecdotes of people generally that too many young people and children are under-achieving. This problem is most acute when we look at the experiences of young males. The abunDANCE in Schools Programme has a successful and proven track record in engaging and re-engaging young people of all cultural origins, young and old, male and female with the true joy of learning and creativity. Also, there is a critical need to challenge the sentiment of many children and young adults who often affirm;

“I'm no good at maths !” .

This kind of thought reflects a fundamental misunderstanding of what mathematics really is. Our facilitators work with the premise that by nature we are all good at maths, even if we don't consciously know that. The abunDANCE in Schools Programme allows young people to find out why.

Who?

As our Principal Teacher, አስተማሪ:ባቴክን፡፡ **Astehmari Batekun** heads a team of eight others who specialise in the unique disciplines of ዳንክራ፡ተዋጊ፡፡ - **dankira tehwagi** (Warrior Dance) and the የጥምር፡ዕውቀት፡፡ - **yeht'mr urwuk'eht** approach to education (art, maths, science and nature studies taught as one). With over a decade of experience, Astehmari's global research, teaching and community development history make him and his team uniquely placed to deliver inspiring successful workshops, courses and programmes.



Where?

Our programmes can be delivered in both primary and secondary schools, youth organisations, further education institutes and other organisations with appropriate space. Primarily we work in dance studios, gyms, halls, theatrical arenas and classrooms. We also organise countryside retreats and residential programmes.

When?

There are a variety of Programme Options available to you:

- Single Session, Half & Full Day Workshops
- Half & Full Term Programmes
- Year Programmes

Single Session, Half & Full Day Workshops:

Single Sessions provide the students with a good introductory insight into our arts and disciplines. When providing Half & Full Day Workshops we are afforded more time to perform a Warrior Dance Drama (much like Anancy Stories) and then to use the other session periods to explore the principles of the dance practice and how they relate to other contexts of life. We also explore the characters and heritage of the drama in more detail.

Half & Full Term Programmes:

Half & Full Term Programmes provide the opportunity to comprehensively introduce the dance-drama practice of dankira tehwagi. With this type of programme we are able to build positive mentor-style relationships with students and further customise our programme delivery to the individual needs of the young people.

Year Programme:

A Year Programme provides the most comprehensive approach to sharing the practice and disciplines of dankira tehwagi. With this level of commitment, learners receive the greatest benefits from our unified approach to learning. The end of this type of programme typically culminates in a major public show and graduation award event.

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 MATHEMATICS



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Join our Sister Schools Programme!
unifiedknowledge.org



*abun***DANCE**

WEBLINKS:

[main website] – [audio testimonials] – [Sister Schools]

contact us today



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