PRACTICAL SOLUTIONS FOR MAKING EDUCATIONAL SPACES MORE INCLUSIVE WITH A HELP OF CARGO CLASSROOM

Abstract. The article shows the content and possibilities of CARGO Classroom in making educational spaces more inclusive. CARGO Movement, formed in 2019, is a creative collective developing digital heritage resources for schools and the broader public. These include films, immersive exhibition design and the “CARGO Classroom” education tools.

CARGO Classroom is a set of 15 history lessons. These lessons have been developed by CARGO in collaboration with experienced history teachers, history teacher educators, home educators, activists and historians. Each lesson tells the story of an individual of African or African Diaspora heritage. Together, the lessons form a chronological narrative that celebrates the accomplishments, achievements and visionary leadership of African and African Diaspora individuals from ancient times to the present day. In forefronting these accomplishments, CARGO Classroom shows learners that the present and the future can and should be places of possibility and opportunity for all.
CARGO Classroom’s main aim is to enhance and broaden the national curriculum, contributing creatively engaging materials which are as pedagogically strong as they are innovative in form and content.

CARGO Classroom is based on pedagogical principles that help facilitate more inclusive education. We hope that, as well as an understanding of how you might use CARGO Classroom resources in your educational settings, you take away an awareness of how to use CARGO’s pedagogical principles to construct inclusive lessons of your own.

CARGO classroom is a series of lessons that will enrich the curriculum with stories of inspiring individuals from Africa, an African diaspora, history. The lessons have been designed in collaboration with lecturers, professors, teachers and pupils and taught in full, they tell the story of the continued accomplishments of individuals of African and African diaspora heritage. These lessons are pitched for students aged 11 to 14, but CARGO Classrooms visually informed pedagogy, however, means that they are easily adapted for both younger and older students. Each lesson has an accompanying image and poem about which questions can be tailored to challenge students of all ages.

Finally, CARGO classroom lessons have been planned by experience. History teachers and are rooted in that discipline. Each lesson therefore looks to develop students’ historical skills as well as enriching their historical knowledge.

Keywords: inclusive education, CARGO classroom, educational spaces, stories, history lessons, inclusive education vocabulary, pedagogical principles

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ПРАКТИЧНІ ШЛЯХИ СТВОРЕННЯ ІНКЛЮЗИВНИХ ОСВІТНІХ ПРОСТОРІВ ЗА ДОПОМОГОЮ CARGO CLASSROOM

Анотація. У статті показано зміст і можливості CARGO Classroom у тому, щоб зробити освітній простір більш інклюзивним. CARGO Movement, заснований у 2019 році, є творчим колективом, який розробляє цифрові ресурси для шкіл та широкої громадськості. Сюди належать фільми, захоплюючий дизайн виставок та навчальні інструменти «CARGO Classroom».

CARGO Classroom – це комплект із 15 уроків історії. Ці уроки були розроблені CARGO у співпраці з досвідченими вчителями історії, викладачами історії, домашніми вихователями, активістами та істориками. Кожен урок розповідає історію особи з Африки чи африканської діаспори. Разом ці уроки утворюють хронологічну розповідь, яка відзначає досягнення та далекоглядне лідерство африканців та африканської діаспори з давніх часів до наших днів. На передньому плані цих досягнень CARGO Classroom показує учням, що сьогодення та майбутнє можуть і повинні бути місцями можливостей для всіх.

Основна мета CARGO Classroom полягає в тому, щоб покращити та розширити національну навчальну програму, вносячи творчо захоплюючі матеріали, які є педагогічно сильними та інноваційними за формою та змістом.

CARGO Classroom базується на педагогічних принципах, які сприймають більш інклюзивні освіті. Ми сподіваємося, що, окрім розуміння того, як ви можете використовувати ресурси CARGO Classroom у своїх навчальних закладах, ви отримаєте уявлення про те, як використовувати педагогічні принципи CARGO для створення власних інклюзивних уроків.

CARGO classroom – це серія уроків, які збагатять навчальну програму історіями видатних людей з Африки, африканської діаспори, історичних постатей загалом. Уроки, розроблені у співпраці з лекторами, професорами, вчителями та учнями, розповідають історію постійних досягнень африканців та африканської діаспори. Ці уроки призначені для учнів віком від 11 до 14 років, але педагогіка CARGO Classrooms із візуальною підтримкою означає, що їх легко адаптувати як для молодших, так і для старших учнів. До кожного уроку є супровідне зображення та вірш, запитання щодо яких можна адаптувати для учнів будь-якого віку.

Нарешті, класні уроки CARGO були розроблені на основі досвіду вчителів історії та тих, хто цікавиться цією дисципліною. Тому кожен урок спрямований на розвиток навчич учнів у сфері історії, а також на збагачення їх історичних знань.

Ключові слова: інклюзивна освіта, CARGO classroom, освітні простори, розповіді, уроки історії, словниковий запас інклюзивної освіти, педагогічні принципи
Statement of the problem. The central premise of education is to prepare people to take their place within society. And we don’t feel that our curricula facilitate people to take their place in a multicultural, multi diverse society. It doesn’t do that. But CARGO Movement, formed in 2019, is a creative collective developing digital heritage resources for schools and the broader public. These include films, immersive exhibition design and the “CARGO Classroom” education tools.

CARGO (Charting African Resilience Generating Opportunities) Classroom is a set of 15 history lessons. These lessons have been developed by CARGO in collaboration with experienced history teachers, history teacher educators, home educators, activists and historians. Each lesson tells the story of an individual of African or African Diaspora heritage. Together, the lessons form a chronological narrative that celebrates the accomplishments, achievements and visionary leadership of African and African Diaspora individuals from ancient times to the present day. In forefronting these accomplishments, CARGO Classroom shows learners that the present and the future can and should be places of possibility and opportunity for all.

CARGO Classroom’s main aim is to enhance and broaden the national curriculum, contributing creatively engaging materials which are as pedagogically strong as they are innovative in form and content.

We use bespoke poetry, images, video and interactive content, which brings to life the stories of individuals of African and African Diaspora Heritage. Adding a wealth and depth to an often poor and shallow pool of resources.

CARGO Classroom resources are inspired by the CARGO collection of poetry by Lawrence Hoo, which traces a timeline across seven centuries, and celebrates the resilience and visionary leadership of individuals of African or African Diaspora descent who catalyzed change and moved society forward.

CARGO Classroom is the initiative of CARGO Movement Ltd, an independent creative collective based in Bristol, UK. It is the product of a multidisciplinary collaboration between CARGO and a team of experienced teachers, assembled with the guidance of the School of Education at the University of Bristol.

Analysis of the latest research and publications shows that the scientific researches devoted to creating inclusive educational space including the ones in African regions were presented by such authors as: J.Hemingway, F.Armsrong [1; 8], T.Arnold [2], L.Benade [3], B.Boroson [4], A.H.Brown [5], J.L.Bucholz, J.L.Sheffler [6], R.Khare, A.Mullick [9], A.S.Lingo, S.M.Barton-Arwood, K.Jolivette, [11], J.Mpofu, S.Molosiwa [21], S.M.Naicker [13], B.Ytterhus, I.Ámot [15] and others.

Having analysed different submissions we see that unfortunately there are no of them devoted to CARGO Classroom. The information about it was given only in general. So, it is absolutely new way of making educational spaces in the classrooms more inclusive.

**The purpose of the article is** to show the content and possibilities of CARGO Classroom in making educational spaces more inclusive.

**Presentation of the main research material.** As for CARGO Background, it was led by poet Lawrence Hoo and film maker and creative director Charles Golding. CARGO Movement is a creative collective developing digital heritage resources for schools and the broader public. These include films, interactive public art and the CARGO Classroom education tools. Its founders have long been dedicated to broadening Britain’s understanding of its history in relation to the Transatlantic Slave Trade and its living legacy, which continues to shape the lives of Bristolians today. CARGO’s work evocatively puts forward those missing narratives from our past and inspires the public to visualise a future full of pride and possibility.

In the wake of the resurgence of the Black Lives Matter movement in 2020, many groups and organisations have sprung up to address the inequality and lack of diversity in business and education. We cannot be sure whether these organisations were echoing the zeitgeist or capitalising on the moment. Either way, we are now in an unprecedented time where diverse resources and educational tools are available on a scale unimaginable a few years ago. From major publishers, academics and celebrities, it seems many people have thrown their hat into the ring to help address the perceived lack of Black history within our classrooms.

When CARGO began its journey into the world of education, we made a number of conscious decisions that would help define our focus and ambition. As Lawrence Hoo, CARGO co-founder recounts in the BBC documentary. The Classroom Revolution: “At school, we weren’t taught white history.” This is an important distinction with the language we use to describe our work.

David Rawlings, Senior Lecturer in Bristol’s School of Education, appears in the documentary. He’s been working with colleague Professor Julia Paulson to support the development of the CARGO Classroom lessons, developing workshop materials with teachers and building a soon-to-be-launched course to support delivery.

He said: “We know that there are huge problems with representation in our school curriculums. CARGO Classroom offers us a solution. The lessons have the achievements and accomplishments of fifteen individuals of African and African diaspora heritage at their heart. They tell inspiring stories that can only enrich and rebalance the curriculum”.

Among the figures on the CARGO curriculum are revolutionaries such as Nanny of the Maroons (1686–1733), a freedom fighter and leader of resistance to enslavement in Jamaica; Dutty Boukman, a spiritual leader and instigator of the
Haitian uprising who died in 1791; and Paul Bogle (1820–1865), a civil rights leader who led a rebellion protesting the injustices of British colonial rule.

Experts from the Faculty of Engineering have partnered with CARGO to tell the story of Lonnie Johnson – an African American inventor, aerospace engineer and entrepreneur, who did a 12-year stint at NASA working on the Galileo mission to Jupiter and the stealth bomber programme before going on to invent one of the world’s bestselling toys – the Super Soaker water gun.

Professor Steve Eichhorn, who’s been involved in developing the STEM classroom materials with PhD student Selim Tudgey, said: “It is really important that pupils of African heritage see someone in their lessons they can relate to and someone who has achieved something. Lonnie Johnson provides that in a fun way. I’m very inspired by the project and it’s been great working with CARGO on something that will make a real difference”.

Through CARGO Classroom, Lawrence and Chaz hope to counter the skewed versions of Black history, which they see as being responsible for reproducing inequalities in society.

The University has been working closely with CARGO for a number of years. Together they’ve created the Universal City interactive map, aimed at connecting new students and staff with the diversity of the city of Bristol.

Each CARGO lesson is led by a single enquiry question, which has been framed so as to forefront the achievements and accomplishments of the individual studied as a historical actor in their own right. We know that there has been a tendency for lessons to teach the histories of African and African Diaspora individuals in relation to the actions and/or expectations of Europeans. Rather than exploring the achievements of Mary Seacole in comparison to those of Florence Nightingale, for example, CARGO Classroom celebrates Mary Seacole as a woman who made huge developments in the history of medicine.

Here are examples of how CARGO Classroom interprets and amends language commonly used.

  This is to reject the widely used social construct, “race”, created approximately 500 years ago to divide humanity into higher and lower valued groups. This also helps to identify the journeys taken by anchoring people to their earliest point of known origin.

- The use of: “Enslaved People” rather than “Slaves”.
  The term “slave” is used to dehumanize the experiences of people of African and African Diaspora Heritage. It was claimed that they were only “3/5 human” and because of this could be classed as property. Over time this has allowed people to minimize the impact being enslaved had. By using the term “enslaved” we immediately raise the idea of someone being removed from freedom and having something taken away from them, and as such humanizing their existence.

This is to highlight that this was neither a consensual working agreement or a mutually benefitting relationship. In many cases people would be literally worked to death, often over a very short period of time, this was due to the enslavers ability to replenish his labour force through nominal cost at will.

Visual communication lies at the heart of the CARGO resources. Each lesson features video, photography and a unique contemporary collage illustration.

There are 15 collages that make up CARGO Classroom: Queen Nzinga, Dutty Boukman, Nanny of the Maroons, Samuel Sharpe, Paul Bogle, Mary Seacole, Marcus Garvey, Windrush Generation, Carmen Beckford, Marvin Rees, Peaches Golding, Cleo Lake, Lawrence Hoo, Merchants, Imhotep. We hope that these illustrations will have a dual role for the educators who use these resources.

First, they give educators a range of inspiring and engaging depictions of individuals of African and African Diaspora heritage – something that has so often been missing in Western education. Last week we discussed how important framing is for inclusive education and these collages certainly help us to present African and African Diaspora histories from a position of accomplishment and achievement.

Second, each picture is a collage that uses a range of relevant and understandable images to tell the story of the individual about whom the lesson is focused. We know that learning happens when multiple connections are made in an engaged and attentive brain. We also know that both representation and relevance are important underliers for what makes something engaging. We are confident, therefore, that these CARGO collages will play an important role in facilitating learning in your classroom.

CARGO Classroom lessons focus on the achievements, accomplishments and contributions of African and African Diaspora individuals. A fundamental part of that is careful consideration of the way in which the histories are framed. The cornerstone of an inclusive curriculum is an awareness of the lenses through which we present each subject and the questions that we ask of it.

CARGO Classroom is based on pedagogical principles that help facilitate more inclusive education. We hope that, as well as an understanding of how you might use CARGO Classroom resources in your educational settings, you take away an awareness of how to use CARGO’s pedagogical principles to construct inclusive lessons of your own.

CARGO classroom is a series of lessons that will enrich the curriculum with stories of inspiring individuals from African, an African diaspora, history. The lessons have been designed in collaboration with lecturers, professors, teachers and pupils and taught in full, they tell the story of the continued accomplishments of individuals of African and African diaspora heritage. Whether that be the astute leadership of Queen Nzinga or the community spirit of Carmen Beckford. At the same time, individual lessons can enrich existing unit’s inquiries. The unit on the
history of medicine will be enriched by the addition of CARGO Classroom’s lesson on the achievements of Mary Seacole for example. What’s more, CARGO classroom lessons can, form units and inquiries, that enrich a wider theme.

Teaching about Nanny Of the Maroons, Dutty Boukman, Sam Sharpe or Paul Bogle will enrich students the looking at empire and the transatlantic trafficking of enslaved Africans with stories of African resistance, rebellion and accomplishment. These lessons are pitched for students aged 11 to 14, but CARGO Classrooms visually informed pedagogy, however, means that they are easily adapted for both younger and older students. Each lesson has an accompanying image and poem about which questions can be tailored to challenge students of all ages.

Finally, CARGO classroom lessons have been planned by experience. History teachers and are rooted in that discipline. Each lesson therefore looks to develop students’ historical skills as well as enriching their historical knowledge. The stark example of Hollywood depictions of Imhotep in the 20th century, for example, will expand your students understanding of how and why interpretations of historical figures change over time. These lessons are equally transferable across a wide range of subjects. Imhotep in Maths, Mary Seacole in Science. Marcus Garvey in English. CARGO classroom illuminates the achievements accomplishments contributions of individuals of African diaspora heritage in a way that engages, inspires and enriches the learning experience.

All lessons include:
- Teachers notes, including guidance for how the lesson can support the curriculum
- A multimedia PowerPoint lesson, including text for close reading and other tasks, historical sources, artwork and filmed poetry performances.
- Worksheets for completing the tasks, which can be done electronically or with print-outs.

CARGO Classroom resources are now available with no sign-in or registration required. They are also completely free.

CARGO Classroom has been designed as a solution to various barriers in education; below are a few examples.

Signposting
- Expanding narratives – adding inspiring and empowering stories of African and African Diaspora individuals to mainstream education.
- Humanizing the African and African Diaspora’s contributions to humanity.
- Homeschooling.
- Delivering an inclusive education, for example: Pupil Referral Units, the prison system and all unorthodox forms of education.
- Accessible to all: CARGO Classroom is a free to use online resource.
- Readdressing the bias of a Eurocentric education system.
- Maintaining the learner’s engagement through the use of poetry and visual stimulation.
• **Delivering an anti-racist education.**

This exercise is lifted directly from a CARGO Classroom resource for 14- to 15-year-olds.

This is the main activity for the Imhotep lesson.

Please examine the sources provided and complete the activity below.

**Source 1: Step Pyramid at Saqqara Egypt**

It is the oldest pyramid in Egypt, built around 2,700 BCE, for the Pharaoh Djoser. A statue of Pharaoh Djoser in the pyramid names Imhotep and lists him as having many important titles, including Chancellor (person in charge of the finances), chief of the sculptors and High Priest of Amun-Ra. For that reason, it is thought that Imhotep was responsible for the construction of the pyramid. The pyramid is 62 meters high making it an incredible feat of engineering that has stood for 4,700 years.

**Source 2: The Edwin Smith Papyrus**

The Canadian Physician Sir William Osler described Imhotep as “the first figure of a physician to stand out clearly from the mists of antiquity”. He proposed that Imhotep was the “real father of medicine” – not the Greek Physician Hippocrates.

The famous Edwin Smith papyrus, named after the American dealer who bought it in 1862, is considered by many to have originally been written by Imhotep. This is the oldest known written manual of surgery and trauma and describes 48 cases of wounds, fractures, dislocations, and tumors.

Among the treatments described are suturing of wounds, splinting, bandaging, managing infections with honey and resins and the use of raw meat to stop bleeding. Immobilization was advised for lower limb fractures and spinal cord injuries and it also includes detailed anatomical and physiological descriptions.

**Source 3: The Book of The Dead**

This papyrus was made for Imhotep. It is known as the Book of The Dead of the Priest of Horus. It contains incantations, or prayers, which were intended to help him make a safe transition from death to eternal life. It is now on display at the Metropolitan Museum of Art in New York City.

**Source 4: The Rod of Asklepios**

Knowledge of Imhotep’s achievements became incorporated into stories about Asklepios, the Ancient Greek god of medicine. The symbol of a snake and staff was often carried by those who had significant power in ancient Egypt, and this symbol also became associated with Asklepios. The rod of Asklepios is recognised today as the universal symbol for the professional practice of medicine.

**Source 5: Statue of Imhotep**

Numerous statues of Imhotep have been found across the Mediterranean region, including in Spain, Italy, Greece, Egypt and Turkey, most dating between 1000-30 BCE. The statues typically depict Imhotep sitting on a throne (a symbol of power) with a papyrus scroll on his lap (a symbol of wisdom and learning).
These statues are evidence of the religious cult that developed around Imhotep. In the years after his death, he became a godlike figure across many Mediterranean civilizations. At different times and by different groups he was likened to Thoth, the Egyptian god of time, healing and wisdom, and Asklepios, the Ancient Greek god of medicine.

The activity is from a Worksheet Task in a CARGO Classroom KS3 History lesson.

Use the discussion below to share your thoughts on the following prompts.

1. Were any facts from this activity new to you?
2. How would you feel teaching this task as part of a lesson?
3. What other subjects could Imhotep be relevant to?
4. The final activity in this lesson asks learners to compare what they have learned about Imhotep with Hollywood depictions of him from the 20th century. Why is it important that this comparison is not the main activity in the lesson?
5. What have you learnt from these three steps about how framing can help history lessons to illuminate the contributions and accomplishments of African and African Diaspora individuals? Share three examples.

So together we have looked at ways to illuminate stories whilst creating opportunities for people to better understand the experiences of African and African Diaspora individuals through time. CARGO Classroom resources create an environment for learners to better understand the world they live in and to be inspired by stories that capture the imagination. At the same time, we hope that our unpacking of the underlying pedagogical principles over the past four weeks has given you a toolkit for the creation of inclusive and inspiring classroom resources of your own.

**Conclusions.** So said above let us make a conclusion that CARGO approaches this work through dialogue, Classroom’s pedagogical principles, for how to deliver a more inclusive education. We were also introduced to the considerations we have made about what language to use in CARGO Classroom resources and asked to reflect on what language you choose to use in your teaching. It is so important to consider carefully the framing of the histories we teach, if we intend for them to be inclusive for all.

We were introduced to the way in which CARGO Classroom frames its lessons, attempting some CARGO Classroom activities for yourself and reflecting on the way in which they present the topic being studied. We had a deep dive into how illustration and collage, when framed from a position of positivity, can be an effective tool for an inclusive curriculum and explored how poetry can be a rich, engaging and inspiring method for delivering historical knowledge.

All of the poems in the CARGO Classroom resources have the potential to be used in a number of subjects, or in an interdisciplinary way. As we see, for example, a teacher could use the Imhotep lesson to explore science, maths, geography, history or religious studies.

We also considered how CARGO Classroom lessons might fit into your existing curriculum and where there might be space for you to use what you have learned from CARGO’s pedagogy to create new curriculums of your own.
References:

Література:


