

An Enterprising lesson	
Subject	<b>P6/7 Mulbuie Primary School – The Jacobites/Tartan Mrs S MacKinnon, Headteacher</b>
Lesson	<b>A series of lessons based on the Jacobites/Tartan</b>

### Brief description

Pupils through their research into the topic of the Jacobites developed an interest in the origins of tartan and the significance of colour and design.

### “Enterprising” it!

#### 1. How we made learning **relevant** by putting into a **real context**

The pupils decided to design their own tartan. The initial designs were done as part of homework, where the children had to take thread counts, natural colours and relevance to the community into account. Once the designs were completed, parents were invited to choose a design they felt reflected the community. The winning design was chosen, and named Golden Broom.

#### 2 How we encouraged pupils to take **responsibility**

The project was introduced as Enterprise in Education for Primary 6 and 7. Initially, eighteen children were involved. The aim of the project was to design a tartan, specific to the Mulbuie area, research the possibility of having it manufactured, and then, marketing it as a product.

An Enterprise committee was formed. The children applied for advertised positions, and interviews were held. They had to prove their commitment by showing initiative and being able to solve problems. Once the committee was formed a logo was designed. Children used their excellent ICT skills for this and from many drafts came up with a distinctly unique design which was very effective. The Tartan Team was formed.

Skills such as drawing up agendas for meetings, researching companies, becoming aware of managing finance, speaking on the telephone, debating sessions, consultation with school peers and parents and keeping records of their progress became integral to enhance their learning.

The time factor had to be judged carefully, given how busy the primary curriculum is. It was therefore essential that the children’s learning experiences developed through inclusive education.

Whole school science sessions explored various dyeing techniques, using a variety of wool; some children enjoyed a trip to Harris to learn about natural dyes, and observe the cottage industry of Harris tweed, others decided on various items that could be made and marketed.

The children were very enthusiastic about its development, and after a lot of research, they decided to contact a local supplier of tartan and tweed for more guidance. They received a great deal of help and support, and with his encouragement, contacted several mills for prices and production.

The children applied for registration to recognise the tartan as a unique Scottish tartan, and it is now included in the worlds’ register.

The children conducted a survey, inviting all parents to comment on the use of tartan in the school, after consultation with parents and permission from the School Board, it was agreed that the tartan be incorporated into the uniform for the start of session 2006/7. This has been very successful.

### 3. How we involved partners in learning – building **relationships**

#### **External** = Business / Community / Parents & Families

Over the development of the project, regular updates of the tartan's progress were relayed to parents through Tartan Team newflashes. Feedback from parents came back to the school regularly. The School Board were kept informed at all times, and on occasion invited the Tartan Team along to explain progress made.

The Parent Teacher Association invited the Tartan Team to meetings. They were keen to help the children explore other possibilities for using the fabric. With help from the parents, local dressmakers and craftsmen were contacted, and an excellent range of tartan products are now available.

#### **Internal** = Other adults in school

### 4. How we **reflected** on its success - assessment

This approach worked brilliantly, with the children all being united and aiming for one outcome. The early introduction to business management gave children an insight into planning, effective use of time, utilising skills and knowledge, dealing with the public, and business communication. They used the logo for invoices, and with clerical support, they have realised to date a profit of approximately £600.00 Risk taking was managed very well. The children reinvested some of their money to have blankets, throws and tartan wrapping paper produced. Their risk taking paid off, and all these products now sell very well.

### 5. **Review** - further ideas for development

The children were approached by the 2007 Highland Year of Culture Board, for permission to adopt the tartan for the year. After discussion, the children agreed to this, and they will now recoup a percentage of the profits 2007 make on every tartan item sold.

Children have had communication from Harrods, London, to say that the tartan is to be displayed in the shop during the spring, as part of the Highland Year of Culture display.

Scotrail have expressed an interest in it for upholstery in some carriages, Oban Pipe Band are keen to have new kilts made for the Oban mod, and the tartan is the centrepiece of upholstered furniture in the Six Cities design festival.

We were delighted and proud to welcome Jack McConnell, First Minister, to the school in January. He was presented with a tartan tie, and since, has introduced Golden Broom Tartan to the Scottish Parliament at First Ministers Question Time.

The tartan was officially launched at an evening of music and dance to celebrate the schools achievement. This was held in the Pavilion in Strathpeffer, and the parents of every child in the school came along. We had a range of invited guests, including the Directorate and representatives from 2007.

## 6. **Links** with ACfE

Enterprise in Education is embedded into the curriculum. We view it as a crucial part of education giving children opportunities to develop confidence, discover new abilities, strengthen communication and take responsibility.

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