

RESOURCE BOOKLET



SOCIAL SCIENCES

# The BBC Domesday Discs Resource Booklet for

## Social Sciences

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# PREFACE

The BBC launched the Domesday Discs and the Advanced Interactive Video System in November 1986 to celebrate the 900th anniversary of the original Domesday Book, commissioned by William the Conqueror.

These two videodiscs, the result of a project co-ordinated by the BBC in 1985 and 1986, present a portrait of Britain in the 1980s. Well over a million people in the UK were involved in creating this massive database, an interactive resource for education, industry, government and the information services. Information suppliers have included university and government statistical data banks, photo and print agencies, and nationally recognised experts in specialist subjects. However, the largest number of contributors has been the school children of the United Kingdom who surveyed their local areas in the Summer Term of 1985, supervised and assisted by their teachers and members of the local community.

This booklet, along with the others in the series, carries the Domesday Project one step further by illustrating how the Domesday Discs provide an invaluable educational resource. The BBC once again gratefully acknowledges this project work generously supported by the listed LEAs and institutions, produced by practising teachers, and trialled by young people in schools during the Spring and Summer Terms of 1987. These first steps in exploring the Domesday Discs are offered as a source of ideas to encourage others.

## **Booklets in this series**

<b>Curricular area</b>	<b>LEA/Institution</b>
Projects and Topics	N. Ireland Education and Library Boards Bulmershe College, Reading, Berkshire and Hampshire LEAs
Mathematics	School of Education, University of Exeter
Social Sciences	Gwent LEA and Gwent Institute of Higher Education
Art; Craft, Design and Technology	Gateshead LEA, North Eastern ELB, N. Ireland
Environmental Education	Moray House College of Education, Edinburgh, and Scottish LEAs
Geography	University of Loughborough
In-Service	Christ Church College, Canterbury
	Phyllis Gove <b>Series Editor</b>

# INTRODUCTION

The aim of this booklet is to demonstrate some of the ways in which the BBC Domesday Discs and Advanced Interactive Video System (AIV) can be used to enhance the teaching of Social Sciences in both primary and secondary schools.

We will hereafter refer to the BBC Domesday Discs and AIV System as the Domesday System.

The term 'Social Sciences' is relatively easy to define in the context of secondary education. All GCSE syllabuses in Social Sciences have clearly stated aims and, whilst there is some individualism in the various examining boards, there is a consensus regarding content.

In primary schools, however, Social Studies or Sciences is less easy to identify in terms of its input into the curriculum. It is doubtful, for example, that it appears on the timetable of many primary schools but in terms of project work, particularly in Environmental Studies and the Humanities, much of the content would come within its ambit.

In fact the catholic nature of the subject raises particular problems when considering the use of the Domesday System. There is a vast amount of information on both the National and Community Discs and much of this can be placed within the context of the Social Sciences.

This booklet, therefore, considers how the Domesday System can help in the teaching of Social Sciences in secondary schools with particular reference to the GCSE syllabuses. It also examines how the Domesday System can enhance project work

in primary schools with specific reference to three case studies dealing with 'Housing', 'Work and Unemployment', and 'Decision Making in Society'. These projects also have relevance for the secondary school curriculum.

We are assuming that teachers will have become familiar with the use of the Domesday System by using the In-Service Resource Booklet in this series. The 'Domesday Video Disc User Guide' also provides complete information on the Domesday Discs.

Finally, when in doubt about operation of the system, select HELP by placing the arrow on the menu bar and press ACTION. Then select DEMO, ACTION for a video explanation of how to use a particular function of the system or HELP TEXT for pages of explanation.

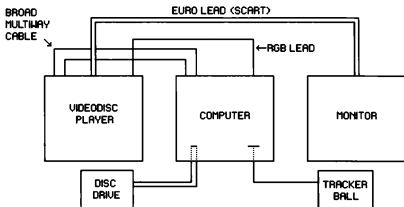
Ensure that your trackerball control is labelled with ACTION for the left-hand button, and CHANGE for the centre button. You may use the RETURN key on the keyboard instead of ACTION and the TAB key as an alternative to CHANGE.



# GENERAL OPERATING HINTS

Full details of how to set up the equipment is given in the User Guide supplied with it. The following is intended only as a summary to setting up the Acorn system. Refer to other computer manufacturer booklets for reference.

The various components of the system should be connected as shown below:



It is best to turn on the equipment in the following order: monitor first, then the computer, and finally the videodisc player.

To use the interactive videodisc program load the disc into the player with label upwards.

To start the program you should use the following procedure:

Side A National Disc or either side of the Community disc.

**FIRST:**

Press the two keys CTRL and Q together. Whilst still holding down these two keys also press the BREAK key. Then release the BREAK key and finally release the CTRL and Q keys. You will see a prompt: BASIC

> -

**SECOND:**

Press the SHIFT key and whilst holding it down press the BREAK key. Then release the BREAK key and finally release the SHIFT key.

The software will begin to load. It will take about 45 seconds. The title sequence will then play automatically. If you do not wish to see all the sequence you can press the ESCAPE key and the program will move on to display the first menu. If you do watch to the end of the title sequence then a menu will be displayed automatically and you can control the arrow on the screen with the trackerball.

**TO EJECT THE DISC:**

Repeat the first step above and press the EJECT button on the left hand front of the videodisc player.

OR:

Put the arrow onto HELP on the menu bar and press ACTION (left hand button) on the trackerball or the RETURN key on the keyboard. Select SYSTEM on the next menu bar and then type EJECT in the message area at the top of the screen. Press RETURN and the disc will eject.

TO SWITCH OFF THE SYSTEM:

Remove the disc, close the videodisc player drawer and turn off at the mains.

TURNING DISCS OVER:

Discs may need to be turned as only one side is accessed at a time. Follow the instructions which appear on the screen.

MENU BARS:

Most of the key menu words are explained in the sequences which follow.

HELP; HELP TEXT; and DEMO

These are very helpful functions to explore, although in trials with groups they found them more useful after using the sequences which follow.

ACTION and CHANGE:

These are used throughout the sequences. Clearly mark them on the trackerball or mouse (see Domesday Video Disc User Guide p30-35).

## Planning the project

Our project plan initially for the study of housing, in the form of a flow diagram, gave a form structure to the study and outlined the development of skills thought desirable. (see figure 1)

### Community links

Any environmental study will obviously take pupils out into the school community. One aim was to link with the 'real' world and thus we drew up what 'outgoing' and 'incoming' links were considered feasible within the work programme. This is outlined in figure 2.

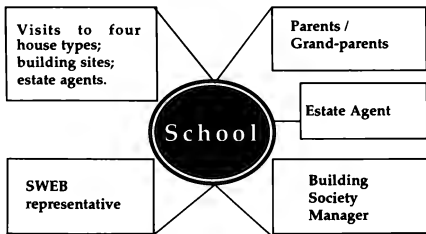


figure 2

## School project summary

The project initially took the form outlined on the plan in figure 2 and can be summarised as follows:

visits made were interesting and rewarding and took pupils out into their immediate environment giving them first hand experiences

community links were forged and were of great benefit

parental interest and involvement was substantial

work produced was of good quality

certain desirable skills were developed

However, a simple evaluation of the project showed glaring deficiencies. It was too introspective and only looked at housing in Cwmbran. Pupils had only viewed houses on the exterior, and we had not made any comparisons and contrasts with housing in other parts of the country.

## Curriculum enhancement

The Domesday System gave us an opportunity to enrich our project but the multiplicity of information that could be captured, stored and manipulated in some form or another to aid our work was so extensive that we limited our Domesday involvement to only terraced housing. Using information stored on the discs we decided to:

- find out why terraced houses were built

- make a comparison between old and new terraced housing

- find out how the number of terraced houses features nationally

- find out what it is like inside a terraced house

- find out what type of modern appliances would be likely to exist inside a terraced house

- provide extension activities which could suggest further possibilities of work within the sphere of housing.

## Community Disc

The two Domesday Discs contain a wealth of information which we needed to unlock in a tangible way. The starting point was the Community Disc with a map of Great Britain on the screen.

The map provides limitless opportunity to glean information regarding any area. We zoomed in on Wales. The format of information provided can be broken down into:

MAPS

PHOTOGRAPHS

**COMMUNITY DISC**

TEXT

Many areas are covered by photographs and text and we developed a research strategy using the FIND facility for the text on the Community Disc. Searching around Wales for evidence of terraced housing proved very time consuming so we proceeded to the 'FIND' option. We selected the FIND option, moved the arrow to highlight 'Text and Photos by Topic', typed in the keyword TERRACED, pressed ACTION and the search found a number of items. References were now at our fingertips!

It should be noted that the keyword used under the 'FIND' option is of paramount importance. When we used the keyword HOUSING or TERRACED HOUSING the references were endless. Using TERRACED, however, narrowed the available references to a precise and reasonably manageable number.

**Task: Find out why terraced houses were built**

This was our first task. Within Wales we found some excellent references to terraced housing. Having referred under the 'FIND' option to 'TERRACED' the only way to discover whether the references were useful or not was to 'call up' each reference page on the screen.

This can be a lengthy process but at least you will have the satisfaction of knowing that all references to your keyword in the map area on screen will have been searched. References to terraced housing were extensive, such as text entries relating to housing in Nantyllyfyllon, houses in Heol-y-Cym and housing conditions in the Cyron Valley.

Having collected and viewed references on the screen, we found the printer very useful. Relevant references were printed out so that pupils could use them to discover information needed. Finding out why terraced housing was built was not difficult and several references pointed to their 'raison d'etre'.

Our method of approach in using reference material from the disc was to draw up simple questionnaire/worksheets (see opposite) which would direct pupils to worthwhile information and enable them to search for relevant answers.



## **Worksheet: Questions on terraced housing**

**FIND** Nantyffyllon.

Information available will help you to answer the following questions:

1. About how old are terraced houses in Wales?
2. What is terraced housing?
3. Where are the gardens of terraced houses?
4. What are the roofs made of?
5. What are the windows made of?
6. What are the walls made of?

The following questions can be answered by using the keyword **TERRACED**.

7. Why were terraced houses originally built?
8. Where are most terraced houses built in relation to the valley?
9. Find a word that describes the development of terraced housing along valleys in long lines.
10. Are most terraced houses council or privately owned?

## **Task: Compare old and new terraced housing**

Comparisons between old and new terraced housing were limited using the Community Disc although we did manage some relevant questions, e.g.

### **Worksheet: Changes in terraced housing**

There have been changes over the years as far as terraced housing is concerned.

Why are changes needed?

1. How have roofs changed? Why?
2. How have windows changed? Why?
3. How have terraced houses changed inside?  
What has helped people make changes in their houses?
4. How can the stone of terraced houses be cleaned?
5. Where are cars kept by people who live in terrace houses?
6. Why are many terraced houses in Wales up for sale?
7. What advantages are there for people who live in terraced houses?

## National Disc

It was at this point that we changed to the National Disc where a whole new world of information was provided. This disc at first seems difficult to use as you have to move around a Gallery searching for areas to focus on. Refer to the Projects and Topics; In-service; Art; Craft, Design and Technology Resource Booklets in this series for sections on using the Gallery.

By using the FIND option, the Gallery can be bypassed. The keyword 'TERRACED' was used and yielded some very interesting material. Again one has to sift through the references individually and extract the relevant items.

<b>House</b>	<b>Old</b>	<b>New</b>
Type		
No. of storeys		
Roof		
Walls		
Doors		
Windows		
Use		
Interesting details		

**figure 3**

The National Disc provides photographs, walks and data in abundance and a major task seemed to be limiting and managing the amount of material available.

Comparisons between old and new terraced housing was amazingly simple using the National Disc. The picture set 'Town Housing' contains marvellous pictures of old and new terraced housing. Again by constructing a simple worksheet pupils' attention was focused on what we wanted them to find out. (see figure 3.) Remind pupils to access the DESCRIPTION option on the menu bar for additional information about the houses.

### **The Urban walk**

Further evidence of old and new terraced housing was provided during the 'Urban walk'. This is an amazing facility allowing pupils to 'walk' around an urban area, turning in all directions and viewing what streets, houses and urban areas are like. It provided examples of many types of houses including terraced houses. In order to access the urban walk, using FIND, type in URBAN WALK and select:

'1. Walk, An urban walk', ACTION.

The pupils soon become conversant with the movement controls and were able to walk around an urban area confidently. Users should be reminded of the HELP facility: select HELP, ACTION and then DEMO, ACTION for a video explanation.

During the 'walk' constant reference was made to the plan of the walk area so that the pupils found their way around and located exactly where they were. Examples of terraced houses

were found and reference to the plan showed us exactly where they were.

Relocating the examples of terraced housing with each new group of pupils was time consuming, and we felt the urgent need to be able to print out the urban walk plan. As the system does not allow this we made a makeshift plan of the urban walk by placing tracing paper on the screen and tracing the plan roughly. We could then mark locations of terraced housing, both old and new, for ease of reference.

Using this invaluable plan successive groups of pupils, new to the urban walk, were now able to locate new and old terraced houses fairly easily.

Noting the changes between old and new terraced houses was now made by using a simple worksheet, as in figure 3. Use of this urban walk did bring home to us the need for extensive teacher research and preparation before children were allowed to proceed if their work was to be fruitfully directed.

**Task: Compare the proportion of terraced houses with other house types nationally**

The handling of data was perhaps one of the most difficult tasks we set ourselves.

Reference to 'TERRACED' on the National Disc yielded many data references which needed to be viewed. As we did not have a printer set up for printing out the chart data, we devised a makeshift graph 'template' by tracing from the screen.

We offer the following sequence through a chart data set for older primary and secondary pupils and an extension exercise for older secondary pupils. However, we again suggest that teachers refer to the In-Service Resource Booklet in this series for instructions on how to access all the chart data facilities.

**Chart data: housing types.**

<b>Steps to take</b>	<b>Result on screen</b>
Select FIND, ACTION Type in exactly "CHANGE IN HOUSING TYPES 1"	BRITISH LIFE IN THE 1980s
Press ACTION	'LOADING DATA' message. CHANGE IN HOUSING TYPES chart appears.
Select TEXT, ACTION	Pages of text to explain the origin of the data .
Arrow on right of screen, CHANGE	More pages of text
MAIN, ACTION	Data chart reappears
Select BAR CHART, CHANGE x 3	LOOP BAR, BACK-BACK, PIE CHART
Select REPLOT, ACTION	'LOADING DATA' message Pie chart of 'CHANGE IN HOUSING TYPES' appears.

You can now see what proportion of house types in Britain are terraced.

Note that the pie chart represents an average for the years 1974 and 1980. If you wish to compare the housing types for 1974 and 1980 then set up a back-back chart as in the extension exercise for secondary pupils below.

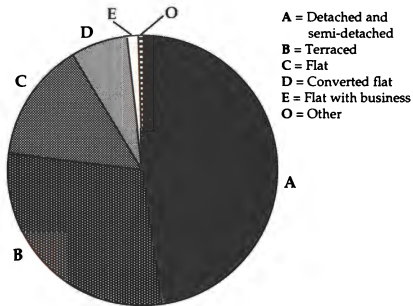
If you have a printer set up and a special utilities package then print out the chart for individual study, or trace the pie chart from the screen. In any reproduction of the data sets you must acknowledge the source which is given in the text pages.

#### Chart data: terraced houses in British regions

Steps to take	Result on screen
Move arrow on to PIE CHART, CHANGE.	BAR CHART
Select REGION, CHANGE.	REPLOT message, REGION turns blue
Move arrow on to ALL under DWELLING T, CHANGE x 2	'Terraced/' appears REPLOT message
REPLOT, ACTION	'LOADING DATA' message bar chart of the number of terraced houses by British regions appears.

**Note:** this does not give the total number of terraced houses in Britain but represents a sample.

### Changing housing types in Britain



Source: General Household Survey 1974 and 1980

figure 4



**Back-to-back chart: comparison of detached/semi-detached houses and terraced houses**

(Extension exercise for secondary level pupils)

<b>Steps to take</b>	<b>Result on screen</b>
Select REGROUP, ACTION	'Select variable to regroup' message at top of screen.
Select DWELLING T, ACTION	'Select category to regroup' message
CONTINUE, ACTION x 2	'Select groups to omit' message

<b>Steps to take</b>	<b>Result on screen</b>
Put arrow onto 3	3 is highlighted
ACTION	3 turns blue
Put arrow on to 4, ACTION	4 turns blue
Repeat with 5 and 6	5 turns blue, left of screen clears
REPLOT, ACTION	"LOADING DATA" message, chart data display

Visit a local estate agent's office and look at house prices in your area. Try to estimate how much this house would be sold for.

Visit a terraced house in your area. Compare it with the houses you have viewed on the National Disc.

Ask an estate agent for details of a terraced house in your area.

How does this compare with terraced housing shown on the disc?

Draw a large terraced house in your area.

Work completed on terraced housing can be extended to cover similar work on semi-detached, detached houses and flats with corresponding results.

Work on the Domesday System proved very exciting and certainly provided curriculum enhancement when pupils were guided towards accessing valuable information by careful teacher preparation and direction.

Completed work enriched our project on housing and extended it to areas that might not have been otherwise explored. Most importantly, it enabled us to find solutions to problems and set our Cwmbran study in a regional and national context.

# WORK AND UNEMPLOYMENT

## Planning the project

Cwmfelinfach is, by tradition, a mining village which, despite closures in the area, has retained a link with the industry. A small number of parents are still employed in mining, though they now travel further afield to their work places. Unemployment, however, is still a major problem.

The school is located near the main road and its buildings date back to 1909. Recent improvements include indoor toilets and a nursery. The school lies in a residential and commercial area and is adjacent to rows of terraced houses. Whilst the immediate environment is unstimulating, the surrounding green hills provide a welcome contrast.

The school's initial study for the Domesday Project started in the Summer of 1985 and proved interesting and exciting. However, the study revealed how the village was tending to be neglected.

The mine had been closed down, large supermarkets had been opened at both ends of the valley causing the closure of local shops, and much of the terraced housing was in need of renovation (recently corrected with an injection of an EEC grant.)

The miners' strike had caused much conflict in the village; threatening slogans had been daubed on walls, and more job losses occurred in the village when surrounding mines were

closed. All these factors led to a depressing future for the youth of the area.

Recent events, involving the youth of the village in drug taking and solvent abuse, have worried school governors so much that a recent Health Education pack 'Drugs and the Primary School Child' was reviewed and a decision made for the whole school to follow the project.

Unemployment is not a new problem and its causes are easy to identify; most advanced industrialised areas have suffered from increasingly heavy unemployment.

However, the present young population of Great Britain will be growing up in an age when they will have to face the pressures of trying to find a job, training for a job or living without a job for a long period of time. Young people, especially those under the age of 18, are particularly at risk. In 1980, 44% of all jobless men were under the age of 25. Every day on the news employment and unemployment are discussed, especially the effects on teenagers leaving school.

We decided to investigate how unemployment has affected the individual and the family. Perhaps it was a rather sophisticated project for 10 to 12 years old pupils to undertake, but it was considered that the problems children face between the ages of 11 and 16 onwards needed to be identified at the latter end of the primary school. Children need to realise the changes in circumstances of an unemployed Dad or Mum and the effect on the family, both financially and psychologically.

## Importance of a job

Initially, therefore, we decided to consider the benefits of being employed. Having made up a web of reasons 'Why a Job is Important', then as a class we discussed the value of a job. During the discussion the children brought out all the items listed in figure 5 and then made their own diagram of the value of a job.

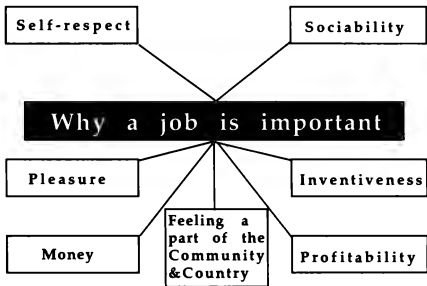
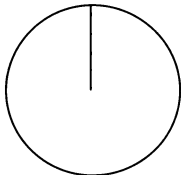


figure 5

We discovered what the average worker in England and Wales earned and broke down the family's expenditure using a pie chart. (figure 6). The pupils then considered what would happen if the wife went out to work and how this would help or hinder the family.

**How a family spends an average pay packet of £140 per week  
(Father, mother and two children)**



Area of Spending	Money spent	Fraction	%	x 3.6	Degrees
Fuel, light & power	£ 6.73	$\frac{£6.73}{£140}$	4.8%	x 3.6	17.3°
Food	32.57			x 3.6	
Alcohol & tobacco	9.41			x 3.6	
Clothing & footwear	10.61			x 3.6	
Household durables	7.91			x 3.6	
Other goods	11.48			x 3.6	
Miscellaneous	0.99			x 3.6	
Transport & vehicles	19.11			x 3.6	
Services	11.36			x 3.6	
Housing	18.99			x 3.6	

**figure 6**

We went on to discuss what not having a job would mean. We considered how a family of four would cope if the father suddenly lost his job and found himself to be on £68.00 a week rather than the national average. Looking at the original pie chart of the average worker, we discussed how savings could be made and how the father would spend his time.

We then thought of the difficulties that a family having no job would have to face. This web was not difficult to create because individuals had already had experiences of all the headings or knew of friends who participated in certain areas under discussion. (figure 7)



figure 7

We realised then that our locality was not the only one facing this problem and by using our topic webs and the questions that we structured, we could then use the Domesday System to extend our investigation nation-wide.

## **Community Disc**

A group of pupils first familiarised themselves with the Domesday System, after some preliminary instruction on the use of the trackerball, HELP and DEMO facilities. (Teachers should have worked through the sequences in the In-Service Resource Booklet before using the system in the classroom.)

We used the previous work done by the school on the Community Disc to experiment with the choices on the screen and present the procedures used below:

### **INSERT THE COMMUNITY DISC - southern side**

Boot up the system following instructions in the 'Domesday Video Disc User Guide' and pages 10-11 in this booklet.

Select FIND, ACTION.

Highlight and select the 'Map by Place Name' box and type in CWMFELINFACH.

Select PHOTO, ACTION and view the other photos by putting the arrow on the right of the screen, CHANGE.

Select TEXT, ACTION.

Highlight and select a page of text, ACTION.

Select FIND, ACTION.

Highlight 'Text and Photos by Topic' and type in EMPLOYMENT.



Look at the items that are listed.

Select MAP, ACTION and explore the area.

When another map area is chosen, again select FIND, ACTION and type in UNEMPLOYMENT in 'Text and Photos by Topic'. Explore the list and if a printer is connected, print out the views expressed in other areas for individual study.

### **Note on FIND on the Community Disc**

The 'FIND' option was considered the best way of accessing information on the Community Disc.

We discovered that whatever map was brought up and left on screen with the 'FIND' choice superimposed over it, then the system would search through the information for only that area.

On the level 1 map of Southern Britain the 'FIND' search would list information from all over the south of Britain and when we entered 'Unemployment' a random read of some of the texts revealed other titles to investigate:  
SOCIAL CONCERNS, FAMILY LIFE-UNEMPLOYED, LIFE ON THE DOLE, WORRIES.

However, if a local map at level 3 (a 4 x 3 km block) was on the screen then only information in that locality would be searched.

We experimented with the system with the level 3 map of our locality, then came out to the level 2 map (40 x 30 km block) and started to search on 'Employment and Unemployment'. Using prepared worksheets the pupils had a more structured start to their project.

## Comparisons of employed and unemployed

Using the Community Disc we investigated a family who had employment. We then found a family in the same area whose breadwinner was unemployed and could thus make direct comparisons. We could also compare the effect on the families' involvement in the community.

Note that you can enter the name of a place or a grid reference using the FIND facility. Highlight one of the appropriate boxes, key in the place name or the grid reference, ACTION.

### **Worksheet: unemployment ( 1 )**

ST 08 83 Gwaelod-y-Garth

1. Read page 1 of the text.  
How is this area similar to Cwmfelinfach?
2. Read pages 8 and 9 of Family Life  
Employed 1 & 2.  
How does having a regular job help the family?  
Who works in the family?  
Why does the father say living in a small village is better than living in Cardiff?  
Why do you think the father says "children are envious of other children who live in towns, but know they are better off really."?  
How is the family involved in the community?
3. How does your family compare with the one you have just read about?  
How is your family involved in the community or village life?  
Think about all members of the family.

**Worksheet: unemployment (2)**

ST 08 83 Gwaelod-y-Garth

Read pages 10 and 11 of Family Life

Unemployed 1 and 2.

1. How does the father describe his position?
2. What does "on the dole" mean?
3. The father is "unskilled". Why do you think it is difficult for him to find a job?
4. How has being unemployed affected his family?
5. What is the biggest problem of being unemployed?
6. How do you think the husband and wife 'get on each others' nerves'?
7. How does being unemployed affect his children?
8. What is the father's view of the future?
  - a. Make a pie chart of how you spend your day.
  - b. Now investigate how your mother and father spend their day. Record your findings on a similar pie chart.
  - c. Record how an unemployed person spends a 'normal' day.
  - d. Can you make up some questions that you would like to ask an unemployed person to help you understand better what being unemployed is like?

Pie charts were made of how a pupil spent his or her day. Then pupils explored how their parents spent their day and compared it with that of an unemployed father. We then found the results of a survey of occupations in an area and used these, along with the results of a similar survey of our own area, as the basis of a comparative study.

## **National Disc**

On the National disc, information could be accessed through the 'FIND' option which again involved the use of key words. At first it was rather frustrating to find that some words entered were unsuitable. However, this problem proved of educational benefit in that it made the pupils think about the vocabulary and the value of suitable words. Pupils then kept a list of their own words and if one was not effective, they checked a thesaurus to enter similar words which were more specific to the area of study.

An alternative search strategy on the National Disc is by using CONTENTS, a hierarchical information structure. An extension exercise using CONTENTS is outlined later in this section.

Linked with the texts on unemployment came references to vandalism, crimes of different types and drug taking. These words were noted for future use in searches. At first the searches were time-consuming, but as the experience increased, the searches were more speedy. The Gallery allows users to gather a list of picture sets that are relevant to a topic. There are a number of surrogate walks with many varied uses. For example, the pupils found the walk around a high rise flat in London most interesting and much discussion arose out of their

visit. When working with text items the pupils found it invaluable to have the text printed out so that they could work individually on the information away from the screen. For example, pupils read through text on the problems of policing deprived areas and vandalism.

The use of statistical data information was extensive and the choice of display (bar, pie, etc.) excellent. The charts could be used as they were first presented or with experience broken down to provide detailed information on regional areas, social classes, sexes, ages, etc.

### **Using CONTENTS**

Pupils can locate a data set or other information by using the CONTENTS search facility. In the following example we suggest a route for finding a data set on the economic profile of family breadwinners.

Select appropriate item, ACTION

- 1 CONTENTS
- 2 1 SOCIETY
- 3 8 POPULATION
- 4 1 TEXT POPULATION
- 5 MAIN
- 6 3 HOUSEHOLD & FAMILY STRUCTURE
- 7 1 FAMILY SITUATION OF WORKERS
- 8 DATA BREADWINNERS: ECONOMIC PROFILE

(Investigate bar chart in detail)

To return to level 1.

9 MAIN

10 UP x 4

A possible alternative route:

1 2 ECONOMY

2 6 PERSONAL FINANCE

3 4 HOUSEHOLD INCOME

4 2 FAMILY INCOME

5 1 data TAX & NI CONTRIBUTIONS: % PAID

Select CROSS REF to get additional items on FAMILY INCOME.

### **Extension activities**

Questions that the Community and National Discs helped the class answer in their exploration:-

1. Using the information you have read and collected, can you write a personal account of 'How family life is affected when the breadwinner is on the dole'.
2. How does the father's family role alter when he suddenly becomes unemployed?
3. How does Mum's role alter when Dad cannot find a job after a long period. Is it easier for Mum to find a job?
4. What do young people think of their chances of getting a job in their area?

5. How do young school leavers feel about not being able to get a job?
6. What ages suffer the highest unemployment rate?
7. Where in Gwent is the highest unemployment rate for 16 to 24 year olds?
8. Where in Gwent is the largest percentage of the population between 16 to 24 years of age?
9. How are the unemployment figures moving in each area?
10. Locate the area ST 08 95 Treharris on the Community Disc and find pages 8, 9 and 10.

### **Types of crime carried out under the age of 21.**

Find the data for crimes committed under the age of 21 on the National Disc.

- a. Complete the lists of types of crime against the letters given.
  - b. Which type of crime is most committed by  
10 to 14 year olds?  
15 to 17 year olds?  
18 to 21 year olds?
  - c. What reason can you think of for the change of the most reported crime at the age of 18?
  - d. Do you think there is a reason for the highest reported crime at the age of 10 to 14 and 15 to 17?
  - e. Has unemployment anything to do with crime?
- Use other references using 'FIND' to try and answer the question.

1. What is it like living in a council high rise flat?
2. What do children think of the YTS scheme?
3. What areas of life does losing a job affect for the individual?
4. To what lengths will individuals go (travel wise) to keep a job?
5. What do children think are the most damaging drugs?
6. What are the numbers of children that have tried addictive drugs (by age)?
7. Look at the Family Expenditure Survey on the National Disc to determine the growth of the number of durable goods in Britain. Consider how a family wants to maintain a good life style. What might an employed family have to give up?
8. Designing questionnaires: Look at data sets on peoples opinions about unemployment, crime etc. Look at TEXT for information on the questions used in the survey to help you design your own questionnaires. How do your results compare with the data set survey?



## Summary of the project

The nature of the project was thus to make the pupils aware of the following:

a job is not just for financial gain, it is of a greater social significance.

unemployment is a real threat to the individual and family life.

through the Domesday System they can develop skills of research at a much higher level.

they can investigate not just their own environment in great detail, but other areas, at a much more personal level with the Community Disc and explore a wide range of information with the National Disc.

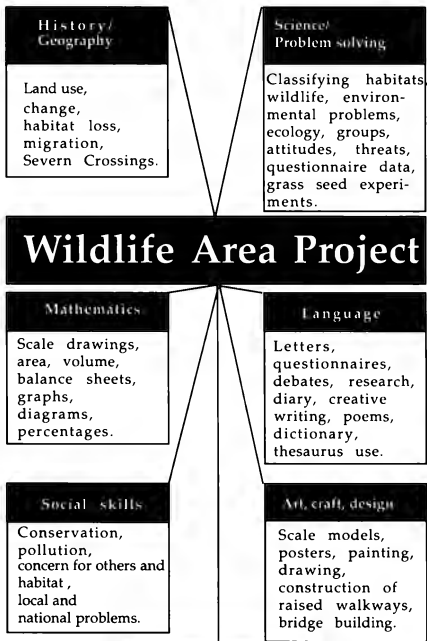


figure 8

Domesday input

# DECISION MAKING IN SOCIETY:

## Planning the Severn Estuary Project

In detailing a case study outlining the use of the Domesday System as a means of enhancing a study area, a brief description of the school involved and its location is important, as both are fundamental to the development of the project.

Magor VAP school is a Church of Wales primary school of approximately 220 pupils and is located on a new campus near the centre of Magor village. Magor is a small village in South East Gwent, half a mile from the junction with the M4. Its geographical position makes the village an ideal area for development in both residential and industrial terms. The development is already well advanced with plans to combine the villages of Magor and Undy, and in the process, raise their population from the present 2,000 to a population of 5,500 in the late 1980s.

One of the consequences of such development has been the detrimental effect on the wildlife habitats of the area and the social consciences of the local people demand some attempt should be made to redress the balance. To this end, the school has in recent years taken over the upkeep of a village amenity area, planted deciduous trees in the locality and has in recent months taken on its most adventurous project so far, the building of a Wildlife Area within the school grounds. During the early stages of the project, the one question that was continually being raised was whether our wildlife area would make any significant difference in redressing the balance. On receiving an invitation to work using the Domesday Discs, an

opportunity to research this question presented itself. Throughout the planning and organisational stages of the Wildlife Area Project, substantial amounts of work from many curricular areas emerged and the use of the Domesday System extended these aspects to an even higher level. (see figure 8)

## **Community Disc**

As this was to be a first experience in using such a medium to augment a project, it was considered appropriate to develop the work in a standard 'environmental study' approach, from the known to the unknown. Our starting point involved an investigation of the Severn Estuary area using the Domesday Community Disc. The information obtained which was relevant to our question focussed upon the concern being expressed with regard to the building of a new Severn crossing, the building of a Severn Barrage, nuclear power and land drainage. All of these concerns were predicted, and had already been discussed and debated in class. It did confirm that there was a close relationship between the pupils' thoughts on these matters and others within their local environment. One pleasant discovery was that two other schools in the Avon area were already involved in building their own wildlife areas. Letters from the pupils were sent to these schools with the aim of gaining information and sharing problems. It is hoped that with common aims and objectives, a self-help group can be formed.

At this stage it was decided to expand the investigation to include other parts of Britain, so that comparisons could be made. Firstly it was thought that a comparison should be made between those areas that face similar problems to the Severn Estuary. The two areas selected for this comparison, mainly on the evidence of pupils who had visited them on holiday, were

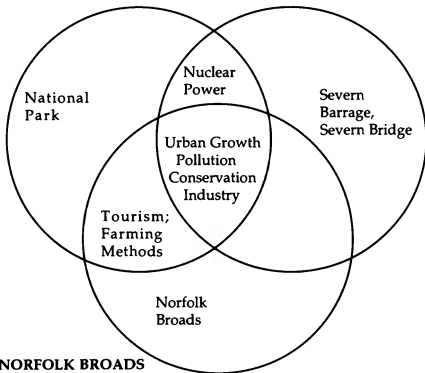
the Norfolk Broads and the Lake District. The Community Disc proved to be adequate in providing information highlighting the principal environmental concerns in these areas.

However, it must be remembered that much of the data found on the Community Disc was collated by schools, many of them junior schools, and the information is often of a basic nature. The information we gathered concerning the environmental fears of each area was placed on a Venn diagram for easy display and interpretation. (see figure 9)

## GREATEST WORRIES FOR THE FUTURE

LAKE DISTRICT

SEVERN ESTUARY



NORFOLK BROADS

figure 9

Therefore, during this particular project we used the Community Disc for quick background information, but then reverted to the National Disc to gain more specific information.

One consideration to be kept in mind when attempting to locate information relevant to your needs on both the Community and National Discs is the significance of the keyword indexing. The Community Disc, as previously stated, was assembled mainly by schools, while the National Disc contains information provided from national surveys and government agencies, augmented by articles written by experts in their particular fields. Therefore the level of language required varies quite considerably between the two discs, and difficulties can arise.

For example, after spending some time inserting the words 'conservation' and 'ecology' into the Community Disc with little success, a pupil suggested the word 'nature' which brought immediate success. Likewise, the keyword 'nature', when applied to the National Disc produced very little but 'conservation' and 'ecology' provided an immense amount of data. The key to success in this matter is to remember who compiled the information and to base the language accordingly.

As a result of these findings, keywords were identified in relation to the work before any practical applications were tried on the Domesday Discs. A thesaurus was also used to discover words of a similar meaning, as 'stand-by' words in case the original keyword proved fruitless. This exercise was invaluable when attempting to locate information, and also developed the pupils' language and research skills. A flow diagram was constructed to use during the Domesday visits, outlining the procedures that should be followed.

Once the background information pertaining to the three selected areas had been completed, a display of the work provided confirmation of certain factors. Each area could be seen to have specific worries about the environment. Some of these were of a general nature and common to all three, while other concerns could be characterised as unique in one particular area, or in common with only one of the other two, for example nuclear power. Within the Lake District concern was expressed in connection with Sellafield nuclear reprocessing plant, and allied to this, the Severn Estuary data displayed the same worries relating to Hinkley Point and Berkley power stations. Conversely, the data relating to the Norfolk Broads paid scant attention to nuclear power, preferring to concentrate on the conservational problems associated with the Norfolk Broads. An hypothesis can therefore be put forward that the major concerns expressed by people can be directly attributed to factors specifically affecting their local environment, rather than of national or international importance, a theory we were able to test later.

At this point it was felt that a move to the National Disc with its more factual material would extend our research still further and also test the theories we had surmised. The amount of information contained on the National Disc is immense and to locate the relevant material can be difficult. It was felt that in order to locate the general area required relatively quickly, the 'Find' function should be used in conjunction with a relevant keyword. The other means of gaining entry into the area of inquiry is through the National Disc 'Gallery' function, where, by using the monitor, you find yourself walking through the Domesday Gallery, attempting to reach an area containing your topic. Although in the first instance it is good fun, the time it takes cannot be justified if time is limited.

Once you have reached your area of investigation, the amount of data highlighted may be far too great for your needs. Two courses of action become available at this point. Firstly, an attempt should be made to load a more specific keyword. For example, instead of using the word 'conservation' it is advisable to try a word such as 'drainage' if your investigation concerns the loss of wetland habitats. Secondly, if the more specific keyword does not produce the desired result, skimming through the data page titles, selecting those titles that are relevant to your needs, is advised. To go through each item displayed in the menu is very time consuming and it would be extremely unlikely that many would relate directly to your needs. Examples of some of the data selected for this project and found to contain relevant information were:

Membership of ecology groups.

Most disturbing fears for the future.

Greatest threats to the countryside.

Countryside change in the past 20 years.

Does farming damage the countryside?

In addition to these, some of the articles listed provided information of quite an intensive nature. For example, an article by the Nature Conservancy Council entitled "Why Conserve Wildlife?" and a National Association of Environmental Education publication entitled "The School Itself" were ideal for our purposes.



While viewing this data another problem emerged which was an inconvenience. Whereas all text pages can be printed by using the print function, all the data pages, i.e. graphs, pie charts and tables, require an optional utility disc, and therefore we used a worksheet in order to gather the relevant information. The two forms of data collection we found most useful as a junior school were the bar charts and pie charts, both of which can be easily copied. A worksheet was prepared which contained a circle whose diameter is equal to that which appears on the monitor. Its aim is to record the information as quickly and as accurately as possible. It is important to remember that the variables within each data display can be changed, enabling you to select a greater degree of specification when demanded.

The interpretation of the data pages have their own associated problems. It was found that to use the data counts as a means of interpretation was of no practical use due to the great variation in the number of respondents. Some examples contained data counts that were so low that the results they provided would be difficult to accept. It was discovered that the most desirable form of interpretation was to convert the results displayed on the pie charts to percentages, thereby providing a facility for comparing the Domesday information with data gathered in our own surveys. The best means of doing this was by using the worksheet described above and then overlaying a transparent circle equal in size to the pie chart, marked off in segments of 10%, so easy estimation can take place. Before full interpretation of results was possible, it was important to record the questions that were asked while accumulating the data. This was achieved by using the text function and printing the questions that appeared.

This facility became of major importance to our project as a selection of the questions taken from the data pages listed above were combined to produce a questionnaire, in the hope that it would go some way towards answering our initial question. The Magor Social Concern Questionnaire, using the same questions as the Domesday Disc, was designed to enable us, on a local scale, to analyse and interpret the thoughts of local people, in the same way as the Domesday Disc had interpreted Regional and National surveys. These results, once converted into percentages, were used to compare each set of data.

Occasionally, the Domesday Disc gave out some results that were immediately challenged by the pupils. For example, the fact that Wales has no members of Ecology groups was assessed from a data count of only 58. The pupils decided to test this claim by asking the same question to the first 58 people who entered Magor Post Office on a designated day. This was duly carried out and the results obtained indicated that the Domesday data should be discarded, due primarily to the small data count. Another piece of information to startle the pupils was the claim that city dwellers are more concerned about the countryside than country dwellers. This statement became the motion in a class debate, with very stimulating speeches delivered in favour and against the motion.

It was also interesting to note that if the data were interpreted by a different method, a change in the results would occur. An example of this could be used on the data displayed for the 'Greatest Threat to British Countryside', in which respondents were asked to select one, from a given list of eight, which in their opinion was the greatest threat to the countryside. In our survey, we followed exactly the same procedure but also required the respondents to list all eight in rank order. In our

analyses, points were awarded according to the position the threat appeared in the ranking. The differences in the results were quite dramatic, with only first place remaining the same. In the Magor area, first place in both methods was urban growth, and as Magor is an area of major development, this again confirmed our view that local problems figure highly in people's thoughts when answering nationally related questions. We tested this theory even further by using a map of the locality and classifying the land use in the area. An overlay of centimetre squares was then used to ascertain the surface area of each category. It was discovered that housing estates and building sites covered the greatest area, giving further credibility to our theory. In reviewing our information concerning the Lake District and the Norfolk Broads, their results also tended to be similar to this theory.

As a result of our Domesday involvement, the pupils realised that to influence attitudes towards the environment on a national scale, the initiatives must first take place at a local level. This factor confirmed the importance of building the wildlife area, to replace habitats already lost. The pupils also classified their own gardens as to their suitability for attracting wildlife, and a plan for their improvement was developed, as the richer the wildlife is in the surrounding area, the more passing trade you can expect to attract.

It is evident from the results of our investigation that the Domesday System provided an added dimension to our analytical studies ensuring the project had greater credibility. The opportunities it provided to develop the complex social skills outlined for the project, would be virtually impossible if isolated in a classroom situation. To understand the difficult concepts involved required situations as closely related to the concrete as possible. The Domesday Discs can provide these

situations, achieved through easily accessible functions. Research with the discs can be a positive aid to the teacher in providing an extension service to any project, whatever the topic, as long as basic principles are followed.

# INNER CITY AREAS PROJECT

## Social Studies in secondary schools and further education

There is a danger with new technology in education when it assumes a one-dimensional role; witness the use of the micro in the classroom as a way of teaching programming for the few, when its most important focus is teaching computer literacy to the many.

The Domesday System, if it is to be developed fully, must be identified at a number of levels as:

a multi-media approach to problem solving

a data base to be accessed via numerous routes

computer assisted learning at the highest level

a research tool of unparalleled scope in education so far

an ideal system for supported self study.

In putting together any project, the above features have to be borne in mind.

As a multi-media system, the full scope of the Community and National Discs includes maps, statistical data sets, moving film and still photographs, text and special display facilities.

population has increasingly been reduced to the poor, the old and the unskilled, although the increasing trend of 'gentrification', whereby richer members of our society buy up and modernize old housing, has introduced a new element. After the Second World War, 'immigrant' groups settled in these areas and added another dimension to inner city politics. Thus the population is often the more 'powerless' groups of our society.

Using the Domesday Discs, many of the inner city problems and proposed solutions can be examined, although the project is not confined solely to inner city areas. The following is offered as a guide to research and the teachers may wish to add worksheets or exercises for more guided work although some questions are posed for the student to consider.

#### **INSERT THE NATIONAL DISC - ( side A )**

1. Select FIND, ACTION, highlight and type in INNER CITY.

Select item 2. AN URBAN WALK.

The student can explore a Northern English city of multi-ethnic population, with varied types of housing and attempts at renovation.

Note the areas of decay, derelict buildings, wastelands, boarded-up shops, graffiti. Find a way through the town to the new area of low-rise housing built in the 1970s. Find the play areas and workshops. The unit on Housing in this booklet suggest ways to exploit this walk, focussing on terraced housing.

Consider whether you would like to live in such an area. Give reasons.

Select MAIN, ACTION.

2. Select item 3. HIGH DEATH RATE IN BRISTOL CITY. In this item you will find statistics of some Bristol inner city areas prepared by Professor Peter Townsend. While not suggesting that there are no positive features in the inner cities, there does seem to be a concentration of problems.

Note the high rates of unemployment, infant mortality rates, higher than average death rates, overcrowding, incidences of suicides, tuberculosis, lack of electricity, etc.

What do you think are some of the reasons for these statistics?

How could they be solved?

Select MAIN, ACTION.

3. Students may wish to test if some of the above rates are higher in areas where there is a large concentration of inner city areas, using the following facility on the system.

Select AREA from the menu bar, ACTION and type in the name of the area to be examined, by highlighting the box and typing in the space.

e.g. type of area - STANDARD REGION, ACTION  
name of area - WEST MIDLANDS , ACTION

For guidance on what type of areas to insert, press HELP, ACTION, then AREAL , ACTION. Examine the areal types. To find the name of an area highlight an areal type, ACTION. Note carefully the name and the type of area for use when selecting an area. Then select EXIT, ACTION.

Information called up will now be linked to the particular area you have selected,

(a) INFANT MORTALITY RATES

Select FIND, ACTION. Type in MORTALITY.

Select item 2.

MAPS: CHILD DEATHS % OF ALL BIRTHS.

Select KEY, ACTION for an explanation of the colour code.

Examine on the map whether high infant mortality rates are concentrated in inner city areas.

To exit from the map, select MAIN, ACTION.

To select a new area on the map to examine select AREA, ACTION and type in a new name. Return to FIND.

The above procedure can be followed for a number of issues to see if they are higher than average in the inner city areas

(b) UNEMPLOYMENT.

Select FIND, ACTION and type in UNEMPLOYMENT.

Any item of interest could be selected from the menu, e.g. item 40.

MAPS: UNEMPLOYMENT RATE AGED 16 - 24, APRIL 1985.

To exit select MAIN, ACTION.

For the areas chosen, where were the highest rates of infant mortality and unemployment, and why?



4. If students are keen on this type of research, they may wish to interact with the data on the disc to test their own theories.

e.g. Select FIND, type in CRIME RATES.

Select item 5. DATA: AVOID GOING OUT ALONE.

When the data have been loaded, guide the arrow to STANDARD REGION, press CHANGE, take arrow down to menu bar and select REPLOT, ACTION.

The information for the subject will then be presented by standard region.

Consider whether people avoid going out alone more in certain regions e.g. Greater London, and why this may be so.

Select MAIN, ACTION.

5. Select FIND, and type in "CITY STREETS", where you will be presented with a picture set. The inner cities present a dilemma in that they offer many positive features, such as proximity to work, shopping facilities, and entertainment.

Follow through the picture series, noting the range of facilities. Compare the different types of cities.

6. Compare this picture set with a more sombre set. Select MAIN, then FIND, and type in exactly "CHRIS KILLIP: ANOTHER COUNTRY".

List the main problems depicted in this set.  
Return to MAIN.

**7. INNER CITY RIOTS.**

Inner city areas have become familiar to the public because of the 'riots' that took place in 1980, 1981 and 1985.

Select FIND, type in COMMUNITY POLICING.

Select the following three eye-witness accounts of different 'riots'. Read them and try and discover local feeling and insights into the causes of the riots.

a) item : "INSIDE BROADWATER ESTATES"  
an account of the Tottenham riots. Return to MAIN.

b) item : "LOCALS DISCUSS BRIXTON RIOTS"

Note the insight the witness gives into the quality of life on the estate, how many times she had been beaten and burgled. What were the allegations made against the police?

Note the attitude of the council, the selective nature of the riots.

Return to MAIN.

c) item : "RACISM FUELLED HANDSWORTH RIOTS"  
What were the similarities and differences between the riots in the three areas?

8. For a visual display of the riots, return to MAIN and select item 54 IMAGES OF 1981. TURN DISC OVER -

Select 1981. For the Brixton and Toxteth riots, press ESCAPE after July.

Select 1985 for Handsworth 'riots'. Press ESCAPE after September. TURN DISC OVER.

9. After reading the local accounts of the riots, what do you consider to be the major causes?

One official view is that of LORD SCARMAN who headed the government inquiry. To find out his conclusions, press FIND and type in : "SCARMAN REPORT : CONCLUSIONS 81"

What conclusions does Scarman make on the role of the police?

What policies does Lord Scarman suggest to remedy the problems?

Compare Lord Scarman's conclusions with your own..

The above has no doubt provided an insight into inner city life. If students wish to consider other issues, a variety of key words can be inserted after selection the FIND option; eg. inner city, community policing, crime, urban life.

Many attempts have been made to solve the problem of inner cities. One such policy is urban renewal.

## 10. URBAN RENEWAL.

This is an attempt to 'renew' much of the area by rebuilding or renovating the housing, often building new shopping centres and pedestrian precincts and generally 'brightening up' the area.

a) Select FIND and type in URBAN RENEWAL.

Select item 43 : JOHN DAVIES: URBAN RENEWAL, where you will be presented with a set of pictures.

Note the shopping precincts, new office blocks, industrial estates, housing.

Is the new type of housing an improvement on the old?  
How suitable are tower blocks as a form of housing?  
Would you like to live in one?  
Return to MAIN.

b) Select item 26 : LANDSCAPING IN THE CITY.  
How important is the environment to the quality of  
people's lives?  
Return to MAIN.

c) One attempt to make the Merseyside area more  
attractive was the Flower Festival. Select FIND, type in  
MERSEYSIDE.  
Select item : FLOWER FESTIVAL.

How successful are policies like this?  
Is this an answer or is there a need to solve more basic,  
underlying issues?  
Return to MAIN.

11. One of the arguments for urban renewal is to  
preserve the 'community spirit' of old working class  
areas, renowned for their closeness and mutual support.  
Select FIND, type in URBAN RENEWAL.  
Select item 29 : DO WE WANT TO BE CLOSE KNIT.

List the advantages and disadvantages of living in a  
community.  
What type of area would you prefer to live in?  
Return to MAIN.

12. NEW TOWNS The creation of new towns was a  
popular policy after the war, originally designed to house

London's overspill population.  
Select FIND, type in NEW TOWNS.  
Select item MILTON KEYNES.

Compare Milton Keynes with the town you examined at the beginning of the exercise.

13. For a more local view of living in new towns, change disc over and insert COMMUNITY DISC, southern side. Select FIND, type in the 'Topic by Photo and Text' box, NEW TOWNS.  
Read the following accounts.

a) Select item 1. STEVENAGE.  
Return through FIND and OLD.

b) Select item 4. SKELMERDALE.  
Return through FIND and OLD.

c) Select item 7. BASILDON.  
Return through FIND.

Note the age distribution of the population, industrial estates, lack of community spirit, attitude of newcomers to the area.

Have the New Towns been a success according to the 'locals'? What advantages and disadvantages do they give?

14. Compare the local accounts of New Towns, often written by children, to those of 'locals' in the inner cities.

a) Select FIND, type in TOXTETH.

Select item LIVING IN TOXTETH.

What are the positive features of living in Toxteth.

Return to MAIN.

b) Select FIND, type in INNER CITY.

Select item 10. : LAW AND ORDER, an article on Finsbury Park, London.

What does community policing involve here?

Return to MAIN.

c) Select item INTRODUCTION TO THE BLOCK.

Return to MAIN.

d) Press FIND, type in BRIXTON.

Select item: LIVING IN BRIXTON.

Return to MAIN.

How do the accounts of life in New Towns and Inner Cities compare?

15. Another recent feature of inner city life is that of gentrification. 'Eastenders' fans will no doubt be familiar with the impact of the middle classes moving into a working class area.

Press FIND, type in GENTRIFICATION.

Select item : GENTRIFICATION.

What is gentrification?

What are its advantages and disadvantages?

Students may wish to return to the National Disc and using the FIND facility, type in key words such as URBAN RENEWAL, NEW TOWNS for additional information.

Consider the following questions -

What are the major problems of inner cities?

What solutions have been tried and how successful have they been?

The project illustrated above was chosen because it has important bearings on contemporary politics; it has many implications for Social Studies; it is geographical in scope and it is a local and a national problem. In educational terms, the project provided an excellent opportunity for research on a 'real' problem; it was possible to pose questions which led the learner to attempt solutions to problems i.e. it satisfies contemporary and desirable requirements of pupil participation in the learning process.

As a consideration for those attempting a similar project, a warning about choosing keywords on the FIND function: because the Domesday System draws on very broad fields for throwing up its data, one must think carefully about the KEYWORDS used. If, for example, you use two linked keywords, such as COMMUNITY POLICING, you will produce a sufficient variety of texts, pictures, maps, etc. that will enable you to virtually control the whole project from one main menu; a very desirable state of affairs if you are using the Domesday System for the first time.

Secondary and Further Education students now able to access almost 10,000 statistical data sets on the National Disc will find the Domesday System a challenging addition to resource material for GCSE, 'A' level and CPVE project work.

Finally, reference to all the resource booklets in this series will help teachers and pupils alike to get the best possible use from the Domesday System and tap some of its power as an unparalleled resource database.





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