

## Topic: Identities and cohesion

<b>Lesson: You and your area</b>	<b>KS or Year Group: KS3</b>
<b>Resources:</b> <ol style="list-style-type: none"><li>1. Resource 1 – Examples</li><li>2. Resource 2 – Suitcase picture</li><li>3. Board/large paper and pens</li><li>4. A3 paper &amp; student pens/pencils</li></ol>	<b>Outcomes:</b> <ul style="list-style-type: none"><li>• Students will gain an appreciation of the similarities and differences between themselves and their peers.</li></ul>

### National Curriculum

Key Concepts: 1.3b

Key Processes: 2.1c, 2.2a

### Lesson

This lesson looks at the area in which the students live, with the aim of showing how different students can look at the same area in different ways. After an initial discussion in which the most noteworthy features of their area are put on the board, students should brainstorm what resources they would use to illustrate their life and the area they live in. The class ought to look for similarities and differences in what students have chosen and whether these choices change their knowledge or assumptions of others in their class.

### Starter

- Introduce the lesson by brainstorming as a class what the students consider to be noteworthy features of the local area. Ask them to think in terms of something they might enjoy (e.g. the cinema, the sports centre), something they use often (e.g. the shopping centre, the train station) or something that puts their area on the map (e.g. a local beauty spot, the airport). Ask the students to focus on the particular features that are a regular or important part of their own lives. They will be using this personalized list to represent their life and their area.
- Ask the students to imagine they are talking to a person from another country or even an alien (i.e. somebody who does not know the area at all). See **Resource 1 – Examples** for an illustration of how this might work.

### Main activity

Distribute copies of **Resource 2 – Suitcase picture**. Students are going to use this picture to create a spider diagram.

## You and your area

### Activity 1:

- Each student creates a spider diagram around the suitcase picture to illustrate what they would put in the suitcase to best illustrate their life and their area. Students might like to use sketches or doodles alongside words.

### Activity 2:

- Students exchange their list with their neighbour. You could move the class around so that they exchange with classmates they wouldn't normally associate with. This might lead to more appreciation of similarities and differences.
- Time for students to compare and discuss each other's lists should follow.
- Feedback as a class, using teacher-led Q&A. The teacher should create a list on the board: what did people find in common and what did people find that was different or unexpected? It would be good to first highlight the things students have in common. For example, if several students have picked the football stadium as a key feature, one could assume that football is popular in the area.
- Next tackle the differences in students lists. Were they surprised by some of their fellow student's answers? What do they now know about their fellow students that they did not know before? Hopefully, they will learn how easy it is to make assumptions about people based on limited information about that person.

## Plenary

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### Aim high

Ask a sample of students what they think they've learnt from the lesson. Try to find out whether the students think that there are any 'shared values' within the diversity of viewpoints on an area (e.g. they agree that the multiculturalism of their area is a good thing).

### Assessment

- Ask students to ask someone outside of class what they would put in their 'suitcase' to illustrate their life and their area. It would be good if at least some students asked elderly people, or different cultures in order to get a variety of responses.
- Students should bring images to support their Lesson 1 class work (their own 'suitcase' choices) to the next lesson. These could be from Google, travel brochures, photographs, magazines etc.

## Check the web

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<http://www.diversitytoolkit.org.uk/diversitysnapshot/?gt=1>

<http://worldwind.arc.nasa.gov/>

<http://earth.google.com/>

### Summary of key learning

- Students will learn that even a limited geographical area has differences and similarities in terms of how people experience that area, how they perceive the area and the people living there.

You and your area

## Resource 1 - Examples

**What is life like where you live?**

**Could you list things that illustrate what life is like in your area?**



**For example: I live in Trafford (Manchester). I might list...**

- Manchester United
- the Trafford Centre
- the 11+ - we still have grammar & comprehensive secondary schools
- greenbelt - the area of meadows around Manchester. I'm within walking distance of bits of it
- multicultural food - you can get Indian, Chinese, Thai, English, Italian and much more in my local area
- other ideas are places of worship, parks, rivers, historical buildings, famous shops, motorways...

If you can manage this, it would be great to actually use a suitcase and props to illustrate each thing you pick.

**What ideas would these things give you about life in your area?**

- For example, if I saw a football match (one of my choices), I might assume that everyone in Manchester likes football! This is not true, but that is the impression you might get from this item...

**Resource 2 – Suitcase picture**

