



What is our local community and how am I part of it?

Lesson 1

Who does our changing community identity matter?

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What is our local community and how are you a part of it?
Key Stage 4

<p>Overview</p>	<p>This lesson allows students to consider what identity is and the role an individual has within their community. It considers what a community is and how we can be part of multiple communities through multiple identities. Students investigate their own regions through the use of the census to better understand their own communities.</p>
<p>Citizenship Skills and Concepts</p>	<p>Skills: critical thinking, enquiry, tackling controversial issues, oracy, discussion and debate, collaboration and teamwork, problem solving and critical reflection.</p> <p>Concepts: Community Belonging Participation Plurality Diversity</p>
<p>Essential Teaching Guidance</p>	<p>This lesson should be personalised to reference local communities relevant to your students to enable them to engage more fully. E.g. when looking at the census and ONS information localise this information. This lesson contains sensitive topics. It is crucial to understand the students you teach and their individual circumstances as this may be directly related to their personal lives. Be mindful of the viewpoints that might arise and encourage empathy and understanding through discussions with students. Where the issues raised in teaching the lesson may be sensitive or controversial in nature, do ensure you are in line with your school policies on such matters. You may also find the ACT guidance on teaching sensitive and controversial issues in Citizenship helpful. The term kindertransport is used in the case study on Zara. This was the programme during the 1930's in which Jewish children from Germany, Austria and Chezhlovkia were evacuated due to Nazi occupation or inpending occupation. More information on this can be found here:</p>

	<p>https://wienerholocaustlibrary.org/what-we-do/learn/subject-guides/kindertransport/</p>
<p>Learning Questions</p>	<ol style="list-style-type: none"> 1. How can I explain what identity is? 2. What makes up my community? 3. How do I fit into my community?
<p>Resources</p>	<p>Using https://www.nomisweb.co.uk/sources/census_2011 is part of the lesson. It would be beneficial to familiarise yourself with this site and potentially gather a few statistics which show information relevant to the area in which you teach.</p>
<p>Assessment Opportunities</p>	<p>A range of assessment methods are used within this lesson. Discussion points are a core part of this lesson and understanding will need to be checked for using direct questioning, through random selection of students. Written responses are used to allow for acknowledgement of all students responses. Students are expected to draw upon knowledge from across the lesson within the plenary allowing for an assessment of understanding before potentially moving onto new content in the next lesson. Where key points are taught for example around identity and community there is an assessment point to ensure that students have understood this before you move onto the next activity.</p> <p>A range of assessment methods are used within this lesson. Students will develop their understanding of a range of key terms throughout the lesson which will be checked through verbal and written activities. Verbal feedback, given by students across the lesson should be completed through random choice in this lesson. This may be through a random name selector or similar method. Students are required to write down information as part of a mind map, which is then developed later on and allows students to self assess their understanding of identity. Students are expected to draw upon knowledge from across the lesson within the plenary allowing for an assessment of understanding before potentially moving onto new content in the next lesson.</p>

<p>Do now / Starter /Entry Task</p> <p><i>(5 minutes)</i></p>	<p>Why are connections important?</p> <p>Students should think about their social connections and how this is important to them. Pose the following questions:</p> <p>Who do you socialise with? - Ask them to consider local/global connections (Students may raise connections they have with those who they do not actually know and relevant guidance around internet safety may be necessary here)</p> <p>What do you have in common with them? - Consider their connections with others, hobbies/interests</p> <p>Are they part of your community? - Students may consider location and only local connection to be part of their community but the concepts of local and global communities could be talked about here.</p> <p>Link this to the idea that these connections are small parts of their community connections. How they relate to their social groups are interlinked with how they relate to their communities.</p>
<p>Task 1</p> <p><i>(15 minutes)</i></p>	<p>What makes up your identity?</p> <p>Students should reflect on their own sense of identity to allow them to widen this understanding when considering their communities. Although not necessary it is nice to have some mirrors for students to use as part of this activity. <u>Time/Ability of class may allow</u> for students to spend time creating a quick self portrait to then annotate - the important aspect of this activity being recognising individual attributes as part of their identity, rather than the artistic skill. Voluntarily, students should share ideas of what makes them them to build up a class picture. This could be listed or mind-mapped as a visual aid. Key questions to ask here could include; How diverse is our class? What common themes are there within the class's identity? How might our identities change over time?</p> <p>Multiple identities - some students may have raised topics which link to multiple identities. Draw from this to lead into what multiple identities are where possible. The key here is when we have an identity which comes from more than one group of people or area. Otherwise use an example, such as sport, to raise the fact that we may be conflicted due to multiple identities. For example, we may live in England but were born in another country. As directed within the slides Use the example of Zain Malik (or change this to a figure more relevant to your school) to give students the opportunity to find features of identity and areas of multiple identity. This could be by asking students to list their findings</p>

	<p>creating a mindmap, or if you print the slide students could highlight the information. The slide on Zara gives you an assessment opportunity to ensure students have understood this key concept. Inviting feedback from students here will allow you to check understanding. This can be done in a number of ways including cold calling, think pair share or random name generators.</p> <p>Highlight the connections between different identities to show our connections with others around us before moving on to activity two.</p>
<p>Task 2 <i>(15 minutes)</i></p>	<p>What is community?</p> <p>A brief explanation of community, and different types of community, is given within the slides which can be explained to students. A student could be asked to read this to the class. Reinforce the differences between types of communities - ask students to provide examples of the different communities to check understanding.</p> <p>Following this students are to identify who makes up their community. A mind map is suggested for this task. Although students could choose to write a list as an alternative. You may wish to give an example to start students. Key themes to encourage inclusion to include (but are not limited to); Age, Gender, Religion, Ethnicity, Professions. This will be revisited after the next task. It is important to have a good knowledge of the local context.</p> <p>A challenge task is included for students to consider how this might have changed over time.</p> <p>Following this they then move on to consider their own role in their community. This will relate closely to the area in which they live and you may need to guide students using local knowledge. It may be beneficial to add local examples to the four areas suggested which relate to your local area; religious organisations, sports clubs, organised groups/clubs and Non-governmental organisations. Students should be given the opportunity to feedback around their personal role in their communities. An opportunity for think pair share could encourage conversation here. Additionally they may wish to write their contributions on a post it note and hand in anonymously.</p>

<p>Task 3 <i>(15 minutes)</i></p>	<p>The Census - Fact Finding</p> <p>What is the census? Watch the video to help explain the census and what it looks to do. Within the clip it mentions how the census has changed over time which links into the previous challenge task and is important to clarify here - ensuring students understand the impact of change within communities. You could invite students to contribute here to see if they are aware of any changes to their local community over time, for example a major employment change due to industry closing or a port closing etc. However, be sensitive to this if it has happened recently and do not use this technique if you are not confident.</p> <p>Following this clip students may have considered new groups which make up their communities and should be prompted to add to their previous mind map from activity 2.</p> <p>Research task. If students have access to the internet they could directly access the Census. Alternatively you could print information from the census for students to use. This task aims to develop students' teamwork and investigative skills whilst they develop their understanding of the community in which they live. While students are researching you can circulate the room live marking and asking questions to ensure they are focusing on aspects of their changing community. To keep the students engaged you could on occasions cold call on students to give one piece of information they have discovered and what this tells them.</p>
<p>Task 4 <i>(5 minutes)</i></p>	<p>Why are communities important?</p> <p>Students are to look at the four images (these could be edited to make them more specific to the class you teach/area in which you live) and pick one which highlights the importance of communities. A discussion can then be held around the importance of communities to briefly cover the functions they serve including (but not limited to): collaboration/support/connectivity/sense of belonging/shared identity. You may wish to assess student verbal responses or a written response could be encouraged. To stretch the learning during the discussions you could engage students to consider if one of these functions is more important than another.</p>

<p>Plenary / Reflection</p> <p><i>(15 minutes)</i></p>	<p>Who lives next door?</p> <p>How and why is it important we know who makes up our local community?</p> <p>To draw the learning together here you can ask students to consider their own communities. Do they know about their neighbours or the people in their neighbourhood? Are they aware of local community groups? If they had a new neighbour who asked where a local religious group was or a sports club was could you tell them? Why could it be important to know our communities better? ... support, sense of belonging, look back at covid and the amount of support local people gave each other etc. Need to learn from each other etc.</p> <p>How can we get better at knowing our community? Answers could include attending local groups, joining clubs, going out to local parks etc</p>
<p>Takeaway Task</p>	<p>How well do I know my local area?</p> <p>Students could be asked to draw a map of their local area and the parts they are connected to. To better understand their local areas they could investigate some of the parts they do not know much about.</p>