

YPG My Place – Included in and Excluded from Areas



Lessons	Focus	Skills used	Activities	Resources	Homework / Assessment
1	Places where students spend time in their home environment	<ol style="list-style-type: none"> 1. Mental Mapping 2. Explanation 3. Comparison 4. Reasoning 	<p>Starter Draw 2 circles on the board with an overlap – girls write in one circle and boys write in another circle ... listing 5 places they spent time on the weekend Class then spot any boy / girl overlaps – to be moved into the overlapping area between the circles Discussion of this pattern – ask the question ‘Are the places we go to determined by the groups we fit into?’</p> <p>Task1 Colour coding the ‘places we go to’ sheet – decide on groupings to be coloured – this leads into a discussion of how age / gender / interests determine where we spend our time.</p> <p>Task 2 Get pupils to draw a map of their home and get them to annotate places they spend most of their time in and why they go there and not somewhere else. Then ALSO choose a parent or considerably older sibling and annotate where they spend their time in comparison.</p> <p>Plenary Paired discussion of the maps they have produced and then feeding back to the rest of the class</p>	<ul style="list-style-type: none"> ➤ ‘Places we go to’ sheet ➤ ‘Mapping my place’ sheet 	<p>Pupils could map their neighbourhood –</p> <p>Draw a map showing where you spend your time out of school</p>



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2 - 3	Inclusive / Exclusive areas of OUR city ...	1. Discussion of images used 2. Decision making based on the images used	<p>Starter Write down 3 problems of living in a city, 2 features of a city which intimidate you, 1 way of solving one of these problems</p> <p>Task 1 PowerPoint of life in Nttm – show PowerPoint – After the PPT, ask pupils to write down what sticks in their minds about the photos they've seen. (Discuss)</p> <p>Task 2 Divide the group into people who have said good things about Nttm and people who have said bad things about Nttm – from these groups set up working parties – from this pupils will have 30 minutes to produce a poster showing WHY they feel the way they do.</p> <p>Task 3 Posters can be completed next lesson to be presented to the rest of the class.</p> <p>Plenary Contentious image of Nttm – what are the issues shown here, how would it make people feel, how could things be improved?</p>	PowerPoint showing images of Nottingham and facts A3 papers & marker pens for poster task Photo sheet of Nottingham PowerPoint Knife Attack photo	Pupils could be given a written task following on from the contentious image of Nottingham ... 'This is Nottingham ... but is it fair for people to believe that this is all there is to Nottingham?'



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4-6	Town planning	1. Decision making 2. Responding to new stimulus 3. Presenting 4. Pupil lead work	<p>Starter Market Square – spot the difference – discussion 'Do you like Market Square more now or then?'</p> <p>Task1 Pupils will be working in groups as town planners to make an area of Nottingham 'NICER' Based on the map of the study area start up a whole class discussion on 'what are the problems in this area?' How would you set about solving these problems?</p> <p>Task 2 Pupils need to get into groups to complete a group task Introduce a shopping list and a budget Introduce quotes from interest groups – how will this change your plans? Budget boost – pupils pick a card to decide on how their budgets are increased or drop – how does this change your plans? - make amendments to plan as the progress Each group will need to produce a plan for re-development with pictures and an annotated map answers to the questions raised by the interest groups and a poster advertising their re-developed areas Pupils will finalise their project with a town planning fair – each group can have a table and wall space to be able to set up a stall to show their planned changes – pupils can visit each other's stalls, building up to peer assessment at the end of the project to decide on which project will be used.</p>	Photo sheets – from PPT last lesson Map sheet of the area Paper for development plans Stimulus cards - Shopping list - Quotes to feed into plans - Budget Boost Equipment to set up town planners fair and VOTE Group marking sheet for other projects	As pupils are focused on project work – their homework should reflect this



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7	Skills based Group work activity	1. Group co-operation 2. Pupils centered learning 3. Decision Making 4. Data recording	<ul style="list-style-type: none"> ➤ Starter – pupils have access to a large school map and need to colour code it – areas they are happy to go to and areas they find intimidating – discuss reasons why – leading into task ➤ Pupils establish groups – it may be interesting to establish gender based groups to add a demographic angle to this task. ➤ Each group is issued with a camera / camera phone and instructions – there are groups covering <ul style="list-style-type: none"> 1) areas they like, 2) areas they feel excluded from or uncomfortable in 3) and areas they feel need to be improved ➤ Students then have a fixed amount of time to move around the school and photograph areas which fit into their categories – disposable cameras also limit the number of photos they can take 	<p><u>I have included a model PowerPoint which you could repeat for your school with appropriate photos which offers pupils a thorough explanation of how to complete this task</u></p> <p>Map of school for starter</p> <p>Instructions sheets – including <u>map of school</u> to mark on area photographed</p> <p><u>'Press Passes'</u> to show if they are challenged about being out of school</p> <p>Cameras / Camera Phones</p>	Pupils given photo sheet (Included / Excluded Homework 1) to annotate – time will need to be taken to explain the difference between annotations and labels

Items in bold and underlined need to be produced by each school



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8-10	Using information gathered to outline findings and recommendations regarded inclusive and exclusive spaces around school	<ol style="list-style-type: none"> 1. Image analysis following on from homework task – clear annotation of photos to show areas chosen and why they fit into their categories 2. Collaborative work in work in writing to an audience 3. Level 5+ focus on pushing level of explanation 4. Highest level focus on links between physical environment and behaviour 	<ul style="list-style-type: none"> ➤ Starter – use some of the images generated by pupils in a PowerPoint as a discussion topic – do we like it here? Why? What could be done to improve it? ➤ Pupils will be using the images collected to explain why they selected them as inclusive / exclusive environments ➤ Pupils can use ICT to produce a PowerPoint presentation to the rest of the class, or present their findings in the form of a written report to be submitted to the Head and Student Council – with recommendations for improvement ➤ This presents a great opportunity for a wall display – a huge map of the school with photos and explanations attached – good for Year 6 taster days ➤ On completion reports should be given to the class – either as single presentations to the whole class OR as a market place task 	<p>Access to PCs would be great</p> <p>Images from previous lesson</p> <p>Instructions sheets</p> <p>Equipment required for presentation</p>	Pupils will need additional time to work on their aspect of the report