Taking to the streets (key stages 3 and 4)

What the photo says
This image will resonate with many young people.

They will identify with the idealistic young demonstrator hemmed in by stony-faced policemen, and could probably suggest a ‘cause’ or reason for the demonstration – an environmental issue such as climate change, or the redevelopment of a space in the community.

In fact it is the 2007 ‘alternative’ Bastille Day parade, organised by pacifists, environmentalists, clowns, etc. to protest against the official, militaristic 14 July parade in Paris.

Lesson idea
Learners explore their own place in the world, their values, and their responsibilities to other people, the environment and the sustainability of the planet. The lesson draws significantly on notions of global citizenship and gives learners the opportunity to speculate on how and why their future may develop.

Context
The lesson has clear links to the geography National Curriculum key stage 3 programme of study, but particularly in these ways:

1 Key concepts
Interdependence (1.4); Physical and human processes (1.5); Environmental interaction and sustainable development (1.6)

2 Key processes
Geographical enquiry (2.1); Geographical communication (2.4)

3 Range and content
Interactions between people and their environments (3h)

4 Curriculum opportunities
Build and expand on personal experiences (4a); Explore real and relevant contemporary contexts (4b); Participate in informed and responsible action (4f); Examine geographical issues in the news (4g); Investigate important issues relevant to the UK and globally (4h); Make links between geography and other subjects (4i)
After the lesson, make sure that the learners consider strategies that could enhance their quality of life, and that of other individuals and communities, local or global.

**Resources**
- you could play a sound file of a demonstration (http://www.soundsnap.com/node/40023) before showing the picture and ask students what is happening
- multi-coloured felt markers
- copies of the *Wheel of Future* handout: (http://www.geography.org.uk/download/GA_ADVTakingToTheStreetsHandout.pdf)
- ‘photo-question posters’: copies of the photo (one per group) mounted on A3/A1 sized paper with a heading – *Street demonstration in Paris* – and annotated with questions (in black felt pen) such as: What’s going on in the photo? Who are these people? What are they looking at? Why has he painted his face? What’s inside the van? What does he think of the policemen’s presence? How do you think shoppers, office workers and passers-by will react to the scene?

**Suggested activities**

1 Distribute the ‘photo-question posters’ to groups of three or four learners. Ask them to answer the questions and add questions of their own using felt pen in, say, blue. After ten minutes, groups migrate to another group’s poster, consider questions/answers in blue and provide answers to all/any questions, adding more questions in, say, red. Finally, groups return to their original poster, select what they consider the ‘best/most interesting/most challenging/most surprising’ question, and report back to class.

2 Groups consider this question: ‘In what circumstances do you think street demonstrations are acceptable?’

3 Distribute the *Wheel of Future* handout. Learners have 15-20 minutes to record ideas about six inter-related themes – the environment, the economy, technology, society, quality of life and who decides? (political decision-making). They reflect on why and how the world will have changed by the time the young demonstrator is 45 years old. When this activity has been used previously, learners’ future visions of have demonstrated a high degree of pessimism and so the teacher may have to stress the need to consider both positive and negative aspects of possible futures. Groups feedback on one theme.

4 Homework/follow-up – learners script a conversation between the two main characters in the photo, i.e. the demonstrator and the official.

**Curriculum opportunities**

**Global dimensions**: supports learners as they explore the challenges facing society and their responsibility, as members of a global community, to respond constructively.

**Sustainable development**: generates discussion about the goals of sustainable development as well the costs of continued ‘development’ for communities across the globe.

**Citizenship**: addresses concepts of democracy and justice, and rights and responsibilities, critical thinking and enquiry processes, and taking informed and responsible action.
References

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