

LESSON 1: What places mean something to me?

Key questions

- Where are the places that I identify with?

Learning objectives

- To list and locate places that we associate ourselves with
- To develop an understanding of our identity

Key words

- identity
- location
- local
- regional
- national
- global

Resources

- Atlases
- Activity Sheet 1
- Activity Sheet 2
- Activity Sheet 3
- Scissors

Assessment opportunities

- Students complete 'My Passport' to show places they identify with

Lesson structure

Starter

Give each student a copy of Activity Sheet 1 and ask them to cut out the cards to make their individual set of cards with criteria to determine their identity, e.g. gender, favourite sport, religion, culture.

Tell students to imagine they are meeting an alien. What would be the six most important things that they would want an alien to know about them? Once the students have selected the cards that they would want to use, they create a mini-identity card with the information.

The idea of identity can be a difficult one for students. You could model the activity by working out your own identity with the students. This will help students gain an understanding of what the task involves.

The image shows three overlapping activity sheets from the KS3 Geography Teachers' Toolkit. The top sheet is 'My passport', which includes fields for personal information (full name, birth date, current address, birthplace, parents' birthplace) and sections for listing places in the UK and the rest of the world that the student associates with, along with reasons for their favorite and least favorite places. The middle sheet is 'Links in the UK', featuring a map of the United Kingdom with a north arrow and a scale bar (0-100 km), and a prompt to mark places linked to the student. The bottom sheet is 'My profile', a grid of 12 categories with corresponding icons: Religion (cross, star, crescent), Gender (male/female symbols), Favourite team (sports balls), Race (hands of different colors), Nationality (flag with question mark), Job (worker icon), Outlook on life (happy/sad faces), Appearance (mirror and face), Home (house icon), Star sign (crab), Passion (heart with arrow), and Favourite food (cupcake).

Main teaching and learning phase

Tell the students to make a list of places that they are associated with. Give them some prompts to help them, e.g. where they were born, where their parents come from, where they have been on holiday, where products they own come from, favourite sports teams. As a debriefing activity, students share these places with the class. It may help if you share some places that you too are associated with.

Hand out Activity Sheet 2. Students classify the different places by location. Are they local to them? Are they

regional, national or global? You may need to explain what these words mean. Tell students to write the places in the appropriate part of the diagram. This would be the first step in deciding whether we are more closely linked to Europe or the UK.

Give students Activity Sheet 3. Ask students to complete the first page using the places that they have already listed, then to mark the places on the maps of the UK and the world. They may need to use an atlas and its index to complete this task. As geography teachers, it is vital that we give students lots of opportunities to find where places are and develop their skills in locating them.

Plenary

Students reflect on the places that they have links with. Discuss, with the class, which places students particularly like or dislike. The whole of Activity Sheet 3 should be finished for homework.