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A Cross-curriculum Learning Experience for Key Stage 3



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ISBN-13: 978-906732-22-6 (print) EAN: 978906732226 (print) ISBN-13: 978-906732-23-3 (online) EAN: 978906732233 (online)

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First published in Great Britain by The Runnymede Trust and Manifesta, 7 Plough Yard, Shoreditch, London, EC2A 3LP.
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The Runnymede Trust is a Company Limited by Guarantee Registered in England No. 3409935 and a Registered Charity No. 1063609

Manifesta is a Not for Profit Company Limited by Guarantee Registered in England No. 4420933.

Designed and printed in the UK by St. Richards Press Ltd, Leigh Road, Chichester, West Sussex PO19 2TU T: 01243 782988

Belonging: A Cross-curriculum Learning Experience for Key Stage 3

Introduction

Belonging is a project designed to enable young people to explore intercultural dialogue. Devised by Manifesta with Runnymede Trust, the project organized a series of video workshops in suburban locations with young people from a diverse range of ethnic backgrounds – in London (Newham), Lisbon (Casal da Boba) and Paris (20th arrondissement).

Chosen for their distinctive nature, each location has its own local history:

– Newham is one of the poorest and most ethnically diverse boroughs of London. It is a dynamic area with immigrants from many parts of the world. There is great deal of new investment in the area as a result of preparations for the London 2012 Olympics.

– Casal da Boba is a neighbourhood located in Amadora, a city close to Lisbon. It is home to many people whose families came from the Cape Verde Islands. New social housing has recently been built to replace very poor housing that was common in the area.

– Paris 20th is one of the poorest districts within the walls of the city, near the ‘back-door’ of Paris, a working class area where successive groups of immigrants have settled. Many social housing estates were built in the 1970s.

Focusing on themes around migration, identities and the making of new communities, *Belonging* explored how young people talk about belonging – how migration over time shapes communities, and how young people understand their identities and relationships to each other while having roots and backgrounds related to more than one place.

Working with creative video artists and film-makers in small groups, each participant made his/her own film on the subject of his/her choice. The aim was to give young people the opportunity to express themselves on these major issues through video, and to provide a means to communicate their views to different audiences - their local community as well as mainstream audiences, institutions and policy makers in the three country locations.

The 43 short films which resulted from the workshops provide a valuable insight into the thoughts of young people in urban and suburban contexts today. Two experienced teachers and curriculum writers, Professor Chris Gaine and Cristina Bennett, have devised the lesson plans contained in this publication, with additional advice from Tracy Barker. The lesson plans use some of the *Belonging* films as well as information about the areas in the suburbs of London, Paris and Lisbon that form the backdrop for them.



Using the lessons

This series of lessons has been specifically designed to accompany a selection of the **Belonging** films. Together, the film selection and the lessons, provide a broad cross-curriculum experience for young people as they approach the end of Key Stage 3.

In order to make the most of the learning opportunities these lessons provide, you are strongly advised to watch all the films, plan collaboratively with teachers in other curriculum areas and consider the dynamics in teaching groups.

The learning and teaching principles that underlie all the lessons in the **Belonging** series are derived from the QCA National Curriculum cross-curriculum dimensions¹, global dimension key concepts², and personal, learning and thinking skills³. For quick reference, these dimensions and skills are listed on the left-hand side of each detailed lesson plan; those appearing in bolded text are the main dimensions, concepts and skills underpinning the whole series. To make each A4 lesson plan easy to view, simply enlarge to A3.

Through this series of lessons, you can introduce, or further build, cross-curriculum dimensions into your school:

- as part of a special focus week around a theme of **Identity and Cultural Diversity, Community Cohesion** or **Global Dimension**;
- as a cross-curriculum scheme of work linking citizenship, English and humanities subjects through the common topic of **Belonging**.

The teaching sequence opens with the Citizenship lesson; this should be followed by each of the other three subjects. Whether you start with English, history or geography depends on how you wish to organize the work to provide a broad cross-curriculum experience. However, within each subject area, the lessons are designed to be followed in a particular learning sequence.

For each lesson, specific learning intentions are included; these are directly linked to the learning outcomes for each single lesson, as well as for each sequence of subject specific lessons.

To enable you to adapt the learning processes and learning outcomes to complement your school's existing assessment arrangements, no suggestions are included about assessment opportunities.

Although all eleven lessons in the series show detailed step-by-step guidance through a 'three part lesson' planned to take one hour, this should not deter you from stepping beyond the suggested tasks and activities and adapting the lessons to reflect *the specific needs, interests and context of your learners*.⁴ With this in mind, we hope that other films in the **Belonging** collection – which do not feature in any of the lessons – will inspire you to develop and extend your school's work.

NB: The Belonging films and additional visual information, e.g. Powerpoint photographs on each background context, can be found online at <http://www.runnymedetrust.org/belonging/teachers.html>, where this publication is also available.

1 <http://curriculum.qca.org.uk/key-stages-3-and-4/cross-curriculum-dimensions/index.aspx>

2 <http://www.dfid.gov.uk/pubs/files/dev-global-dim.pdf>

3 <http://curriculum.qca.org.uk/key-stages-3-and-4/skills/plts/index.aspx>

4 http://curriculum.qca.org.uk/uploads/Cross%20curriculum%20dimensions%20-%20a%20planning%20guide%20for%20schools%20publication_tcm8-14464.pdf?return=/key-stages-3-and-4/cross-curriculum-dimensions/index.aspx

The Films and Film-makers

All the films can be viewed at:

<http://www.runnymedetrust.org/projects/belonging-films.html>

List of films by alphabetical order in original language - with English translation and name of the film-maker

	<i>À procura de um sonho</i> (In search of a dream), Alberto Borges	
	<i>A taste of Asia</i> , Rehana Siddique	
	<i>Au coin de ma rue</i> (At the corner of my street), Elhadj Sidibe	
	<i>Bairro</i> (Neighbourhood), Hélder Moreira	
	<i>Being here</i> , Krishna Kanzaria	
	<i>Boba</i> (Boba), Ruben Gonçalves "Kejo"	
	<i>C' était pas ça</i> (It wasn't that), Salim Djennane	
	<i>Circling around</i> , Veronia Anandaraja	
	<i>Confuzzled</i> , Ayeman Khan	
	<i>Cultural differences</i> , Hendrik Herodes	
	<i>Elles sont deux</i> (There are two of them), Hadjara Karamoko-Mercy	
	<i>Entre-deux</i> (In between), Djénéba Dianka	
	<i>Falamos a mesma lingua?</i> (Do we speak the same language?), Soraia Daniela Martins	
	<i>Here, there, everywhere</i> , Crystal Ajaelu	
	<i>Influences...</i> (Influences...), Sarah Saïbi	
	<i>J' y suis j' y reste</i> (I'm here to stay), Ngoné Hajjar	
	<i>Le p'tit gars de Menilmontant</i> (The Lil' guy from Menilmontant), Hanane Ghazi	
	<i>Le silence est le crime</i> (Silence is the crime) Marie-Jo Cima	
	<i>Ma première fois</i> (My first time) Hamid Berkouz	
	<i>Merveille</i> (Merveille), Aminata Hajjar	



Missing home, Dolice Lau

My street, Mohammed Umer Iqbal



Newham's rubbish?, Johannes Brittain

O meu bairro (My neighbourhood), Brenda Semedo



O meu movimento (My movement), Cristina Costa

Preto no Branco (Black on White), Ruben Furtado



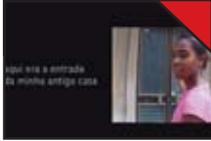
Quand je vois tes yeux (When I see your eyes), Amadou Diallo

Quatro Euros, dos folhas de Alface e o policia (Four Euros, two lettuce leaves and the cop), Leandro Silva



Quel étage? (What floor?), Khalid Berkouz

"Qui vida...eh!" ("What a life... Eh!"), Artemisa Ribeiro



Regresso ao meu bairro (Return to my neighbourhood), Soraia Moreira

RTW (RTW), Mauro Luz "Tamocho"



Salim (Salim), Elio Domas

Sans prévenir (Without warning), Magali Coiseur



Saudade (No translation), Wilson Teixeira "Icha"

Sempre a mesma história (Always the same story), Dulcelina Moreno



Sindykatto Mc's (Sindykatto Mc's), Miguel Moreira

There's no place like home, Dolapo Ogunkeyede



Un ami perdu (A lost friend), Fatou Diaté

Un chef d'œuvre (A masterpiece), Ferdinand Niquet-Rioux



Un jour de plus (Another day), Yacine Mamouni

Vale a pena? (Is it worth it?), Indira Moreno



Veins in a body, Imran Jabber

Citizenship Lesson

- Citizenship Lesson 1 of 1
- Belonging: Opening simulation
- Checklist
- Examples of cards and money (full sets can be downloaded from <http://www.runnymedetrust.org/belonging/teachers.html>)

The basic dynamics of this simulation for most of the participants are about injustice and the daily pressure to survive. Learners will be given roles, as residents of a fictional country, 'Europia'. Some will be immigrants, with roots outside Europia, other will be born in Europia. The ethnic, age and class distinctions will divide learners in different roles, and consequently, they will go through 'life' (during the simulation) differently.

The opening simulation will engage learners as active and expressive participants. It will raise awareness of values and perceptions; it will also stimulate reactions and responses to some significant issues about identity and belonging.

The de-briefing is an important part of the simulation, enabling learners to express how they felt during the simulation.



BELONGING: Opening Simulation

CITIZENSHIP Lesson 1 (of 1)

CROSS-CURRICULUM DIMENSIONS:

- IDENTITY AND CULTURAL DIVERSITY
- HEALTHY LIFESTYLES
- COMMUNITY PARTICIPATION
- ENTERPRISE
- GLOBAL DIMENSION & SUSTAINABLE DEVELOPMENT
- TECHNOLOGY AND THE MEDIA
- CREATIVITY AND CRITICAL THINKING

GLOBAL DIMENSION KEY CONCEPTS:

- DIVERSITY
- CONFLICT RESOLUTION
- VALUES AND PERCEPTIONS
- INTERDEPENDENCE
- HUMAN RIGHTS
- SUSTAINABLE DEVELOPMENT
- GLOBAL CITIZENSHIP
- SOCIAL JUSTICE

PERSONAL, LEARNING AND THINKING SKILLS:

- INDEPENDENT ENQUIRERS
- CREATIVE THINKERS
- REFLECTIVE LEARNERS
- TEAM WORKERS
- SELF-MANAGERS
- EFFECTIVE PARTICIPATORS

BELONGING FILM(S) TO USE: Although none feature in this lesson, several films can be used to illustrate or further develop issues that arise in the simulation – see teachers’ notes, **Belonging: Opening Simulation**, for suggestions of which films to use.

PREPARATION / RESOURCES NEEDED: Time is needed to prepare envelopes that include: role cards, money etc (available online at <http://www.runnymedetrust.org/belonging/teachers.html>), as well as time needed to set up the room and if preferred, work out groupings – all this, and more is explained in detail in the teachers’ notes, **Belonging: Opening Simulation**.

Learning intentions:

- to engage learners as active and expressive participants;
- to raise awareness of values and perceptions;
- to stimulate reactions and responses to some significant issues about identity and belonging.

Starter (5 mins):

- As the simulation begins as soon as the learners enter the room, there is no separate starter activity; however, all learners, in their simulation roles, will need 5 mins to familiarise themselves with their new identities by exploring everything in their envelopes and then finding their families. The ‘Director’ will then begin the key events process.

Main part (40 mins):

- See **Belonging: Opening Simulation** for detailed explanation of how the simulation should evolve.

Reflection / De-briefing (15 mins):

This is the signal that the simulation is over, everyone is out of role and normal rules apply. The ethnic, age and class distinctions that have divided learners in role have to be reflected upon, not maintained. See **Belonging: Opening Simulation** notes (**De-briefing** section) for suggestions for stimulating responses.

- **Individually** – write down three (3) immediate thoughts / reflections, ready to contribute to brief, whole class discussion. OR
- **If there is no time left** for this style of de-brief, or, if it’s preferred to de-brief more fully in a separate lesson on the same day (or the following day), spend 5 mins with whole class in a circle, give two (2) mins thinking time before inviting each learner round the circle to share one (1) immediate thought which teacher will scribe onto flip-chart or whiteboard – to keep for reference in follow-up lesson(s).

NOTES / EXTENSION IDEAS / POSSIBLE HOMEWORK ACTIVITIES:

- It is vital that reflections from this experience are referred to during subsequent lessons.
- More detailed reflections (with specific guidance points provided by the teacher) can be completed as a homework activity.
- Following this lesson, the history, geography and English lessons run concurrently.

Belonging: Opening simulation

There is quite a bit to read in explaining this simulation, though the basic structure is straightforward. It is worth the time to set it up and do it, since - as some quotes at the end show - it provides a dramatic and engaging stimulus to motivate pupils for the rest of the set of lessons. They will understand more of subsequent lessons and hence get more out of them.

What's going to happen?

The overall pattern of the simulation is that every participant's role is to get the best job and best housing possible in the 'generic' European country where the simulation is set – Europia.

Some participants start with a job, some don't and this is related to age and ethnicity. They are all either young adults or in their 40s. Some people have a white European heritage, most don't: in a group of 30 make it 24/6.

Some of this latter group were immigrants a while ago while the younger ones were born locally.

About every five minutes the Director signals a change of month, with a whistle or something loud enough to gain attention. As well as the Director, there is a housing official and an employer.



Once a month participants can get paid – if they have a job – and with their wages they can start paying towards home ownership or secure tenancy. Wage levels are set so that family members have to work together to afford a place to live, and there are two levels of private accommodation. Those with roots abroad may have a relative in their original country who needs money for medical costs.

Some way into the exercise, the area has to be redeveloped and most people need to be rehoused. Those who already have a high value place can stay; others are directed to desirable or less desirable social housing.



When the issue about relocating people arises, it's possible that participants will organize into some protest action. The Director might let this run and allow community action to be effective, or keep the pace going so participants have to choose between organizing and getting their monthly pay, or keep order by threatening to deport any immigrants involved.



Preparation and room layout

Plenty of floor space is needed, with two desks some way apart, one for the employer and one for the private housing agent who later becomes the social housing department.

The simulation assumes a group size of about 30 and has printed materials for 40. It won't work well with less than 20 and above 40 it can get chaotic, though it is manageable with up to 50 people if you double up on the official roles and those playing them are well briefed about building discrimination into their actions.

All the materials are prepared for you to print, except badges.

It's easier to keep track during the simulation if the different pre-prepared 'money' sheets are printed on different colour paper.

It's also useful to have a way of distinguishing envelopes containing white/non-white *and* male and female identities, though it's not crucial. The easiest thing is to print the ID cards on adhesive paper then stick one on each envelope.

Allocating roles and identities

It's important to begin the simulation as soon as the class enters the room, clearly projecting your own dominant role and acting towards the participants in role and not as you know them. Have the key aspects of the simulation displayed clearly. Read it out and give out the envelopes.

Welcome to your new identity as a resident of Europia. We are going to move quickly through several months of your life. About every five minutes a whistle will blow and it will be a new month, and every month you can get paid. Some of you already have a job; the rest will have to apply for one. Once you've been paid you can start paying for somewhere to live, which will be pretty much yours after just six months. Check what's in your envelope: it tells you if you have a job, what your name is, and how much money you have. Find your relative or relatives.

Each envelope contains:

- A brief written summary of their identity in the simulation.
- The welcome sheet.
- ID card, with a line drawing showing if they are male/female, European or not and either 16 or 40 years old. ID cards need to be named in pairs or threes so people have at least one family member, maybe two; it doesn't matter if the relationships are husband/wife or siblings or different generations. You could have one person who has to make it (or not) on their own.



- Some money. 500 Euros for some, €200 for others and this is correlated with ethnicity – how much so is up to you.
- A badge for the more advantaged, i.e. white. They don't need to know this. (If those disadvantaged by the simulation process had badges, once they figured out the meaning they'd take them off, but there's no incentive for advantaged people to disguise their ethnicity.)
- A few of the participants have job cards, they are mainly white and older with perhaps one exception. Relative numbers depend on group size; this is written with a class of 30 in mind.
- A couple of the whites have property deed cards to give them an initial advantage.

Official roles (also included in printed materials section)

Director (also MP, local councillor, police, news reporter, as the whim takes you – even agent provocateur if the oppressed are not rebellious enough). You have to keep things going at a pace that winds up anxiety and urgency to complete the monthly queuing, getting paid, and trying to get a better place to live or a better job. As soon as everyone has been paid for the month, blow the whistle to change to the next so they have to queue, jostle, and do it all again. Sometimes you might change month before everyone has been paid, especially if people of immigrant background are at the back of the queue for some reason. Complainers get listened to, you'll look into it 'in due course...'. You have cards/certificates to issue for people who have been involved in some intercultural activity, and language certificates.

Private housing agent – the simulation fudges the distinction between rent and mortgage payment to simplify issues. People pay a monthly amount of €800 for a basic house, €1500 for anything smarter (recorded by you on the sheet provided) and after six months you give them their property deeds. Direct anyone of immigrant background to a cheaper place and treat younger people with less respect than older people. Occasionally your prejudices might get the better of you and you refuse to allocate a house to somebody of immigrant background: depending on what's been agreed by the team in advance, you might be explicitly racist, you could make the reason obvious but not say it in case participants invoke the law, or you could throw a dice – young people of immigrant descent only get what they want if you throw a six.

Social housing official – later you become this person. When the locality needs redeveloping stop taking 'rent' for any of the smaller housing – in fact snatch the cards back from people if you have the chance. Issue new housing allocation cards, monthly rent €1000, and direct white people to the Alpha (better) area of social housing. Direct almost all people of immigrant background to the Beta estate especially if they're young (again there are new cards for this). The new rents are the same in both Alpha and Beta estates. If anyone notices you're treating them differently and complains, be as officious as possible. Don't hide the map you've got, showing the different estates.

All officials should remember: if a participant is wearing a badge s/he is 'European'. ID cards confirm their age. Officials don't always understand what immigrants say (or even their European-born young people).

Employer – Give people jobs (once they have queued up) by issuing a job card. Jobs are worth €200 or €400 a month. Give preference to older Europeans. Pay people once a month if they show you their ID card and job card, maybe keeping a record on the forms provided in case they try to cheat and get paid twice (you are the sort of employer who believes that those with roots outside 'Europia' tend to do this a lot if they can get away with it and you think that you can't trust young people, whatever colour they are).

From time to time you should refuse to pay an employee with roots outside 'Europia' because you think you've paid them already that month – you are the sort of employer who says things like 'they all look alike after all'. They also may need teaching a lesson if they haven't learned to queue properly.

If the Director announces that some top jobs are available, swap these higher paying job cards for some individuals, who now get €1000 a month.

You'll probably want to give preference to people who are more experienced, and they're likely to be white and over 40; anyone else who gets promoted must be older, very polite, servile even. Anyone who gets annoyed because you have frustrated them by not giving them a better job – or a job at all – has no chance.

One or two immigrant couples will hear through you that they have a relative in their country of origin that needs money for medical bills (the letter came to the work address). Keep back €100 of their salary, though they may argue. Pick someone who's doing well, to knock them back a bit.

Activity in your 'office' can get pretty manic, so it might be worth having two people here, splitting the role into pay clerk and employer, helping each other as needed. If there is anyone in the class who's up to it, it can be very effective to cast a pupil with a confident, assertive personality in one or more of the official roles and it can make staffing the simulation easier. Bilingual students cast in such a role could even use their own language at times in their official capacity, to wrong-foot those playing minority roles who have never been disadvantaged that way.

Don't worry too much about chaos – the participants are meant to be on the frustrating receiving end of it.

Allocating pupils' roles

The basic dynamics of this simulation for most of the participants are about injustice and the daily pressure to survive. A minority will have an easy time of it, though they may learn less as a result. You might make it possible for someone's life to get easier, but only if they are humble enough. Some may get quite genuinely angry because they will be frustrated; some may try to organize others to resist or reform what is happening to them. Now and again an individual may decide to help someone who's having a hard time (spot the future teacher or social worker!). Some students will have personal experience of the issues explored in the simulation: race is an important element in it, but you could tweak the dynamics to make intergenerational conflict more significant, or the social class dynamics of people being re-housed. It's worth casting some – even most – minority ethnic pupils as white, and it can also add a lot to the de-briefing to use the real-life insights of minorities when cast in minority roles, though this depends upon your considered knowledge of the class. There is no formulaic solution to how to avoid difficult moments of slippage between roles in the simulation and real life experiences.

Key events and stages in the simulation

(generally loudly and clearly announced by the Director)

Within 5 mins	Promotions with higher pay are available. Apply to the employer.
After 15 mins or 6 months, just as the poorest people get their houses' deeds	The area where everyone lives is needed for a new retail park. The residents like where they live, especially the close community life, but that's too bad: they have a month to be moved to some new higher-priced blocks of flats with no compensation for the places they've just spent six months buying. The Alpha estate is near some shops and has good public transport links. The Beta estate is three miles away; at the moment there are no buses that go there, around the estate there are just two shops and a cafe, with nowhere for young people to go. Whites tend to be allocated to Alpha, those with roots outside Europia go to Beta. People who own a €1500 house don't have to move.
Director's discretion	'European' language classes are made compulsory in order to get a job (the Director has certificates that can be issued, for €50).
Director's discretion	In the next two months participants must make friends with someone from a different background, otherwise they won't get paid. The Director holds good citizen cards certifying that this has been done, to be given out at his/her discretion to anyone who proves that they have done this.
Director's discretion	A grant of €10,000 is available for a community organization to develop a recording studio for young people: any four people who apply to the Director can get the grant if they impress him/her with their honesty, interest in helping the community and personal savings of €3000. (The Director doesn't take this money, but the possession of it shows respectability, hard work etc.) There is only one grant and they have to miss a month's pay round to attend an important meeting.
Director's discretion	The EU makes a rule that people must not be discriminated against because of colour or age.

De-briefing

The de-brief is the most important learning time in any simulation. Ideally set aside 10-15 minutes for it, and although it is best for pupils to write down thoughts and reflections, some will prefer to discuss them. If discussing is your preferred mode, it can help a lot to have someone noting responses on a flip chart. It's vital that reflections from this experience are referred to during subsequent lessons.

If there isn't enough time to de-brief in any detail on the same occasion spend five minutes drawing out the main issues to discuss later. It could be homework too. There should be an emphasis on reflecting about the thinking they did in the simulation: metacognition.

The debriefing is the signal that the simulation is over, everyone is out of role and normal rules apply. The ethnic, age and class distinctions that have divided people in role have to be reflected upon, not maintained.

Some of the points below are relevant to things the Director might choose to stimulate/provoke while the simulation is in progress.

- What was your role?
- Did you feel 'you' belonged anywhere or to anyone?
- Who ended up with the most money? Notice any ethnic/age pattern?
- Who ended up with a €1500 place to live? Notice any ethnic/age pattern?
- Who ended up with a top job? Notice any ethnic/age pattern?
- Who got angry? Why?
- Who got involved in some collective/community action? Why?
- Did anyone think of and manage to organize a rent strike?
- Did anyone steal? Why?
- Did anyone have no family? How did you survive?
- The white people were better off in this simulation, and at times you saw people being discriminated against. Did you help? Why/why not?
- If any immigrant people or young people managed to get a decent job or house, did they have to behave in a particular way to get it?
- What would you want to change about your 'life'?
- What would help you make changes? What would stop you?
- What made the people in the simulation feel they belonged or did not belong?
- There might be rewards at the end for those who have been most economically successful and/or those who have made a positive social contribution. The class could decide which of these aspects of life should be rewarded.

Some of the films can be used to illustrate or further develop issues that arise in the simulation:

Relocation into a different area: three of the Portuguese films *Saudade*; *Regresso ao meu Bairro*; *O Meu Bairro*.

Disaffection and unemployment: Portuguese films *Boba* and *Qui Vida...Eh!* French film *Un Jour de Plus*.

Community action: the Portuguese films *À Procura de um Sonho* and *O Meu Movimento*.

Prejudice/misunderstanding between generations: French films *Quel Etage* and *Entre – deux*.

Prejudice between ethnic groups: *J’y suis j’y reste*.

A Taste of Asia, *Being Here*, *Confuzzled*, and *My Street* (Newham) both show a great sense of belonging to an area rather stigmatized by outsiders. Would they like to be re-housed?

Relationships with police: two French films *Au coin de ma Rue* and *Le Silence est le Crime*.



Responses

These are selections from a year nine group's written responses a couple of days after going through a prototype of the simulation. Most of the class is represented here. It was a mixed ability, mainly white, class from Greendown School in Swindon, Wiltshire.

I felt left out, I felt like an outsider... I didn't like the officials and I felt very angry... I had no control over what happened to me because you had to do as you were told to survive. I have learned that discrimination is annoying.

I have learned that respect is valuable, value all.

My biggest frustration was being denied a better job. When I was getting a house the official questioned me and I lied about it. STOP RACISM.

I have learned the effect of any kind of discrimination and how it can affect a family. We had no control.

I was treated very well, I didn't need to wait in line for long and I got given a house and a job at the beginning, but others had to wait in line to get paid. I was very much in control. I was one of the better off people but I felt sorry for the others that got bossed around too much.

There's nothing I would have wanted to change as we were in the wealthiest group.

From the experience, I learned how hard it must be for black people trying to get a job.

I couldn't get a better job because I was too old. I didn't know what happened to people like I was... age discrimination and racism.





I was a single parent, it was hard to get enough money; I didn't have any control over the situation. I have learned that people can get treated differently just by the colour of their skin.

I have learned that different people have the same rights as us.

I learned people discriminate, it's harder for black people.

I found the officials were treating us like children and they had little time and care for us. I seemed to get quite angry unlike my 'dad' and I found it hard to do anything. I'm thinking about it now and I'm getting angry. I did not like how little control I had.

I felt angry because I was being judged because of where I come from.

My biggest frustration was trying to get another job because I lost my other one and I couldn't get another one, but I kept on at them and bribed them.

I played a male African. We didn't get anywhere until a long way into it.

...when I didn't get a job I just walked away, I didn't say anything. I did not think the discrimination was fair. I reacted very nice to try to get a new job but it did not work. This made me feel angry. Everything that happened could have happened in real life.

I noticed that the officials were discriminating against non-Europeans and I felt this was unjust and mean. My biggest frustration was when I was refused a job because I was 'too old'. When I was discriminated against I decided to accept things the way they were and wait my turn patiently. I was aware of discrimination based on age and gender.... to let us know how it feels to be humiliated and turned down. Some people were cheating and stealing and they had every right to do that.

Checklist: Who has what at start of simulation

	Group W 'Natives' <i>In gender-coded envelopes</i>	Group Y 'Immigrant background' <i>In gender-coded envelopes</i>	Employer	Housing agent who becomes social housing official	Director
Role description	yes	yes	yes	yes	
Money	€500	€200 with one exception with a bit more	Big cash float	Big cash float	
Badges	yes	no	yes	yes	
ID card	yes	yes			
Job card	€400 a month	€200 a month, with one higher paid exception	Issue at discretion/ageism/racism		
House card (private)	About half @ €800 a month,	One @ €1500 a month, rest have to apply		Issue at discretion/ageism/racism	
House card (social)	No (they get them later)	No (they get them later)		Issue at discretion/ageism/racism	
Good citizen card	Need to earn by good citizenship	Need to earn by good citizenship			Small stock
Language certificate	no	May need to buy one later			Small stock

Role descriptions

W

You live in Europaia, in an area of the capital where your parents and grandparents were born.

The area you live in is not rich but you quite like it. It's very mixed, with people who have roots in different parts of the world.

You already have a job and a place to live, but it would be great if you got promoted.

You have at least one relative in the group, so find someone with the same name and team up with them.

Y

You live in Europaia, in a poor area of the capital. It's not a rich area but you REALLY like it, it's very mixed, with people with roots in different parts of the world.

Your family came to this country from another one, so although you speak European you also speak another language at home and your skin colour shows you have roots abroad.

You need a job and a place of your own to live.

You have at least one relative in the group, so you need to find someone with the same name and team up with them. You also have a relative back in your original country who might one day need your help with hospital bills.



Examples of Cards and Money Provided for Each Participant

Group W: 'Natives'; Group Y: 'Immigrant background'

(Full sets of cards and money available online at <http://www.runnymedetrust.org/belonging/teachers.html>)

People with roots outside Europe get these in their envelopes

IDENTITY CARD (Y)

Number: 60 Age: 40



Name:



You live in Europa, in a poor area of the capital. It's not a rich area but you REALLY like it, it's very mixed, with people with roots in different parts of the world.

Your family came to this country from another one, so although you speak European you also speak another language at home and your skin colour shows you have roots abroad.

You need a job and a place of your own to live.

You have at least one relative in the group, so you need to find someone with the same name and team up with them. You also have a relative back in your original country who might one day need your help with hospital bills.

A few will also get a low paying job card

JOB CARD

€200



Their ID cards may differ

IDENTITY CARD (Y)

Number: 61 Age: 40



Name:

IDENTITY CARD (Y)

Number: 66 Age: 16



Name:

IDENTITY CARD (Y)

Number: 67 Age: 16



Name:

People with roots inside Europe get these in their envelopes

You live in Europa, in an area of the capital where your parents and grandparents were born.

The area you live in is not rich but you quite like it. It's very mixed, with people who have roots in different parts of the world.

You already have a job and a place to live, but it would be great if you got promoted.

You have at least one relative in the group, so find someone with the same name and team up with them.



They also get €500, a job card, and about half of them get housing cards

IDENTITY CARD (W)

Number: 1 Age: 40



Name:

JOB CARD

€400



HOUSE CARD

€800



Again, their specific ID cards may come with a different picture

IDENTITY CARD (W)

Number: 2 Age: 40



Name:

IDENTITY CARD (W)

Number: 7 Age: 16



Name:

IDENTITY CARD (W)

Number: 8 Age: 16



Name:



A filming session in Newham with Riffat Ahmed



A filming session in Paris with workshop facilitator Atisso Medessou

English Lessons

- English Lesson 1 of 4 – **Pride or Prejudice? Where Do I Belong? How Do I Show It?**
- Letter Tiles – Activity Sheets (2)
- Researchers’ and Writers’ Global Europe Magazine – The World in our City. Briefing Sheet
- English Lesson 2 of 4 – **Pride or Prejudice? Global Europe – The World in Our City**
- Activity Sheet – Adjectives, Comparatives, Superlatives
- English Lesson 3 of 4 – **Pride or Prejudice? Global Europe – The World in Our City**
- Activity Sheet – Which is Which?
- English Lesson 4 of 4 – **Pride or Prejudice? Global Europe – The World in Our City**

Lesson 1 uses eight *Belonging* films and focuses on sound networking in cyberspace, identity and belonging.

Lessons 2 to 4 are constructed around the ‘Global Europe Magazine’ briefing sheet. Learners are divided into teams of researchers and writers who work for a magazine called *Global Europe* – a popular online monthly magazine for young people aged 14 – 17, published by education and youth services.

The teams are commissioned to research and write an article for the next issue of *Global Europe*. The article will be another in the successful series called, *The World in Our City*. The subject of their research is the London Borough of Newham. It’s recently had very bad publicity having been named, “Third Worst Place to Live in the UK,” in a *Channel 4* survey.

Learners in role as researchers will research their subject by watching a selection of the *Belonging* films, using the Context: Newham booklet and researching online information about Newham, including a document of extracts compiled from Channel 4’s website “Best and Worst Places To Live” (which can be found on Runnymede website <http://www.runnymedetrust.org/belonging/teachers.html>); full national details can be found on: http://www.channel4.com/4homes/on-tv/best-and-worst/newham-3rd-worst-place-to-live-in-the-uk-08-06-05_p_1.html

BELONGING: Pride or Prejudice? Where Do I Belong? How Do I Show It? ENGLISH Lesson 1 (of 4)

CROSS-CURRICULUM DIMENSIONS:

- IDENTITY AND CULTURAL DIVERSITY
- HEALTHY LIFESTYLES
- COMMUNITY PARTICIPATION
- ENTERPRISE
- GLOBAL DIMENSION & SUSTAINABLE DEVELOPMENT
- TECHNOLOGY AND THE MEDIA
- CREATIVITY AND CRITICAL THINKING

GLOBAL DIMENSION KEY CONCEPTS:

- IDENTITY AND CULTURAL DIVERSITY
- HEALTHY LIFESTYLES
- COMMUNITY PARTICIPATION
- ENTERPRISE
- GLOBAL DIMENSION & SUSTAINABLE DEVELOPMENT
- TECHNOLOGY AND THE MEDIA
- CREATIVITY AND CRITICAL THINKING

PERSONAL, LEARNING AND THINKING SKILLS:

- INDEPENDENT ENQUIRERS
- CREATIVE THINKERS
- REFLECTIVE LEARNERS
- TEAM WORKERS
- SELF-MANAGERS
- EFFECTIVE PARTICIPATORS

BELONGING FILM(S) TO USE: There's No Place Like Home; Being Here; Circling Around; Sans Prévenir; Merveille; Influences...; Un Jour de Plus; Entre-deux

PREPARATION / RESOURCES NEEDED: sets of letter tiles – made up from words: 'belonging', 'pertencer', 'chez nous' (see Activity Sheet); this could be added to and include further translations of 'belonging' into home languages of students in the class encouraging students to share; Letter tiles and films are available online at <http://www.runnymedetrust.org/belonging/teachers.html>

Learning intentions:

- to understand a sense of belonging in a range of contexts;
- to explore ways of expressing a sense of belonging;
- to use visual mapping to gather information.

Starter (10 mins):

- **Small groups** – play word game – using letter tiles made from: 'belonging', 'pertencer', 'chez nous' and spare blank tiles – groups make words associated with 'belonging'. (This is a good opening as it focuses on words and meanings).
- **Whole class** – share word lists (e.g. each small group select an unusual word and explain its connection with 'belonging'; display 3 words from each group's lists to compare with other groups' lists discussing similarities and differences). The range of possibilities is limited only by time!

Main part (40 mins):

- **Teacher** – do quick class survey of who uses virtual social networking e.g. Facebook, MySpace; the kinds of things they say about themselves in their 'profiles'; what these things say about them; the impression(s) they want to create about themselves.
- **Teacher** – introduce idea of presenting their sense of belonging in their Facebook profile: What might they choose to say? What impressions might others have of them for including these things?
- **Teacher-led** whole class activity to devise some other categories (besides those already on Facebook profile) that could be added to the 'profile', to reflect their sense of belonging (e.g. favourite food; favourite clothes / fashion; favourite shops; favourite places...). What categories couldn't be included directly, but are important to show a sense of belonging (e.g. loyalty, commitment, emotional attachment)? How might these be expressed?
- **Whole class** – watch *Entre-deux*; whilst watching, learners write down details about the young person in the film that would fit into the Facebook profile categories: 'personal information', 'activities' and 'interests'.
- **Pairs** – share their notes. Teacher ask questions: *What impression does the young person in the film give about her sense of belonging? Can this be included in her profile? How? In which categories?*
- **Whole class** – watch *Un jour de plus*; whilst watching, learners write down details about one of the young people in the film, that would fit into the Facebook profile categories: 'personal information', 'activities' and 'interests'. If learners choose the young person who is 'at the cinema' how might his profile details be different from his friends' profiles?
- **Teacher-led** discussion about impressions the young people in these films give of a positive sense of belonging; teacher to direct the discussion towards the things that a person might not say when wanting to create an impression and why these things might be left out (e.g. irrelevant to the context; may be misinterpreted by the 'audience'; may give the 'wrong' impression ...).
- **Individually** – learners decide on an impression they want to present about their sense of belonging, to others who don't know them, construct their own notes (using a visual mapping technique) for a Facebook-style profile using all existing and new categories agreed earlier in lesson.
- **Individually** – learners use the notes from their visual maps to write a short, detailed profile for the *About Me* section, which emphasises their positive sense of belonging. (Although in reality this is often constructed with short repetitive sentences, learners should aim to do something different here and produce a lively piece of first person, present tense writing which includes: some informal language, connectives, a variety of sentence starters and interesting adjectives – build in time for peer assessment of this writing using these writing features as success criteria).

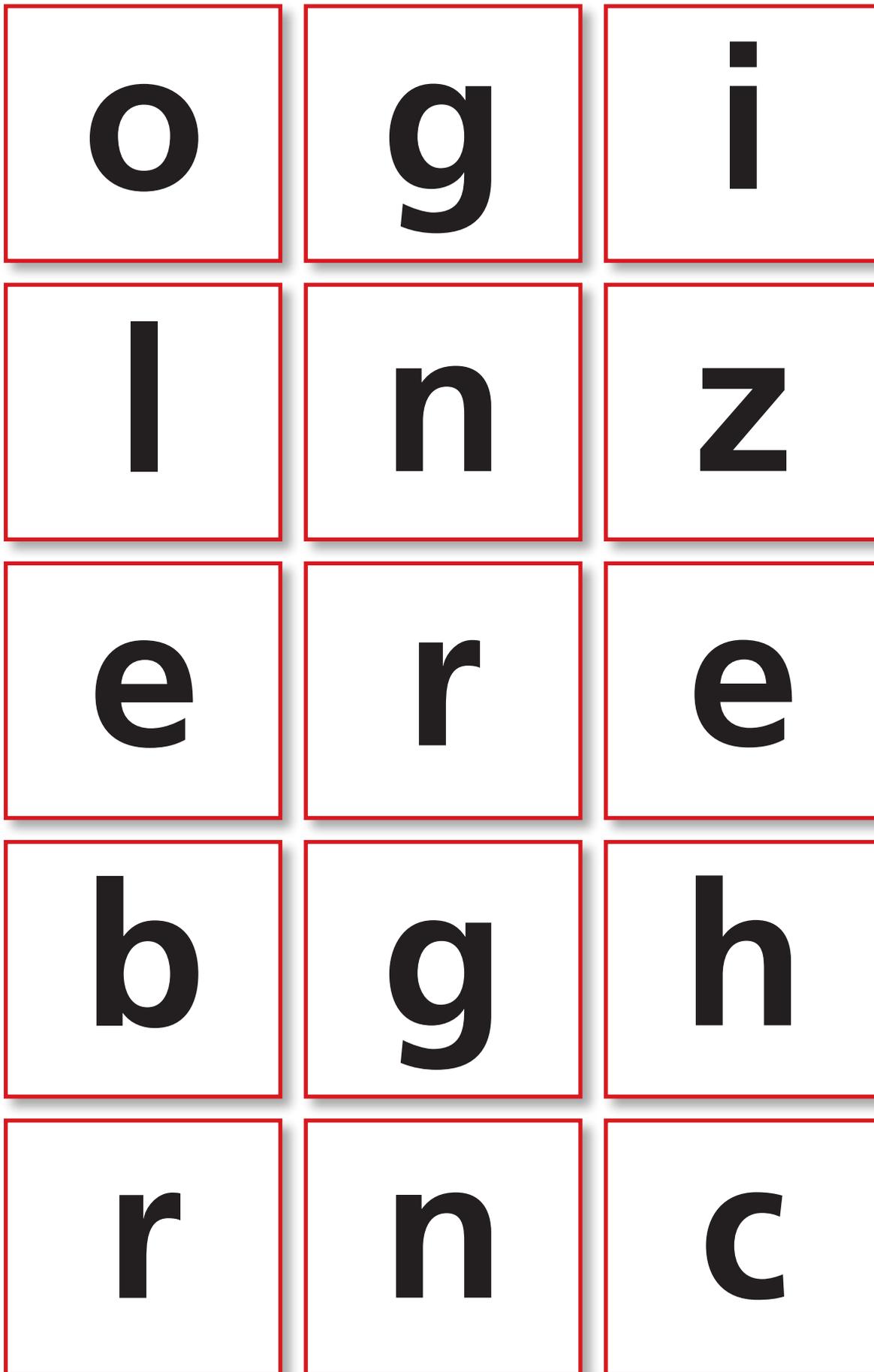
Reflection (10 mins):

- **Teacher** – shift learners' thinking to consider what if someone doesn't obviously 'belong' to a group / place? Teacher ask learners for commonly used words to refer to someone who doesn't belong (e.g. outsider, foreigner, refugee ...) and consider the effects and implications of such labelling on the individuals / groups labelled (teacher to direct discussion to consider the idea that people who are labelled as 'not belonging' in one context may form their own sense of belonging in a new context based on this experience of 'not belonging'). Consider what this tells us about the importance of belonging.

NOTES / EXTENSION IDEAS / POSSIBLE HOMEWORK ACTIVITIES:

- Imaginative first person writing:
 - based on an experience where a sense of belonging has had to change e.g. Merveille's reply to Aminata;
 - based on the realities of belonging or not belonging, e.g. the diary entry of a young person whose sense of belonging is uncertain or conflicting (e.g. as young person in *Entre-deux*); or, a young person who might present themselves in one way on a virtual social network, but whose real life is quite different.

BELONGING: A Cross-curriculum Learning Experience for Key Stage 3
A Resource for English ~ Lesson 1
Letter Tiles – Activity Sheet (1 of 2)



BELONGING: A Cross-curriculum Learning Experience for Key Stage 3
A Resource for English ~ Lesson 1
Letter Tiles – Activity Sheet (2 of 2)

o	u	s
p	e	n
t	e	n
c	e	

BELONGING: A Cross-curriculum Learning Experience for Key Stage 3

A Resource for English ~ Lessons 2 - 4

Global Europe Magazine – The World in Our City **Researchers' and Writers' Briefing Sheet**

- You are one of several teams of researchers and writers who work for a magazine called *Global Europe* – a monthly magazine for young people aged 14 – 17, published by education and youth services; it is very popular with school students in all European schools and is mainly accessed via the internet.
- Your team has been commissioned to research and write an article for the next issue of *Global Europe*. The article will be another in the successful series called *The World in Our City*.
- The subject of your research is the London Borough of Newham. It's recently had very bad publicity having been named, "Third Worst Place to Live in the UK," in a *Channel 4* survey. See http://www.channel4.com/4homes/on-tv/best-and-worst/newham-3rd-worst-place-to-live-in-the-uk-08-06-05_p_1.html
- For researching and planning your article, you'll need to be aware of the negative things that have been said, but you must respond with some real 'plus points' about Newham.
- *Global Europe* wants to give young Europeans the image of Newham as vibrant and exciting, as it's one of the host boroughs for the 2012 Olympics.
- *Global Europe* wants to move away from all the things that have given Newham its "Third Worst Place to Live in the UK" image.
- *Global Europe* wants to give young people in Newham a sense of pride in the place where they live.
- Your team's research, planning and drafting needs to be ready for a *Global Europe* editorial meeting; at this meeting, your team will present a draft article (of no more than 200 words) with layout, graphics and photo suggestions; the team with the 'best' overall presentation will be given the commission for *The World in Our City* article, that will appear in the next issue of *Global Europe*.
- To write a successful article, your team will need to find out:
 1. Why Newham was voted "Third Worst Place to Live in the UK" in 2007, in a *Channel 4* survey.
 2. Things about Newham that were not covered by the *Channel 4* survey.
 3. What people living in Newham think about living there.
- In your team, you will need to organize yourselves to:
 - complete the research;
 - plan a lively article to suit the target audience;
 - write a draft of the article;
 - discuss and plan the format and layout of the article;
 - prepare and practise the presentation to give at the editorial meeting.
- To begin your research, the editorial group of *Global Europe* have invited all the research teams to a viewing of some films made by young people who live in Newham.
- Following this viewing, you will have access to several other resources, including:
 - *Context: Newham* booklet and *Background PowerPoint* (available at <http://www.runnymedetrust.org/belonging/teachers.html>);
 - Other films from the *Belonging* collection;
 - *Channel 4* web pages;
 - Information sheets specially adapted from *Channel 4* web pages;
 - Other web pages recommended by your teacher.

CROSS-CURRICULUM DIMENSIONS:

- IDENTITY AND CULTURAL DIVERSITY
- HEALTHY LIFESTYLES
- COMMUNITY PARTICIPATION
- ENTERPRISE
- GLOBAL DIMENSION & SUSTAINABLE DEVELOPMENT
- TECHNOLOGY AND THE MEDIA
- CREATIVITY AND CRITICAL THINKING

GLOBAL DIMENSION KEY CONCEPTS:

- DIVERSITY
- CONFLICT RESOLUTION
- VALUES AND PERCEPTIONS
- INTERDEPENDENCE
- HUMAN RIGHTS
- SUSTAINABLE DEVELOPMENT
- GLOBAL CITIZENSHIP
- SOCIAL JUSTICE

PERSONAL, LEARNING AND THINKING SKILLS:

- INDEPENDENT ENQUIRERS
- CREATIVE THINKERS
- REFLECTIVE LEARNERS
- TEAM WORKERS
- SELF-MANAGERS
- EFFECTIVE PARTICIPATORS

BELONGING FILM(S) TO USE: Confuzzled; A Taste of Asia; Being Here.

PREPARATION / RESOURCES NEEDED: before this lesson, teachers should have: watched all 3 films and made notes for all tasks, but especially about diversity for prompting learners if necessary; organised learners into groups of 3 or 4; prepared a range of resources (see **Researchers' and Writers' Briefing Sheet** for details) so that each small group has access to all of them; arranged access to ICT facilities (highly recommended for this activity as resources can be accessed this way to reduce the need for paper copies); copied **Activity Sheet** for starter; prepared equipment for viewing / projecting films (all films listed on pp. 3-4 and available online).

Learning intentions:

- to identify impressions and perceptions;
- to consider the impact of bias;
- to identify aspects of cultural diversity;
- to appreciate the importance of team work.

Starter (10 mins):

- **Pairs** – complete a quick, simple activity to test their knowledge of adjectives, comparatives and superlatives – this list will be helpful when writing the magazine article.
- **Whole class** – teacher collate responses to the question: *What does it mean to be a 'best' area to live in?* Teacher scribe on whiteboard all learners' responses onto detailed visual map; teacher guide responses to include comments about infrastructure of services provided as well as more personal suggestions; same activity to be done with responses to the question: *What does it mean to be a 'worst' area to live in?* (These responses can be displayed on a continuum from 'best' to 'worst' on the board / wall).

Main part (40 mins):

- **Teacher** – introduce *Global Europe* magazine activity by going through **Researchers' and Writers' Briefing Sheet** with class; explain that the research (viewing the films) will take one lesson; further research (looking at the other suggested resources) will take another lesson; planning and drafting the article & preparing the presentation will take another lesson. Emphasise the importance of team work for the entire activity: groups should divide up tasks, set success criteria for each lesson's work, select appropriate visual mapping techniques for note-making, skim, scan and close-read the suggested research texts, keep up momentum, arrive at decisions etc ... The level of teacher intervention during this group work will depend on learners' and teachers' familiarity with this way of working. Once group tasks and success criteria for this first lesson have been established, viewing of the films can begin.
- **Whole class** – in roles as groups of researchers and writers, watch the first of the three films, *Confuzzled*; group members make relevant notes on a visual map (mention they should be looking for positives and negatives about Newham); build in time for group members to share what they have noted – teacher circulate to double-check learners have a range of information.
- **Whole class** – watch the second film, *A Taste of Asia*; teacher guide the viewing to encourage group members to look beneath the surface to find the detail that shows the rich diversity of one street in Newham – draw particular attention to the single frame images at the end of the film. The same approach should be taken when watching, *Being Here*; again, allow time for group members to share their notes after watching each film – again, teacher circulate to double-check learners have a range of information.

Reflection (10 mins):

- **Small groups** – teacher ask: *What impressions are you beginning to form of Newham?* Each group should summarise their learning by noting:
 - 3 things none of them knew before this lesson;
 - 2 things they definitely want to include in their magazine article *The World in Our City*;
 - 1 thing they definitely need to research further (in the next lesson).

NOTES / EXTENSION IDEAS / POSSIBLE HOMEWORK ACTIVITIES:

BELONGING: A Cross-curriculum Learning Experience
for Key Stage 3

A Resource for English ~ Lesson 2

Activity Sheet ~ Adjectives, Comparatives, Superlatives

ADJECTIVES	COMPARATIVES	SUPERLATIVES
high		highest
less	lesser	least
good	better	
	older	oldest
great	greater	
low		lowest
clean	cleaner	
	worse	worst
young		youngest
friendly		
	more pleasant	most pleasant
peaceful	more peaceful	
large	larger	
	bigger	biggest
rude		rudest
nasty		nastiest
bleak	bleaker	
	classier	classiest
nice	nicer	
affordable		most affordable
	rougher	
quick		quickest
lovely	lovelier	

CROSS-CURRICULUM DIMENSIONS:

- IDENTITY AND CULTURAL DIVERSITY
- HEALTHY LIFESTYLES
- COMMUNITY PARTICIPATION
- ENTERPRISE
- GLOBAL DIMENSION & SUSTAINABLE DEVELOPMENT
- TECHNOLOGY AND THE MEDIA
- CREATIVITY AND CRITICAL THINKING

GLOBAL DIMENSION KEY CONCEPTS:

- DIVERSITY
- CONFLICT RESOLUTION
- VALUES AND PERCEPTIONS
- INTERDEPENDENCE
- HUMAN RIGHTS
- SUSTAINABLE DEVELOPMENT

PERSONAL, LEARNING AND THINKING SKILLS:

- INDEPENDENT ENQUIRERS
- CREATIVE THINKERS
- REFLECTIVE LEARNERS
- TEAM WORKERS
- SELF-MANAGERS
- EFFECTIVE PARTICIPATORS

BELOGGING FILM(S) TO USE: Confuzzled; A Taste of Asia; Being Here.

PREPARATION / RESOURCES NEEDED: before this lesson, teachers should have: watched all 3 films and made notes about diversity for prompting learners if necessary; organised learners into groups of 3 or 4; prepared the resources (see **Researchers' and Writers' Briefing Sheet** for details) so that each small group has access to all of them; arranged access to ICT facilities (highly recommended) for this activity as resources can be accessed this way to reduce the need for paper copies). Have available a range of magazine articles for using as examples of format and layout. Copy **Activity Sheet** for starter.

Learning intentions:

- to explore impressions and perceptions;
- to consider the impact of bias;
- to explore aspects of cultural diversity;
- to appreciate the importance of team work.

Starter (10 mins):

- **Small groups** – complete quick activity to consolidate understanding of how to read a text for extracting information – sorting activity of words and definitions: skim, scan, close-read.
- **Small groups** – look at notes from previous lesson's **Reflection** to focus on the one thing needing further research; look at **Researchers' and Writers' Briefing Sheet** to establish work pattern for the lesson: divide up tasks, set success criteria for the lesson's work, select appropriate visual mapping techniques for note-making, skim, scan and close-read the suggested research texts, keep up momentum, arrive at decisions etc ...

Main part (40 mins):

- **Small groups** – having allocated tasks, use the suggested resources to extract relevant information for their article *The World in Our City*. Groups must have found out:
 - why Newham was voted, "Third Worst Place to Live in the UK";
 - several things that were omitted from the *Channel 4* survey [e.g. 2012 Olympics; positive aspects of cultural diversity (e.g. range of languages spoken; different beliefs / faiths / places of worship; variety of shops; variety of restaurants; variety of foods, music and other 'cultural objects' available in shops & markets; how many of the world's countries & continents are represented ...); number of famous people from Newham; young population];
 - what people living in Newham think about living there.
- **Teacher** – as in previous lesson, emphasise the importance of team work and circulate to double-check that learners are selecting and noting a range of information to help them write their article in the next lesson.

Reflection (10 mins):

- **Small groups** – each group should summarise their learning by noting their responses to the questions:
Have you found out:
 - *why Newham was voted, "Third Worst Place to Live in the UK"?*
 - *several things that were omitted from the Channel 4 survey?*
 - *what people living in Newham think about living there?*

NOTES / EXTENSION IDEAS / POSSIBLE HOMEWORK ACTIVITIES:

- **Small groups** look at some examples of magazine articles to de-construct the format, layout, language style and word choices, in preparation for planning their own.

BELONGING: A Cross-curriculum Learning Experience
for Key Stage 3

A Resource for English ~ Lesson 3

Activity Sheet ~ Which is which?

Match up each reading skill to its correct definition then write each one in your work book for future reference:

Skimming

Scanning

Close reading

... is careful studying of a text; this involves pausing to think about or to look back over a text to examine and explore it in detail.

... is glancing quickly through a text to get an overall 'feel' of it and to work out what it's about.

... is searching a text for particular pieces of information.



CROSS-CURRICULUM DIMENSIONS:

- IDENTITY AND CULTURAL DIVERSITY
- HEALTHY LIFESTYLES
- COMMUNITY PARTICIPATION
- ENTERPRISE
- GLOBAL DIMENSION & SUSTAINABLE DEVELOPMENT
- TECHNOLOGY AND THE MEDIA
- CREATIVITY AND CRITICAL THINKING

GLOBAL DIMENSION KEY CONCEPTS:

- DIVERSITY
- CONFLICT RESOLUTION
- VALUES AND PERCEPTIONS
- INTERDEPENDENCE
- HUMAN RIGHTS
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- GLOBAL CITIZENSHIP
- SOCIAL JUSTICE

PERSONAL, LEARNING AND THINKING SKILLS:

- INDEPENDENT ENQUIRERS
- CREATIVE THINKERS
- REFLECTIVE LEARNERS
- TEAM WORKERS
- SELF-MANAGERS
- EFFECTIVE PARTICIPATORS

BELONGING FILM(S) TO USE: Confuzzled; A Taste of Asia; Being Here.

PREPARATION / RESOURCES NEEDED: before this lesson, teachers should have: watched all three films and made notes about diversity for prompting learners if necessary; organised learners into groups of 3 or 4; prepared the resources (see **Researchers' and Writers' Briefing Sheet** for details) so that each small group has access to all of them; arranged access to ICT facilities (highly recommended for this activity as resources can be accessed this way to reduce the need for paper copies).

Learning intentions:

- to express impressions and perceptions;
- to express bias;
- to communicate aspects of cultural diversity;
- to appreciate the importance of team work.

Starter (10 mins):

- **Teacher-led whole class** – create visual map of features needed for writing a lively magazine article to suit the target audience (young people aged 14 – 17) – with modelled examples (of words, phrases, sentences) as necessary. Features to emphasise should include: catchy opening sentence to grab reader interest, perhaps including a thought-provoking play on words or a quirky fact, a quotation from someone, or a surprising statistic perhaps expressed as a rhetorical question; make comments & express opinions without using first person; use superlatives – see *list from Lesson 2*; mixture of sentence lengths, types and forms; familiar informal language mixed with more formal expressions; short paragraphs.
- **Teacher** – go through details of the lesson: team work; planning, writing and presenting; inform of self-assessment success criteria selected from briefing sheet and features of lively article writing just compiled.

Main part (40 mins):

- **Small groups** – divide the tasks: all to plan the article by collating their research; all to suggest ideas for the format and layout; all to suggest how they should present their ideas at the editorial meeting later in lesson; someone / pair to write the article; someone to draw the plan of the format and layout of the article; someone to prepare the presentation; then time for running through presentation.
- **Teacher** – lead editorial meeting of *Global Europe* magazine (if another member of staff is available they could be part of the editorial team) where small groups will present their article ideas. Final decision to be made as to which group's article will be commissioned for the magazine.

Reflection (10 mins):

- **Small groups** – self-assessment of own group work and article – success criteria selected from briefing sheet and features of lively article writing from the starter activity.

NOTES / EXTENSION IDEAS / POSSIBLE HOMEWORK ACTIVITIES:

- As this is the end of this sequence of lessons, time should be taken for teacher and learners to review the learning about cultural diversity, impressions and perceptions – this could take any form – it could even be a whole separate lesson.

Geography Lessons

- Geography Lesson 1 of 3 – **Making Global Connections**
- Geography Lesson 2 of 3 – **Global Connections – Who’s Where and What’s the Impact?**
- Teachers’ Notes for Geography Lesson 2 – Sheet 1
- Teachers’ Notes for Geography Lesson 2 – Sheet 2
- Geography Lesson 3 of 3 – **Global Disconnections – What Happens When Bonds Are Broken?**
- Teachers’ Notes for Geography Lesson 3 – Sheets 1a and 1b

The Geography lessons use a selection of *Belonging* films together with “The Contexts” section of this book, pages 47-62 – where teachers will find useful information, maps and images for each *Belonging* project location: Newham in London; Casal da Boba, in Amadora, close to Lisbon; and Paris 20th arrondissement.

Newham is one of the poorest and most diverse boroughs of London.

Casal da Boba is a neighbourhood located in Amadora, a city close to Lisbon. It is home to people whose families came from the Cape Verde Islands. They used to live in slums, but apartment flats with gas and electricity have now replaced the former improvised houses.

In the Teachers’ Notes for Geography Lesson 3, the photograph dated 1996 on page 37 shows the slums, while the others (on page 38) have been taken in Casal da Boba, where they now live.

Paris 20th is one of the poorest districts within the walls of the city, near the ‘back-door’ of Paris, a working class area where successive groups of immigrants have settled. Many social housing estates were built in the 1970s.

Additional photos of each location are available online at <http://www.runnymedetrust.org/belonging/teachers.html>

CROSS-CURRICULUM DIMENSIONS:

- IDENTITY AND CULTURAL DIVERSITY
- HEALTHY LIFESTYLES
- COMMUNITY PARTICIPATION
- ENTERPRISE
- GLOBAL DIMENSION & SUSTAINABLE DEVELOPMENT
- TECHNOLOGY AND THE MEDIA
- CREATIVITY AND CRITICAL THINKING

GLOBAL DIMENSION KEY CONCEPTS:

- DIVERSITY
- CONFLICT RESOLUTION
- VALUES AND PERCEPTIONS
- INTERDEPENDENCE
- HUMAN RIGHTS
- SUSTAINABLE DEVELOPMENT
- GLOBAL CITIZENSHIP
- SOCIAL JUSTICE

PERSONAL, LEARNING AND THINKING SKILLS:

- INDEPENDENT ENQUIRERS
- CREATIVE THINKERS
- REFLECTIVE LEARNERS
- TEAM WORKERS
- SELF-MANAGERS
- EFFECTIVE PARTICIPATORS

BELONGING FILM(S) TO USE: *Entre-deux; Circling Around; Being Here.*

PREPARATION / RESOURCES NEEDED: A3 world map outlines – one per learner; access to atlases or world maps for reference; equipment for viewing / projecting films; teacher preview all three films to select most effective for learners.

Learning intentions:

- to consider and explore how we are connected to other parts of the world;
- to identify and present a 'sphere of influence';
- to reflect on the significance of global influences;
- to use visual mapping for gathering ideas.

Starter (10 mins):

(This 'starter' activity can be done using any of the three films suggested – teacher should watch each film to decide which would have the most valuable impact on learners).

- **Whole class** – watch one of the films; whilst watching, draw **people, places and interests** strands on a visual map and note some global connections that are evident in the life of the young person in the film.
- **Pairs** – compare responses.
- **Whole class** – feedback with teacher guiding learners to particular countries / continents on world map.

Main part (40 mins):

- **Learners** (individually) – begin constructing own visual maps listing own global connections on **people, places and interests** strands.
- **Pairs** – compare visual maps.
- **Teacher** – suggest each pair find and select one thing in common from their lists to share with whole class.
- **Teacher** – model (using world map) how to begin mapping, personal global connections to show a 'sphere of influence'.
- **Learners** (individually) – begin mapping (on their own A3 copies of a world map) their own global connections from their **people, places and interests** lists.

Reflection (10 mins):

- **Teacher** – ask learners: How do all *your* global connections shape who you are and where you belong?
- **Learners** (individually) – compose a short piece of reflective writing in response to the question – these responses should include learners identifying which of these global connections are most important to them with an explanation of why.
- **Pairs** – share responses; if time, some could be shared with the rest of the class.

NOTES / EXTENSION IDEAS / POSSIBLE HOMEWORK ACTIVITIES:

CROSS-CURRICULUM DIMENSIONS:

- IDENTITY AND CULTURAL DIVERSITY
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BELONGING FILM(S) TO USE: Bairro; Qui Vida ... eh!

PREPARATION / RESOURCES NEEDED: teacher organise learners into groups of three; population pyramid diagrams; equipment for viewing / projecting films; access to *Context: Newham*, *Context: Lisbon*, *Context: Paris* booklets; **Teachers’ Notes** sheets. Available online at <http://www.runnymedetrust.org/belonging/teachers.html>

Learning intentions:

- to consider one aspect of cultural diversity within a neighbourhood;
- to explore and consider implications of a particular population feature.

Starter (10/15 mins):

- **Whole class** – watch *Bairro*, learners grouped into threes: (a)s compile a ‘people spotting’ tally chart; (b)s list the positive things that people say about their neighbourhood; (c)s list the negative things that people mention about their neighbourhood (see attached *Teachers’ Notes – Sheet 1* for examples of details learners might gather).
- **Small groups** (of threes) – share findings.

Main part (30/40 mins):

- **Teacher** – review/reinforce class knowledge about More Economically Developed Countries (MEDCs) – establish that Portugal is a MEDC; establish awareness that MEDCs have predominantly ageing populations, show with diagram of ‘squat’ pyramid; invite suggestions about possible implications for decision-makers of this ageing population.
- **Teacher** – introduce idea that not all regions in a MEDC have that age-structure – some regions have a predominantly young population – what implications might this have for decision-makers?
- **Whole class** – scan the *Belonging* regional profiles booklets: *Context: Lisbon*, *Context: Paris*, *Context: Newham* to identify and note down percentage of 0-24 year olds in each region.
- **Teacher** – ask whole class: What should policy-makers and decision-makers be especially aware of in areas where there are high proportions of young people? Learners work in threes (as earlier in lesson) look back at starter notes and use these to help construct a list of up to 10 points that decision-makers need to be aware of; prioritise these; each group of three should select their three most important points ready to share with rest of class, explaining why they consider these to be the most important issues, and what kind of impact there might be on a neighbourhood if these issues are not addressed (see attached *Teachers’ Notes – Sheet 2* for some suggestions).

Reflection (10/15 mins):

- **Teacher** – ask whole class this question to answer whilst watching film: What kinds of things do the young people in the film say they would like to have in their neighbourhood?
- **Whole class** – watch *Qui vida ... eh!* Learners make notes to answer the question.
- **Teacher** – lead discussion which should be steered to consider the message(s) the film presents about young people and their apparent refusal / indifference to follow advice / suggestions.

NOTES / EXTENSION IDEAS / POSSIBLE HOMEWORK ACTIVITIES:

- If appropriate, could talk about the ‘labels’ MEDC and Less Economically Developed Countries (LEDC) and what they imply; why we should think before using them; why they’re used as geographical terminology.
- Same lesson can be done looking at ethnicity (instead of age) in the regions.

BELONGING: A Cross-curriculum Learning Experience
for Key Stage 3

Teachers' Notes for Geography ~ Lesson 2 ~ Sheet 1

Examples of possible 'positives' and 'negatives' details that learners might gather from watching Bairro

POSITIVES

- feel safe
- plenty to do
- like the people
- respectful
- plenty of opportunities
- some young people are supportive
- same as other places
- people from other places live there
- people know each other well
- supportive

NEGATIVES

- lots of people can't read and write
- young people killing each other
- rubbish in the streets
- families split
- young people who don't have work, don't want it
- some young people not supportive
- some selfishness
- park is a mess
- some poor housing conditions
- lack of social support for older people
- young people don't take up all opportunities provided for them

BELONGING: A Cross-curriculum Learning Experience
for Key Stage 3

Teachers' Notes for Geography ~ Lesson 2 ~ Sheet 2

**Some points that decision-makers should be aware of in areas
with a high percentage of a young population**

- housing – family housing / apartments
- work – jobs for unskilled and semi-skilled workers
- schooling
- further and higher education
- parks / recreation facilities
- clubs / out of school activities
- shops / shopping needs
- social services
- health services
- family activities
- childcare
- transport infrastructure
- activities / facilities for minority groups (eg older people)
- things decided by young people for young people

CROSS-CURRICULUM DIMENSIONS:

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- ENTERPRISE
- GLOBAL DIMENSION & SUSTAINABLE DEVELOPMENT
- TECHNOLOGY AND THE MEDIA
- CREATIVITY AND CRITICAL THINKING

GLOBAL DIMENSION KEY CONCEPTS:

- DIVERSITY
- CONFLICT RESOLUTION
- VALUES AND PERCEPTIONS
- INTERDEPENDENCE
- HUMAN RIGHTS
- SUSTAINABLE DEVELOPMENT
- GLOBAL CITIZENSHIP
- SOCIAL JUSTICE

PERSONAL, LEARNING AND THINKING SKILLS:

- INDEPENDENT ENQUIRERS
- CREATIVE THINKERS
- REFLECTIVE LEARNERS
- TEAM WORKERS
- SELF-MANAGERS
- EFFECTIVE PARTICIPATORS

BELONGING FILM(S) TO USE: O meu movimento; Saudade;

PREPARATION / RESOURCES NEEDED: equipment for viewing / projecting films; access to *Context: Newham, Context: Lisbon, Context: Paris* booklets; **Teachers' Notes – Sheet 1.** Available online at <http://www.runnymedetrust.org/belonging/teachers.html>

Learning intentions:

- to explore and consider perceptions from different perspectives;
- to consider the impact of relocation on a community;
- to consider how belonging relates to location.

Starter (10/15 mins):

- **Pairs / table groups** – explore three still images taken from some of the Lisbon films (see attached **Teachers' Notes – Sheet 1**); apply the same questions to all three images to explore perceptions: What can you see? What can you work out / interpret? What (else) would you like to know?
- **Teacher** – lead feedback from pairs / small groups drawing out positive and / or negative perceptions of people and places from the images – consider what makes us see each image in this way.
- **Teacher** – introduce word, “ghetto” (which is used – as a translation – in *Saudade*) then gather responses / perceptions from whole class and collate onto whiteboard / flip-chart – consider if these are predominantly negative or positive.

Main part (30/40 mins):

- **Teacher** – give some brief background detail and explain that in late 1990s families were moved from Fontainhas to Boba (scan *Context: Lisbon* for more details); ask learners to consider what possible effects relocation might have – these can be scribed onto whiteboard / flip-chart for later reference.
- **Whole class** – watch *Saudade* to look at the effects of relocation; before watching, allocate pairs to look for specific detail: (a) positive; (b) negative.
- **Pairs** – share their detail and present on a visual map to link together the possible effects of relocation and the actual effects they noticed in the film.
- **Teacher** – focus attention on the impact of relocation on older people and how their sense of belonging and community changed.
- **Teacher** – ask learners: Is this the same for young people too?
- **Whole class** – watch *O meu movimento*; individually, learners construct a visual map to show what's suggested about how young people get their sense of belonging.
- **Teacher** – lead discussion to compare the ways older people and younger people get their sense of belonging; steer discussion towards the impact of location and relocation on their sense of belonging.

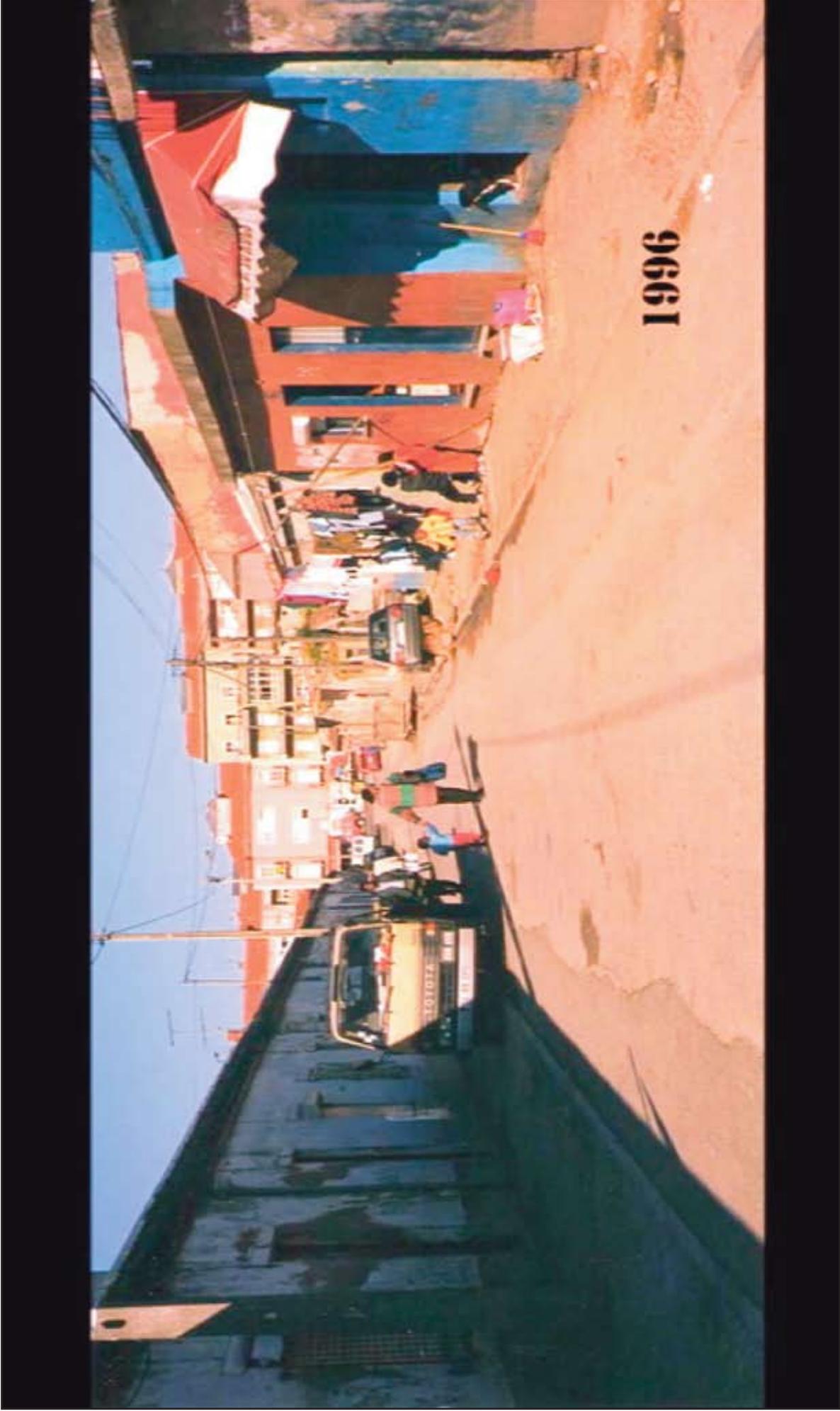
Reflection (10/15 mins):

- **Teacher** – ask learners: Could the Casal da Boba relocation have been different? How? What could decision-makers have done differently to have a less damaging impact on people's sense of belonging?
- **Learners** (individually) – compose a short piece of reflective writing in response to these questions; (learners can be reminded to think back to their simulation experiences to help them).
- **Teacher** – invite suggestions from whole class to answer the question: If you had been one of the planners involved in the relocation of the people of Fontainhas, what would you have done differently? What would you advise decision-makers to do if you had the chance to influence their decisions?

NOTES / EXTENSION IDEAS / POSSIBLE HOMEWORK ACTIVITIES:

- A further lesson could focus on a public meeting at which local people could voice their opinions and suggestions to a panel of decision-makers.

BELONGING: A Cross-curriculum Learning Experience for Key Stage 3



Teachers' Notes for Geography ~ Lesson 3 ~ Sheet 1a

BELONGING: A Cross-curriculum Learning Experience for Key Stage 3



Teachers' Notes for Geography ~ Lesson 3 ~ Sheet 1b

History Lessons

- History Lesson 1 of 3 – **A Place in Time – Constructing the TIMELINE**
- Teachers' Notes for History Lesson 1
- Group Briefing Sheet, **A Place in Time** – Resource for History Lessons 1 to 3
- History Lesson 2 of 3 – **A Place in Time – Extending the TIMELINE**
- History Lesson 3 of 3 – **A Place in Time – Exhibiting the TIMELINE**
- Resource for History Lesson 3 – Statement Game

The History lessons require groups of learners to watch a selection of *Belonging* films to help them prepare and present creative, imaginative and informative TIMELINES.

Each group will produce an imaginative and interesting *Activity Sheet* for their peers to complete when they look at each other's TIMELINES in Lesson 3.

Each TIMELINE must show what this community/region/country is like today; how this community/region/country has developed and changed; how this community/region/country has been influenced by or gained from migration.

Lesson 3 uses the Statements Game to kick-start discussion, followed by the exhibition of TIMELINES.

BELONGING: A Place in Time – Constructing the TIMELINE

HISTORY: Lesson 1 (of 3)

CROSS-CURRICULUM DIMENSIONS:

- IDENTITY AND CULTURAL DIVERSITY
- HEALTHY LIFESTYLES
- COMMUNITY PARTICIPATION
- ENTERPRISE
- GLOBAL DIMENSION & SUSTAINABLE DEVELOPMENT
- TECHNOLOGY AND THE MEDIA
- CREATIVITY AND CRITICAL THINKING

GLOBAL DIMENSION KEY CONCEPTS:

- DIVERSITY
- CONFLICT RESOLUTION
- VALUES AND PERCEPTIONS
- INTERDEPENDENCE
- HUMAN RIGHTS
- SUSTAINABLE DEVELOPMENT
- GLOBAL CITIZENSHIP
- SOCIAL JUSTICE

PERSONAL, LEARNING AND THINKING SKILLS:

- INDEPENDENT ENQUIRERS
- CREATIVE THINKERS
- REFLECTIVE LEARNERS
- TEAM WORKERS
- SELF-MANAGERS
- EFFECTIVE PARTICIPATORS

BELONGING FILM(S) TO USE: Each group of learners to select from the 3 films listed on the **Group Briefing Sheet**, which relate to the region they are presenting.

PREPARATION / RESOURCES NEEDED: three packs of *A Place in Time* (1. Lisbon, Portugal; 2. Paris, France; 3. London, Britain) each containing 10 'pieces' taken from the *Context: _____* booklets (see suggestions on **Teachers' Notes** sheet for ideas about ways to split the *Context: _____* booklets into 10 pieces - these will need detailed preparation by teachers before the lessons); **Group Briefing Sheet** for each group; working groups pre-selected according to teacher's criteria (eg mixing abilities); access to computers and a range of non-fiction resources for reference including all the *Context: _____* booklets and *Background PowerPoints*; a range of presentational resources including ICT facilities, if available. Available online at <http://www.runnymedetrust.org/belonging/teachers.html>

Learning intentions:

- to select, synthesise, process, interpret, organise and present information from a range of sources;
- to understand importance of cultural diversity;
- to consider issues relating to community cohesion;
- to understand how to work effectively as group members.

Starter (10 mins):

- **Teacher** – give each learner, as they enter the classroom, a piece from one of the *A Place in Time* packs; learners must move around the room to find as many others as they can with 'pieces' that appear to 'match' with their 'piece'; they will need to ask questions, identify names or images that they have already seen in other related lessons. Some teachers may decide to tell learners how many members each group should have, others may not.
- **Groups** – having found all their group members, groups should take some time to share what they each have and what it 'reveals' about their *Place in Time*. (As 10 is a very large number for a group working together, suggest the 10s elect a group leader who will then sub-divide the groups of ten into 3s and 4 for the rest of the lesson).

Main part (40 mins):

- **Teacher** – emphasise the importance of team-work for each group of 10, and the importance of the smaller groups within the 10s being co-operative with each other. Introduce the *A Place in Time TIMELINE* by going through the **Group Briefing Sheet** with class. It is vital that the whole class fully understand what is on the **Group Briefing Sheet**
- **Teacher** – take on role of consultant / adviser / trouble-shooter, as all the work for the remainder of this session, and the whole of the next, is self-generated and self-managed by the student groups who are working through the tasks on the **Group Briefing Sheet**. In this role, teacher can introduce time limits for different stages of the work to help keep students paced and focused.

Reflection (10 mins):

- **Groups of 10** – (led by group leader) review success of group work by close-reference to *Celebrating Success* criteria on **Group Briefing Sheet**;
- **Groups of 10** – prepare a plan of action for next session – this should include any homework that groups may wish to set themselves.

NOTES / EXTENSION IDEAS / POSSIBLE HOMEWORK ACTIVITIES:

- It is possible to include a case study of the school's own region in the same format as the *Context: _____* booklets and to use it in the same way as the others; or, a case study of the school's own region (in the same style as the *Context: _____* booklets and *Background PowerPoints*) could be compiled by some learners as an extension activity following this sequence of lessons.

BELONGING: A Cross-curriculum Learning Experience
for Key Stage 3

A Resource for History ~ Lesson 1

**Some suggestions for creating up to ten 'pieces'
from the Context: _____ booklets for starter activity**

TEN (10) THINGS FROM CONTEXT: LISBON

detail	number of 'pieces'
world map (second one) cut into three (3) pieces	3
old quarter photo	1
a short text extract to 'match' the photo	1
street map and photo cut into two (2) pieces	2
an extract from the text which features two (2) of the glossary words – but 'blank' these out	1
two (2) separate glossary words (from the extract) along with their definitions	2
total	10

TEN (10) THINGS FROM CONTEXT: NEWHAM

detail	number of 'pieces'
borough map of London	1
street photo of Green Street	1
world map cut into three (3) pieces	3
an extract from the text which features two (2) of the glossary words – but 'blank' these out	1
two (2) separate glossary words (from the extract) along with their definitions	2
extract from the text divided into two (2) split mid-sentence	2
total	10

TEN (10) THINGS FROM CONTEXT: PARIS

detail	number of 'pieces'
map of arrondissements	1
world map cut into three (3) pieces	3
an extract from the text which features two (2) of the glossary words – but 'blank' these out	1
two (2) separate glossary words (from the extract) along with their definitions	2
photo cut into two (2) pieces	2
a short text extract to 'match' the photo	1
total	10

BELONGING: A Cross-curriculum Learning Experience for Key Stage 3

A Resource for History ~ Lessons 1 - 3 **Group Briefing Sheet**

Planning and Preparing, *A Place in Time* TIMELINE

The task:

Your group has a limited amount of time to prepare a creative, imaginative and informative TIMELINE about a particular community / region / country.

Your TIMELINE must be engaging and interesting for your peers.

You must produce an imaginative and interesting *Activity Sheet* for your peers to complete when they look at your TIMELINE.

Your TIMELINE must show:

- What this community / region / country is like today.
- How this community / region / country has developed and changed.
- How this community / region / country has been influenced by or gained from migration (both from inside and outside the country).

Some important information:

- Later in the week, your group's TIMELINE will be displayed, along with other groups' TIMELINES, at a special exhibition. You will have the chance to look at the other groups' TIMELINES and work through their *Activity Sheets* in the same way as other groups will look at and work through yours.
- To achieve your finished TIMELINE in time for the special exhibition, you will all need to work co-operatively with every other member of your group; each of you will also need to do some work independently, including some homework.
- After the special exhibition, your whole class will be making recommendations for planners, politicians and people who make decisions. These recommendations should focus on: the good things about migration; the things which help people in a community feel a sense of belonging; things that could help all people in a community feel positive about who they are and where they live.

Getting started:

- elect a group leader for the session ;
- take account of ideas from every group member;
- agree what should be on the TIMELINE, how it should be presented – the more creative and imaginative, the more interesting it will be for others to learn from;
- sketch out a plan of how the finished TIMELINE should look;
- make a list of all the work tasks that need doing and prioritize tasks;
- allocate work tasks to group members according to strengths of each group member;
- take individual responsibility for any individual tasks allocated;
- plan carefully what resources you will need for researching and presenting the TIMELINE; then, agree which group members will be responsible for which resources.

Continued on p. 43

BELONGING: A Cross-curriculum Learning Experience for Key Stage 3

A Resource for History ~ Lessons 1 - 3 **Group Briefing Sheet – continued**

Planning and Preparing, *A Place in Time* TIMELINE

Keeping going:

- use some or all of your pieces, from the *A Place in Time* pack, in creative, imaginative and informative ways;
- find and select relevant information from a range of sources – including: the *Context*: _____ booklet and *Background* PowerPoint for 'your' region; your own personal / family knowledge; books, magazines, newspapers, TV, radio, music, relevant internet sites; ***BELONGING*** films:
 - **Lisbon – Casal da Boba:**
 - *A Procura de Um Sonho*
 - *Bairro*
 - *Boba*
 - **Paris – 20eme:**
 - *Quel Etage?*
 - *Entre-deux*
 - *J'y Suis J'y Reste*
 - **London – Newham:**
 - *My Street*
 - *Veins In A Body*
 - *Missing Home*
- prepare and produce an *Activity Sheet* for visitors (peers) to your exhibition, which will help them focus on people's experiences and the realities of migration;
- work co-operatively with each other at all times, but, especially when under pressure;
- review your group's progress at the end of each session (using the **Celebrating success** guide below).

Celebrating success:

This should be led by the group leader, but completed together by all group members, at the end of each session:

- each person's ideas were noted and used in some way;
- planning time was used effectively to prioritise and allocate tasks;
- all group members completed allocated tasks;
- group leader was effective leading the group;
- problems were discussed and overcome by group decision-making.

BELONGING: A Place in Time – Extending the TIMELINE

HISTORY: Lesson 2 (of 3)

CROSS-CURRICULUM DIMENSIONS:

- IDENTITY AND CULTURAL DIVERSITY
- HEALTHY LIFESTYLES
- COMMUNITY PARTICIPATION
- ENTERPRISE
- GLOBAL DIMENSION & SUSTAINABLE DEVELOPMENT
- TECHNOLOGY AND THE MEDIA
- CREATIVITY AND CRITICAL THINKING

GLOBAL DIMENSION KEY CONCEPTS:

- DIVERSITY
- CONFLICT RESOLUTION
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- GLOBAL CITIZENSHIP
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- EFFECTIVE PARTICIPATORS

BELONGING FILM(S) TO USE: Each group of learners to select from the 3 films listed on the Group Briefing Sheet, which relate to the region they are presenting.

PREPARATION / RESOURCES NEEDED: (This lesson is a continuation of the previous lesson – the resourcing is exactly the same as the previous lesson)

Learning intentions (as Lesson 1):

- to select, synthesise, process, interpret, organise and present information from a range of sources;
- to understand importance of cultural diversity;
- to consider issues relating to community cohesion;
- to understand how to work effectively as group members.

Starter (10 mins):

- **Groups of 10** – elect new group leader for session (or elect to keep same group leader as last session).
- **Group leaders** – remind group of previous session’s successes and deadline for finishing **TIMELINE**.
- **Group leaders** – go through agreed plan of action drawn up at end of last session – this will include any homework that needs completing.
- **Group members** – share any homework completed that can be added in to the plan of action.

Main part (40 mins): (like last lesson, all the work for this session is self-generated and self-managed by the learners’ groups who are working through the tasks on the **Group Briefing Sheet**)

- **Teacher** – draw particular attention to the pace of work and the need to plan and write the **Activity Sheet** to accompany the **TIMELINE**; talk through the types of activities that would interest their peers to help generate ideas – note these on a flip-chart for reference during the session.
- **Teacher** (in role of consultant / adviser / trouble-shooter) – visit all groups to double-check progress and intervene and support as necessary; all groups will need reminding that they should display their **TIMELINES** during this lesson as there will be very little time available in the next session.

Reflection (10 mins):

- **Groups of 10** (led by group leader) – review success of group work by close-reference to **Group Briefing Sheet**.
- **Group leader** – request feedback from those working on the **Activity Sheet** and any other specific tasks.
- **Groups of 10** – prepare a final plan of action for next session – this will include any homework that needs completing.

NOTES / EXTENSION IDEAS / POSSIBLE HOMEWORK ACTIVITIES:

- **Activity Sheets** could be refined for homework.

CROSS-CURRICULUM DIMENSIONS:

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PERSONAL, LEARNING AND THINKING SKILLS:

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- REFLECTIVE LEARNERS
- TEAM WORKERS
- SELF-MANAGERS
- EFFECTIVE PARTICIPATORS

BELONGING FILM(S) TO USE: Each group of learners to select from the 3 films listed on the Group Briefing Sheet, which relate to the region they are presenting.

PREPARATION / RESOURCES NEEDED: all resources relating to each region's timeline; sticky-notes; large outline of a person; statements game pre-cut and placed in envelopes with 1 sheet of A4 paper divided into 3 headed columns – Agree, Can't Agree, Disagree.

Learning intentions:

- to evaluate perceptions;
- to justify and defend particular viewpoints;
- to generate alternative perspectives.

Starter (10/15 mins):

- **Small groups of 3 or 4** – play the statements game: each group member takes it in turn to randomly select and read out one of the 10 different statements from the envelope; after each selection, the group must decide if they agree, disagree or can't agree with the statement. They should thoughtfully discuss each statement and only place in the 'agree' or 'disagree' column if there is consensus; if there is no consensus, they must place that statement in the 'can't agree' column; it is not essential that all the statements get discussed – but those that are selected should be discussed well.
- **Teacher-led feedback** – steer discussion around to consider other ways of seeing things (eg. that if more notice was taken of the needs of migrant communities, some of the problems that are raised and publicised wouldn't be there). This will allow learners to visit each other's displays with a broader outlook.

Main part (40 mins):

- **Groups** – put finishing touches to their displays and have their *Activity Sheets* ready to use.
- **Teacher** – explain 'visiting the exhibition' process; give out sticky-notes to each student and explain these should be used for noting ideas to be stuck on to the outline of the decision-maker / policy-maker stuck on the wall.
- **Pairs** – 'visit the exhibition' taking time to engage with other groups' displays, completing the *Activity Sheets* and noting down ideas to present to decision-makers and policy-makers about how to make the most of some of the positive aspects of migration, in order to create a sense of community and belonging (i.e. promote community cohesion) for people who live in these regions.

Reflection (10 mins):

- **Individually** – write down (or talk through in pairs):
 - three things you've learned that you think other people should know;
 - two things about migrant communities that you would like to tell someone else;
 - one thing you think town planners should never do again.

NOTES / EXTENSION IDEAS / POSSIBLE HOMEWORK ACTIVITIES:

- Follow-on lessons could include some specific research about one particular era of migration that had a significant impact on one of the regions.
- A further lesson could be a 'meeting' between representatives of the people of a region and decision-makers and policy-makers.

BELONGING: A Cross-curriculum Learning Experience for Key Stage 3

A Resource for History ~ Lesson 3 ~ Statements Game

Preparation required: copy sheet (one sheet to each small group); cut up statements and put into envelope along with one sheet of A4 paper divided into three headed columns – Agree, Can't Agree, Disagree; give one envelope to each small group.

Planners and policy-makers have generally ignored the needs of migrant communities.

In the past, the main reason why migrants have moved to other countries has been for work.

Communities with high proportions of young people (aged 0 – 24 years) need different kinds of support from communities with high proportions of older people.

Relocating people from close-knit communities into tower-blocks destroys community cohesion.

People who live in areas where there are many migrant groups have a strong sense of cultural identity.

People who live in culturally diverse areas know a lot about each other's cultures.

If it wasn't for the 2012 Olympics being based in London, Newham wouldn't be getting support for its regeneration.

Many negative issues have been, and still are, associated with migration.

A culturally diverse community, where people with origins from all over the world mix together, is something to be celebrated.

Since the 1980s, migration to European cities has been mainly from African countries.

Between the 1960s and the 1990s, good planning decisions were made in European countries to accommodate communities of migrant workers.

Many migrants arrived in their new communities because they fled persecution in their own countries of origin.

Contexts

- The Borough of Newham, in East London (UK)
- Casal da Boba, in Amadora, near Lisbon (Portugal)
- The *Rue des Amandiers* (Amandiers Street) neighbourhood in the 20th Arrondissement of Paris (also called the 'Banana', and the '3 Fuchsias' housing estate) (France)

Each context starts with an historical overview which includes maps and photographs. The main section is about how these locations have evolved and developed, to become what they are today. The final section is a glossary, providing explanations of a number of words highlighted in yellow in the overall text.

Additional background PowerPoint photos are available online at <http://www.runnymedetrust.org/belonging/teachers.html>



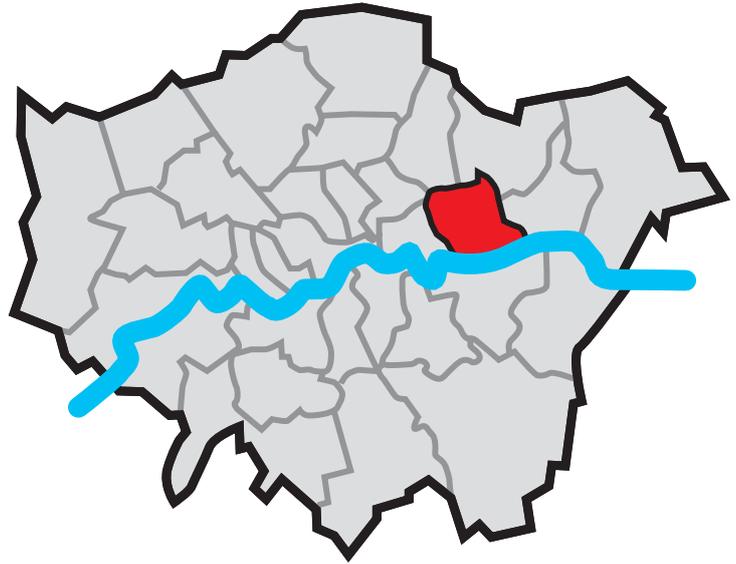
CONTEXT: Newham

The Borough of Newham, in East London

At one time Newham in the East End of London was two separate council districts called East Ham and West Ham – one of which still has a famous football team. They were combined into the **borough** of Newham in 1965. Green



Street, which features a lot in the *Belonging* films, is the boundary between the two (and also home to West Ham's stadium).



Traditionally it's an area where the Cockney accent of English would be spoken.

Though it's hard to believe when you see it today, the area used to be mainly farmland.

Big changes came when the Royal Docks were built in the 1850s to make space for the new steam ships, which were larger than the sailing ships they were replacing.

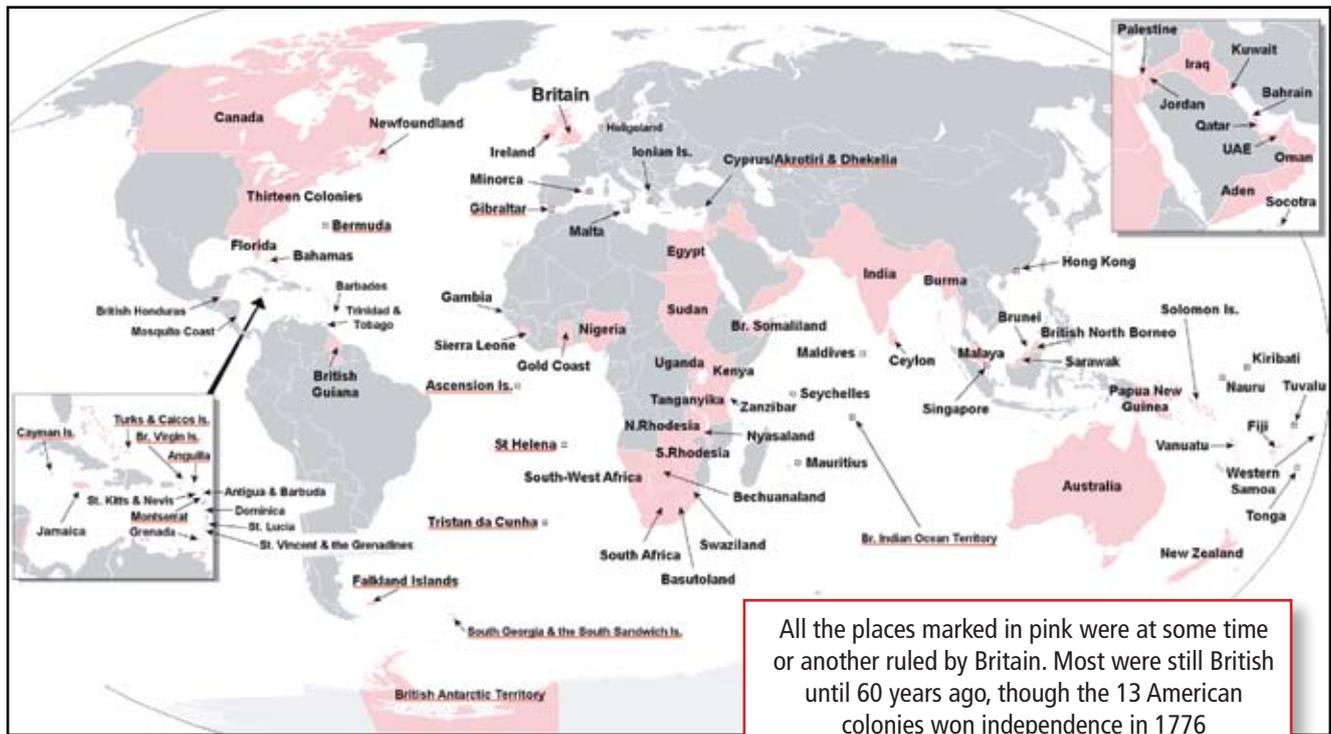
Other industries then grew up around the docks, these were linked to the railway system, and in time the docks became the largest in the world. The existence of jobs triggered **migration** from other parts of Britain to the parts of London near the docks, as well as from other parts of the world – Ireland, Germany, Italy, Poland and Russia. In the early 1900s Jews from Germany and Eastern Europe also moved to the area, escaping **persecution** in their home countries.



After the First World War, sailors from the British **Empire** in the Caribbean and India, as well as some ex-soldiers from other **colonial countries** sometimes decided to stay. By 1930, the area had the largest number of Black settlers in London. After the Second World War and into the 1950s, Indian, Pakistani, Bangladeshi and Caribbean families moved to the area, responding to the government's campaigns to get people from the **Commonwealth** to come and work in England.

So Newham has been home to both **refugees** and **economic migrants**.

This map gives some idea of the size of the British Empire and how far around the world it spread. An immigrant to Britain once said 'We are here because you were there.'



A lot of these migrants and their descendents are still there, part of the 260,000 people who live in what has become the most culturally **diverse** borough in the UK: there are more than 30 different **ethnic groups** and more than 300 languages are spoken.

Newham has the lowest percentage of white people of any London borough, with 61% of the population drawn from Mixed, South Asian, Caribbean, African, Chinese, and other groups. The borough has the second highest percentage of Muslims in Britain



(24.3%). In recent years, some Eastern Europeans from new member countries of the European Union have also settled in Newham.



It is also a 'young' borough: the population has increased a lot in the past ten years and the proportion that are young increased by 23% in that time. It has the highest proportion of people aged 0-24 in England (41%), but also the lowest proportion of people over the age of 65.

In 2007, a *Channel 4* television programme branded Newham the '4th worst' place to live in the UK.

http://www.channel4.com/4homes/on-tv/best-and-worst/newham-3rd-worst-place-to-live-in-the-uk-08-06-05_p_1.html

The next door boroughs of Hackney and Tower Hamlets came in as the worst and second worst.

The study took into account crime rates, school results, pollution, economic activity and property prices. Crime went up there by 5% during 2004-5 while it went down 4% in the rest of London. The unemployment rate was 6.7% in 2008, the second highest rate in London, with the rate among women of working age at 17.3% (the national average at the time was 4.8%). In terms of people's earnings, it's one of the poorest places in London. It is also **densely populated** with over one quarter of households classified officially as 'overcrowded'.

Some of the young people who live there objected to this programme and demonstrated outside Channel 4 headquarters (see www.newham.gov.uk), and some of the films in this *Belonging* collection also respond – suggesting their experience of Newham is more positive. *My Street*, *Veins in a Body* and *Being Here* are very positive. *Confuzzled* explicitly takes on the public image and tries to counter it. *A Taste of Asia* is an introduction to the area from someone who clearly likes it very much.



It's a centre of UK urban music. *Kano* and *Plan B*, two top selling artists in the grime scene live there, so do the *Mitchell Brothers*, two rappers signed to *The Streets* record label, whose music features what many think of as important in working class East End life: drinking down the pub, football, clothing styles such as Fred Perry, unemployment, drug dealing and crime. Canning Town, part of the borough, is the birth place of the 'Oi! Punk' band *Cockney Rejects*, known for their violent and aggressive lyrics focusing on topics like pub brawls, gang fighting and crime in general. Actor Danny Dyer was also born there, as were several people who have acted in *Eastenders*.



Several athletes and sports people were born there too. Newham is going to be hosting the 2012 Olympics in part of the borough called Stratford, where an Olympic village is being built. As part of a plan to **regenerate** the whole area, local authorities have highlighted the change in opportunities for the local residents because of the Olympics and the possible rise in their standard of living. However, some local people have wondered whether the Olympics will bring any lasting benefits to the area and the people who live there.

Googling 'Newham London map' will take you to:

http://maps.google.co.uk/maps?sourceid=navclient&ie=UTF-8&rlz=1T4DKUK_enGB307&q=newham

If you zoom in, Green Street, where the Newham films are centred, is just above the red marker flag (it's the B167, crossing Barking Road).



GLOSSARY

Borough

The area covered by a local council in an urban area. In London there are 32 boroughs, though one, Westminster, is technically a city. Smaller towns might be complete boroughs in themselves; if they're bigger they are cities.

Migration

Movements of population, sometimes within one country and sometimes to another country.

Economic migrants

People who move and live in another part of the country, or a different country, so they can get work.

Persecution

Being treated badly by others, possibly by government or government authorities, often because of belonging to a particular ethnic, racial, religious or political group.

Colonies

Countries 'owned' or controlled by another richer and more powerful country. A country with many colonies has an empire. France, Portugal and Britain all had empires until their colonies gradually became independent between the 1950s and 1970s.

Commonwealth

Most of the former countries of the British Empire now belong to the Commonwealth. They have something in common through historic trading links, and the widespread use of English.

Refugees

People who migrate from one country to another, escaping serious danger from being treated badly by others, possibly by government or other people with power, often because of belonging to a particular ethnic, racial, religious or political group.

Cultural diversity

Instead of everyone having the same culture – language, food, religion and traditions – there are different sub-groups.

Ethnic groups

Groups who might be seen, and see themselves, as different from others in terms of language, religion, customs and so on. They might, or might not, be physically different, so Italians, Scots and Bangladeshis are all ethnic groups.

Population density

The number of people who live in a square mile (or kilometre). It's a way of measuring how crowded an area is.

Regenerate

To improve, renew, bring new life and opportunities into an area.

More about Newham

There's useful stuff at:

<http://www.london.gov.uk/gangs/projects/newham/index.jsp>

http://www.vam.ac.uk/vastatic/microsites/1750_scalway/blog/?p=19 gives a vivid impression, with photographs, of walking down Green Street and what the buildings look like. *'Since the beginning of last year I've been walking frequently along Green Street in East London and around the streets which form its hinterland, looking at the shop displays and also at the houses in the surrounding area, the blocks of flats, the vehicles and street furniture...'*

West Ham United's stadium is in Green Street: <http://www.whufc.com/page/Home>

While British people with roots in the Caribbean or Africa have been present in Premier teams since the 1980s, Asians have not. One organisation says:

'Recent additions may have bolstered the number of British Asians in the professional game to record levels, but are there really just seven with the talent to play football at the top level? The small number of British Asian players at professional level has been an area of concern for Kick It Out and the British Asian community for a number of years.'

West Ham has a scheme to encourage footballing talent amongst Asian young people.

West Ham United, in partnership with Sport England, are making a proactive, ground breaking contribution to encourage Asian people to participate in football. The project operates across the London Boroughs of Newham, Tower Hamlets, and Redbridge. The scheme assists Asian people to gain access to football...'

There's a schools PE programme, extra training for teachers, a coaches development scheme, talent spotting and Technique Development Performance Coaching and Summer Play Schemes at local parks.

They're also interested in developing girls' and women's football, with girls-only sessions provided in Newham and other nearby boroughs in order to develop young females to come into football as both players and coaches.

They also have a link on their website to **Let's Kick Racism Out of Football:**

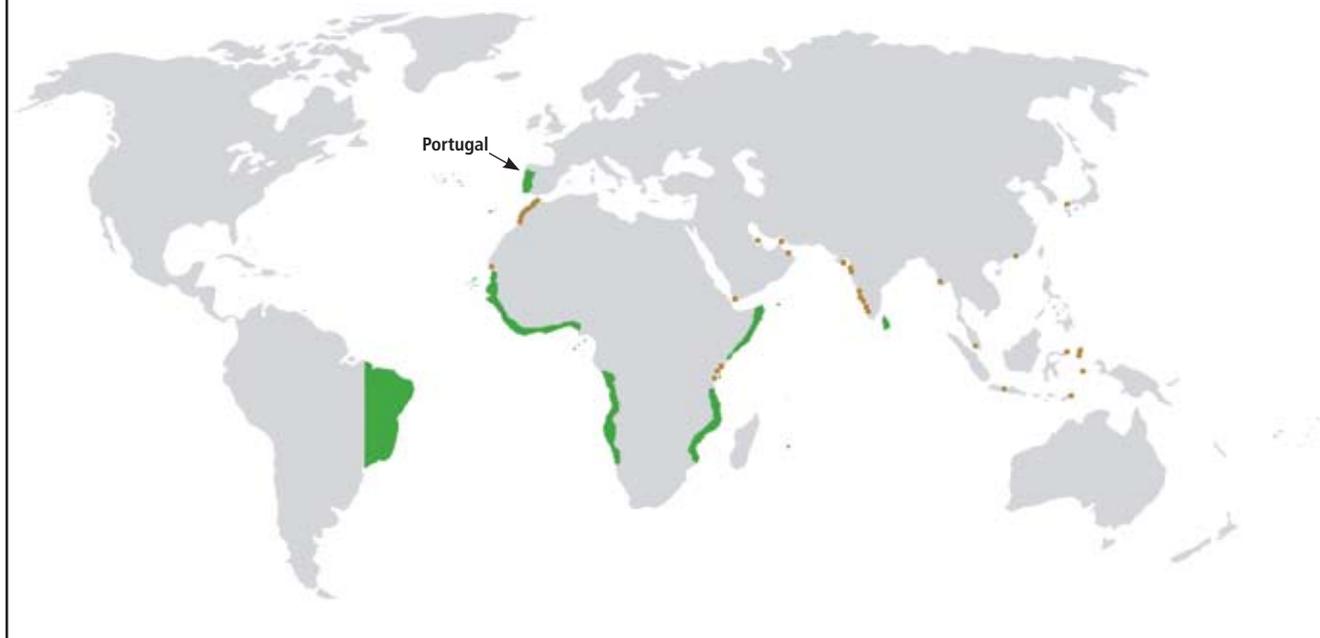
<http://www.kickitout.org/>

CONTEXT: Lisbon

Casal da Boba, in Amadora, near Lisbon

Portugal had always been a country of **emigration** before it became a country of **immigration** in the 1960s. However, from the 15th century onwards foreigners had been common in the country, especially the capital, Lisbon. Helped by its position on the edge of Europe right beside the Atlantic Ocean, Portugal began exploring sea routes around the world before anyone else, trading with other countries and sometimes **colonising** them. Because of this world-wide trade, many European merchants came to Lisbon, as well as African slaves who were brought against their will.

This map shows the places reached by Portuguese sailors and at least partly controlled by Portugal in about 1550, in other words the Portuguese **Empire** at that time.



The largest green area on the map became Brazil, the largest country in South America, and a Portuguese colony until 1822. It still speaks Portuguese and has the second biggest black population in the world (after Nigeria) made up entirely of the descendents of slaves taken there from Africa in past centuries.

Immigration to Portugal began in the 1960s, when African people from the Cape Verde islands were recruited for construction and manufacturing jobs. Portugal was short of workers because compared to other countries in Europe it was poor, so many Portuguese men were emigrating for better paid work elsewhere. This drew in workers from colonies in Africa, which were poorer still.

In 1974 and 1975 a new **democratic** government in Portugal withdrew its troops from the countries it had been ruling for so many years. These countries had been fighting for freedom and independence for a long time. Three small areas in India left Portuguese control in 1961. Guinea-Bissau was the first African country to be free, in 1974, followed by Cape Verde, Mozambique, São Tomé and Príncipe, and Angola in 1975. Finally there was East Timor in Southeast Asia (though Portugal still ruled Macau, now part of China, until 1999).

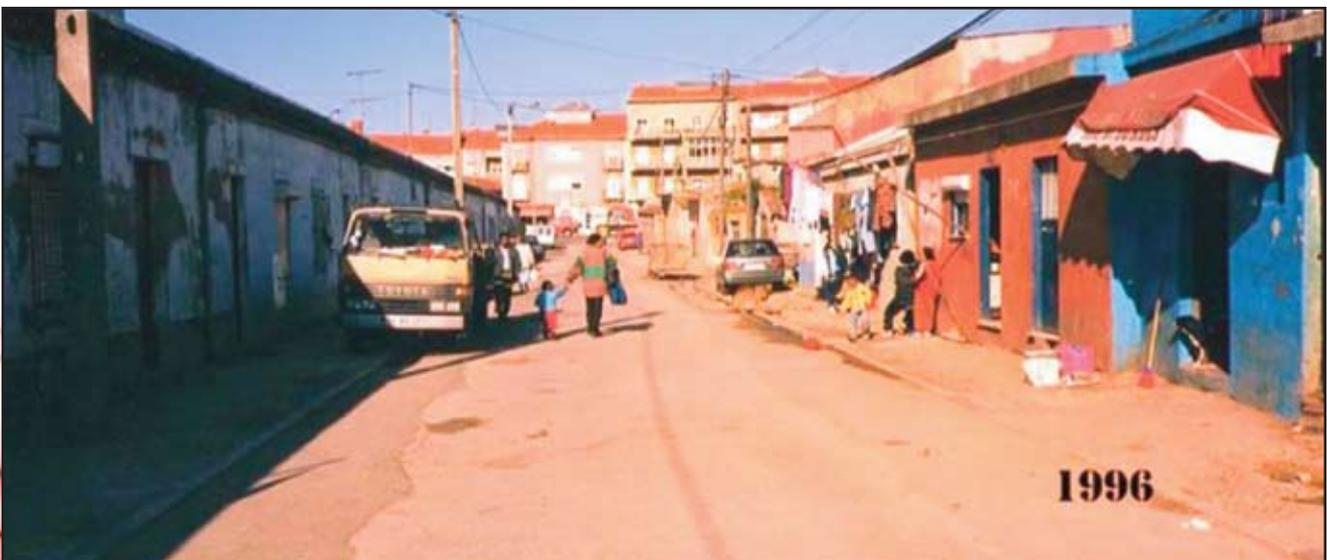
This map shows the Portuguese empire in the 20th century, and the dates when each of the colonies became independent.



These events prompted a mass **exodus** of Portuguese citizens from Portugal's African territories (mostly Angola and Mozambique), creating as many as a million **refugees** who arrived in Portugal with nothing. They were called the *retornados*, people who had been born in Portugal and their descendants. Alongside the *retornados* came Africans, especially from Cape Verde and Angola; for many years they had automatically been given Portuguese citizenship, though in the past there had been little economic reason for them to use it.

Soon the laws were changed to close the door to Africans, so unless their parents, grandparents or great-grandparents had been born in Portugal, or they had lived in Portugal for five years or more before 1974, they could no longer get in. Things changed again in the 1980s and 1990s, with an increasing demand for labour. Some Africans, Brazilians and West Europeans were granted the right to settle. Since then, other groups from Africa and South America have entered and, in the past few years, there's been a rise in arrivals from Ukraine, Moldova, Russia and Romania.

It was with the rise of new arrivals from the mid-1970s to the mid-1980s that several neighbourhoods such as *Bairro de Fontainhas*, *Vendas Novas* and *6 de Maio* were formed in Amadora near Lisbon. The majority of their inhabitants came from Cape Verde.



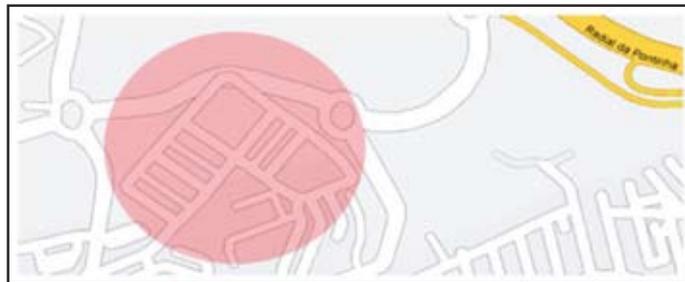
These new settlers built their own houses, extending them gradually as their families grew by adding a floor to their dwelling as it is traditionally done in Cape Verde. For a long time town planning and developing a decent **infrastructure** were non-existent in those neighbourhoods, making lack of electricity and poor sewage systems part of the inhabitants' everyday problems. The houses were **precarious**, the streets were very narrow and the doors were always open, so relationships with neighbours were a big part of people's social lives. This closeness was made stronger by the common bond of being newcomers and not really part of the main city.

Towards the end of the 1990s Bairro de Fontainhas and its surrounding neighbourhoods were reclaimed by the landowners. The local authorities created a relocation programme for all the people who lived there, and in 2002 most were re-housed in Casal da Boba which was built for the purpose.

It's hard to get an idea of where Amadora is from a tourist map of Lisbon, but if you Google 'Amadora Portugal map' it should take you to:

http://maps.google.co.uk/maps?sourceid=navclient&rlz=1T4DKUK_enGB307&q=amadora+lisbon+map&um=1&ie=UTF-8&split=0&gl=uk&ei=dFacSZvHMKKHjAfd4IXfBQ&sa=X&oi=geocode_result&resnum=1&ct=image

The page should open with the zoom control in the middle. Move it up to about 75% and just above the red flag labelled Amadora you can see Sao Bras. Just above that and to the right (north east) is a group of roads (it's a housing estate) a bit like an arrow pointing upwards (before you get to the road Radial da Pontinha, the IC16). That estate is Casal da Boba, where the films were made. If you switch to satellite view then zoom in as far as possible, you can even see the concrete bench where two young men are sitting in the film *4 Euros, 2 Lettuce Leaves and the Cop*.



As the families moved into new buildings and flats, their lifestyle changed dramatically from their old neighbourhoods and the life some remembered from Cape Verde: they were re-housed in tower blocks whose different floors and closed doors kept them isolated from each other. Some would say that the doors became symbols of the death of a community. *O Meu Bairro* and *Regresso ao meu Bairro* are about the nostalgia of two girls for where they used to live and *Saudade* is a series of interviews about the transition. *Boba* is three youths rapping about trying to improve the district.

The neighbourhood is composed of different groups. Figures from 2005 show 63% of Casal da Boba residents were of Cape Verdian origin, while 31% were Portuguese born, 5% from Angola and Sao Tomé, and 1% Gypsy/Roma.

49% of the population of Casal da Boba is under 24 years old.

Low levels of education have been an important factor in the lives of the first arrivals from African countries. About 23% of the heads of families could not read or write, so it has been difficult to progress beyond the low level jobs for which they were originally recruited. It has also made it hard for parents to support their children in Lisbon schools, so low levels of

qualifications and therefore high unemployment are seriously affecting the younger generation. *Vale la Pena?* (Is it worth it?) is about a girl's motivation to work at school.

Locals disagree about the area, with the film *Bairro* being generally positive. Another film, *Qui vida...eh!* shows some classes and activities that have recently been set up, with young men talking about a recording studio. There are projects like the dance group shown in *A procura de um sonho* started by a young man, Alberto, which try to bring active community life to the area. Another film *O meu movimento*, features lots of young people involved in community work.



GLOSSARY

Emigration

Moving from one country to another. When you get to the other country then you're an immigrant. The whole thing is called migration and the people involved are migrants. In Portugal's case both those leaving or those coming in have been economic migrants, moving to a different country so they can get work.

Colonising

Colonies are countries 'owned' or controlled by another richer and more powerful country, and the process of taking control of these countries is called colonisation. A country with many colonies has an empire. France, Portugal and Britain all had empires until their colonies gradually became independent between the 1950s and 1970s.

Democratic

A system of government where the people vote for the people they want to rule the country. Between 1932 and 1968 Portugal had been ruled by António Salazar, who gained power and stayed there with backing from the military and secret police. There were no elections.

Exodus

A large movement of people from one country. The word originally refers to Jews being led by Moses out of slavery in Egypt and into Israel.

Refugees

People who migrate from one country to another, escaping serious danger from being treated badly by others, possibly by government or other people with power, often because of belonging to a particular ethnic, racial, religious or political group.

Infrastructure

Facilities like sewage and water systems.

Precarious

Fragile, not strong, flimsy, could easily fall down, maybe not safe.



**Crystal Ajaelu
filming in Oxford
Street.**

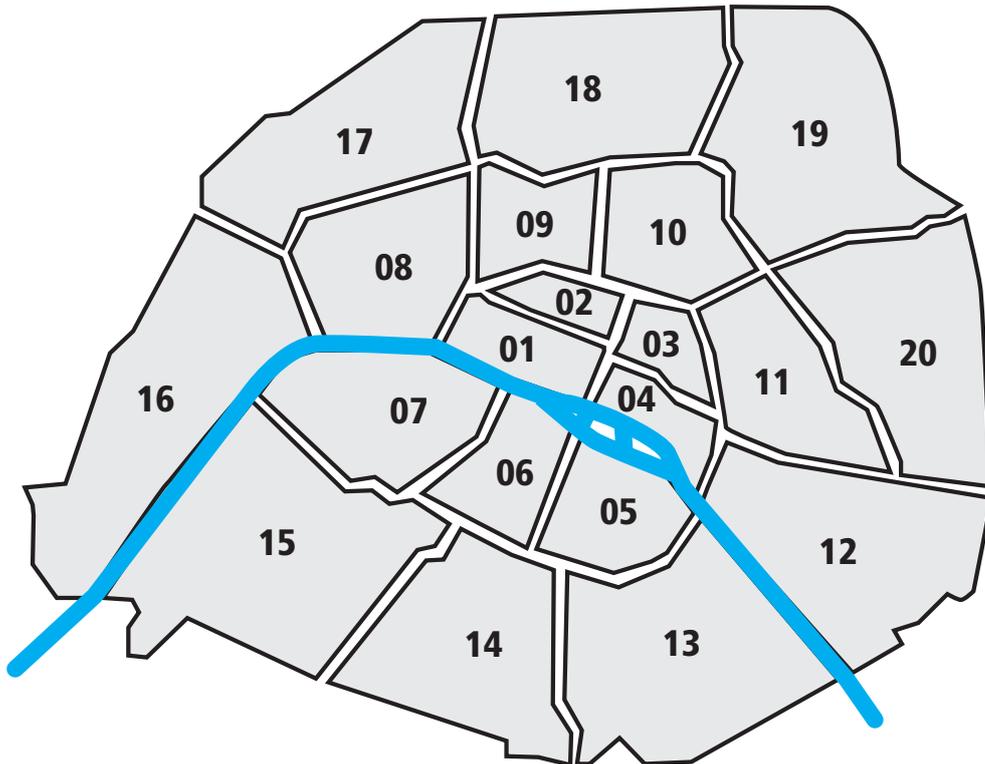


**Young people
interview the police
in Casal da Boba.**

CONTEXT: Paris

The *Rue des Amandiers* (Amandiers Street) neighbourhood in the 20th Arrondissement of Paris (also called the 'Banana', and the '3 Fuchsias' housing estate)

The *Amandiers* neighbourhood lies in the north east of the 20th arrondissement of Paris, in the *Belleville-Ménilmontant* area, a hill overlooking the city.



You can see it in more detail at

http://maps.google.co.uk/maps?sourceid=navclient&ie=UTF-8&rlz=1T4DKUK_enGB307&q=20+arrondissement

and if you look for the street names *Rue des Amandiers*, *Rue de Ménilmontant* and *Rue de Belleville* you can identify the exact area. Switch to satellite view and you can see the tower blocks mentioned later.

In the film *Merveille* the narrator is looking from the Parc de Belleville down towards central Paris; at one point she is under this shelter with a domed roof, recognisable in the satellite view right beside *Rue Piat*.



Extra background on the area and a photo of *Rue de Ménilmontant* can be found at http://en.wikipedia.org/wiki/20th_arrondissement



under 24 years old compared with the Paris average of 25%), but school success rates are low and this has affected access to decent jobs. Some of the films in the *Belonging* collection are about different generations not communicating or understanding each other – for instance *Sans Prévenir* and *Entre-Deux*. The film in the lift – *Quel Etage* – is also about this according to the maker, though you might think it's about race.



Others are about issues that interest young people everywhere – when to listen to friends (*Influences*); a first cigarette (*Ma Première fois*); flirting (*Quand je vois tes yeux*); defending a friend (*Un Ami Perdu*); hanging out and being bored (*Un jour de plus – Another Day*); the loss of a parent (*Elles sont Deux*). In *Au coin de ma rue*, a group of black boys is hanging about on the street and a woman fears they'll mug her, two young white men assume they have drugs to sell, and the police want to move them on.

Many of those in work have jobs in construction and manufacturing, but the rates of unemployment in the 20th Arrondissement are the highest in Paris (the last census in 1999 found that 22% of 15-24 years olds in the area were unemployed, compared to 14% for all age groups and 12% for Paris as a whole). 40 years of urban 'reconstructions' without consequent improvements in people's lives have led this neighbourhood to 'shut out' other people.

The *Amandiers* has been portrayed as a 'sensitive' neighbourhood by the local authorities and the media. In June 2007 Lamine Dieng, a 25 year old man, died during police intervention in the area. *Le Silence est le Crime* is about this.

Following his death, demonstrations by the local people showed their concern about the way the police behaved. The event and its aftermath underlined the feeling of many young people of migrant descent that they were being kept out of ordinary French life. All the same, the area did not experience the riots that occurred in more suburban areas of Paris in the summer of 2001.

Because of its history, the area has featured in a few films and some crime novels. One short film, the *Red Balloon*, which won an Oscar in 1954, shows the area before the old buildings were demolished. Edith Piaf, perhaps France's most popular singer ever, was born in the area, to a French/Italian father and an Algerian mother. Though she died in 1963, her most famous song *Non, je ne regrette rien* (*No Regrets*) is still well-known – high-street opticians *Specsavers* used it in an advert in 2008 and it was played in an episode of the third season of *Desperate Housewives*. She sang in the distinctive accent of *Belleville*.

One of the films, *Merveille*, is a letter to a friend whose family has continued to migrate, this time to Belgium. They had been evicted from their home in Paris.



GLOSSARY

Arrondissement

Paris is divided into 20 districts – *arrondissements* – starting in the centre and spiralling outwards. Every arrondissement is also divided into four *quartiers*, each with its own police station.

Economic migrants

People who move and live in another part of the country, or a different country, so they can get work.

Persecution

Being treated badly by others, possibly by government or government authorities, often because of belonging to a particular ethnic, racial, religious or political group.

Ottoman Empire

A very powerful Muslim empire that controlled much of the Mediterranean for hundreds of years, until the end of the First World War. Its centre was Istanbul in Turkey.

Colonies

Countries 'owned' or controlled by another richer and more powerful country. A country with many colonies has an empire. France, Portugal and Britain all had empires until their colonies gradually became independent between the 1950s and 1970s.

Cultural diversity

Instead of everyone having the same culture – language, food, religion and traditions – there are different sub-groups.

Population density

The number of people who live in a square mile (or kilometre). It's a way of measuring how crowded an area is.



Acknowledgements

Professor Chris Gaine and Cristina Bennett devised the lesson plans and classroom materials, with additional advice from Tracy Barker.

Runnymede and Manifesta would like to extend their very warm thanks to all the supporters of the *BELONGING* project:

The Calouste Gulbenkian Foundation  CALOUSTE
GULBENKIAN
FOUNDATION

The Equality and Human Rights Commission

Portuguese television RTP2 

And the local partners in each city location:

Forest Gate City Learning Centre 

Newham Young People Online 

Vende-se Filmes 

Collectif Tribudom 

The Paris Round Table and this publication are also supported by:

Youth in Action 

British Council 

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Manifesta is a not for profit company. Co-Directors Colin Prescod and Marion Vargaftig have been working and developing projects together since 1996 and bring extensive expertise in developing and delivering projects addressing cultural diversity, intercultural dialogue and social exclusion/inclusion, using film and video production. For further information visit www.manifesta.org.uk

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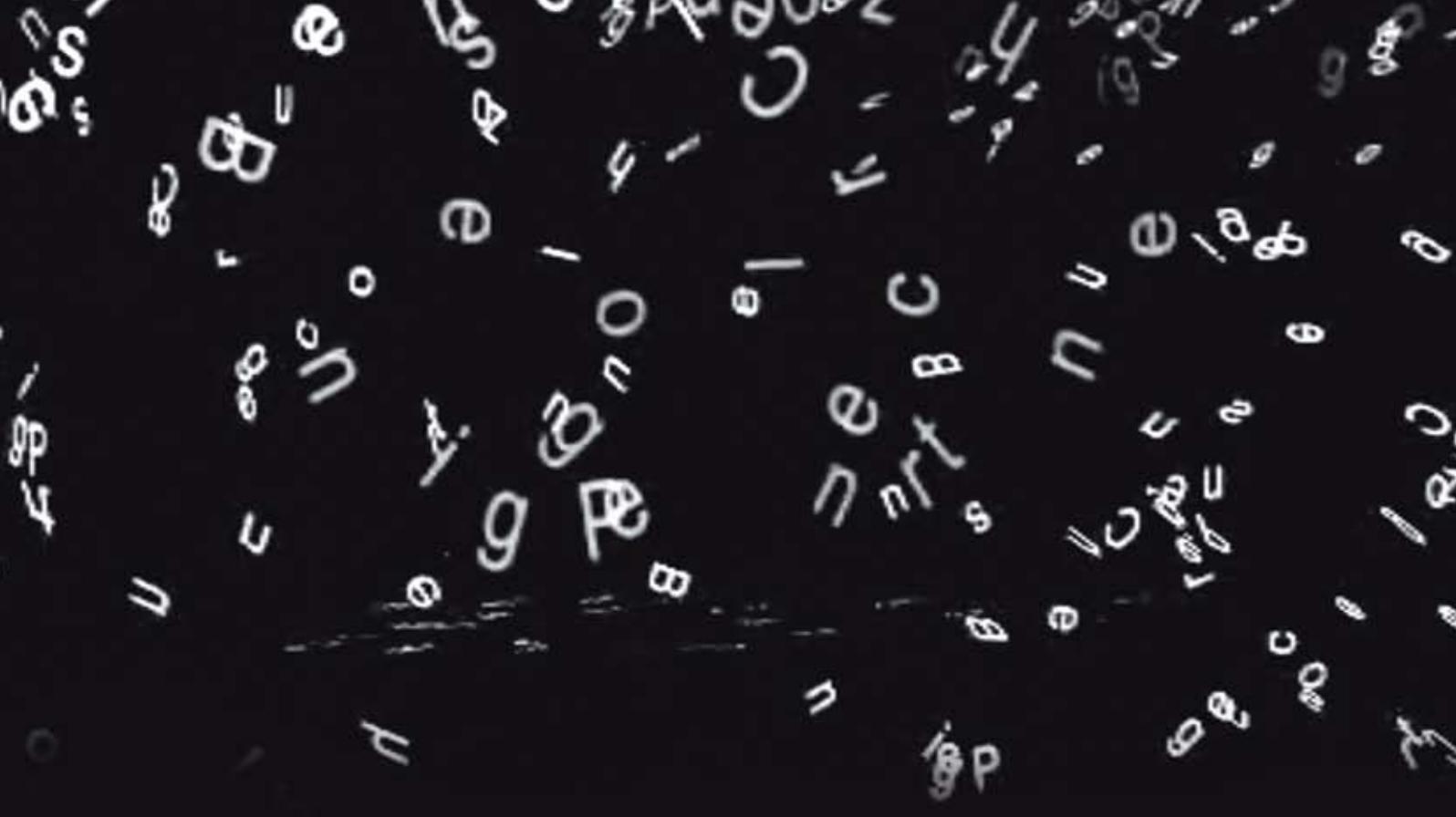
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