



Communities

- Lesson 1: Family passport
- Lesson 2: Cultural diversity
- Lesson 3: Food from other cultures
- Lesson 4: People who help in our community
- Lesson 5: The local community
- Lesson 6: Then and now
- Lesson 7: Journeys around the world
- **Lesson 8: An ideal community**
- Lesson 9: Caring for the environment
- Lesson 10: Community project

Lesson 8: An ideal community

 45-60 mins

Aim

To help children consider and value the needs of a community or society.

Learning outcomes

Children should be taught:

- to share their opinions on things that matter to them and explain their views;
- to take part in discussions with one other person and the whole class;
- to recognise choices they can make;
- to agree and follow rules for their group and classroom, and understand how rules help them;
- to appreciate that people and other living things have needs, and that they have responsibilities to meet them;
- to realise that they belong to various groups and communities, such as family and school;
- to value and consider the needs of a community or society.

Resources

- Paper, pencils
- Picture stimuli – these can be taken from an image search engine, such as Google Images, and projected onto a whiteboard.

Activity

Introduce the lesson by setting the scene of a disaster. Tell the children that they have been involved in either a shipwreck, a plane crash, an earthquake or a tsunami. If needed, use the Newsround website to show footage of news stories: <http://www.bbc.co.uk/newsround>

Tell the children that they are stuck in the place where the tragedy has happened. They have survived the disaster and will need to create a new community. Ask them what they must take into consideration when planning their new community. Points that may be considered include:

resources, food, safety, shelter, rescue, daily tasks, disagreements, rules, broken rules, leadership, spare time, money and organisation.

Lead the discussion, posing questions to help the children with ideas, asking:

Key Questions ?

What would you do?

What kind of community would you build to ensure your continued survival?

Ask the children to describe their ideal community by drawing pictures and writing descriptions.

Divide the class into small working groups to consider a particular part of the community, for example, one group could think about what they might do for shelter, whilst another group could think about food.

Finally, ask the groups to present their ideas to the rest of the class.

Further suggestions

Use a picture stimulus of the disaster, so that the children can visualise what has happened to them.

Use a picture of the place where they need to build their community.

Ask the children to draw pictures and label things to be included in the community.

Differentiation

SEN: Children could use prompts to structure their responses (resources, food, safety, shelter, rescue, daily tasks, disagreements, rules, broken rules, leadership, spare time, money and organisation).

More able: Write a diary entry as a survivor to consider the feelings of the people involved.