



## Changing faces, shaping places

### Lesson 1: Have I got news for you?

#### Key ideas:

- a) Migration is reported in different ways in the media.
- b) Debate exists over whether borders be open to all migrants.  
OR
- c) Strategies can be employed to promote community cohesion between migrant groups and existing communities.

#### Starter activity:

*What's in the news?*

This activity overlaps with work which pupils may have done in English or other related subjects. Students are asked to sort newspaper headlines into piles of 'fact', 'opinion' or a 'mixture of both'. Once they have done this, they can discuss what images of migration and migrant groups are portrayed in the media. Gifted and Talented pupils could begin to consider why the media might portray migrants in this way. However, all pupils should be introduced to and be able to challenge the ideas of stereotyping.

#### Main activity:

*Should borders be open? OR Community cohesion*

For the main activity, two alternatives are provided. This allows the teacher to focus in on an issue or activity which will be most relevant to their pupils.

The first activity asks pupils to use the information in the BBC News article [Viewpoints: Should borders be open?](#) to research and represent the opinions of one of eight commentators in a debate.

In leading this debate, you might find it useful to refer to the online tutorial on Controversial Issues in the Key Stage 3 Resources section of the Geography Teaching Today website. This tutorial will give you ideas and tips for approaching the topic and debate.

In the second activity, pupils use the definition of *community cohesion* and the images on the PowerPoint provided to explain how different approaches might promote community cohesion and cultural understanding between cultural groups. Gifted and Talented pupils may want to research the history of the Notting Hill carnival as an example.

#### Plenary:

*What do I think? OR Mission statement*

The plenary for this lesson will depend on whether the debate or picture analysis is the route taken. If pupils have undertaken the debate, they use the worksheet to structure their own feelings about the debate on whether borders should be open or not. For those who have undertaken the picture analysis and discussion on community cohesion, pupils write a mission statement to summarise their views on the best ways to promote community cohesion and cultural understanding.