

Unit 3 A point of view

1. Whole class instruction

Objective: To introduce children to the idea that people who live in villages see the world differently from those who live in cities.



1.1. Go to textbook pages 4-5

“Does everyone see out region in the same way? Do you think people who live in the countryside see it in the same way as those who live in towns and cities? ”

- ▶ First you will need to establish what ‘countryside’ means and then in general terms what is meant by a village and a city. No need to be too specific, just expressions like ‘places with lots of fields’ and tiny places with a few houses and ‘big places with lots of shops and houses’.

We have a number of videos of cities, towns and villages which may help you if people are unsure of what villages look like. Choose from the video gallery.

1.2. Go to Creative Topics

“Suppose you were in a village. Looking at the diagram, when would you go to the city, and what for?”

- ▶ The idea that you normally move locally for shops, but that shops may not exist in the countryside and so journey times and distances might be longer. Then reverse the idea. Because 90% of the population is urban, many children may not have experience of the countryside at all. This is an area that may require considerable help from you so that children understand the needs of different communities.

2a. Group exploration

2.1. Many perspectives

- ▶ Begin to discuss the idea that living in the countryside may be different from living in the city. For example journeys might be longer, so people might have to spend more on travel; there might not be public transport, so travel costs may be higher. People in villages may have to travel to cities for work each day.



2b. Literacy activity

- ▶ Children should write up “How I see the city from my home in the countryside” and then “How I see the countryside from my home in the city”. They can write this in two columns side by side. In this way they can begin to make balanced statements for comparative purposes (for and against).

Look at your own area to choose village and a city example. Then you have real roads to talk about and so on. See further work below for amazing possibilities.

3. Plenary session

- ▶ Get children to say what they think they have learned and present it perhaps on the whiteboard or in their own books.

4. Further work/homework

- ▶ It would help greatly if some children and their families would take videos for you all to look at either using a smartphone or a camera (most still cameras have video capability nowadays). Some might choose a drive in, some might choose a drive around a village and so on. They could then all be uploaded to U-Tube and the whole school could look at them at home as well as in class.