Who do we think we are?

Lesson 3: What do landscapes mean to me?

Key Ideas:
   a) To appreciate that landscapes have meaning
   b) To identify and explain our favourite landscapes
   c) To explore what different landscapes mean to different people.

Starter activity:

Using the interactive video clips, students match the description of a landscape with words to describe that person's identity. Students should start to think about why the people in the video clip identify with specific landscapes. Following the activity, students work in pairs and discuss their favourite landscapes and what they mean to them. Individuals can be asked to share this information with the class.

Main activity:

For the main lesson activity, students use the landscape map worksheet provided to map their meaningful landscapes. This should involve drawing and annotating or describing what the landscapes are like, and explaining what the landscapes mean to them and why. The worksheet is purposely without direction so that students can approach the activity however they chose. At the top end there may be connections between landscapes, or diagrams to show how landscapes have changed over time. The teacher should encourage the students to think about whether the chosen landscapes reflect or make up part of their identity and if they do, how.

Plenary:

Using the photo sheet provided, which shows images of different landscapes, students can suggest which sorts of people they think would identify with each landscape. The teacher should encourage students to consider the person's age, gender, culture, previous experiences, etc. while completing the task. The teacher could also provide students with a photo of the local area for this task.

Students' differing opinions, backed up with sound reasoning, should be explored to highlight the fact that different landscapes can mean different things to different people. A discussion about the problems of stereotyping could also result from this activity.

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