**1.1 What is a community?** SB pp. 8–9

**LO 1** To appreciate what diversity is.

**LO 2** To appreciate the benefits of diversity in the UK today.

**Objectives**

|  |  |  |
| --- | --- | --- |
| **Class:** | **Date:** | **Last lesson:** |
| **G & T pupils:** | **SEN pupils:** | **M:** | **F:** |

# **Connect**

Students discuss the following questions:

* *What does ‘living together in the UK’ mean in practice? What does another student think it means?*
* *Does your local area have a good sense of community?*

# **Activate**

 **Worksheet 1.1a: Thinking about diversity**

* **Memory challenge:** students work in pairs to memorise as many of the 12 key words as they can in three minutes.
* **Extra support:** certain pairs only memorise **four**

words.

* **Class competition:** pairs compete to say/write all 12 words in the shortest time.
* Students write definitions of ‘**diversity**’ (when lots of different things are part of a whole) and ‘**cohesion**’ (when people stick together).

# **Demonstrate**

 **Worksheet 1.1a: Thinking about diversity**

* **Diversity competition:** each student finds 2 different students for as many of the

15 categories as they can (time limit: 7 minutes).

The winner is the student who fills the most boxes.

* **Class discussion:** using the worksheet as a prompt, students choose another classmate and name **one similarity** and **one difference** between themselves and their classmate.
* Students discuss the following questions:
	+ *What’s the best skill/knowledge you’ve learned from someone who’s different from you?*
	+ *How relevant are online communities to you?*
	+ *What would supermarket choices be like if we were only sold foods produced in the UK?*
	+ *Why is it useful to have teachers who were not born here working in this country?*

# **Consolidate**

 **Worksheet 1.1b: The benefits of diversity**

* Students look at ten benefits of diversity and tick any they have experienced personally, giving examples.
* **Small-group activity:** students share their answers, giving more detail about them.
* **Class feedback:** a spokesperson from each group summarises the benefits of diversity in the UK.

**Extra challenge**

Ask more able students: *Do communities provide enough activities and services for teenagers? Explain your answer.*

## **Recommended websites**

[www.stonewall.org.uk](http://www.stonewall.org.uk/) [www.muslimyouth.net](http://www.muslimyouth.net/)

## **Homework**

Make a list of **at least six communities** that you/ someone you know belongs to. (Examples: athletics club, Wales, school)

**Theme A Living together in the UK**

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