

Part 4: My Scotland/Our Scotland

This session:

- Introduces the ideas of national identity and patriotism.
- Connects stereotypes and 'Scottishness' and discusses what it means to be Scottish.
- Sees the children create a map and a promotional poster for the Scotland they are proud of and want to live in – connecting who we are with where we live.
- Asks the children to survey five peers.

In advance of the session:

The children will have thought about how stereotypes have affected their lives by writing or drawing in their sketchbooks. Check this has been completed informally before you start so that no-one feels on the spot if they haven't done it. Even if they haven't, they might be able to contribute verbally after others have shared their drawings or stories.

Set up:

You will need to establish part of the room as the studio.

Children will also need tables to work on.

You will also need:

- A4 paper
- Glue sticks
- Pencils/pens/markers
- Copies of Scotland map (2-3 children per group)
- Copies of the Peer Survey Template (A3)
- Camera + photo studio equipment
- Video camera or mobile phone with video recording capabilities

Outline

<i>Time</i>	<i>Detail</i>	<i>Word Wall</i>
15-20 min.	<p>Newsround + Recap Open the session with a Newsround so that the children can share any bits of news that have happened since the group last met. This is just a chance to catch up with everyone and for the facilitator to be aware of any big changes the children might choose to share.</p> <p>The group has now met four times to talk about human dignity, children’s human rights, identity and pride, heritage and traditions, and culture, prejudice and stereotypes. Review the activities the group has done so far and take a look back at their images of stereotypes from last session. Ask the children to share what they wrote/drew about stereotypes in their sketchbook.</p> <p>In this session we will look at our country, Scotland. What makes us who we are and what does it mean to be Scottish? What kind of country do we want to live in? How can we make this a reality? What needs to change?</p>	
On-going	<p>Photo Studio As in the previous session, if the children have objects/photographs to photograph or scan, then they can be doing so while the rest of the group works on the following activities.</p>	
30-40 min.	<p>A Visitor’s Guide to My Scotland Tourism is a big industry in Scotland, with many companies taking tourists to see castles and lochs, play golf and listen to the bagpipes. However, the things they highlight on their tours might not be the same things that you would recommend to people or that make you proud to live in Scotland. Based on our personal experiences and interests, we are going to create a tour for someone visiting Scotland for the first time.</p> <p>In pairs, have the children think of 5 to 10 places or activities that they think are cool/interesting/important for a visitor to Scotland to do. (E.g. the big red flat hills in West Lothian because they are left over from our industrial past or the Elie Chain Walk because it’s a fun and challenging activity outdoors). Encourage everyone to contribute and make sure everyone has something on the list. It can be as wild (or as sensible) as the group wants!</p>	Nationality Patriotism

Using the Map of Scotland Template, the children should mark their selected places/activities on the map with a symbol, create a route between them and colour in the map.

When the children have completed their maps, ask them to share their tour of Scotland with the group.



25-35 min.

Promotional Posters


In the last session we talked a lot about stereotypes – what are the stereotypes about Scotland and Scottish people? Do you think these stereotypes are positive or negative? Do you like/dislike the way Scotland and Scottish people are portrayed? Do you think they impact the way people from other places view us and our country? How would you like Scotland to be portrayed instead?

The children will choose an aspect of Scotland or Scottishness of which they are most proud or with which they most identify and make a promotional poster to share this idea with others. Posters should include an eye-catching image and an attention-grabbing slogan.

This task can be done individually, in pairs or in small groups, depending on how the group works best.

When all the posters are complete, share them with the group.

Here are some examples from children in our first Me + Us group.

		
<p>45-60 min.</p>	<p>Word Wall Video</p> <p>In our five sessions so far, we have covered lots of different topics, had lots of discussion and taken part in many different activities. Now is the chance to share what we've learned or what has impacted us the most through video.</p> <p>Ask the children to look at all of the words on the Word Wall and to choose one that strikes them as important and has particular meaning to them. In pairs, they will film each other talking about their chosen words and these clips can be edited together to show parents/teachers/community members what we have been talking about in Me + Us.</p> <p>Some questions to help the children think about what they want to say:</p> <ul style="list-style-type: none"> • What does this word mean? • Why is it important to you? • How does it relate to your life? <p>This should be more than just a definition – ask the children to share an experience relating to the word, how it made them feel and what they think about it now.</p> <p>A link to the children's video from the first Me + Us project is available below. It is okay to show this video to your children later, but allow them to make their own first so they are not influenced by other children's opinions or stories.</p>	
<p>15 min.</p>	<p>Peer Surveys</p> <p>For the next session, the children will survey five of their peers – brothers and sisters, friends, classmates – using the Peer Survey Template provided (or feel free to create one of your own).</p> <p>There are spaces for four questions so the group needs to agree on the questions they will be asking. Think back to all of the things we have covered so far in Me + Us and</p>	

	<p>brainstorm a list of possible questions. What do you want to find out from your peers? Are there specific topics that have been particularly interesting to discuss? Are there any specific issues in your school/community that you'd like to address?</p> <p>Once the group has agreed upon the four questions they would like to ask, have them write them into the corresponding boxes on the survey sheet.</p> <p>Remind them that these are to gather information from their peers, so they should try to get more than one word answers to their questions!</p>	
15-20 min.	<p>How is going so far? This is a chance to review what you've done today – ask about the words on the Word Wall, their favourite activities, what they've enjoyed/not enjoyed.</p> <p>For next time, the children should complete their peer surveys.</p> <p>All objects and photographs should be on the computer by this point so the children can begin work on their final self-portrait.</p>	

This session requires the following Me + Us props or resources:

- Map of Scotland Template
- Peer Survey Template