

NEW NEIGHBOURS
 A Topic Outline
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Teacher informs class that they are to have opportunity to become designers and builders of a new development of Family Homes which is planned for the local area. (If appropriate an actual site may be identified and 'surveyed'.)

Storyline	Key Questions	Pupil Activity	Class Organisation	Materials	Outcome
1. The Houses	<p>What, do you think, makes a 'good' family house?</p> <p>How can each group show these features in their design?</p> <p>How should we write 'FOR SALE' adverts for our houses? (Class need to decide on a name for their street of houses.)</p>	<p>a) Pupils brainstorm ideas and teacher compiles a list of features.</p> <p>a) Working in groups pupils create designs for their houses – 2d visual showing house front, garden etc. and plan of interior layout, or 3d model. Houses are displayed in a street frieze or model layout. Note that the teacher should also make a house for the frieze or model.</p> <p>a) Each group writes an advert for their house which includes a full description. (Pupils may first refer to examples of house adverts in a newspaper.)</p>	<p>Class</p> <p>Groups of 4-6 which later will become family groups.</p>	<p>Flip-chart</p> <p>Papers, card, collage materials, scissors, glue sticks etc. Boxes for 3d models if desired.</p>	<p>Discussion: expressing ideas -> wordbank of features</p> <p>Frieze or model showing variety of house styles.</p> <p>Functional writing in form of advertisement.</p>

2. The Families	<p>What kind of families will buy our houses?</p> <p>What can you tell about your family?</p>	<p>a) Each group creates the family who move in to their house. Each member of the group makes a person in the family. (Little People collage figures or head and shoulder portrait faces)</p> <p>a) A simple biography is compiled for each family member and the group agree on a family name.</p> <p>a) "Little People" are displayed in family groups beside the house of their choice. Pupils introduce their character using the biography they have written. These are also included in the display.</p> <p>Families may include pets but these are 'extras'!</p>	<p>Group discussion of family members then individuals</p> <p>Individuals then group</p> <p>Individuals or a group leader</p>	<p>Paper, fabrics, wool etc for making 'Little People'</p> <p>Cards for biographies (also list of information required – for example: name, age or d.o.b., place in family, job, two words to describe personality.</p> <p>Large sheet of coloured paper for background and pocket for biography cards.</p>	<p>The figures of the family characters.</p> <p>Imaginative writing : biographies.</p> <p>Family groups are displayed beside the house of their choice.</p>
3. Moving in!	How do you think your family will manage their move to the new house?	a) Each group discusses the move thinking about the characters they have created. Their ideas are shared with the class.	Family groups Class	Flip chart	Oral discussion Oral reporting

		<p>a) In the role of their own family member pupils write the story of the removal. (These may be illustrated with drawings – cartoon style.)</p> <p>a) These are presented to the whole class and included in the wall display.</p>	Individuals Class	Writing paper, crayons and markers	Narrative writing in role of family member.
4. Settling In	<p>How will the families settle in to their new homes? Likes? Dislikes?</p> <p>How will the people in the families get to know each other? Will they make friends or could there be problems?</p>	<p>a) The family groups brainstorm their ideas and consider pros and cons for different family members.</p> <p>a) Each group creates a chart recording their ideas.</p> <p>a) Groups suggest ways in which characters from different families might meet. Ideas are shared with class.</p> <p>a) Pupils find a partner from another family group and improvise a dialogue between their characters.</p> <p>a) Each pupil writes about this meeting – script format, narrative with direct speech or diary entry.</p> <p>a) The teacher tells the children about the family who will move in to the empty house – this could be a family from another country</p>	Family groups Class Pairs Individuals Class	<p>Paper and marker pens</p> <p>Writing paper</p>	<p>Discussion</p> <p>Chart of pros and cons</p> <p>Imaginative writing in form of script, narrative or diary entry.</p> <p>Listening</p>
5. The New Neighbours	Who comes to live in the empty house?		Class		

	<p>What do you think the new neighbours look like?</p>	<p>or a family with a disabled child - blind, deaf, or in a wheelchair. Teacher reads a passage she has prepared giving detailed information but avoiding physical description.</p> <p>b) Pupils create life size figures of the 'new neighbours'. One family member per group. These characters are added to the display.</p> <p>c) Each group builds on information given to create a biography for their new character and creates a 'thinks bubble' or 'speech balloon' indicating their feelings about coming to the new house.</p>	<p>Groups</p>	<p>Large sheets of paper 'Draw round a child' to create life size shape or simply make head and shoulder portrait and use 'real' clothes.</p> <p>Paper cut to shape for 'thinks bubbles' and 'speech balloons'.</p>	<p>Life size portrait figures</p> <p>Imaginative writing</p>
<p>6. Special needs?</p>	<p>Will it be necessary to make any special arrangements before the new family can move in?</p>	<p>a) Class discuss special needs – for example a wheel chair user may require ramps.</p> <p>b) Groups suggest changes indoors and outdoors and show these in 2d or 3d forms.</p>	<p>Class</p> <p>Groups</p>	<p>Flip-chart</p> <p>Paper, card, boxes etc</p>	<p>Discussion</p> <p>Models, drawings etc.</p>
<p>7. Welcome</p>	<p>How will the families welcome their new neighbours? Do you think any problems could</p>	<p>a) Class discuss ways in which their family could make the new neighbours welcome,</p>	<p>Class</p>	<p>Flipchart</p>	<p>Discussion</p>

	arise?	also consider what they would like to know about the new family – a list of questions may be compiled. Each group takes up one idea and develops the story. This can be presented as a drama, narrative, picture story.	Groups and individuals	Such materials as groups require.	Presentation of stories.
8. Celebration	How will the street celebrate the arrival of the new neighbours?	<p>a) Pupils plan a street party to welcome the new neighbours and write invitations, plan refreshments, entertainment etc. (Parents may be invited to attend.)</p> <p>b) Each group takes up one idea and develops the story. This can be presented as a drama, narrative, picture story.</p>	Class, groups and individuals	Such materials as the event requires.	The Party!
9. Review	<p>What do you think we have learned by taking part in this Storyline? What did you enjoy most? Was there anything you did not enjoy? What might be changed in future? Is there anything yet to learn?</p>	<p>a) Class discuss their reactions to the topic and recollect the different episodes. Teacher notes their comments and suggestions.</p> <p>b) Individuals write their personal reactions</p>	Class Individuals	Flipchart Writing paper	List of learning also pros and cons Evaluations