## New Neighbours A Topic Outline

The original Topic outline by Steve Bell, Storyline Scotland

Storyline	Key Questions	Pupil Activity	Class Organisation	Materials	Outcome
1. The families	Can you show me who is in your family and how your family looks?	The teacher demonstrates a technique for making a visual/collage of the members of the family. Each student then makes a figure to represent a member of the family after discussion with the family group.  These figures are then displayed as a family group.	Class Large group and then Individuals.	Scrap cloth and wool	Collage models of members of the family
	Who are these people that you have created?	The teacher asks each student to write a biography on a small card and place it beside the figure it describes. The information should include.  Name date of birth Job Position in family Interests/hobbies Personality (three words to describe this)	Individual	Small card for biography	Biography lists
	I would like to know who is who. Can one person from each family introduce their family to us?	One student from each family introduces the whole family to the class using the information on the biography cards.	Individual and class		Introductions
	If I choose one of these figures how would you describe his/her appearance?	Brainstorm a physical description of one figure in the display. The teacher writes the results on the flipchart.  This input from the students is then used to create a list of criteria for an effective physical description – clothes, height, build, hair colour and style, distinguishing features, accessories etc  One student is then asked to describe a person from one of the families using the structure the class has created. The other	Class Individual	Flip-chart	Designing a structure for physical descriptions

		students try to guess which person is being described. A physical description is then written on small cards for the person constructed by each student.		Small cards	A physical description for each character.
2. Their homes.	The families all live on the same street. What do you think their homes look like?	On a large (2m) length of background paper the class build a collage of a background for the street.	Class	Large frieze paper or frieze built from large sheets of green paper.	Landscape of river area.
		Each family group then makes a home and places it on the frieze.	Family group		Family homes
		THE TEACHER ALSO MAKES A HOME AND PLACES IT IN THE MIDDLE OF THE ROW OF HOMES.	One person from each family group		
		Each home is then presented to the rest of the class.			
		THE TEACHER EXPLAINS THAT HIS/HER HOUSE IS EMPTY AT PRESENT.			
3. Daily life	What is the pattern of daily life for the characters you have made as members of the family?	A family discussion which leads to a daily diary being written or drawn for each family member.	Family group Individual		Daily diary
	Who are your best friends in the street and why?	Children discuss who are their friends and say why.	Individual		Choice of friends and lists of criteria for friendship
	Is there a person in the street that you don't like? Why?	Children discuss the criteria for not liking someone.	Individual		List of criteria for people we do not like
	Who would you like to have as new neighbours and why?	Pupils discuss the qualities of neighbourliness in family groups and present their results.	Family group		List of criteria for neighbourliness

4. Incidents	What are the kinds of incidents or events that would affect the daily routine?	The class brainstorms a list of incidents - For example - Someone takes ill There is a celebration – a birthday, wedding, anniversary etc. A Street party	Class Individuals Family groups.	Materials dependent on the planned activities.	List of incidents  The list is used by the teachers for many activities-  Storywriting Writing letters/scripts/diaries Making maps and plans Problem tackling Role playing  Finding information Interviewing Question designing Creating hypotheses Testing these Researching Making models and pictures Comparing and contrasting Discussing and debating Evaluating their work Using practical math skills Making music
5. The visitors	How effective would our solutions be?	An expert is invited to give a personal view on the solutions the students have designed by answering all the questions that have arisen.	Class		The Students' questions are answered .
6 The Review	What have we learned and what questions still need answering?	Learners review what they have learned and list any questions outstanding.			A review list is compiled and new questions listed.