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## AIM

Community land ownership has brought new hope to communities across Scotland. In this lesson pupils will look at examples of communities who own their land. Then they will think about what their own community looks like and why it is important.

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## KEY QUESTIONS

- What is a community?
- What does a community look like?
- Why are communities important?

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## SKILLS

- Listening and talking
- Group working
- Creating a diagram

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## TIMING

- 50-60 minutes

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## CURRICULUM AREA

- Literacy
- Social Studies
- Health and Wellbeing

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## RESOURCES

- Gallery 1 - community
- Community cards printout



# COMMUNITY\* LAND SCOTLAND

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## STARTER: ELEMENTS OF A COMMUNITY

Ask the pupils to think about the question, "What is a community?" There is a definition in the Glossary. Show ppt 1 photos of CLS communities. Tell pupils that these are examples of communities in Scotland.

Put pupils into groups. Hand out sheets of paper. Ask groups to note down what they think are the elements of a community. Examples might include a shop, a cafe, a school.

Allow 5 minutes for discussion then bring pupils back together and note suggestions on the board.

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## DEVELOPMENT - MY COMMUNITY DIAGRAM

Tell pupils that they will now draw their own community diagram. Show a concentric ring diagram. Demonstrate how the closest part of the community, such as family or friends, go in the middle and the wider community, such as shops, on outer rings.

Pupils can cut out the prepared community cards and place them on their own diagram or write them in. Pupils may also add their own ideas, such as friends, clubs, or hobby groups, on the blank cards. Emphasise that there is no 'right' answer. Share and discuss pupil work. Ask why they made their choices?

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## PLENARY

Ask pupils to think about why communities are important. Make a note of suggestions and put them on display.

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## AIFL STRATEGY

'Exit Pass' as they leave the lesson ask pupils to give a reason why they think community is important.

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## SUCCESS CRITERIA

Pupils know what a community is and can say why they are important.

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## DIFFERENTIATION

This lesson can be done with drawings or mind maps. The cards could be used for initial ideas. Able readers can be paired with non-readers.

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## EXTENSION

Make a display including the pupils' diagrams (or one for the school community), key questions, vocabulary and definitions. Pupils could also make a banner for the topic. One letter each - Community Land Scotland (assuming you have 20 pupils!)

COMMUNITY CARDS

Family	Neighbours	Scouts	Supermarket		
Friends	Doctor	Sports club	Library	Play park	Elderly care home
School	Police	Local shop	Playgroup	Ferry	Hospital
Church	Pub	Swimming Pool	Dentist	Hotel	Gym
Hairdresser	Cinema	Leisure centre	Shopping centre	Nursery	Petrol station