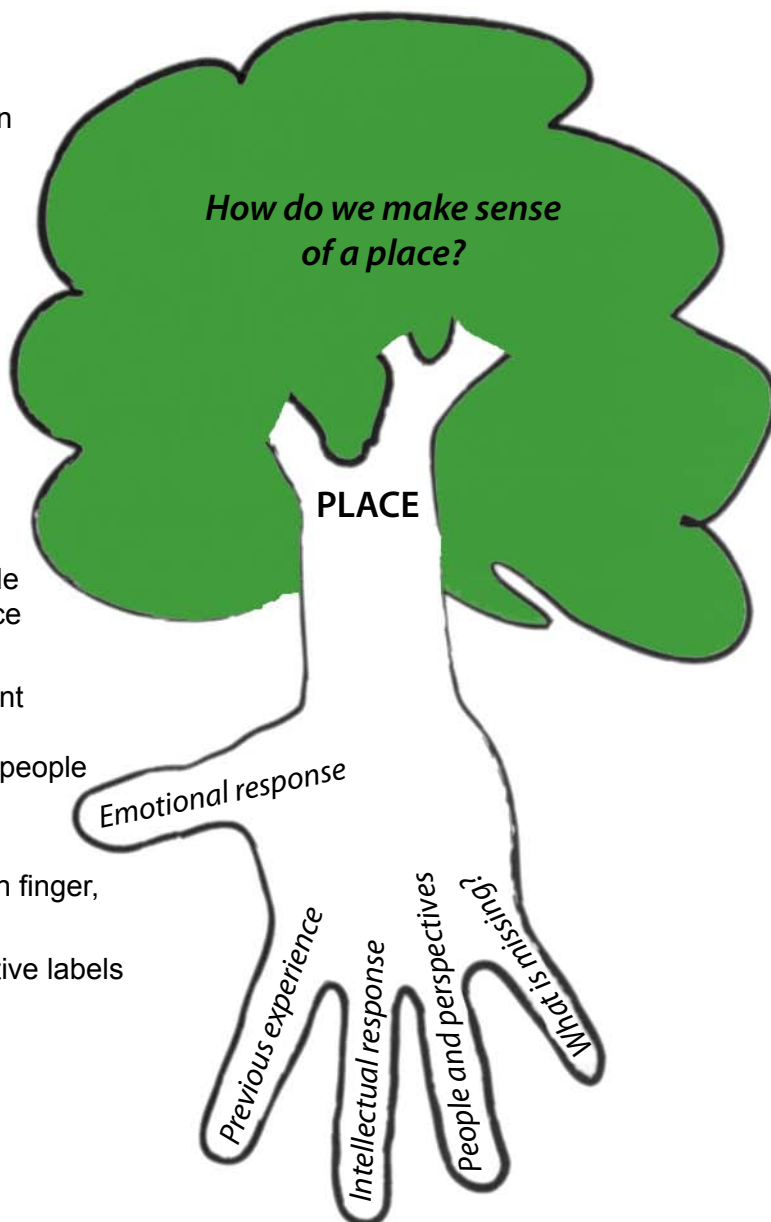


HOW DO WE MAKE SENSE OF A PLACE?

CPD ACTIVITY

Places are complex: distant ones no less so than places which are familiar to us. This activity invites teachers to explore their own responses to places which have left a profound impact on them.

- Firstly, teachers will need a minute or two to identify a place which is significant to them.
- Placing one of their hands on a sheet of A4 paper, with fingers spread and the middle finger touching the top edge, they draw around it.
- They then turn the sheet of paper around, and draw a tree growing from the 'roots' made by their fingers. The tree represents the place itself.
- Each finger is labelled, representing a different dimension of people's response to the place: emotional, previous experience, intellectual, people & perspectives, a 'thumb' for any other key elements.
- Participants think about what will go into each finger, and share their thoughts with a partner.
- During feedback, they might suggest alternative labels for the fingers.



Teachers then use the fingers as a checklist for their teaching, for example:

- **Emotional response** – *how are we enabling children to make an empathetic and personal connection to the place?*
- **Previous experience** – *what spaces are we offering children to share prior knowledge of this place, or experiences of other places which offer insights?*
- **Intellectual response** – *how will we help children think critically about what they are discovering and experiencing? To question? To consider questions about fact and opinion in information sources?*
- **People and perspectives** – *are we offering a broad range of perspectives from and about the place, including from people who live there?*
- **What is missing?** – *what else will children need or want to learn?*