

Lesson outline - Modern Studies Teacher notes

Learning outcomes

By the end of this lesson, the students will have discussed how inequalities affect people in Glasgow and can compare this to other cities. Students will be challenged to think about different groups and how different indicators interlink to create solutions/more problems.

The research/use of the Glasgow Indicators project designed to help students:

- empathise with those who are involved
- put themselves in the shoes of decision-makers
- develop their debating, analytical and presentation skills
- understand the different perspectives involved.

Step 1: Explore the issues

- Watch [Miniature Glasgow](#) to find out about Glasgow and the different groups that make up the city
- Using the Indicators website (www.understandingglasgow.com) click on key topics then discuss as a class- ask students to rank in order

Step 2: Use the Information

- In pairs, each pair should research an indicator then present 3 key pieces of information to rest of class
- Discussion on links/comparisons within Glasgow and other cities in Scotland
- Go through all indicators taking notes on key lifestyle issues and link to most/least affluent
- Go through similar process with Child Indicators

Step 3 – Present findings

- Poster
- Power point
- Report/extended response for N4/5- adapt to unit assessments
- Essay for Higher- more exemplification the better
- AH Modern Studies- research method evaluation

Modern Studies and UG [film series](#)

GCPH have developed four films which again can be used from N3-Advanced Higher.

Poverty doesn't make an area; it is the community spirit that makes an area."

The four films cover a variety of themes

Working Men

Young Mums

Sense of Place

Bolting Doors Mending Fences

I would use the films as introductions to encourage class discussion but also as exemplification for points made throughout the films

N3-5, I am covering disability/elderly so would use Working Men, Sense of Place and Bolting Doors Mending Fences, however I feel films would suit a variety of topics

I would ask students to take notes on the films as we watched them, just bullet points but then as extended writing ask them to blog their views/feelings when watching films, alternatively ask them to tweet response in 140 characters. The examples of blogs on the GCPH website should help the students develop their own style

Again this is a source which could be identified for use in researching a topic for the AVU unit at all levels. The Assets part of the website will also prove invaluable for researching the varied topics that could be considered under the AVU.

Higher- As an introduction to gender I would use Young Mums and Sense of Place before exploring issues around aspirations/stereotypes, links of poverty to geography gender

Pupils would be expected to take notes when watching films for clear examples to be used in essays and DME, after 2014 this can be incorporated into new assignment/course work for Higher again looking at complex and varied sources

Advanced Higher- I would use Sense of Space and Bolting Doors Mending Fences when we look at environment in terms of causes of crime then impact of crime on communities to give a flavour of what can be achieved, in many ways to encourage discussion rather than a formal task.

The films, however, could be referenced in dissertations, research questions in the exam and of course essays. After 2015 when Social Issues will also be an Advanced Higher topic all four films will take on greater relevance and hopefully even be updated.

Assets touch on a number of key issues for Advanced Higher courses and dissertations and should allow students to further develop their own research.

Relevance to examination at different levels

Higher Modern Studies

The exemplification is useful for Higher essays and background knowledge essential for the DME - the Understanding Glasgow and related websites provide all of this and should encourage students to research and analyse information to reach balanced conclusions.

Advanced Higher Modern Studies

A key question asked is the information a reliable source for a researcher?

Using the indicators website (Understanding Glasgow) and GCPH research papers students should be able to evaluate the source by answering these questions.

- Is the information from a reliable source?
- Any evidence of bias/exaggeration?
- Could this research be repeated?
- What conclusions can be drawn?
- Any ways to present the information more clearly?

The range of information/tables/text allows students to compare sources and answer these questions using Understanding Glasgow or the GCPH website for examples.

Also Assets very much linked to Law and Order Option with case studies on Turning Point, Routes out of Prison

As the new Advanced Higher is developed and Social Issues replace European Union the report/statistics/blogs will become a huge resource for Modern Studies students.

National 4/5

Inequality issues similar to Higher, but for the National 5 assignment students must produce evidence of their research which could be a snapshot of a webpage or a table etc and GCPH web pages would be ideal.

Again with reference to the AVU at N4/5 the plethora of statistical resources and reliability of resources would be useful to point out to students but again teachers must be careful not to direct students too much as they must produce/find their own sources to fulfil the assessment arrangements.

Relevant web resources for Glasgow

Understanding Glasgow (Glasgow Indicators project) - www.understandingglasgow.com

Glasgow Centre for Population Health web site - www.gcph.co.uk

GoWell – 10 year research study into effects of regeneration on health and wellbeing - <http://www.gowellonline.com>

The Glasgow Story – provides historical perspective
<http://www.theglasgowstory.com/index.php>

Understanding Glasgow [film series](#) and the [assets case studies](#).