

Heritage

Aims

- To understand the diversity of ethnic and cultural identities
- To understand the need for respect and tolerance in a diverse society
- To use a variety of dramatic techniques to explore ideas, issues, texts and meanings


Resources and preparation

- A large space for easy interaction and movement
- Post-it notes
- Three juggling balls
- A large piece of paper divided into 'bricks' or individual sheets of paper which can be stuck together to create a wall

Duration It should take approximately one hour to complete all activities but the lesson can be reduced or extended as necessary to fit the timetable.


Warm Ups Three Ball Sequence, World Map

Activity 1 (20 minutes)

 **Play DVD: Heritage Drama**
This scene from the DVD explores Sam's feelings about her Chinese heritage. Sam doesn't feel a strong link to her own heritage and instead feels more comfortable with the Jamaican culture she accesses through music.

- Arrange participants into two teams (A and B). Team A will be debating that your heritage is important and fundamental to who you are and team B will be debating against this view.
- It may be helpful to establish some ground rules with the group to assist in the success of this exercise. Examples of ground rules are:
 - No whispering, calling out or talking over the top of one another
 - Try to speak in full, clear sentences to get your point across
 - No inappropriate language or name-calling
 - No individual can talk for more than two minutes at a time
- Elect a participant or teacher to play the role of the Chair. Their responsibility is to keep order over the debate. They might like to develop an action that can instantly initiate a 'freeze' response, to be used as necessary throughout the exercise.
- Each side must then prepare a short opening argument giving a statement of their point of view on the topic.
- The Chair states the motion that will be debated (see right).
- Once both sides have given their opening statements, the participants must take it in turns to listen and argue their views and question the views of the opposite team. Everyone should be encouraged to participate either by stating their belief or by asking a question. For less-able groups some preparation work may be necessary. The link below provides more advice on how to structure a debate in a classroom context.

“ This House believes that it is important that a person's cultural heritage is not just identified but also celebrated and is fundamental to their being. ”

 **Link**
news.bbc.co.uk/cbbcnews/hi/newsid_4610000/newsid_4614700/4614743.stm

 **Play DVD: Heritage Response**

- Finish the activity by discussing the views of the young people involved in the making of 'Hitting the Heights'

Plenary (10 minutes)


Encourage students to take one minute to discuss the key points from today's session with a partner and decide on the most important one and why (give focus to the 'why'). Then ask each pair to stand up and feedback their thoughts, with clarity, to whole class.

Extension activity (optional)

Organise a display or exhibition to be displayed somewhere in the school celebrating the diverse heritage of the pupils and teaching staff. It could include traditional dress, songs, dance, images and even food.



Activity 2 (20 minutes)

- Read aloud Benjamin Zephaniah's poem *The London Breed*.
-  The poem can also be downloaded from http://newsweaver.co.uk/teachersnetwork/e_article000301528.cfm
- Arrange participants into four groups and request they find a space.
- Each group will analyse a stanza, paying particular attention to imagery, the use of language and meaning.
- Each group will then be asked to present a short (one minute) physical presentation, using everyone in the group and dramatising a key moment.
- As each group presents their work, encourage constructive criticism.
- Staying in the same groups, allow further time for participants to devise their own ensemble poem with a focus on heritage and culture, from their point of view and through their eyes.



The London Breed Benjamin Zephaniah

I love dis great polluted place
Where pop stars come to live their dreams
Here ravers come for drum and bass
And politicians plan their schemes,
The music of the world is here
Dis city can play any song
They came to here from everywhere
Tis they that made dis city strong.

A world of food displayed on streets
Where all the world can come and dine
On meals that end with bitter sweets
And cultures melt and intertwine,
Two hundred languages give voice
To fifteen thousand changing years
And all religions can rejoice
With exiled souls and pioneers.

I love dis overcrowded place
Where old buildings mark men and time
And new buildings all seem to race
Up to a cloudy dank skyline,
Too many cars mean dire air
Too many guns mean danger
Too many drugs means be aware
Of strange gifts from a stranger.

It's so cool when the heat is on
And when it's cool it's so wicked
We just keep melting into one
Just like the tribes before us did,
I love dis concrete jungle still
With all its sirens and its speed
The people here united will
Create a kind of London breed.



The London Breed from *Too Black Too Strong* by Benjamin Zephaniah (Copyright © Benjamin Zephaniah 2001) is reproduced by permission of PFD (www.pfd.co.uk) on behalf of Benjamin Zephaniah.

The London Breed was commissioned by the Museum of London.