


Lesson Plan (Secondary)	Topic: Perceptions of Uganda	Resources:
	Objectives: Students will be able to understand the idea of 'perceptions' and the issues surrounding them in regard to people from different countries. They will increase their knowledge of Uganda and take steps to learn more about individual students at their link school.	<ul style="list-style-type: none"> ○ 'Fact or Perception' sheet
Starter:		Time: 10 minutes
<ul style="list-style-type: none"> ○ Explore what is meant by the term 'perception'. Discuss what frequent perceptions there are of UK secondary school age students, ○ Explore how those perceptions came to be, how it feels to have perceptions made about people like you, and when it is a good idea to challenge perceptions 		
Main Activities:		Time: 30 minutes
<ul style="list-style-type: none"> ○ Explore what perceptions students currently have about Uganda and its people – put a map of Uganda on the board and have them come up and write ideas on the board. Compare their perceptions with those they believe Ugandan people might have about the UK. ○ Discuss where those perceptions came from, how reliable they are, and how they might influence others. ○ Go through the 'Fact or Perception' sheet and get students to identify which statements are which ○ Hot-seating: have students write down a number of questions that they would ask a pupil of their own age from Uganda to find out more about their life and the country they live in. Then one pupil sits facing the others and answers questions imagining that they are from Uganda. <p>ASSESSMENT PHASE:</p> <ul style="list-style-type: none"> ○ Year 7-9 Write a letter to a student at your link school to find out more about their everyday life ○ Year 10-13 Write a letter to a student at your link school, laying out what everyday life is like for you. Ask them what their everyday life is like and how this is different/similar to how others might perceive the everyday life of a student in Uganda 		
Plenary:		Time: 10 minutes
<ul style="list-style-type: none"> ○ Discussion of stereotypes of individuals and the potential negative issues of discrimination that result. ○ Draw up a charter that sets out the learning points from these activities, e.g. "We will try not to make unfair assumptions about Uganda and are willing to learn from our current perceptions". 		
Homework: <ul style="list-style-type: none"> ○ Pretend you work for the tourist board in Uganda. Research the country and use it to prepare a poster/leaflet encouraging UK students and their families to come and visit. Include a 'Top 5 Highlights' section. 		