

APPENDIX 1

What would you see in Iran?

WHAT DO I WANT TO FIND OUT?

To find out what pupils know about Iran, and to what extent their views might be stereotypical?

Younger learners may not have heard of the country of Iran or indeed be very familiar with any country other than where they live. For this reason, use your professional judgement on the age group for each baseline activity, although we believe that children from about aged 6 or 7 would be able to suggest things they might expect to see – or not – if they travelled to a different country.

HOW DO I MEASURE CHANGE?

Complete this activity before exploring **The Shahnameh Box**, including reading *The Phoenix of Persia*, and the learning activities in the Teacher Resources. Then repeat the activity again, either at an interim period or at the end, and analyse any changes that have occurred by a comparison with the first activity results.

Look for a greater balance in pupils' responses, showing an awareness of diversity, traditional and contemporary, greater awareness of Iranian culture, and note any other changes in awareness of issues surrounding Iran. For example, how there are rarely positive news stories about the country and how little we know about ancient civilisations outside a narrow curriculum.

RESOURCES

- A blank A3 outline map of Iran for each group. *You may want to first show pupils where Iran is in the world in the context of a whole map/ the globe*
- A map of the Middle East
- Template: *If you visited Iran, what would you see?*

WHAT WOULD YOU SEE IN IRAN?

Timing: 10 minutes

Ask pupils *If you visited Iran, what would you see?*

If prompts are needed, these may be useful, but make sure to use the same ones with all pupils:

- Are there any people? What would they be doing?
What would they look like?
- Are there any buildings? What would they look like?
- What would you see growing?

Ask pupils to draw or write their responses on the blank map. *Younger pupils may need support with writing down responses; if so record responses yourself or ask colleagues or volunteers to be note takers. It's important that pupils don't feel like they are being tested.*

Record any comments made and explanations given that aren't written down by pupils. Make sure all drawings are labelled as you go, so that they can be easily interpreted later.

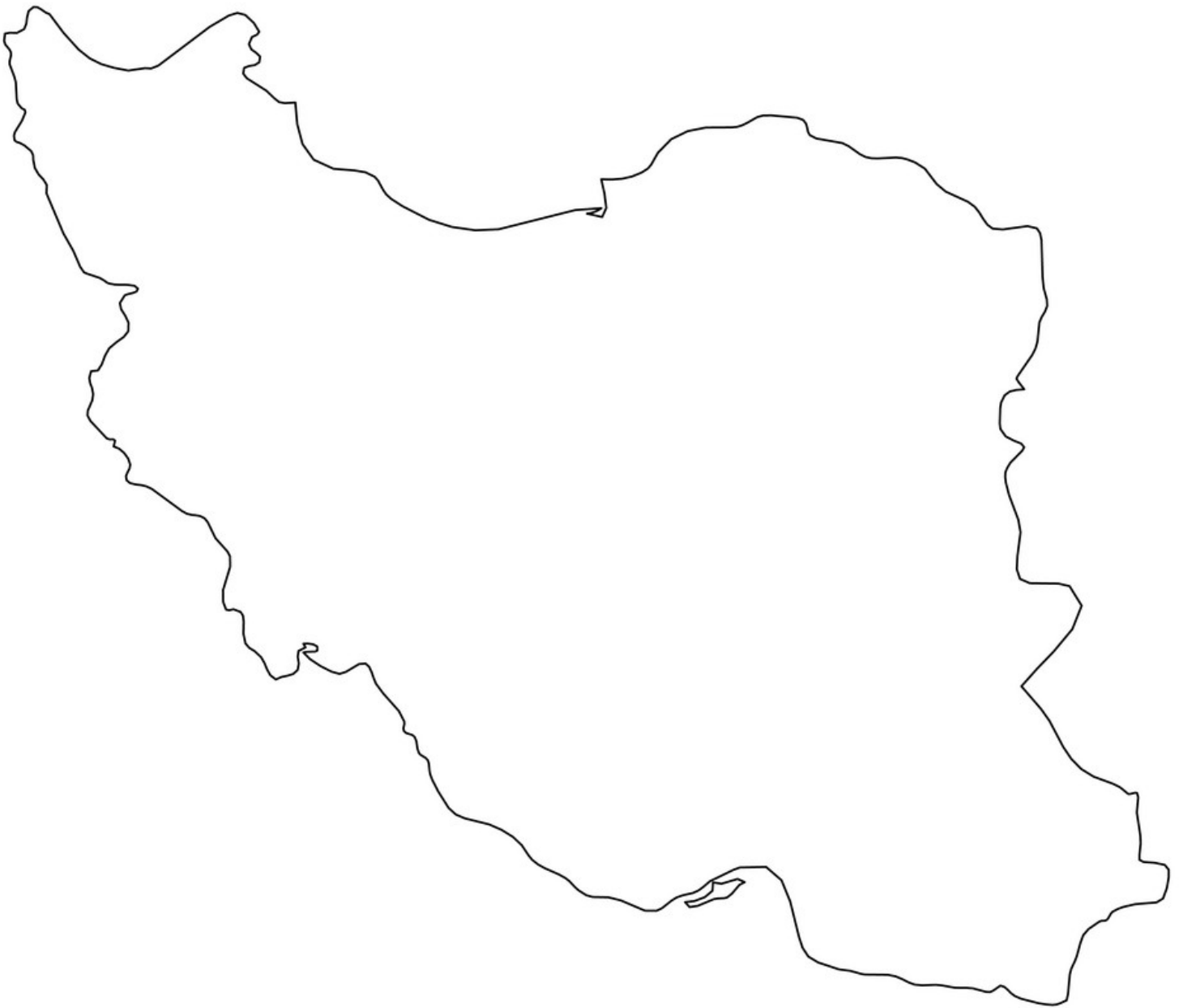
HOW DO I ANALYSE THE RESULTS?

Classify the comments using the headings in the template, and if there are multiples of the same comment, then note down how many of each.

Notice what the balance is between the different categories, and the diversity of responses within each category. Do pupils have a single image of Iran? Do they only know about very limited aspects of the country and its people? This is likely to be the case unless they have links with the country.

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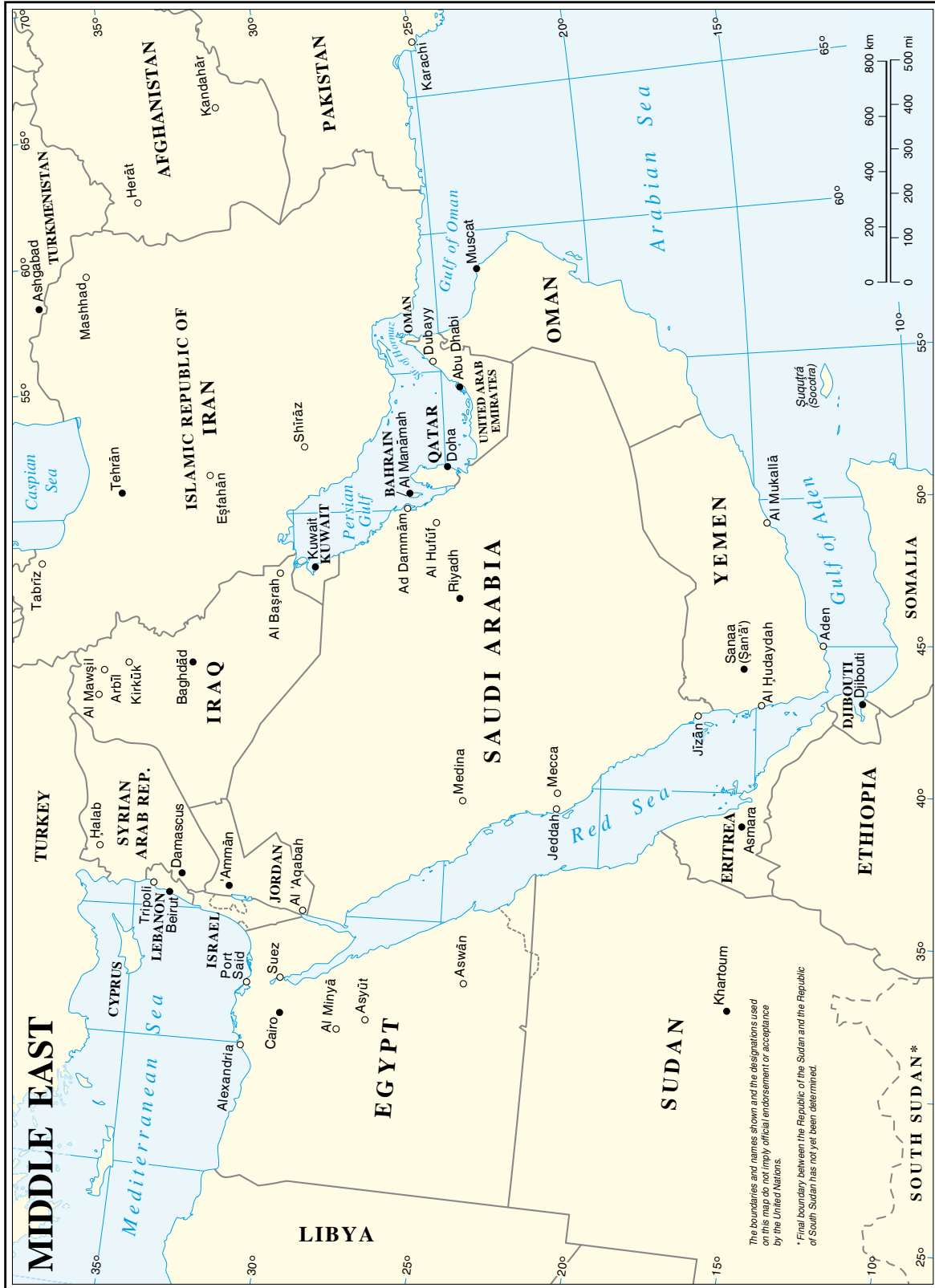
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OUTLINE MAP OF IRAN

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MAP OF THE MIDDLE EAST

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Type of Response	Responses	No or %
Natural Environment: climate, landscape, animals and plants		
Built Environment: buildings, any development of land by people		
People and Society daily life, food, relationships, poverty/ wealth, health		
Culture and history: historical events, monuments, aspects of cultural life, language, music		
Energy, Transport and Communications: electricity, technology, transport		
Economic Activity: means of earning income, trade, industry, tourism		
Places: countries, cities, rivers, mountains		