

	LO	Main session (class discussion/circle time)	Key skills	Key questions	Resources
Session 1	<b>To explore and critique how the media and people on social media present information</b>	<p>Explain how advertising can influence our lifestyle choices – fashion labels, sports clothing, etc.</p> <p>Identify ways in which the media can manipulate images and how images can be manipulated on social media(digital enhancement, airbrushing, etc.)</p> <p>Give reasons for why media try to influence our choices and decisions</p> <p>Suggest some important questions we should ask when we see images, programme or articles in the media and explain why it is important to ask them</p> <p>Explain the difference between opinion and fact and how we can tell them apart</p>	<p>Making decisions and choices</p> <p>Recognising distorted thinking</p> <p>Drawing conclusions</p> <p>Looking at evidence</p>	<p>Is what the media show us really true?</p> <p>How can we tell real life from fantasy?</p> <p>Whose opinions do we listen to?</p>	<p>Use advertisement from television and in print.</p> <p>Use fictional television or film characters to profile</p>
Session 2	<b>To research, discuss and debate topical issues, problems and events concerning the environment offer their recommendation</b>	<p>Describe some of the problems that affect the environment</p> <p>Explain what the term ‘Think globally – act locally’ means (see Additional Guidance <sup>1</sup>)</p> <p>Identify a few things they can personally do to protect the environment</p>	<p>Communicating ideas and views to others</p> <p>Formulating questions</p> <p>Planning and deciding</p> <p>Looking at</p>	<p>Whose responsibility is it to look after the environment?</p> <p>How can we think globally – act locally?</p> <p>Who should hear our ideas?</p>	<p>Stories which have an environmental theme such as <i>The Dinosaurs and all that Rubbish</i> by Michael Foreman or <i>The Whale and the Snail</i> by Julia Donaldson</p> <p><sup>1</sup><b>Think globally, act locally"</b> urges people to consider the health of the entire planet and</p>

	<b><i>s to appropriate people</i></b>	<p>Research some ideas for simple ways we can care for the environment</p> <p>Present their ideas, explaining why they think these are good ideas.</p> <p>Talk about who they think should hear about their ideas and could make use of them.</p>	evidence		to take action in their own communities and cities.
<b>Session 3</b>	<b><i>To learn that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment</i></b>	<p>Identify people/organisations that can help us take care of the environment</p> <p>Suggest what we can do at school and at home to take care of the environment</p> <p>Identify specific areas of school and home life where they can support the environment</p>	<p>Communicating ideas and views to others</p> <p>Analysing and evaluating situations</p> <p>Planning and deciding</p> <p>Looking at evidence</p>	<p>How can national and international organisations support us to be responsible for the environment</p> <p>What can we do to support them?</p> <p>Will it make a difference?</p>	Opportunities for outside speakers to visit school
<b>Session 4</b>	<b><i>To learn what being part of a community means, and about the varied institutions that support communities locally and nationally</i></b>	<p>Talk about the skills and attributes that help to support communities</p> <p>Explain where they see these skills and attributes in action (school/local community)</p> <p>Explain the kind of support that a community might need, i.e. a new school classroom, repairs to the underpass</p> <p>Identify the benefits of being a member of a community</p>	<p>Recalling and applying knowledge and skills</p> <p>Communicating ideas and views</p> <p>Drawing conclusions</p>	<p>Who/what supports our community, locally and nationally?</p> <p>What support does our community need at present?</p> <p>What can we offer that will benefit our communities?</p>	Focus on school community – school fete or coffee mornings open to members of school community

<b>Session 5</b>	<b><i>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</i></b>	<p>Give reasons why the school community needs voluntary helpers and support from community groups</p> <p>Explain how people can come together if they want to help their community</p> <p>Identify groups that have helped their local community – community police, local councillors, charities, Big Lottery funding, etc.</p>	<p>Using and applying data</p> <p>Analysing and evaluating situations</p> <p>Drawing conclusions</p>	<p>What is a volunteer?</p> <p>Why do they volunteer?</p> <p>How do volunteers help our community?</p> <p>How can we support our volunteers?</p> <p>Can we be volunteers?</p>	<p>Recognise and celebrate the help that members of the community offer the setting</p>
<b>Session 6</b>	<b><i>To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</i></b>	<p>Re-cap what is meant by the environment and the shared responsibilities we have for it in school and at home</p> <p>Describe the actions that help to sustain the environment</p> <p>Explain the difference these actions can make to individuals and communities' wellbeing</p> <p>Identify issues that affect individuals in school and in the wider community</p>	<p>Making decisions and choices</p> <p>Negotiating</p> <p>Looking at evidence</p> <p>Drawing conclusions</p>	<p>What impact do our actions towards sustaining our environment have on us now?</p> <p>What about future impact?</p>	<p>Stories where lack of care for the environment has negative affects; stories where negative choices are redeemed.</p> <p>Whole school focus for care of the school environment and the resources that the school uses.</p>