

	<b>LO</b>	<b>Main session (class discussion/circle time)</b>	<b>Key skills</b>	<b>Key questions</b>	<b>Resources</b>
Session 1	<p>To explore and critique how the media and social media present information</p> <p>To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</p>	<p>Evaluate some of the ways in which the media including social media influence our views, choices and opinions</p> <p>Explain steps they can take to challenge some of the ways in which information is presented</p> <p>Identify some potential dangers of accepting information ‘at face value’</p> <p>Consider how some of our choices about lifestyle are influenced by the way in which the media present information to us (food adverts, fashion adverts, reality TV etc.)</p> <p>Think about the picture that is portrayed on social media – is it real? Does it show that person’s real life? How can it make you feel? Who could access your social media? What are the disadvantages to this?</p>	<p>Using and applying data</p> <p>Formulating questions</p> <p>Drawing conclusions</p> <p>Self-reflection</p> <p>Affirm self and others</p>	<p>Is what the media show us true?</p> <p>How does the media/social media influence us in what we eat or how we should look?</p> <p>Why and how should we question media representations and social media representations?</p>	<p>Compare/analyse news stories – look at articles written about the same news story and compare how and why different media sources present them in different ways and for different audiences; analysis of articles which promote stereotypes</p> <p>Explore use of Photoshop in the presentation of people’s images including celebrities</p>

Session 2	To learn that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment	<p>Explain why we need to be responsible in our care for the environment</p> <p>Give examples of what can happen to the local and wider world environment if we do not treat it with care</p> <p>Explain or demonstrate steps they can take at home, in school and in the community to ensure that responsible use is made of the earth's resources</p> <p>Evaluate the work of national and international organisations that promote care of the environment</p> <p>Describe or demonstrate how the message to care for the environment can be promoted within and outside school</p>	<p>Formulating questions</p> <p>Using and applying data</p> <p>Drawing conclusions</p> <p>Looking at evidence</p>	<p>As we grow up, are we becoming more responsible for our behaviour and actions, at home, in school and towards the environment?</p> <p>How do we feel about these increased responsibilities?</p> <p>Do we have a duty to be responsible, active citizens?</p>	<p>Classes may wish to join campaigns such as 'The Bee Cause' – see Friends of the Earth or The RHS campaign for School gardens  <a href="https://schoolgardening.rhs.org.uk/home">https://schoolgardening.rhs.org.uk/home</a>.</p> <p>Access local groups such as: Neighbourhood Greens groups (green spaces for Social Housing), local Wildlife Trust, Greenpeace or Friends of the Earth – for use where appropriate</p>
Session 3	To learn what being part of a community means, and about the varied institutions that support communities locally and nationally	<p>Explain what being part of a school or other community means to them</p> <p>Research the institutions that support communities locally</p> <p>Evaluate the role of institutions in helping communities to thrive and grow</p> <p>Identify how they can help support the wider community</p>	<p>Formulating questions</p> <p>Drawing conclusions</p> <p>Recalling and applying knowledge and skills</p> <p>Planning and</p>	<p>What communities are we part of?</p> <p>Do we feel valued by these communities?</p> <p>How do others show that they value and support us?</p> <p>How do we show that we value other?</p>	<p>Access support groups such as Age Concern, Citizens Advice Bureau, church and youth groups</p>

			deciding		
Session 4	To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing	<p>Give examples of community groups that support health and wellbeing including in relation to the environment</p> <p>Identify reasons people form or join pressure groups and why they are needed</p> <p>Evaluate ways in which pressure groups help to support the needs of the community and the environment</p> <p>Identify what they can do to support the work of voluntary and community groups</p>	<p>Using and applying data</p> <p>Drawing conclusions</p> <p>Analysing and evaluating situations</p>	<p>Which groups support the health and wellbeing of our community?</p> <p>How can we work together to support these groups?</p> <p>How can we help to encourage positive change for ourselves and our community?</p>	Use examples from media of where a voluntary, community or pressure group have made positive changes for health and wellbeing outcomes
Session 5	To think about the lives of people living in other places, and people with different values and customs	<p>Research the origins and meaning of different traditions and customs in the local community and around the world</p> <p>Explain how these might be linked to values</p> <p>Explain why a difference in traditions and customs can sometimes lead to tension or prejudice between members of different communities</p>	<p>Formulating questions</p> <p>Drawing conclusions</p> <p>Recalling and applying knowledge and skills</p>	<p>In what ways is growing up different for other people?</p> <p>Are rules and responsibilities different in different places and different communities?</p>	<p>Stories from different cultures which evidence customs and traditions</p> <p>Newspaper articles or reports on more or less economically developed countries</p>

		Suggest ways of challenging prejudice between people with different traditions and values			
Session 6	To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment	<p>Describe the different ways that economic decisions about the allocation of resources affect individuals</p> <p>Outline how these decisions also impact on communities and the sustainability of the environment</p> <p>Explain steps that can be taken as an individual and by a community to support the sustainability of the environment</p> <p>Identify topical issues relating to the allocation of resources and propose potential solutions to support environmental sustainability</p>	<p>Drawing conclusions</p> <p>Recalling and applying knowledge and skills</p> <p>Looking at evidence</p> <p>Analysing and evaluating situations</p>	<p>Who decides how and which resources are allocated?</p> <p>Is this always fair?</p> <p>What can we do if we don't agree?</p> <p>What are our responsibilities in taking care of our environment?</p>	Teaching ideas: use Fairtrade resources, environmental current affairs