

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	What's The Story?	<ul style="list-style-type: none"> Identify, write and discuss issues currently in the media concerning health and wellbeing. Express their opinions on an issue concerning health and wellbeing. Make recommendations on an issue concerning health and wellbeing. 	<p>Pupils research how certain foods affect the body in groups of four. They are to look at the various sources, articles and any notes they have made and use them to answer the following questions:</p> <p>What are the facts of this issue? What opinions were expressed about this issue? How did those opinions vary? Why did those opinions vary? How might people be influenced by the various sources? What is the best way to form an opinion on an issue?</p> <p>Ask the children what they are responsible for in terms of their own health and wellbeing. What are other people responsible for in terms of the children's health and wellbeing? Whose responsibility is it to ensure that people's health and wellbeing is looked after regarding that issue? What would be your top tips and advice for the person or people who are responsible in the issue?</p> <p>Activity- Pupils present their top tips and advice in a form of their choice – poster, PowerPoint, Vlog. They must think about the audience they're producing this for and the key messages they want to get across.</p>	Responsibility
2	Fact Or Opinion?	<ul style="list-style-type: none"> Understand the difference between a fact and an opinion. Understand what biased reporting is and the need to think critically about things we read. 	<p>Ask the children:</p> <p>Does anybody here ever watch the news, look at news online or read a newspaper? What is the purpose of a news report on TV, online or in the papers? Do news stories always show us exactly what's happened? Why? Why not?</p> <p>Pupils define what a fact is and what an opinion is. Children use the Fact or Opinion Activity sheet to decide which of the points in the news story are facts and which are opinions. Was there agreement on which points were facts and which were opinions? What opinion do they think the writer of the piece had about the plans? Which words or phrases did she use to express her opinion?</p> <p>Activity- Children use the list of facts to write their own news report which uses the same facts but gives the opposite point of view. At the end of the lesson, two or three children read their news articles. Did they use the same facts? What persuasive words and phrases did they use to put across their opinions? Was one article more persuasive than the others? If so, why?</p>	Fact Opinion Biased Unbiased

			<p>Ask the children if they have ever heard of the word ‘bias’. What does this word mean? Look at the quote: ‘There are no facts, only interpretations’ (Friedrich Nietzsche). Think about this now. Does the lesson make the meaning of this quote any clearer?</p>	
<p>3</p>	<p>Mo makes a difference</p>	<p>Explain what we mean by the terms voluntary, community and pressure (action) group;</p> <p>Give examples of voluntary groups, the kind of work they do and its value.</p>	<p>Discuss with the class what they understand by the terms voluntary, community and pressure (or action) group? What do these terms mean? What’s the difference between them? [Emphasise that these groups of people work together in order to make a bigger difference or change to something in the wider community]. Have they heard of any of these groups within their local community. What aspects of - or people in - the wider community might need help? [Help the children to identify some examples e.g. children and young families, elderly people, animals, the environment, vulnerable people]. How do these groups help or support the wider community? What difference do they make?</p> <p>Activity 1 Read the story: ‘Mo makes a difference.’”</p> <p>Activity 2 Through drama, explore how Mo’s actions made a difference as follows:</p> <ol style="list-style-type: none"> 1. Ask for a volunteer to sit in front of the class and take on the role of one of the characters from the story. 2. Ask them to describe (in role) how Mo’s actions have made a difference to them. 3. Prompt the children, if necessary, with questions to focus their explanation e.g. How did you feel before? How do you feel now? Why? <p>The characters to focus on are: Mo – now feels part of a community, feels he’s making a difference to the environment... Bill – feels that Mo is helping the group and the local environment, enjoys Mo’s company... A neighbour whose garden backs on to the river – feels glad that the river has been cleaned up</p> <p>Summing up Ask the children if there are any local voluntary, community of action groups that they would like to support? If so, which ones and how could they support them?</p>	

4	Rights, Responsibilities And Duties	<ul style="list-style-type: none"> □ Define the differences between responsibilities, rights and duties. Discuss what can make them difficult to follow. Identify the impact on individuals and the wider community if responsibilities are not carried out. 	<p>As a whole class, discuss the definitions of, and differences between, the terms rights, responsibilities and duties.</p> <p>Rights – something people should be allowed to have or are entitled to</p> <p>Responsibility – having the duty to looking after something</p> <p>Duties – what we should or must do in order to look after something</p> <p>Discuss an example of the responsibilities, rights and duties the children have to the school environment. For example, in the school playground, they have the right to a clean and safe area to play in; they have the responsibility to keep it tidy; their duties are to make sure they put any litter in the rubbish bins.</p> <p>Activity- Divide the class into groups and assign each group one of the following tasks:</p> <p>List some rights they have to the environment at home</p> <p>List some rights they have to the environment at school</p> <p>List some rights they have to the environment in their local community</p> <p>List some responsibilities they have to the environment at home</p> <p>List some responsibilities they have to the environment at school</p> <p>List some responsibilities they have to the environment in their local community</p> <p>List some duties they have to the environment at home</p> <p>List some duties they have to the environment at school</p> <p>List some duties they have to the environment in their local community</p> <p>Children record their ideas on large sheets of paper.</p> <p>Use the following questions to discuss pupils’ ideas:</p> <p>What can make these duties or responsibilities hard to follow or carry out?</p> <p>What could be the consequences or impact if they are not followed or carried out?</p> <p>Which of the duties might actually be enjoyable or rewarding?</p>	Rights Responsibility Duties
5	Spending Wisely	<ul style="list-style-type: none"> □ State the costs involved in producing and selling an item. □ Suggest questions a consumer should ask before buying a product. 	<p>Show the children a brand new item and ask them all the costs that the company has had to pay out in order to make the item e.g. cost of materials, packaging, advertising, salaries etc. If the company has to spend all this money, how have the company made a profit?</p> <p>Ask the pupils to list all the things that might influence them to make them want an item and to buy a particular item e.g. quality of the item, friends, celebrities, packaging, advertisement etc.</p> <p>Tell the pupils that this lesson explores some of the influences and questions we need to ask ourselves before we make a purchase.</p> <p>Tell pupils about Jack and explain that Jack has had some money for his birthday. He has put some in his savings account but wants to spend the rest. Why has Jack put some into his savings account?</p>	Costs Wages Salaries Rent Fair Trade

			<p>Activity- Pupils use the ‘Spending scenario cards’ – ask children to think of three pieces of advice they would give Jack in each situation. Ask the children to write their three pieces of advice for each scenario.</p> <p>To finish the lesson, bring out the item you used in the introduction. Pass it round the circle and ask each child to say one question they would ask themselves before they bought the item in a shop or online.</p>	
6	Lend Us A Fiver!	<ul style="list-style-type: none"> <input type="checkbox"/> Define the terms loan, credit, debt and interest; <input type="checkbox"/> Suggest advice for a range of situations involving personal finance. 	<p>Introduce the subject of borrowing and lending with some key questions: Have you ever borrowed something off someone? What did you borrow and why did you need to borrow it? Have you ever had to lend something to someone? What did you lend and why did you have to lend it? How did it feel to lend someone something? Did you get it back? What are the risks of lending and borrowing things? What are the benefits?</p> <p>Display the terms Loan, Credit, Debt and Interest. Ask children to discuss in pairs their understanding of those definitions. Go through each term to clarify the meaning. Ask why adults might borrow money or take out a loan (to buy a car or furniture etc.) What are the risks involved in borrowing money or taking out a loan?</p> <p>Activity- Pupils read the ‘Dear Martin’ activity sheet. Explain that Martin is an expert on giving advice on money matters. Ask them to read the three scenarios given and decide what advice they think Martin should give each person. Pupils present their advice in the form of a radio phone-in where children role play with one as Martin and the other as the caller.</p> <p>Pass a five pound note around the circle. Each child must state a reason why they might need to borrow the fiver and the rest of the class give a thumbs up or thumbs down according to whether they think that is a valid reason.</p>	<p>Borrow Loan Credit Debit Interest</p>

7	Local Councils	<ul style="list-style-type: none"> □ Explain some of the areas that local councils have responsibility for. □ Understand that local councillors are elected to represent their local community. 	<p>Begin the lesson with a discussion on rules, using some key questions as a stimulus e.g. What are our class rules? What are our school rules? Why do we have class / schools rules? What should happen if someone breaks the rules? What would happen if people didn't keep to the rules? Is it ever OK to break a rule?</p> <p>Try and draw out from the discussion the idea that rules are there to protect people, keep them safe and happy. They help everybody get the most out of school.</p> <p>Pupils will work in pairs to brainstorm a list of public services which are run in the local community e.g. transport, planning, rubbish collection, housing etc. Activity- Allocate pupils a service and tell them to imagine they are at a council meeting where the council is having to cut services because of lack of money. For the service that the children have been given, they must come up with an argument for why that service must not be cut back or removed. They must think about the benefit that their service brings to the public and how the public would be effected if it were to be cut or removed. They must have a strong, logical and persuasive argument for keeping their service as it is. A spokesperson from each group will present their argument to the rest of the class and take questions.</p> <p>Finally, give out the Local Councils Fact File Activity sheet. Read through this together or individually and ask the children to discuss the following questions: 'What are all the ways that local councils are responsible or accountable to the public?' 'How can the public influence decision making in the local community?'</p>	<p>Public Services Council Vote Elections Councillors</p>
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