

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	Two Sides To Every Story	<ul style="list-style-type: none"> Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them. Describe the language and techniques that make up a biased report. Analyse a report also extract the facts from it. 	<p>Ask: What do we mean by a fact? What do we mean by an opinion? Do news reports contain facts or opinions? [Usually a mixture of both] What do we mean by a <i>biased</i> report? [A biased report is one that expresses a certain opinion or point of view and ignores or criticises the opposing view]. What do we mean by an <i>unbiased</i> report? Activity 1 - Two sides to every story activity sheet. Working in pairs or threes, ask children to read 2 articles reporting on the same issue. Highlight the facts which are the same in both reports. Ask the children to look at the rest of the report. What words or phrases has the writer used to express their opinion? How have they used the facts to back up their point of view? Are both reports biased but in different ways? Ask the children to look at the way the writer of the first report has portrayed drug users. Do they think that is an accurate way of describing <i>all</i> drug users? Why? Why not? What do we call it when someone describes a group of people as all being the same? Stereotyping Activity 2 - Write a report on the news story, which contains only facts with <i>no</i> opinions. Share some examples of an unbiased report.</p>	Drug users Biased Unbiased Fact Opinion Stereotype
2	Fakebook Friends	<ul style="list-style-type: none"> Know the legal age (and reason behind these) for having a social media account. Understand why people don't tell the truth and often post only the good bits about themselves, online. Recognise that people's lives are much more balanced in real life, with positives and negatives. 	<p>Children share the names of social media sites they have heard of. Who has looked at or seen any of these sites? How old does someone have to be before they can have a social media account? [13 years] Why do they think there is an age limit? Do people always present a completely accurate (real) representation of themselves in their social media profiles, or can the sometimes be misleading (presenting certain information and missing out other bits)? Children share ideas and experiences. Activity- Show the Fakebook page IWB slide. This is a post by Natalie. Looking at the picture, what might we work out about her? Her life? Her friends? What does this snapshot tell us about her? Share an extract from her private diary for that day about going to a party she didn't enjoy but she got 1 good group photo. Discuss the following: Does what Natalie put on Fakebook match her private diary entry? What was the party like for her? What can we learn about her from the private diary entry? Which do you think is true – the Fakebook post or the private diary entry?</p>	Social media Profile Image Online safety Sharing

			<p>Why didn't she tell the truth about the party on her Fakebook page? Do other people apart from Natalie do this?</p>	
<p>3</p>	<p>Jobs and taxes (OPTIONAL)</p>	<p>Recognise and explain that different jobs have different levels of pay and the factors that influence this;</p> <p>Explain the different types of tax (income tax and VAT) which help to fund public services;</p> <p>Evaluate the different public services and compare their value.</p>	<p>Ask children to think about all the different jobs they might have in schools – e.g. register monitor, peer mediator, assembly monitor, bench buddy, school council member etc. List the jobs on a flipchart and whiteboard. Discuss the following questions:</p> <ul style="list-style-type: none"> • Are any of those jobs more important than any others? • Are any of the jobs harder work than the others? • Do any of the jobs take more time than the others? • Do any of the jobs require some training or briefing before they are performed? • Do any of the jobs have more important duties than the others? • If they were paid jobs would it be easy to determine how much each job was paid? • Would it be fairer to pay each job the same? Why or why not? • Are all jobs paid for at the same rate in the 'real world'? Why not? <p>Activity 1 - What should they earn?</p> <p>Give out the <i>What should they earn?</i> Activity sheet. Ask children to work in pairs or threes to rank them in order of which jobs they think should be paid the most. There is no real right or wrong answer but children must have clear reasons as to why they have ranked them in that order. Discuss some of the criteria the children might use:</p> <ul style="list-style-type: none"> • Qualifications and training • Experience • Skills required • Level of accountability • Other ideas (from you or children) <p>Ask children to state which job they put at the top of their ranking. Did all the class agree? If not, why not? Repeat for other rankings.</p> <p>Explain that as well as earning different rates of money, people also pay different amounts of money in tax according to how much they earn. There are two types of basic tax:</p>	<p>Aspirations Community Economic education including money Responsibility</p>

			<p>1. PAYE – income tax which is paid according to how much a person earns 2. VAT – a fixed tax on goods and services (currently 20%)</p> <p>Ask the children where they think the money from taxes go [to the government]. What does the government spend the money on? [public services].</p> <p>Ask children to list as many public services they can think of which are paid for by people’s taxes. If children have done the Y4 lesson (P5 Scotland) ‘Why pay taxes?’ they may remember and review the services they discussed then. The list might include:</p> <ul style="list-style-type: none"> • Hospitals and health care • Education • Emergency services • Defence • Police • Libraries • Parks • Roads • Others... <p>After you have brainstormed a list as a class allocate a different public service to children in pairs or threes. Explain that sometimes the government doesn’t have enough money to pay for all the services it provides and that cuts have to be made. Ask the children to imagine that they are going to be in a council meeting and they have to give a strong case for why their allocated public service shouldn’t be cut or have its funding reduced.</p> <p>Give children 5 -10 minutes to prepare a statement giving their reasons for their service not to be cut or reduced. Each pair/three must choose one person to be the spokesperson who will stand up and present the case for their service.</p>	
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4	Happy Shoppers	<ul style="list-style-type: none"> □ Explain what is meant by living in an environmentally sustainable way. □ Suggest actions that could be taken to live in a more environmentally sustainable way. 	<p>Discuss what is meant by living in an ‘environmentally sustainable’ way. What does this mean? Together, come up with a definition and write it on the whiteboard e.g. “Living in a way that doesn’t destroy the environment or use up the earth’s resources”</p> <p>Ask the class if they can think of any everyday examples of how we can live in a more environmentally sustainable way. For example: composting food waste Happy shoppers:</p> <p>Read out the ‘Press Release’ which outlines the council’s proposals to build a shopping centre on wasteland. Explain to the class that they represent a local community action group called ‘Greener Footprints’ which promotes living in a more environmentally sustainable way.</p> <p>Their task is to submit their suggestions to the council about how they could make the shopping centre proposal more environmentally sustainable.</p> <p>Activity- Children work in pairs or small groups and record their ideas.</p> <p>Consider:</p> <p>Energy – how could you reduce the amount of power needed for heating, lighting and electricity etc.?</p> <p>Materials – what will the shopping centre buildings be constructed from?</p> <p>Waste – what will happen to any rubbish produced by shops and shoppers?</p> <p>Transport – how could you encourage more environmentally sustainable forms of transport to and from (and around) the shopping centre?</p> <p>Shops – what kind of shops do you want to encourage? What would they sell? How could you make this more environmentally sustainable?</p> <p>Water – how could water be recycled or reused?</p> <p>Wildlife – how could you incorporate aspects that are beneficial to wildlife? Share ideas with the class.</p>	<p>Environmental ly sustainable</p> <p>Composting</p> <p>Recycling</p> <p>Energy</p> <p>Materials</p> <p>Waste</p> <p>Transport</p> <p>Shop local</p> <p>Food miles</p> <p>Fair Trade</p> <p>Reuse</p>
5	Democracy in Britain 1Elections	<ul style="list-style-type: none"> □ Explain what is meant by a democracy. □ Explain how elections work □ Introduce the concept of a fair election. 	<p>Discuss what is meant by the term ‘democracy’. How does democracy work in this country? Recap on when democracy has taken place in school e.g. voting for a class book, house captain elections.</p> <p>Activity- Share statements regarding democracy. Children use hands to show if they believe the statement is true or false, based on what they know.</p> <p>The website https://www.parliament.uk/education/about-your-parliament/general-elections/ provides a short (1 minute), informative film describing, visually, the election process.</p> <p>Compare this process to the school captain elections. Was the election fair?</p> <p>Children individually, or as a group, research to extend their understanding of the electoral process. Produce a short presentation for the rest of the class, sharing the facts that they've discovered.</p>	<p>Democracy</p> <p>Election</p> <p>Manifesto</p> <p>Candidate</p> <p>Voting</p> <p>Policies</p> <p>Voting booth,</p> <p>Ballot slip</p> <p>Ballot box</p> <p>Constituencies</p> <p>House of Commons</p>

				MP
6	Democracy in Britain 2 – How (most) laws are made	<ul style="list-style-type: none"> ☐ Understand who makes the laws for our country. ☐ Understand how the process of making a law happens, and how it progresses through Parliament. 	<p>Discuss: what school rules are there? Why do we have rules? Who makes the rules? What happens if people break the rules? Who makes the rules that apply to everyone in our country? Explain that in this lesson the children are going to learn about the process of how laws are made in this country.</p> <p>Working in pairs or small groups and using the large sheets of paper and pens, ask the children to brainstorm all their ideas about how laws are made in this country, using the following 3 headings as prompts: What we know? What we think we know? What we'd like to know.</p> <p>Ask groups to share their ideas.</p> <p>Share slides on whiteboard, explaining how laws are made.</p> <p>Activity- Ask the children to imagine that a new law is being proposed. E.g. Children (under eighteen) can only buy one confectionary item in a shop at a time.</p> <p>Read the proposed law and explain that in Parliament this would be the first reading of the Bill. Now move to the second reading of the Bill where Members of Parliament would debate the detail. Use the following questions so that children have a framework for discussing the Bill. Consider: how would people benefit from this law? Who might object to this law? Why? What changes (amendments) would you want to make to this law, if any? What would be appropriate penalties for people found breaking this law? Who would enforce this law?</p> <p>Encourage children to think of their own questions about the Bill.</p> <p>Ask children in groups (or as a class) to discuss and then list arguments for and against the Bill.</p> <p>Take a vote on the Bill. The majority vote wins.</p> <p>If the Bill was passed in the House of Commons, what would happen to it now? Ask children to look at the sheets they produced for brainstorming their ideas about how laws are made. What do they now know that they didn't know before? Are there any new things they have about making laws, which have arisen during the course of the lesson?</p>	<p>Proposal</p> <p>Debate</p> <p>Amendments</p> <p>Penalties</p> <p>Enforcement</p> <p>Majority</p> <p>House of Commons</p> <p>House of Lords</p> <p>Royal Assent</p>