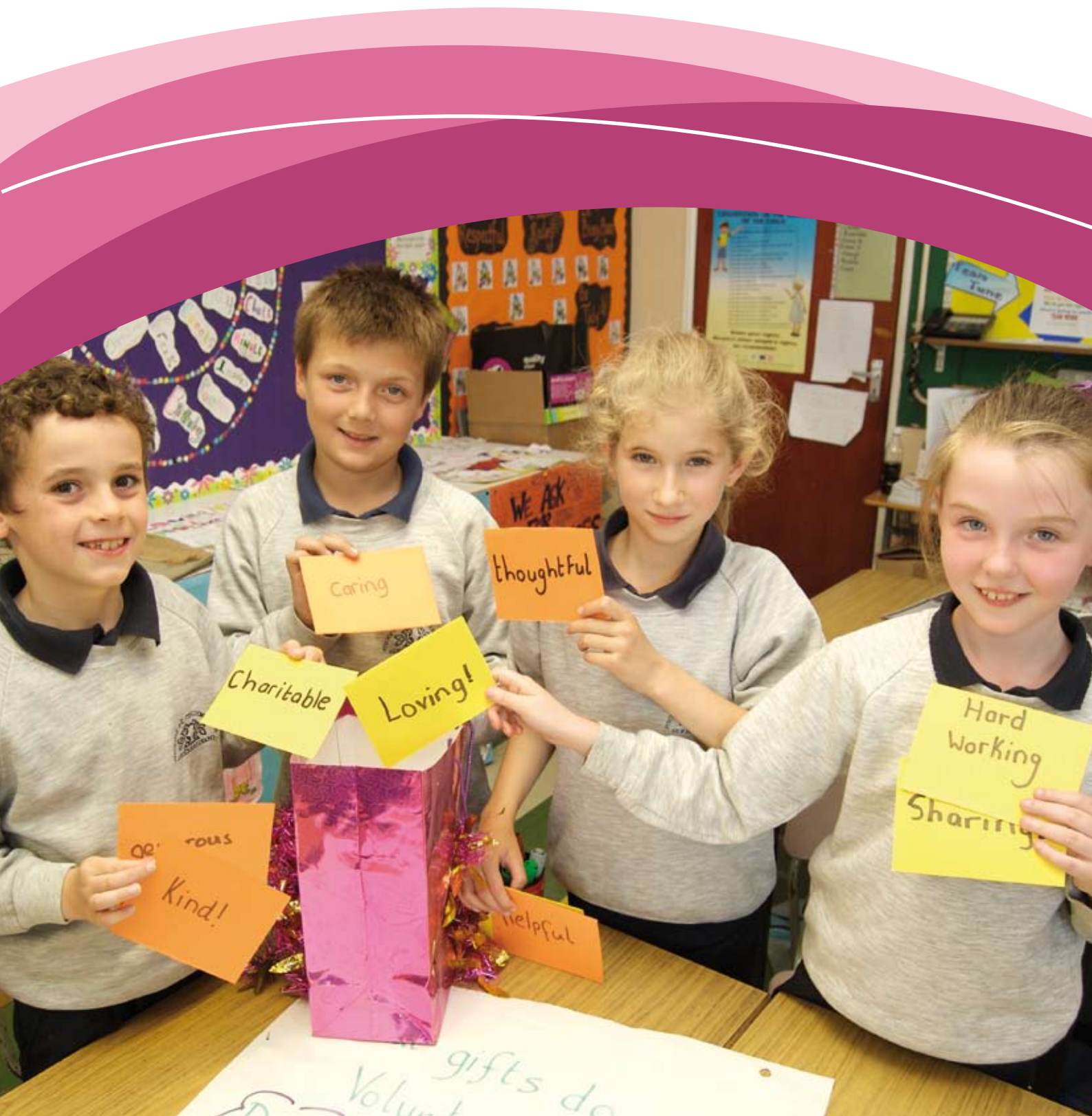


Actions Speak Louder

Thematic Unit



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About this Thematic Unit

This Thematic Unit is linked to the Years 6/7 ICL, *Around the World*. Within this unit, children explore the lives of others less fortunate than themselves. In doing so, they find out about the work of volunteers and the role they play in helping to make the world a better place in which to live.

By adopting an enterprising approach, children are encouraged to identify opportunities where they could make a difference by organizing an event to raise funds for a charity of their choice.

Children will have the opportunity to develop some of the skills that meet the requirements of the Northern Ireland Curriculum at Key Stage 2. The focus within this unit is outlined below:

| | |
|--|--|
| Northern Ireland Curriculum Objective | To develop the young person as a contributor to the economy and environment. |
| Key Element | <i>Employability</i> |
| Thinking Skills and Personal Capabilities | <p>This Thematic Unit focuses on Managing Information. Children have opportunities to:</p> <ul style="list-style-type: none"> • <i>Classify, compare and evaluate information;</i> • <i>Develop methods for collating and recording information; and</i> • <i>Have a sense of audience and purpose.</i> <p>There will also be opportunities for children to develop the skills of <i>Thinking, Problem-Solving and Decision-Making</i> and <i>Working with Others</i>.</p> |
| Cross-Curricular Skills | <p>Where appropriate, learning intentions that relate to cross-curricular skills are signposted. These cross-curricular skills are:</p> <ul style="list-style-type: none"> • Communication (Comm); • Using Maths (UMaths); and • Using ICT (UICT). |
| Connecting the Learning | <p>This Thematic Unit provides teachers with the opportunities to connect learning across the following Areas of Learning:</p> <ul style="list-style-type: none"> • Language and Literacy; • Mathematics and Numeracy; • Personal Development and Mutual Understanding; and • The World Around Us. |
| Aim | <p>The aim of this Thematic Unit is to encourage children to:</p> <ul style="list-style-type: none"> • Develop and awareness of the inequalities that exist in the world; and • Understand the role of voluntary workers and the reasons why people choose to volunteer. |



Needs and Wants

SECTION 01

Activity One

The Suitcase Challenge

Suggested Learning Intentions

Children will:

- understand the importance of reaching agreement when working together to complete a task;
- understand the difference between needs and wants;
- understand the importance of making choices about spending and value for money (UMaths); and
- know that tables can be used for representing and interpreting data. (UMaths, UICT, TSPC).

Suggested Learning and Teaching Activities

Organise the class into groups of four and inform the pupils that they are going on a pretend camping trip or similar holiday. The children have £300 to spend on items for the trip and they should spend as much of this as possible. Distribute a number of catalogues to the group and tell them to cut out the items that they want to purchase. Encourage them to use ICT to create tables to record their spend. Allow the children to use calculators to investigate as many combinations of items as possible. Once this activity has been completed, each group reports back to the class. Use a **Diamond Ranking*** strategy to determine which items are really needed and which are luxury items.

Home Learning Activity

Children pack a pretend bag for a holiday, making a list of all the items they could not leave home without. Ask the children to bring in a selection of favourite holidays, to discuss in class in pairs.

* See Active Learning and Teaching Methods for Key Stages 1 & 2



Activity Two

The Great Walking Debate

Suggested Learning Intentions

Children will:

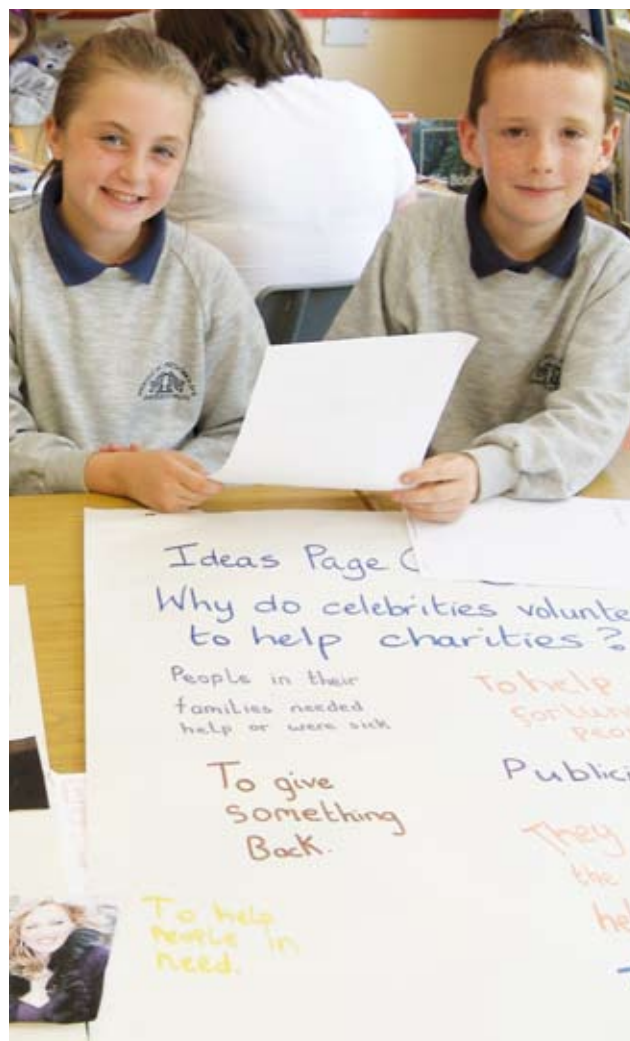
- be able to contribute comments, ask questions and respond to others' points of view (Comm);
- know about classifying, comparing and evaluating information (TSPC); and
- be aware of the differences between needs and wants (TSPC).

Suggested Learning and Teaching Activities

Ask the children to sit one behind the other down the centre of the room. Nominate one side of the room as 'needs' and the other side as 'wants'. Read out a number of statements from the 'Needs and Wants Cards' (Resource A). The children must decide if the statement represents a 'need' or a 'want' by moving to the appropriate side of the room. After you have read all the statements, organise the children into groups and ask them to come up with a definition for 'needs' and 'wants'.

Home Learning Activity

- Ask children to find out where the food at home comes from.



Activity Three

Countries with Needs

Suggested Learning Intentions

Children will:

- know about the effects of human events and/or natural disasters on a place and how they bring about change;
- be aware that different countries often rely on one another for goods, services and knowledge;
- be able to listen attentively and take turns in a discussion (Comm); and
- be able to use information from a given digital source (UIC, TSPC).

Suggested Learning and Teaching Activities

Before starting this activity, ask children to bring in images of war, poverty, famine and natural disasters from newspapers, magazines and/or the internet.

Children use ICT to research the life of a child in a developing world country, for example, India. Ask them to compare their own lives with the life of a child in the developing world.

The class discusses the effect on the needs and wants of children around the world of the following:

- violence and war;
- poverty;
- drought and famine; and/or
- natural disasters.

Use current events and news stories to help children discuss the impact of these things.

A **Stick Debate*** can be used to ensure that each child has an equal opportunity to contribute. A **Post-It Poll*** can then be used to gather relevant information from the children. Once the information has been collected it can then be transferred to a **KWL grid***.

Allow children to use the Internet, or applications such as Google Earth, to look at the world from space. Ask them to find the continents, their own country and those countries identified from their **Post-It Poll***. The children then identify five countries that are important to us for food importation or have suffered from conflict, famine, poverty or natural disaster. On a world map, ask the children to connect these countries to their own, using coloured string and display in the classroom.

* See Active Learning and Teaching Methods for Key Stages 1 & 2



Activity Four

The Big Picture

Suggested Learning Intentions

Children will:

- know about the experiences, lives and culture of people in the wider world;
- be able to identify the similarities and differences between places (TSPC);
- be aware that personal thoughts, opinions and ideas can be expressed both verbally and non-verbally (Comm);
- be able to use imagination to develop empathy with others (TSPC);
- know about structure in scriptwriting (Comm); and
- be able to write in and develop a role (Comm).

Suggested Learning and Teaching Activities

Children should revisit their **KWL grid*** from the previous activity to recap on prior learning.

Organise the children into small groups and distribute photographs depicting family life in countries suffering hardship. Give the groups time to study the photographs and record their thoughts and feelings. Encourage them to record the similarities and differences with their own lives. Each group in turn, reports back to the rest of the class about their photograph.

Invite the groups to place their photograph in the centre of a large A1 or A2 sheet. Invite the class to imagine what is going on outside the confines of the photograph. The children draw around the photograph to show what else they might be able to see, hear, smell, touch etc.

Ask the children to collect information about a particular natural disaster. They then imagine that a disaster, such as a hurricane or an earthquake, is about to hit their town. Discuss how they would prepare their school so it could be used as a relief shelter. They should assign roles, for example, doctors, nurses, victims, food suppliers, reporters, carers or administrators.

Invite children to present a radio or television report on the disaster and interview the different people affected. Encourage every child to write a short speech in character, to reflect their thoughts and feelings about the disaster. Provide time for groups to improvise a short scene which reflects an aspect of the disaster. Film the performances and ask the children to use the recording to develop a script.

Home Learning Activity

Children make a list of charities and organisations that work in developing world countries. They find out if anyone in their family or local community works as a volunteer for one of these organisations.

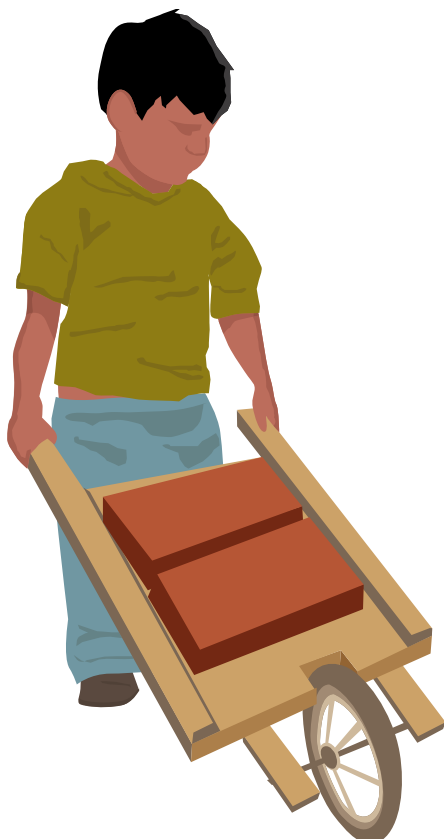
Activity Five

Cause and Effect

Suggested Learning Intentions

Children will:

- know about the experiences, lives and cultures of people in the wider world;
- be aware that people rely on their environment for survival;
- understand the effects of extreme weather, natural disasters and/or human activities on places and people;
- develop methods for collating and recording information (TSPC); and
- be able to use different types of questions for a purpose (TSPC).



Suggested Learning and Teaching Activities

Divide the children into five working groups. Allocate one country from the previous activity for each group to research. Children should focus on the different types of difficulties experienced by the inhabitants of these countries and what factors have contributed to these difficulties, for example, countries affected by natural disasters such as the 2004 tsunami or countries such as Sudan, affected by long term war. Provide each group with a large sheet of paper to record their findings in words and pictures. Ask each group to give a one-minute presentation to the rest of the class on their findings.

Ask pupils to prepare a list of questions to find out about a country where the people are prevented from accessing their needs. These questions can be recorded on their **KWL grid***.



Activity Six

The Power of Imagery

Suggested Learning Intentions

Children will:

- understand that inequality affects people's lives;
- be able to use non-verbal methods to express ideas (Comm);
- be able to use a diary format to develop, express and present ideas (Comm); and
- be able to combine self-produced moving images to present and communicate (UICT).

Suggested Learning and Teaching Activities

Show the children a promotional video for a charity organisation such as Comic Relief. Alternatively, use the news articles or photographs that the children have collected as part of their home learning in activity 4. In small groups, the children discuss the imagery used in the video and record their thoughts and feelings about what they see. Encourage them to look at the use of colour, sound, visual effects and facial expressions and comment on how these help to provoke thoughts and feelings. Use an **Art Spiral*** to record the children's personal responses to the images they have viewed. Place a large paper spiral in an open space for the children to draw or write their thoughts on. The spirals can be suspended from the ceiling. Give children time to view and discuss each others' contributions.

Use the art spirals as a stimulus for children to write a diary entry for a child from one of the countries supported by the researched charity. You can further explore the issues raised in the diary entry by drama techniques such as **Hot Seating***, **Tableau***, **Freeze Frame***, **Hassle Lines*** or **Conscience Alley***.

Allow children to produce their own dialogue for a charity appeal. Give them time to explore their scenarios and rehearse their appeal. They can perform this for the rest of the class or at assembly. Film the performance so it can be reviewed back in class.

Home Learning Activity

Collect or find materials related to various charity organisations, for example, posters, magazines, brochures or fliers.

* See Active Learning and Teaching Methods for Key Stages 1 & 2





Helping Hands

SECTION 02

Activity Seven

Organise It!

Suggested Learning Intentions

Children will:

- be able to sort information according to given criteria (UMaths);
- be able to collate, record and present information (TSPC); and
- understand the role of charity agencies and how they can change and improve the lives of others.

Suggested Learning and Teaching Activities

Provide the children with a variety of materials related to different charity organisations (posters, magazines, brochures and fliers). Discuss the range of information provided by the materials. When looking at the materials, the children should identify the organisation's name, logo and its aim and objectives.

Divide the class into groups and give them time to research other charity organisations. Set a number of large hoops on the floor. Ask the children to sort the charity organisations' posters and materials into these hoops based on the similarities and differences in their work, for example:

- groups who help locally or globally; or
- groups who help people, animals or the environment.

Ask the children to justify their choices.

In groups, the children use the materials and their work to create a collage based on some of the charity organisations they have researched. Give each group time to explain their work to the others.



Home Learning Activity

Children write to a charity organisation, asking for information. Alternatively, they prepare a one-minute talk about one of the charity organisations to give to the class.

Activity Eight

Volunteer For It!

Suggested Learning Intention

Children will:

- know about the role of charity volunteers and how they can change and improve the lives of others.



Suggested Learning and Teaching Activities

The class brainstorms the jobs people do within the charity organisations they have researched. Discuss the concept of volunteering:

- What are volunteers?
- Do we know any volunteers?
- Why do people volunteer?
- What do volunteers do?
- Can anyone be a volunteer?

Split the class into three groups and give each one a large sheet of paper with one of the following headings:

- Who volunteers?
- Why volunteer?
- What do volunteers do?

Give each group five minutes to add their ideas to the sheet of paper. After five minutes, the groups rotate until each group has had the chance to contribute to each question. Display the sheets and discuss the contributions. In groups, children use the sheets to compile a character study of a volunteer worker. They can give the volunteer a name, an organisation to work for, etc.

Discuss what 'gifts' or 'qualities' people have. In pairs, the children identify the 'gifts' a friend has and share it with the class. Use circle time to discuss how we all have certain 'gifts'. Discuss what 'gifts' a volunteer needs to have. Place a colourful gift bag in the centre of the room, labelled, 'A volunteer's gifts are:'. Ask the children to write the 'gifts' a volunteer might have on pieces of paper and drop these into the bag. When all the children have contributed, read out the gifts and prioritise them.

Activity Nine

Advertise It!

Suggested Learning Intentions

Children will:

- be able to process and combine found and self-produced assets (including text and still images) to create, present and communicate their work (UIC); and
- be able to express meaning clearly, using appropriate vocabulary and level of detail (Comm).

Suggested Learning and Teaching Activities

Provide a number of job advertisements for children to read and review. In groups, the children create an advert for a volunteer worker in a chosen charity group. They should select an appropriate heading when planning and drafting the advert. The advertisement must include the necessary attributes for a good volunteer. Encourage the children to use ICT to create their finished advert.



Activity Ten

Chat Show - Host It!

Suggested Learning Intentions

Children will:

- Know that they can make relevant contributions to a discussion (Comm);
- Know the importance of responding appropriately to others' points of view (Comm); and
- Be able to examine pros and cons in order to make decisions (TSPC).

Suggested Learning and Teaching Activities

As a class listen to a charity song such as 'Feed the World' by Band Aid. Discuss the work of Band Aid and brainstorm any other charity initiative the children know about.

The children select a well-known celebrity who works for a charity and write interview questions that focus on the celebrity's charity work. Discuss the benefits of associating a celebrity or celebrities with the work of a charity.

Children research local charities, for example, The Niall Mellon Township Trust, and find out about their work. They write the lyrics for a class rap to raise awareness about their chosen charity. They perform this for another class or at an Assembly.

Alternatively, use the **Zone of Relevance*** template to help children answer the question – 'I am a celebrity why do I volunteer?' Provide children with a selection of statements, such as:

- I'll get my photo taken.
- I will get to go to other countries.
- It's important that I use my celebrity status to raise awareness for the charity.
- It will make me look like a good person.
- I will get to meet lots of new people.
- I can help make a difference to the lives of people or animals.
- It might mean more people will give me work and I'll make more money.

The children decide if the statements are extremely relevant, relevant or not relevant at all.

* See Active Learning and Teaching Methods for Key Stages 1 & 2

Activity Eleven

Am I Up to It?

Suggested Learning Intentions

Children will:

- understand that they can play an active and meaningful part in the life of the community and the wider world; and
- be aware that different types of questions can support the decision making process (TSPC).

Suggested Learning and Teaching Activities

Use the **Five Questions Strategy*** to encourage children to think of enterprise projects where they could help a chosen charity. Ask the following question as a stimulus:

- **'How** could we help?'

Encourage the children to respond to the question before generating the next one, for example:

- **How** could we help?
 - We could raise money.
- **What** could we do to raise money?
 - Hold a fund raising event.
- **What** do we need to be able to organise this event?
 - We need to work together as a team.
- **What** if people don't know about our event?
 - We will advertise it in advance.
- **How** do we choose a charity to support?
 - Have a class vote.

Record the questions/answers on a flipchart and display in the classroom throughout the theme.

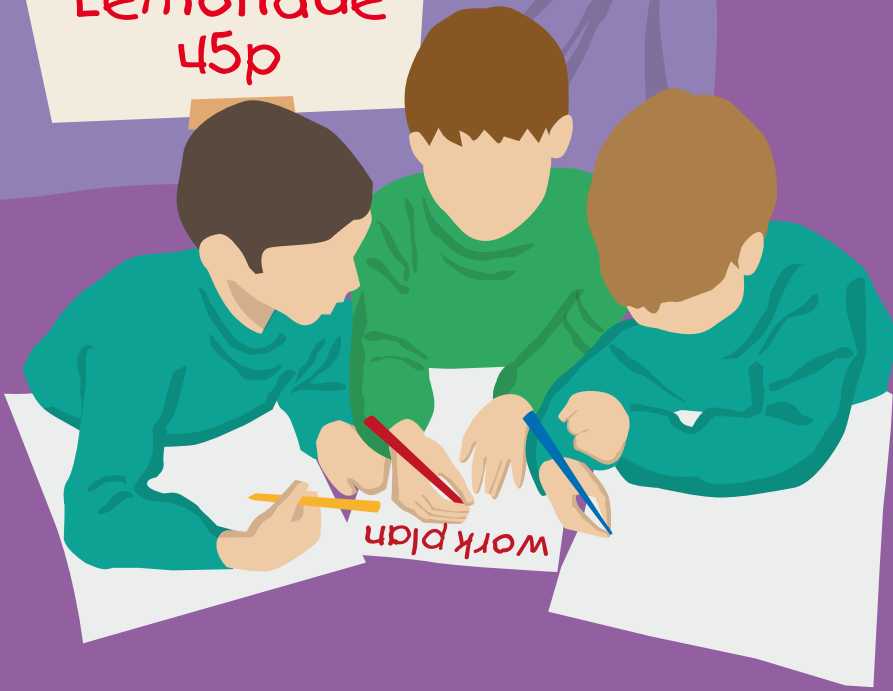
Home Learning Activity

Ask children to create a personal ideas board about the things they could do to help. (What would they do? How would they do it?)

* See Active Learning and Teaching Methods for Key Stages 1 & 2



SECTION



Be Enterprising

03

Activity Twelve

Forming the Groups

Suggested Learning Intentions

Children will:

- be able to work in different roles and take responsibility for appropriate tasks (TSPC); and
- understand that they have unique skills and qualities.



Suggested Learning and Teaching Activities

Discuss with the children the times that they have worked successfully as a group during this thematic unit. Can they identify times when their group work was unsuccessful? Ask the children to compile a list of attributes or conditions necessary for successful group work. Discuss and agree these criteria and display them in the classroom.

Using one of the charity organisations the children have researched, examine how that organisation works successfully to fulfil its aims. Identify the roles and responsibilities within the organisation which ensure its success.

Help the children to select the specific groups they will need to work in to successfully plan and carry out the enterprise activity that they chose in Activity Eleven.

The groups will depend on the nature of the enterprise, but may include:

- Advertising group;
- Event planning group; and/or
- Finance group.

Home Learning Activity

Write a statement to promote yourself for election to a particular post.

Activity Thirteen

Planning Makes Perfect

Suggested Learning Intentions

Children will:

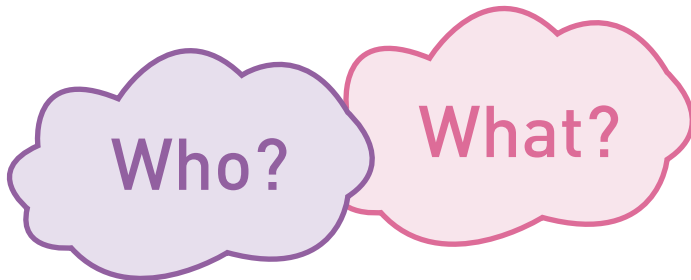
- be able to work together to reach agreement and complete a task (TSPC); and
- understand the importance of planning and organising.

Suggested Learning and Teaching Activities

Organise the children into five groups and give each group a large sheet of paper with one of the following headings written on it: 'WHO', 'WHAT', 'WHEN', 'WHERE' and 'HOW'.

In their groups, the children discuss and record their ideas on their group task in the enterprise project under the five headings. The children could use an appropriate strategy for prioritisation, such as, **Ideas Funnel***. Invite groups to report back to the class. Act as facilitator in helping children to use their ideas to create an events board.

* See Active Learning and Teaching Methods for Key Stages 1 & 2



Activity Fourteen

Rave Reviews

Suggested Learning Intention

Children will:

- be able to evaluate what they have learned (TSPC).



Suggested Learning and Teaching Activities

Following the implementation of the event, it is important to provide time for reflection. In their specific groups, the children discuss and review the success of the enterprise event and the elements for which their group had responsibility. Each group elects a recorder to record ideas and any consensus of opinion. Encourage members of the group to reflect on and discuss their own personal contribution and the contributions made by other team members.

After completing their evaluation, the groups come together to produce an overall review of the enterprise event. An appropriate strategy for this part of the activity would be the **Dartboard Evaluation***. The title of the target might be, 'do you think our enterprise event was a success?'. This will create a stimulus for discussion about what went well and what the class would change.

Children should have opportunity to revisit their **KWL grid*** and complete column three.

Home Learning Activity

Children write a short report on the enterprise event for the school newsletter.

* See Active Learning and Teaching Methods for Key Stages 1 & 2

Resources

Resource A

Needs and Wants Cards

| | |
|--------------------------------------|----------------------------|
| Food | First Aid kit |
| Clean water | Nintendo |
| Materials to build somewhere to live | A person to look after you |
| Money | Toys |
| Friends | Good clothes |

List of Suggested Resources

Global Eye

www.globaleye.org.uk

Raises awareness of current global development issues.

Global Gang – Christian Aid

www.globalgang.org

Includes stories about children who are doing their best to make the world a better place.

Juicy Geography

www.juicygeography.co.uk/googleearth.htm

Guidance and other ideas on how to use Google Earth in the classroom.

Oxfam Education

www.oxfam.org.uk/education

Awareness of global citizenship.

Save the Children

www.savethechildren.org.uk

Global issues affecting children around the world.

Unicef

www.unicef.org

Child development and survival is a focus of the work of this organisation.

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Rewarding Learning