

Scheme of Learning



Year Group – Y7

Unit Overview – Living in the WW

Student will know:

- The dangers of social media
- What is racism and what a stereotype is
- The importance of self-esteem

Year 7

Student should be able to:

- Discuss how to improve self-esteem
- Identify future aspirations
- Understand what potential they have
- Similarities & differences between the physical & online world
- Harmful behaviours online, staying safe & seeking support
- Rights and responsibilities online
- Online risks
- Seeking support to report material or manage issues
- The dangers of sharing material (including the law regarding sharing & viewing indecent images of children)
- Impact of viewing harmful content
- That specifically sexually explicit material presents a distorted picture of sexual behaviours & can have negative consequences

Adapt to suit the needs of class. Additional resources should be placed in the folder on the staff area to share good practice and continue to refine SOL

Lesson	Aims and intended learning outcomes	Teaching and learning strategies (including recall and retrieval strategies)	Differentiation	Assessment opportunities (Measure of progress)	Resources	Key Vocabulary (Tier 3)
1	<p>I can: Correctly identify ways of achieving our full potential and achieve our aspirations. Describe how different case studies of students could achieve their aspirations and what it means to leave our 'comfort zone'. Explain how students can overcome barriers to aspirations by being resilient and evaluate the importance of this trait.</p>	<p>ASPIRATIONS</p> <p>Starter: Task 1 Write down what you think the word 'aspiration' means. Task 2 Describe a time in your life when you have really tried your best at something. What was the outcome? Task 3 Explain what 'reaching your full potential' might look like. How will you know when you've achieved this?</p> <p>3 way differentiated clip link on PowerPoint and given as hand-out for students to complete.</p> <p>Main Activity 1: In small groups, you will read through each of the case studies and write your advice in one of the shapes. When your teacher tells you your time is up, you will then pass on your sheet to the next group, and have a go at the next one.</p> <p>Main Activity 2: Task 1: Design a new slogan to go above the white boards in the school, encouraging students to aim for their aspirations. Task 2: Create two new case studies of your own for a partner to analyse to see how each student could reach their aspirations. Task3: Evaluate in your books which is more important for reaching your aspiration; leaving your comfort zone or staying resilient.</p> <p>Plenary: Aspirations 'gimme five' challenge:</p>	<p>Task explanations differentiated. Range of different tasks pitched at different levels. Support sheets available for students where needed.</p>	<p>Use of LOTs and HOTs questioning.</p> <p>Completion and quality of work.</p> <p>Class discussions</p>	<p>Work saved on the shared area.</p> <p>All sheets saved on the shared area.</p>	<p>Aspiration - a hope or ambition of achieving something.</p> <p>Potential - having or showing the capacity to develop into something in the future.</p>

		Draw around your hand and inside each finger write one piece of advice for students trying to achieve their aspirations.				
2	<p>I can:</p> <p>Correctly identify ways students can help their self-esteem to improve and describe which piece of advice fits each case study.</p> <p>Explain how a person could directly apply your advice to their personal situation using detailed examples.</p> <p>Analyse the root cause of each persons self esteem and which piece of advice would be most and least useful to them explaining why you think this.</p>	<p>THE IMPORTANCE OF SELF-ESTEEM</p> <p>Starter: Task 1: Describe what we mean by the term 'self esteem'. Task 2: Which of the above can be affected by a person's level of self esteem. How? Explain in full. Task 3: Analyse how a person might end up with a low level of self esteem. Discuss with a partner and be ready to feedback.</p> <p>3 way differentiated clip link on PowerPoint and given as hand-out for students to complete.</p> <p>Main Task: Read the 'Five Tips to improve Self- Esteem' sheet as a class. Read the case studies in your pack and complete the table, answering the questions (levels differentiated three way on worksheet for case study table)</p> <p>Follow with class feedback and review.</p> <p>Plenary: Self Esteem - Gimme 5 challenge: Draw around your hand and inside each finger write one reason way we can actively improve our self esteem. Don't look at your sheet – try and remember!</p>	Task explanations differentiated. Range of different tasks pitched at different levels. Support sheets available for students where needed.	Use of LOTs and HOTs questioning. Completion and quality of work. Class discussions	Work saved on the shared area. All sheets saved on the shared area.	Self-esteem - describes a person's overall sense of self-worth or personal value.
3	<p>I can:</p> <p>Correctly identify needs and wants and explain why you</p>	<p>WANTS AND NEEDS</p> <p>Starter:</p>	Task explanations differentiated. Range of different tasks	Use of LOTs and HOTs questioning. Completion and quality of work.	Work saved on the shared area.	Needs - things we can't live without, meaning we will die

	<p>believe each to fall in this category.</p> <p>Begin to describe where particular needs and wants fall on Maslow's Hierarchy of need.</p> <p>Explain why we need to learn about wants and needs as well as confidently explaining where case studies fall in Maslow's Hierarchy and why.</p>	<p>Task 1: Does Noah actually need a PlayStation Pro or does he just want one?</p> <p>Task 2: Explain what you think the difference is between needing something and wanting something.</p> <p>Task 3: Why do you think it is important that we learn the differences between 'needs' and 'wants'.</p> <p>3 way differentiated clip link on PowerPoint and given as hand-out for students to complete.</p> <p>Main Activity 1: Read aloud as a class the information sheet. Popcorn reading optional. Information sheet is in the lesson folder. Then:</p> <p>Task 1: Using your case study sheet, colour code or key the examples given as needs and wants. In the next box you need to explain why you think this is the case.</p> <p>Task 2: As above then either create three additional examples to test a partner, or have a go at coding three of the case studies on Maslow's Hierarchy.</p> <p>Task 3: Colour code or key where a case study falls on Maslow's Hierarchy and then explain why.</p> <p>FEEDBACK AS A CLASS</p> <p>Plenary: Complete your literacy focus task at your challenge level. Be prepared to feedback and justify your ideas to the class.</p>	<p>pitched at different levels. Support sheets available for students where needed.</p>	<p>Class discussions</p>	<p>All sheets saved on the shared area.</p>	<p>if we don't have them.</p> <p>Wants – things which we would like, or would make life easier, but we don't have to have in order to survive.</p> <p>Maslow's Hierarchy – a diagram which orders the things we need and want into different categories in order of importance.</p>
3	<p>I can</p> <p>Correctly identify reasons why stereotypes are wrong and the idea of race is wrong.</p> <p>Describe how people gained different traits and characteristics and what this</p>	<p>An introduction to Prejudice and Discrimination: Racism and Stereotypes</p> <p>Starter (students read initial case study on PowerPoint slide:</p> <p>Task 1: Is what Tony said offensive or not? Why?</p> <p>Task 2: Tony is also black. Does this make any difference to your answer? Explain.</p>	<p>Task explanations differentiated. Range of different tasks pitched at different levels. Support sheets available for students where needed.</p>	<p>Use of LOTs and HOTs questioning.</p> <p>Completion and quality of work.</p> <p>Class discussions</p>	<p>Work saved on the shared area.</p> <p>All sheets saved on the shared area.</p>	<p><u>Key Words</u></p> <p>Racism – treating someone differently because they have characteristics or</p>

	<p>means about the human race.</p> <p>Explain why both stereotyping and being racist are not only cruel, but ridiculous as well as finer explanations about where the idea of 'race' came from.</p>	<p>Task 3: Explain the definition of the words stereotype, discrimination, racism and prejudice.</p> <p>3 way differentiated clip link on PowerPoint and given as hand-out for students to complete.</p> <p>Main activity: Read aloud as a class the information sheet. Popcorn reading optional. Information sheet is in the lesson folder. Then complete questions which are also on the same information sheet.</p> <p>Discuss and feedback as class</p> <p>Plenary: 'Gimme 5' Draw your hand in your book. Down the fingers and thumb write 5 new things you've learned today.</p>				<p>features, which people have long believed make them a certain 'race'</p> <p>Stereotyping – an incorrect assumption about a group of people, e.g all blondes are stupid, or all old people drive slowly.</p>
4	<p>I can</p> <p>Identify the negative internet uses and the information we should not make public.</p> <p>Describe how an online groomer uses social media.</p> <p>Analyse whether your social media profiles are safe from bullies and trolls.</p>	<p>An introduction to keeping safe online: Safe Social Media</p> <p>Starter:</p> <p>Task 1: Look at the computers above number the oldest to the most modern. When did social media appear? How?</p> <p>Task 2: How has technology changed our lives socially? Has technology made life better? How?</p> <p>Task 3: Analyse whether the advancement of technology and the rise of social media has made our lives happier.</p> <p>Main Task: In small groups you will be given some teenagers' social media pages (mock ups) as examples.</p> <p>Students answer questions of: Are they safe? Why / why not? What should they change? Why? How could an online groomer make use of the information on these social media pages?</p>	<p>Task explanations differentiated. Range of different tasks pitched at different levels. Support sheets available for students where needed.</p>	<p>Use of LOTS and HOTS questioning.</p> <p>Completion and quality of work.</p> <p>Class discussions</p>	<p>Work saved on the shared area.</p> <p>All sheets saved on the shared area.</p>	<p>Social media - websites and applications that enable users to create and share content or to participate in social networking.</p>

		<p>Is modern technology making us safer or less safe in our homes? How do you know?</p> <p>3 way differentiated clip link on PowerPoint and given as hand-out for students to complete.</p> <p>Literacy focus task:</p> <p>Complete online trolling social media report comprehension and questions task.</p> <p>Plenary –</p> <ol style="list-style-type: none"> 1. Pick one LO and explain how you have met this in your book. 2. Summarise the best piece of advice you could give to a younger student about their social media account 				
5	<p>I can: Correctly identify ways of achieving our full potential and achieve our aspirations. Describe how different case studies of students could achieve their aspirations and what it means to leave our 'comfort zone'. Explain how students can overcome barriers to aspirations by being resilient and evaluate the importance of this trait.</p>	<p>ASPIRATIONS</p> <p>Starter:</p> <p>Task 1 Write down what you think the word 'aspiration' means.</p> <p>Task 2 Describe a time in your life when you have really tried your best at something. What was the outcome?</p> <p>Task 3 Explain what 'reaching your full potential' might look like. How will you know when you've achieved this?</p> <p>3 way differentiated clip link on PowerPoint and given as hand-out for students to complete.</p> <p>Main Activity 1:</p> <p>In small groups, you will read through each of the case studies and write your advice in one of the shapes. When your teacher tells you your time is up, you will then pass on your sheet to the next group, and have a go at the next one.</p> <p>Main Activity 2:</p>	<p>Task explanations differentiated. Range of different tasks pitched at different levels. Support sheets available for students where needed.</p>	<p>Use of LOTs and HOTs questioning.</p> <p>Completion and quality of work.</p> <p>Class discussions</p>	<p>Work saved on the shared area.</p> <p>All sheets saved on the shared area.</p>	<p>Aspiration - a hope or ambition of achieving something.</p> <p>Potential - having or showing the capacity to develop into something in the future.</p>

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