



Assessment of Learning



Understanding	Skills	Attitudes
<p>Developments in children's understanding of human rights issues are indicated by a capacity to</p> <ul style="list-style-type: none"> • make appropriate use of human rights vocabulary (e.g., needs wants, respect, rights); • recognise issues relating to human rights and responsibility in everyday scenarios; • identify situations which illustrate conflicts of human rights; • provide examples of and talk about the promotion and protection of human rights. 	<p>Developments in children's skills in exploring human rights issues are indicated by an ability to</p> <ul style="list-style-type: none"> • listen respectfully; • communicate ideas and perspectives clearly; • work collaboratively in groups; • propose solutions to human rights conflicts and problems; • engage in class discussions and debates. 	<p>Developments in children's attitudes in exploring human rights issues are indicated by an ability to</p> <ul style="list-style-type: none"> • identify attitudes which may be limiting or prejudicial; • identify changes in their own attitudes; • reflect on their own attitudes to the ideas and opinions of others; • display tolerance to others whose attitudes differ from their own; • recognise the link between attitudes and actions.

Lesson 1

Earth Day 22.04.24/The World's Largest Lesson (What World Would You Like in 2030?)

**CRC Article 29: All children have the right to be the best they can be.
Education should help develop respect for the environment.**



Key Objectives:	To know what Earth Day is and why it is important. To know what the World's Largest Lesson is. To know that there are 17 Global Goals that work together like a jigsaw. To look at ways to develop our listening skills. To think about ways in which we can be the best that we can be and make a difference.
CRC Articles:	CRC Article 6: All children have the right to life. CRC Article 17: All children have the right to reliable information from a variety of sources. CRC Article 24: All children have the right to the best possible health. CRC Article 29: All children have the right to be the best they can be. Education should develop children's respect for the environment.
Links to Global Goals:	Overview of the 17 Global Goals: https://worldslargestlesson.globalgoals.org/resource/malala-introducing-the-the-worlds-largest-lesson/ Global Goals: 13
Links to SMSC:	Moral Development: Understanding the consequences of behaviour and actions. Cultural Development: Respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
Links to British Values:	Individual Liberty

Resources:

19.04.24 PPT

Earth Day Pledge template (x1 A3 pledge per Family Group)

Vocabulary:

*Social inequality: a situation in which people are not equal because some groups have more opportunities, power, money etc. than others.

*Sustainability: small changes we can make to help look after the planet. Making these changes helps protect animals, plants and our natural resources so that future generations will be able to enjoy them.

*Climate change: refers to the shift in the Earth's usual weather conditions over many years. Our world has been getting hotter due to things humans are doing, like burning huge amounts of fossil fuels, cutting down too many trees and over-farming crops and animals.

Work through PPT:

Remind children about being a Gold Rights Respecting School and the charters at Timothy Hackworth. Link to The Timothy Hackworth child.

Link to CRC Article 29: All children have the right to be the best that they can be. Education should help develop respect for the environment.

Work through the PPT and discuss. Slides 1-17.

Focus on 22.04.24 awareness day: Earth Day

Link to The World's Largest lesson with a focus on the 17 Global Goals and the question 'What World Do You Want in 2030?'

Watch animation which summarises the 17 Global Goals:

<https://worldslargestlesson.globalgoals.org/resource/malala-introducing-the-the-worlds-largest-lesson/>

Use the analogy of a jigsaw puzzle can help students to understand the interdependence of the Global Goals: Every single piece is important (just like every single Goal) because they all fit together and it cannot be complete without every single piece.

Task/activity:

Slide 18:

What World Do You Want in 2030?

How old are you going to be in 2030? Why is the year 2030 important?

What might you be doing in 2030? What would you like to study or how will you spend your time?

How do you think we could relate your future life to the Global Goals?

Each Family Group to create x1 Earth Day Pledge handprint. Summarise learning from the lesson and identify actions and solutions to make positive changes.

Plenary/reflection:

Slides 19: Moral Development (SMSC reflection)

Slides 20: Cultural Development (SMSC reflection)

Reading recommendations:

Slide 21: Please share the Reading Recommendations list linked to today's theme: Earth Day. This is now included to continue to raise the profile of reading for pleasure.

*Please send a copy of the Earth Day Pledge activity to Mrs. Simpson-May.

Thank you! 😊