

**Lesson plan – focus on ESDGC (Wealth and Poverty/Identity and Culture)**

**Learning Intentions:**

To recognise that people should be entitled to have their basic needs met.  
 To understand the effects of inequality on the quality of people's lives.  
 To recognise the impact of discrimination and prejudice on individuals and groups.  
 To recognise they are global citizens of an interconnected world.

**ICT resources:**

<http://gov.wales/topics/educationandskills/allsectorpolicies/europeanandinternational/sustainabledevelopment/?lang=en>  
[http://www.unicef.org/protection/57929\\_child\\_labour.html](http://www.unicef.org/protection/57929_child_labour.html)  
<https://globaldimension.org.uk/glpwales>

**Assessment for Learning opportunities:**

Think, Pair, Share - what do we already know/think about this issue?  
 Hot seating - what is it like to be a child in one of the factories?

Skills	Literacy and Numeracy Framework	Sustained Learning Activity
<p><b>Developing thinking skills</b>                      Plan:</p> <ul style="list-style-type: none"> <li>Asking questions</li> <li>Activating prior knowledge and understanding</li> </ul> <p>Develop:</p> <ul style="list-style-type: none"> <li>Thinking about cause and effect and making inferences</li> <li>Considering evidence, information and ideas</li> <li>Forming opinions and making decisions</li> </ul> <p>Reflect:</p> <ul style="list-style-type: none"> <li>Linking and lateral thinking</li> </ul> <p><b>Developing communication skills</b>                      Wider communication:</p> <ul style="list-style-type: none"> <li>Communicating ideas and emotions</li> </ul> <p><b>Developing ICT skills</b></p> <ul style="list-style-type: none"> <li>Finding and developing information and ideas</li> </ul> <p>Creating and presenting information and ideas</p>	<p><b>Year 6 Literacy Component</b>  <b>Aspect – Speaking</b>  <b>Learners are able to:</b>                      Express issues and ideas clearly using specialist vocabulary and examples                      Explore challenging or contentious issues through sustained role play</p> <p><b>Aspect – Listening</b>  <b>Learners are able to:</b>                      Listen carefully to presentations and show understanding of the speakers' conclusion or opinions                      Respond to others with questions and comments which focus on reasons, implications and next steps</p> <p><b>Aspect – Collaboration and discussion</b>  <b>Learners are able to:</b>                      Contribute purposefully to group discussion to achieve agreed outcomes                      Follow up points in group discussions, showing agreement or disagreement giving reasons</p> <p><b>Year 6 Numeracy Component</b>  <b>Aspect – Represent and Communicate</b>                      Select and construct appropriate charts, diagrams and graphs with suitable scales</p>	<p><b>Sustained Learning Activity</b></p> <ul style="list-style-type: none"> <li>Pupils should be encouraged to think about where their clothes come from and who makes them. Invite sharing of ideas and discussion through think, pair, share strategy. Which fashion retailers are the most widely used amongst the pupils? How much do they pay for their clothes? Who pays for their clothes? How many have never thought about the issue of where their clothes come from? Which is their favourite brand of clothing? How do they feel when they wear their favourite clothes? Are their clothes a status symbol? Is it important that their clothes are bought from particular shops/brands? What do our clothes say about us as individuals?</li> <li>Record these results either through a mind mapping exercise or through numerical recording such as tally chart. Look at the data collected and encourage sharing of ideas and conclusions.</li> <li>Following this, watch the video using this link:  <a href="https://drive.google.com/file/d/0B89uCakVw5XQmJhWHM1enIWVE/view?usp=sharing">https://drive.google.com/file/d/0B89uCakVw5XQmJhWHM1enIWVE/view?usp=sharing</a></li> <li>Allow the pupils to discuss what they have watched and to talk about the challenging and contentious issues raised. Encourage the pupils to contribute purposefully to group discussions and to think, in particular, about how children's rights are violated through the existence of child labour. Encourage discussion about the realities of child labour before showing them another short video:  <a href="https://drive.google.com/file/d/0B89uCakVw5XV0s2TQJSTnhfUm8/view?usp=sharing">https://drive.google.com/file/d/0B89uCakVw5XV0s2TQJSTnhfUm8/view?usp=sharing</a> an experiment conducted by the company Fashion Revolution.</li> <li>Provide opportunities for pupils to share their thoughts about the effects of inequality on children's lives and the impact of discrimination on individuals. Use the Unicef website to look at the Rights of the Child. Which are not being respected?</li> <li>Allow pupils the opportunity to revisit the data they collected at the outset of the lesson. How do they feel about their fashion choices now? Do they see themselves as ethical informed citizens and are they able to understand the connectedness of their choices on other children around the world? Will their decisions change in the future following their new understanding and knowledge of child labour? Would a new data collection look different from the first?</li> </ul>