ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: Wellbeing UNIT: Darwin's Daring Discoveries TERM: Spring 1
YEAR GROUP: 6

THE BIG QUESTION			
How can the media influence people?			
END OF UNIT OUTCOME	Create a wordle using key information. They may want to focus on one aspect such as fake news or sharing. Use these around the classroom/school as visual reminders of online safety.		
OBJECTIVES	• how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions. • that not everything should be shared online or social media and that there are rules about this, including the distribution of images. • that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions. • how text and images can be manipulated or invented; strategies to recognise this. to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts		
CONCEPT: Conflict	Media can create **internal conflict** (how we feel about ourselves) and **external conflict** (arguments, disagreements or misunderstandings between people).		
LESSON 1 QUESTION	How does social media affect our wellbeing?		
KEY KNOWLEDGE	**How the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions.**		
RICH TASK	Watch the video as a starting point (link in resources). Discussion: their own feelings and thoughts about social media. Make a list of positive and negative effects of social media. In groups make a mind-map of online and off-line wellbeing activities.		
SUPPORT AND CHALLENGE	**Support:** sentence starters, word bank, adult-led group **Challenge:** explain *why* social media can impact wellbeing and suggest ways to manage it		
KEY VOCABULARY	Media, social media, wellbeing, emotions, influence, positive, negative, online, offline	**RESOURCES**	Social media – Year 6 lesson plan pack | PHE School Zone
LESSON 2 QUESTION	What should and shouldn't be shared online?		
KEY KNOWLEDGE	**That not everything should be shared online or social media and that there are rules about this, including the distribution of images.**		
RICH TASK	Retrieval practice activity		

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	Activity: True or False? Read aloud (or display) the statements. Pupils show **thumbs up/down** or hold up T/F cards. • Social media can only have negative effects on wellbeing. • What we see online can affect how we feel about ourselves. • Offline activities can help improve wellbeing. • Everyone feels the same way about social media. **Check:** Pupils explain *why* one statement is true/false. Activity: Using NSPCC resources Lucy's story. Discussion: What were the danger signs? What can we do?		
SUPPORT AND CHALLENGE	**Support:** guided questions, pause-and-talk points **Challenge:** apply learning to new online scenarios and suggest safe choices		
KEY VOCABULARY	Privacy, consent, personal information, online safety, trusted adult, rules	**RESOURCES**	Lucy's story video NSPCC resources ppt in resources.
LESSON 3 QUESTION	Can the news affect how people think and feel?		
KEY KNOWLEDGE	**That mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions.**		
RICH TASK	Retrieval practice activity Display 4 quick scenarios. Pupils respond with **Yes / No / Not Sure**. Examples: • A photo of you in school uniform • Your full name and address • A picture of a birthday cake you made • A photo of a friend (without asking) **Check:** Ask *Which rule helps us decide?* Using Newswise resources. Place agree/disagree signs on opposites sides of the room and children move to each position in response to statements about the news. Discussion: using news scenarios discuss emotional reactions to news stories. Are they the same for everyone? What can be done in response to news stories when they bring up difficult feelings?		

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SUPPORT AND CHALLENGE	**Support:** discussion prompts and examples **Challenge:** consider how the same story could be reported in different ways		
KEY VOCABULARY	Opinion, fact, bias, influence, emotions, reaction, mixed messages	**RESOURCES**	PSHE Association, National Literacy Trust and The Guardian Foundation – NewsWise, Lessons 3 and 6
LESSON 4 QUESTION	How can we tell if something online is real or fake?		
KEY KNOWLEDGE	**How text and images can be manipulated or invented; strategies to recognise this. To evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts.**		
RICH TASK	Retrieval practice activity Activity: Fact or Opinion? Display short statements; pupils hold up **F / O**. Examples: • "This news story makes people feel worried." • "The event happened yesterday." • "This is the worst news ever." **Check:** One pupil explains how they knew. Using Newswise resources. Introduce children to stop, question, check, decide strategy when reading news stories. Using real and fake news stories children work through strategy to decide if the stories are real or fake. 		
SUPPORT AND CHALLENGE	**Support:** model the strategy together as a class **Challenge:** independently evaluate new online content and justify decisions		
KEY VOCABULARY	Fake news, reliable, source, evidence, manipulate, verify, advert	**RESOURCES**	PSHE Association, National Literacy Trust and The Guardian Foundation – NewsWise, Lessons 5
LESSON 5 QUESTION	What have we learned about media influence?		

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KEY KNOWLEDGE	Revision of key information.		
RICH TASK	Retrieval practice activity Activity: Stop, Question, Check Display a headline or image. Ask pupils to: 1. **STOP** – What should we do before believing it? 2. **QUESTION** – Who made this? Why? 3. **CHECK** – Where could we check if it's true? **Check:** Link responses back to the strategy. Create a wordle using key information. They may want to focus on one aspect such as fake news or sharing. Use these around the classroom/school as visual reminders of online safety.		
SUPPORT AND CHALLENGE	**Support:** key word list provided **Challenge:** include explanations or examples for chosen words		
KEY VOCABULARY	Fake news, wellbeing, influence, sharing, consent, reliability, media	**RESOURCES**	Wordle / word cloud generator (school-approved)
LESSON 6 QUESTION	How does the media influence people and link to conflict?		
KEY KNOWLEDGE	Revision of all key knowledge from the unit.		
END OF UNIT OUTCOME	Revision of key knowledge - quiz Outcome linked to The Big Question What links to our concept have you found?		
SUPPORT AND CHALLENGE	**Support:** multiple-choice quiz options **Challenge:** extended written reflection explaining links between media and conflict		
KEY VOCABULARY	Conflict, influence, media, wellbeing, opinions, choices, responsibility	**RESOURCES**	Teacher-created quiz and discussion prompts