Understanding by Design

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| **Stage 1: Identifying learning need** | | | |
| **Authentic Context for Learning** | | | |
| **Big Question / global issue / big idea:** *(Statements of What Matters)*  **Title:** “How to change the world”  This is a study in Social Action. | | **Why this learning matters for our young people:**  Learning about social action is crucial for young people in Cardiff because it builds key life skills, fosters community engagement, and raises awareness of social issues.  By participating in social action, young people develop leadership, teamwork, and problem-solving abilities that prepare them for future challenges, while also gaining a sense of civic responsibility and empowerment.  Social action helps them understand and address local issues like poverty, climate change, and inequality, enabling them to create positive change in their community.  It also builds confidence and a strong sense of identity, shaping them into active, responsible citizens. | |
| **Making Meaning** | | | |
| **Understandings:**  *Learners should come to understand that:* | | **Underpinning Concepts:** *(Statements of What Matters / ‘Specific Considerations’ in AoLEs)*  *Learner’s understanding will be founded upon:* | |
| Young people have the right to shape the society they live in and have the ability to do so.  Young people have a voice, know how to express their opinions, and that their opinions are valued.  Decisions are made by different people at different levels depending on the context.  Specific people have duties to uphold children’s rights. | | Rights, society, decision makers, authority (democracy), duty, respect, accountability, equity, Social Action. | |
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| **Stage 2: Identifying Progression** | | | |
| **Prior Knowledge, Skills and Understanding** | | | |
| *Learners already know:*  *Teacher input* | *Learners already can:*  *Teacher input* | | *Learners already understand:*  *Teacher input* |

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| **Purposes of Learning** | | **Transferable Learning** | |
| **Learners can become increasingly effective by:** *(*[*Characteristics of 4Ps*](https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#curriculum-design-and-the-four-purposes) */* [*Integral Skills*](https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#skills-integral-to-the-four-purposes)*)* | | **Learners might use their learning in other contexts by:** *(Descriptions of Learning)* | |
| * understanding and exercising their human and democratic responsibilities and rights * becoming knowledgeable about their culture, community, society and the world, now and in the past * respecting the needs and rights of others, as a member of a diverse society * engaging with contemporary issues based upon their knowledge and values * undertaking research and evaluate critically what they find * explaining effectively the ideas and concepts they are learning about * building up a body of knowledge and developing the skills to connect and apply that knowledge in different contexts * giving of their energy and skills so that other people will benefit * thinking creatively to reframe and solve problems * connecting and apply their knowledge and skills to create ideas and products * having the confidence to participate in Social Action | | * taking an active role in response to challenges and opportunities in my community, or in Wales or the wider world, participating in decision-making, sharing opinions and evidence with decision-makers and elected representatives in my community (Hums5) * recognising that injustice and inequality exist in societies and that human rights are important to me and other people (Hums5) * empathising with others, understanding how and why experiences affect us (HWb2) * understanding that there is a difference between wants, needs and rights (Hums5) * respecting the rights of others, understanding how these impact on myself and others and knowing who is responsible for upholding rights locally, nationally and globally (HWb5) * recognising that some decisions I make will have a long-term impact on my life and the lives of others, affecting my locality, Wales and the wider world (HWb3) * choosing appropriate tools to design effective communication methods to present ideas (EA3/SciTech2) * considering the impact of what I create on the audience and respond to feedback. (EA3/SciTech2) * maintaining positive relationships, identifying conflict and taking steps to resolve it (HWb5) | |
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| **Knowledge and Skill Acquisition** | | | |
| **Learners should broaden and deepen their knowledge of:** | **Learners should become increasingly more sophisticated at:** *(LNF/DCF/AoLE Skills)* | | |
| Structure of Cardiff Council, the Welsh Government and the UK Government  Methods of conducting Social Action  UNCRC | Teacher to decide the skills foci depending on learners’ needs and the direction learners take with their specific Social Action | | |
| **Essential Questions** | | | |
| *Students should consider and reconsider:*  **Topic Level Question(s):**  What would we like to change about our school/community/city/country? How can I influence change?  **Unit Level Questions:** | | | |
| What is the problem?  What might an ideal world (specific to the problem) look like?  What is the plan?  Who are the decision makers that can support change? | | | |
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| **Stage 3: Demonstrating Learning** | | | | |
| **Learner Portfolio** | **Foci for Progression** | | **Evidence of Learning** |
| *Learners might demonstrate their understanding by…* | *Learners should make progress in:* | | *What might you see / hear / read that demonstrates progression?* |
|  | * *their effectiveness as learners* * *the breadth and depth of their knowledge* * *their understanding of the ideas of the AoLE* * *the sophistication of their skills* * *their ability to transfer understanding to new contexts* | | Teacher to decide the foci depending on learners’ needs |

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| **Stage 4: Learning Plan** | | |
| **Overview of Learning Activities**  (to be designed by the class teacher) | **Focus of Learning**  (K/S Acquisition / Making Meaning / Transfer) | **Future Progression**  (How should learners be developed next?) | |
| **Learning activities might include:** |  | **For example** | |
| [**How to Change the World Social Action pack**](https://www.childfriendlycardiff.co.uk/projects/social-action/) |  | *Learners need to extend their knowledge of: Learners need to be more skilled at:* | |
| [**How to Change the World additional resources and activities**](https://www.childfriendlycardiff.co.uk/projects/social-action/) |  | *Learners need to further understand:*  *Learners need to develop as people by:* | |
| [**UNICEF youth advocacy toolkit**](https://www.unicef.org.uk/working-with-young-people/youth-advocacy-toolkit/) |  |  | |
| [**UNICEF OutRight campaign**](https://www.unicef.org.uk/rights-respecting-schools/resources/teaching-resources/outright/) |  |  | |
| [**Children’s Commissioner of Wales Monthly Matters survey**](https://www.childcomwales.org.uk/resources/monthly-matters/) |  |  | |
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