



GLOBAL CITIZENSHIP

TPS 'Powerful Knowledge for Global Citizens' Curriculum



Name: _____

Tutor group: _____

End of topic quiz results: / 25

YEAR 7 AUTUMN 1

HEALTH AND WELLBEING- TRANSITION AND SAFETY

Being a Global Citizen is not a new idea

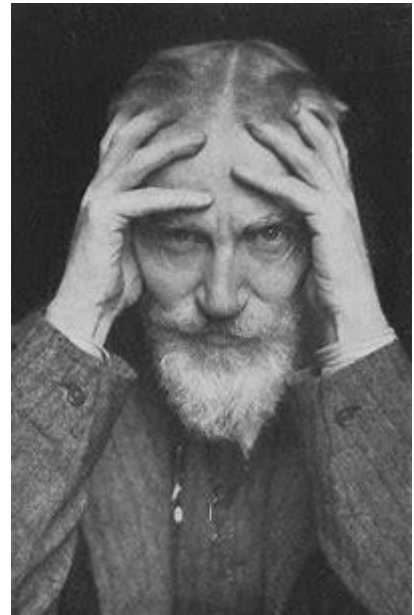
For generations, we have strived to be the best people we can be and improve our society. The world and leaders do not always get it right, but if we are **respectful, open and kind**, we can help make the world a better place and contribute positively to it.

George Bernard Shaw was someone who believed in the power of knowledge and the duty of all citizens to play a positive role in moving society forward.

George Bernard Shaw is best known for being an Irish playwright and political activist. He won a Nobel Peace Prize in Literature for his work. He wrote more than sixty plays, with a body of work incorporating both contemporary satire and historical allegory.

George Bernard Shaw famously said:

“Progress is impossible without change, and those who cannot change their minds, cannot change anything.”



This idea links to transition because we must accept that everything in our lives will change. Transition into secondary school is about being able to adapt and change our mind-set. To become a better global citizen, we have to face the changing situations in our lives. Transition and change are key to our development; without this progress cannot be made at all.

Find out more about George Bernard Shaw at the following website:

<https://www.britannica.com/biography/George-Bernard-Shaw>

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Global citizenship expectations in lessons

>> Openness

We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss general situations as examples but will not use names or descriptions which could identify anyone. We will not put anyone 'on the spot'.

>> Keep the conversation in the room

We feel safe discussing general issues relating to mental health within this space, and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy.

>> Non-judgmental approach

It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'.

>> Right to pass

Taking part is important. However, we have the right to pass on answering a question or participating in an activity.

>> Make no assumptions

We will not make assumptions about people's values, attitudes, behaviours, life experiences or feelings.

>> Listen to others

We will listen to the other person's point of view and expect to be listened to.

>> Using language

We will use the correct terms for the things we will be discussing rather than the slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.

>> Asking questions

We know that there are no stupid questions. We do not ask questions to deliberately try to embarrass anyone else. There is a question box for anonymous questions.

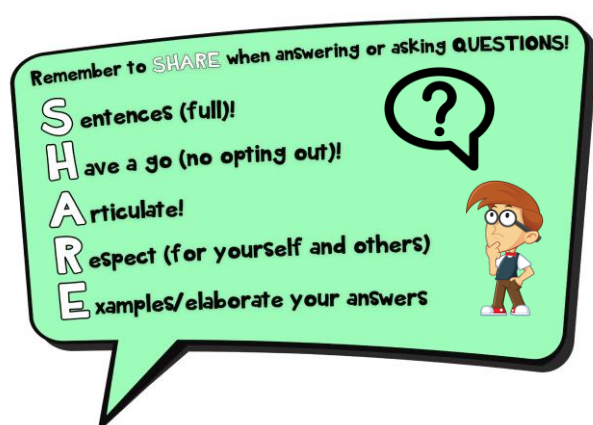
>> Seeking help and advice

If we need further help or advice, we know how and where to seek it confidentially, both in school and in the community. We will encourage friends to seek help if we think they need it.

All of these are key to successful and open lessons!

What your weekly lessons are going to look like:

1. Your teacher will always ensure that they are guiding you through the key knowledge for the lesson through expert explanation, during this time you will develop and apply your annotation and highlighting skills.



2. You will always be given the opportunity to develop your oracy (discussion) skills through tasks to share ideas and speak to your partner and the class. A key mantra for this is: SHARE

3. Reflection time will be given at the end of each topic to allow the time to understand the content and apply it to being a better global citizen.



The Big Picture

Developing the ability to be a Global citizenship is key to ensuring that you are ready to leave The Telford Priory School and enter the adult world with an understanding of the every day skills and knowledge needed to face the challenges and changes in your life. These skills are not necessarily explicitly taught in your other subjects and don't need to be tested for a qualification, however, they are key to your general knowledge and journey to becoming a Global Citizen. The content is split into 3 core themes as you will see on the previous page. These three themes encompass a variety of topics from sex education to dealing with finances. The expectations above are key to ensuring that these lessons are productive and you feel confident in asking questions in front of peers. There will be lessons in tutor time (twice a week), performances from external providers, drop down days, event fayres and enhanced learning weeks, all to ensure you gain the knowledge and confidence required.

Topic Big Statement

The transition to secondary school and personal safety in and outside school, including first aid, is an important part of becoming a global citizen. These skills are needed to ensure you have a successful secondary school career, understand study skills and how to engage with others to maintain and gain friendships. Your safety in and out of school is also a big part in transitioning from primary school to secondary, as you start to become more independent in both settings.

Where this unit fits in the sequence

This unit is planned for teaching early in Year 7 as it provides a framework to ensure the transition from primary to secondary school is easier.

The unit will help to understand how The Telford Priory School is part of our local community and the role that you as students play in this.

It is also important to understand how to keep yourself safe in and outside of school, and how to respond in an emergency situation.

Threshold concepts

In this unit, we will be discussing and considering the following things:

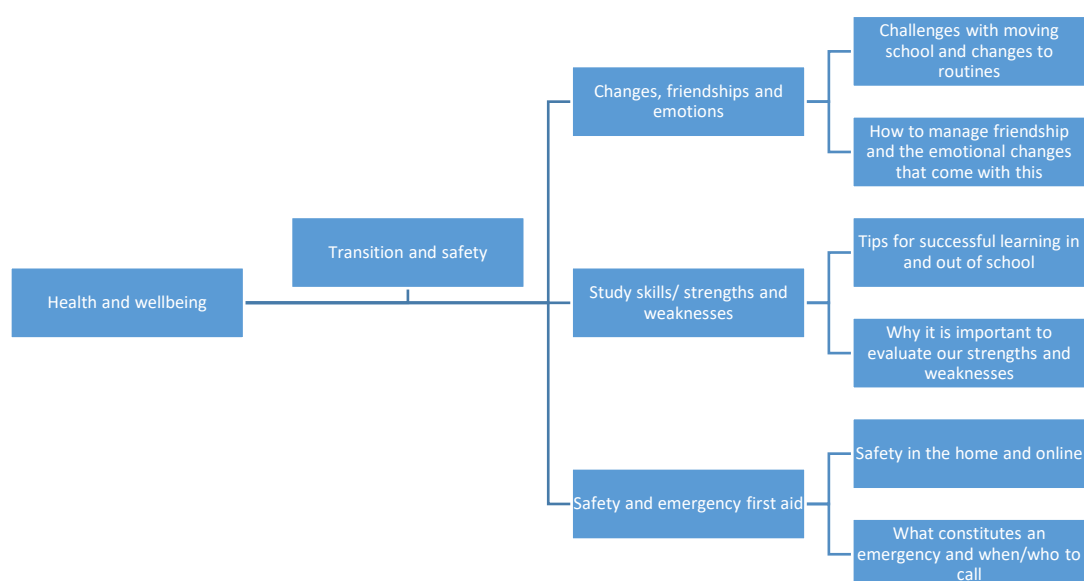
- How to manage the challenges of moving to a new school.
- How to establish and manage friendships.
- How to identify, express and manage emotions in a constructive way.
- How to improve study skills.
- How to identify personal strengths and areas for development.
- Personal safety strategies and travel safety, e.g. road, rail and water.
- How to respond in an emergency situation.
- Basic first aid.

Relevant core questions, linked to transition and safety

By the end of the unit, you will confidently know the answers to the following questions.

Core Question:	Answer:
What are the challenges of moving to a new school?	Emotionally you are worried about leaving what you know and your normal routine. Change in staff and friends. Worry about new timetable and getting lost.
How do we overcome the challenges?	Get involved in new groups and clubs, embrace the new school life and realise that change is a good thing.
Why is it important to express our emotions?	If we don't express our emotions or talk to someone they can build up and we then show them in a negative way.
What makes a successful friendship?	Someone that you can trust, who listens to you and wants the best for you. They are there to support you and ask if you are ok. They are always nice and never go against you.
What are the characteristics of a bad friendship?	They put you down, tell you who you can and can't speak to, don't support your choices, guide you to misbehave and or make you feel uncomfortable.
List 3 study skills	<ul style="list-style-type: none"> • Have a clear and quiet space to work • Ensure that you are prepared (equipment) • Use a variety of ways to learn.
Why is it important to be reflective to understand your strengths and weaknesses?	To ensure you progress- if we don't know what we do well or what we need to improve upon, we will never get better.
Why is resilience a key characteristic to possess?	In life we will always have setbacks for challenges, resilience is key to ensuring we rise about and are successful in these challenges.
Provide 3 ways to keep safe in the house	Choose from any of the following: <ul style="list-style-type: none"> • don't use water around electric points • switch off all sockets • don't leave something cooking without watching • never play in the kitchen • don't open the door to strangers.
What is an important safety tip for online users?	Ensure that your security settings are set to the highest setting.
When should you call 999?	In a life threatening situation e.g. someone isn't breathing.

Knowledge Organiser Part 1: Knowledge map



Key Vocabulary

Word	Definition	Example sentence
Transition	The term transitioning means ‘the process or a period of changing from one stage or condition to another’.	This refers to the transition period at the end of year 6 to the beginning of year 7 when you change to a different building and schooling community.
Challenges	A test of one's abilities or resources in a demanding, but stimulating undertaking	It can be a challenge when moving from one school to another, as it can be difficult to adapt to a new routine.
Support	To give assistance to someone or something.	Support from a teacher or a close friend can help when moving school.
Guidance	Advice or information aimed at resolving a problem or difficulty.	Older students in school can give you guidance on how to adapt to the new timetable or school day.
Characteristics	A feature or quality belonging to a person.	Kindness is a key characteristic to a good friendship.
Resilience	The capacity to recover quickly from difficulties. The ability to face challenges and persevere.	When learning, it is important to have resilience to keep trying when you find something difficult.

Carbon-monoxide	Is a colourless, odourless, and tasteless flammable gas	Carbon-monoxide can be dangerous in the home. Ensure that you have a detector in your home.
Conversation	A talk between two or more people, in which news and ideas are exchanged.	It is important to have a conversation with your teacher if you are unsure about a task or worried about someone.
Emotions	A biological state associated with feelings, thoughts and intertwined with mood.	Controlling your emotions can be difficult if you don't speak to someone about how you are feeling.
Optimistic	Someone who is hopeful and confident about the future.	Being optimistic about the year ahead will be helpful when moving from primary school to secondary school.
Change	To exchange one thing for another.	Changing your learning environment will help with progress.
Relationship	The way in which two or more people or things are connected.	A positive relationship between friends is key to success.
Difference	The quality or state of being dissimilar or different.	There is a difference between a healthy and unhealthy relationship.
Unknown	Not known or familiar	Moving school feels like stepping into the unknown.
Emergency	A serious, unexpected and often dangerous situation requiring immediate action.	If someone is unconscious or not breathing, it is an emergency situation where 999 are needed to be called.
Friendship	Is a relationship of mutual affection between people	Maintaining and establishing friendship can help settle you into a new school.
Feelings	Emotional or moral sensitivity	How someone speaks to you can affect your feelings.
Listening	To give attention with the ear, it is a skills that is required for all types of communication.	Listening skills are integral to a good friendship; if you listen to others you gain more understanding.
Caring	Displaying kindness and concern for others.	Caring for friends or family is vital.
Supportive	Providing encouragement or emotional health	It is important that we have supportive friends around us to help.

‘Transition and Safety’ - Key Takeaways

- **Challenges**

It’s important to understand that transitions (changes) can be difficult and traumatic and moving to secondary school is a BIG transition! It’s absolutely normal to experience a range of emotions but **being prepared, getting involved, making friendships, talking about your feelings and asking for help** will make the process much easier.

- **Friendships**

Making friends is an important part of starting somewhere new. However, it is *more* important to **maintain** your friendships than it is to make more. Having a large group of friends isn’t important; having good friends *is*. **A friend who makes a friend feel bad isn’t really a friend**. It is important for you to be **kind, open, respectful and inclusive** if you want to be a good friend and a good person (a global citizen).

- **Expressing emotions**

You will experience a range of emotions throughout your transition and throughout the rest of your life. This is NORMAL! Sometimes those emotions will be positive and sometimes negative. Sometimes they will be a mix of both! Feeling things strongly is normal. It *is* important, however, for you to be able to **manage** your emotions. One of the best ways to do this is by talking about them. There are **a lot** of people available to you to talk to: your **tutor, teachers, HoY, AHoY, SLT, BIMs** and so on. Please use them!

- **Study skills**

One of the biggest changes at secondary school is having more subjects and teachers. This can be daunting BUT can easily be overcome by being **ready** and **prepared** for study. Having the **right equipment** and working in a **calm, ordered environment** can really help. Developing **study skills** can be helpful too. **Revisiting and revising** (‘Look, Cover, Write, Check – CQs’) can really help **embed knowledge** and beat the ‘**forgetting curve**’!

- **Strengths and weaknesses**

Everyone has both strengths and areas that they are weaker on. Knowing what yours are is vital. **Identify** them and **reflect** on them regularly. How can you use your **strengths** to help you to **be successful** and how can you **develop your weaker areas**?

- **Safety**

As you get older, you are exposed to more situations and have **greater responsibilities**. It is important that you are **knowledgeable** about the **risks** in the home and beyond, and that you **behave sensibly and maturely around risks**. You should be aware of the **dangers online** in particular and understand **how to keep yourself safe**.

Topic 1: Challenges of moving to a new school

Learning Purpose: To describe your hopes and challenges when making the transition from primary to secondary school and know how to manage these emotions.

Look at the picture below and discuss in pairs: what words do you associate with it?



Words:

-
-
-
-
-
-
-

Task: in pairs, discuss the following statements. Be prepared to share.

1. I can identify the differences between primary and secondary school.
2. I can describe how it might feel to move to secondary school.
3. I can explain some ways to manage this change.

Your teacher will explore the following information with you. Make sure you:

- *Ask questions if there is something you don't understand.*
- *Highlight key words and annotate with notes and details you didn't already know.*

The term **transition** means 'the process or a period of changing from one stage or condition to another'. This refers to the period at the end of year 6 to the beginning of year 7 when you change to a different building and schooling community.

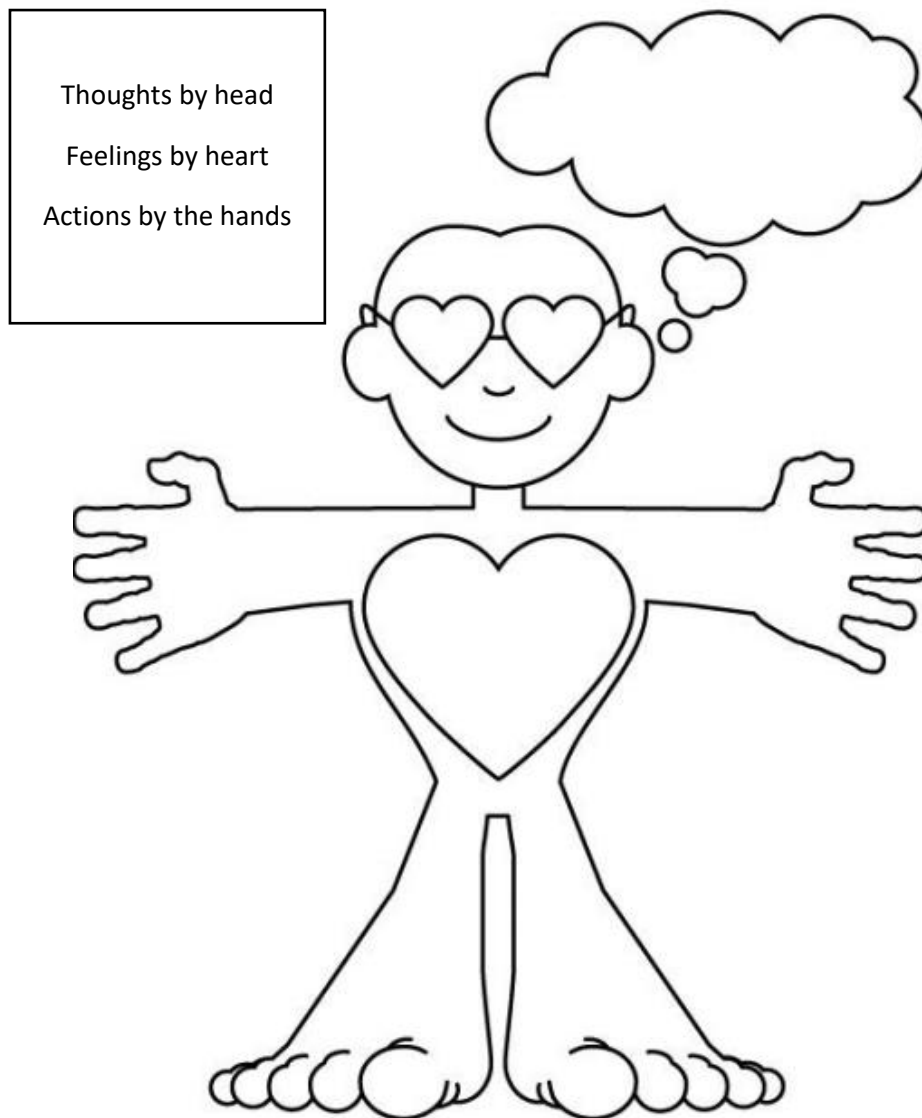
When you **transition** from primary to secondary school it may seem as if it is a significant **change** in your life. Change in your circumstances, routine, attitude or your physical attributes happen all the time. Dealing with these changes every day is what will help develop you as a global citizen. Change is a part of life; we have to manage it.

Feelings associated with moving school or change can be strong and have a huge impact on your emotions. These **emotions** can be positive or negative, they can affect your thoughts and your feelings.

Task: watch the video clip and consider the following questions. Make notes and be prepared to share with the class.

1. What are the similarities between primary school and secondary school?
2. What are the differences between primary and secondary school?
3. What are the most important things a Year 6 pupil needs to know about secondary school? (e.g. structure of the day, how many teachers will they have, how many people in a class, etc.)

Task: on the diagram below, write down your thoughts and feelings about start secondary school and actions you think you should/want to commit to.



It is vital in school that these thoughts, feelings and actions are discussed and addressed in order to ensure the best possible transition from primary school to secondary school. These skills and attributes will help you overcome a variety of different changes in your life, they will also help give you the basic coping strategies for other big transitions in the future; such as transition through the academic years, on to further education or transition into work.

Scenarios and strategies

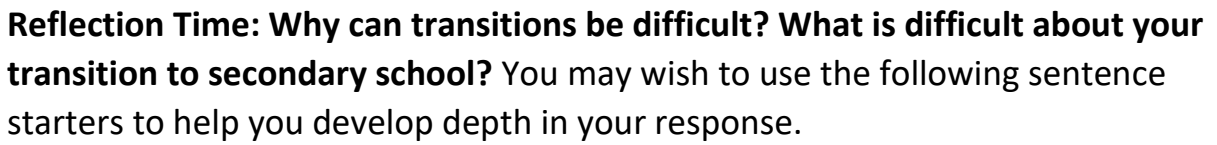
Task: your teacher will read these to/with you. Highlight the ones that you think will be particularly useful to you.

Scenarios

- 'I can't wait to join the clubs. I love sports!'
- 'Sometimes I think I could do better in school. I'm looking forward to a new start.'
- 'My new school will be a bus ride away. I hope I don't get lost.'
- 'I've heard you have lots of teachers and the work is much harder.'
- 'I'm going to a different school than most of my friends but my sister loves her new friends from secondary school, so maybe this will be the same for me.'

Strategies

1. Learn your route to school
2. Find out who you can speak to in school if you're finding it difficult
3. Writes the names of your teachers on your timetable
4. Take your time getting to know people
5. Ask teachers for help if you are finding the work difficult
6. Keep a school map in your pocket
7. Learn the school rules
8. Ask someone you trust to do the journey to school with you before doing it alone
9. Talk to an adult at home about your worries
10. Make a homework timetable
11. Make a photo album of all your friends at primary school, remember what you are good at
12. Find out where and when school clubs run
13. Think positively (I can do this!)



The transition between primary and secondary school can be difficult SO...

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Topic 2: Establishing and maintaining friendships

Learning purpose- To understand what good and bad friendships are in order to establish new friendships and maintain others.

Friendship is a significant part of your development emotionally and academically. If you have a good friendship support group around you, it can help with the way in which you feel; it can help with your focus on schoolwork and it can also help with your attitude and relationships with family members and school staff. The basis of good friendships can be important in creating new friends and supporting others around you.

Task: in pairs, discuss the following questions. Feel free to make notes and be prepared to share.

1. What makes a good friendship successful?
2. Why is it important to have a large group of friends or variety of friendship groups?
3. How do you know if a friendship is positive?
4. What makes a good friendship successful?
5. Why is it important to have a large group of friends or variety of friendship groups?
6. How do you know if a friendship is positive?

Your teacher will lead feedback.

In pairs, discuss the following:

To be a good global citizen what advice would you give someone that is struggling to find new friends?

Idea 1:

Idea 2:

Idea 3:

Look at the table below and then complete the task which follows:

GOOD FRIENDS 	BAD FRIENDS 
... appreciate and like you for who you are.	... put you down to build themselves up.
... accept that you get to choose your own friends.	... tell you who you can be friends with.
... make you feel welcome in their group or activity.	... won't let you join their group or activity.
... have good things to say about you to their friends.	... gossip, spread rumors, or send hurtful email and text messages about you.
... use humor in a harmless way.	... hide behind the words "just kidding" or "no offense, but ..." when saying something really hurtful.
... make you feel accepted and safe.	... make you feel unaccepted and unsafe.
... work things out with you when you have problems.	... refuse to admit when they did something wrong and they keep doing it!
... are friends you can count on, every day.	... are nice one day and mean the next.
... really want to hang out with you.	... only play with you until "someone better" comes along.

Task: in pairs, discuss the following questions, considering . Feel free to make notes and be prepared to share.

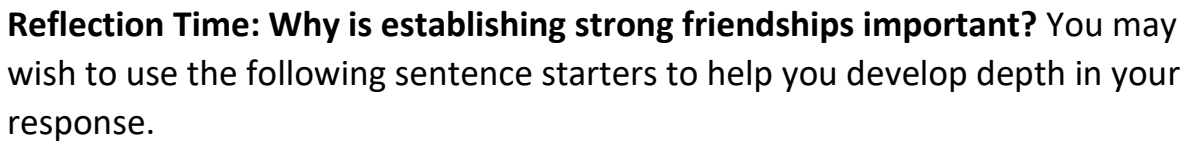
1. Do you feel confident enough that your friendship group is a positive one?
2. Are you a good friend all of the time?
3. How can you make new friends here at TPS?

Your teacher may lead feedback.

Establishing new friendships can begin in a number of ways: friends of friends; having hobbies in common; sitting by someone new because of seating plans in lessons; and common interests/ sense of humour.

How do we maintain and manage friendships?





Establishing strong friendships is important SO...

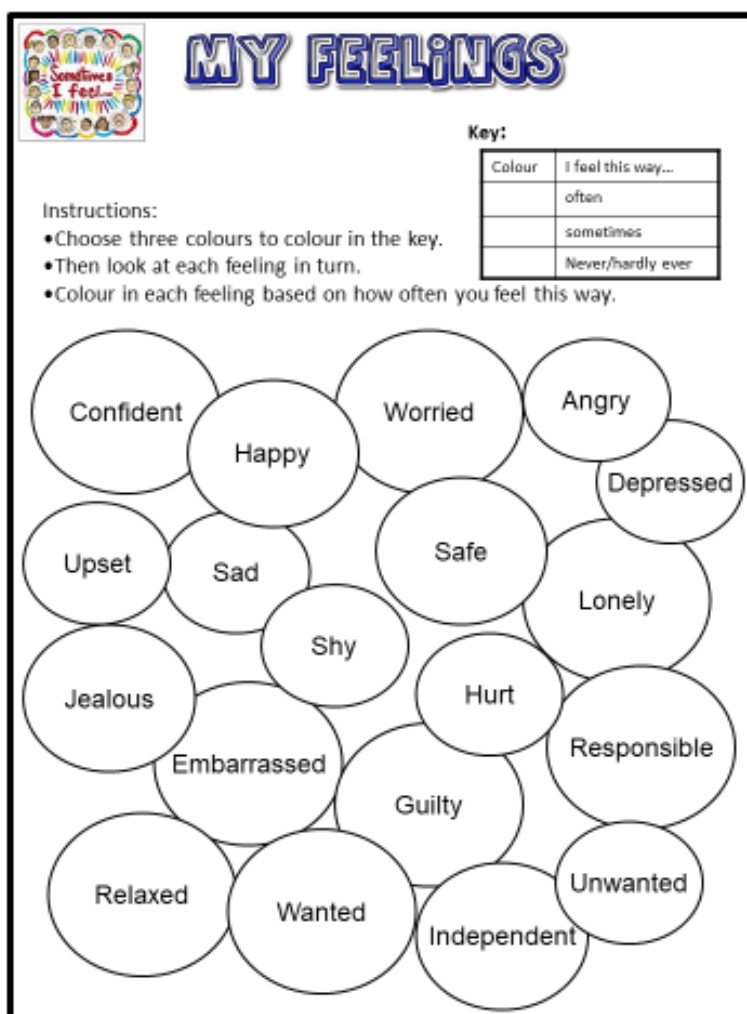
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Topic 3: Expressing emotions

Learning purpose: To understand how we show and express our emotions and how we manage these in a variety of situations.

Emotions can be shown in a variety of ways. Some people say that showing your emotions is a form of weakness, however, without realising it, we all show our emotions all the time. It is positive to show and talk about your emotions and feelings if we do this in a safe way. **Emotional** expression refers to how someone conveys their emotional experience through both verbal and nonverbal behaviour.

Task: in pairs, discuss the following key questions:



MY FEELINGS

Key:

Colour	I feel this way...
	often
	sometimes
	Never/hardly ever

Instructions:

- Choose three colours to colour in the key.
- Then look at each feeling in turn.
- Colour in each feeling based on how often you feel this way.

Emotions listed in bubbles:

- Confident
- Happy
- Worried
- Angry
- Depressed
- Upset
- Sad
- Safe
- Lonely
- Shy
- Hurt
- Responsible
- Jealous
- Embarrassed
- Guilty
- Unwanted
- Relaxed
- Wanted
- Independent

Which of these emotions are positive?

Which of these emotions are negative?

Which type of emotion are you demonstrating more of and why?

How could your friends or school help with managing these emotions?

Task: on your own, think of a time when you were particularly emotional – you may use one of the emotions in the box on the previous page. This could be something positive or negative. **It would be really useful if you would be prepared to share with the class (but you don't have to)** as you may find that others have felt the same way.

What made you emotional?

What emotions did you experience?

Did your emotions ever get out of control? Or that you felt you couldn't control them?

What did you do to try and manage your emotions?

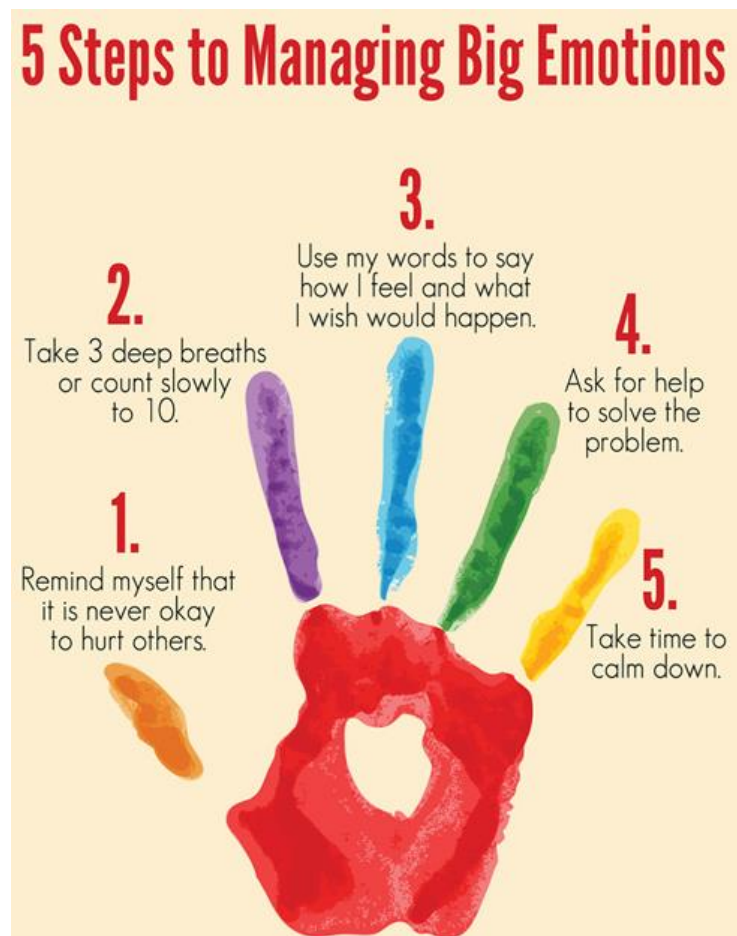
Did it work?

Your teacher will lead feedback on this.

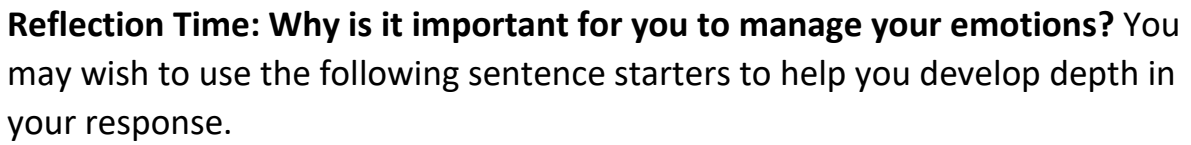
Managing emotions is really important; if we bottle our emotions up and don't talk to someone or express how we are feeling, it can lead to outbursts or negative emotions. The more open and honest we are with each other, without being judgmental, the better our emotional health will be. This doesn't just mean children, but also adults and all family members; talking at home as well as in school is just as important. Openness is the key to positive emotions.

Task: in pairs, discuss how not managing your emotions might affect your life at school and outside of school.

Tips for managing emotions when you feel overwhelmed:



Which of the above might help YOU to manage your emotions?



Managing your feelings and emotions is important BUT...

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Topic 4: Study skills

Learning purpose: To understand what a positive learning environment looks like, and how to improve study skills.

Learning and study skills go hand in hand; it is essential to your learning that you are equipped with the correct skills to absorb the knowledge required to improve understanding and to progress. Studying in the correct environment will ensure that your brain can function at the highest possible speed.

Task: in pairs, discuss the following questions. Feel free to make notes and be prepared to share.

1. What aspects create a positive learning environment?

2. What tips would you give to someone studying at home?

3. How can you ensure that you don't become overwhelmed with work?

Your teacher will take feedback on this.

How did your ideas compare to the ones below?

Studying at home

Make sure you have:

- A tidy, undisturbed place to work
- A comfortable chair
- A table which gives you enough room for your books etc.
- A bright table lamp
- All the books you need – school notes, revision guides etc.
- Pens, pencils, scrap paper.

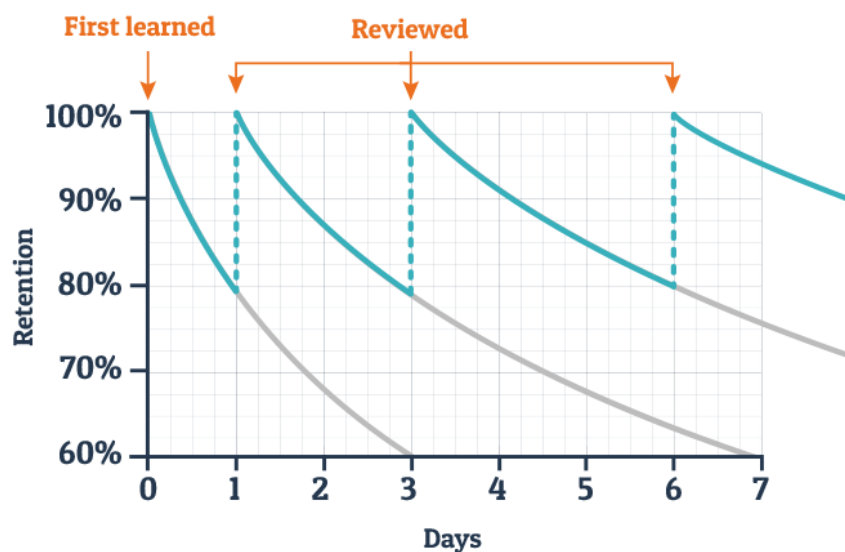
Tips to help when learning

- Briefly writing down important points
- Drawing diagrams or flow charts several times
- Testing yourself by covering an original drawing, drawing it again and then checking it against the original
- Reading out loud
- Underlining interesting points or quotations
- Making up word games or mnemonics to help you e.g. to distinguish stalactites from stalagmite growth, remember that tights fall down!
- Persuading someone to test and re-test you on what you have learned

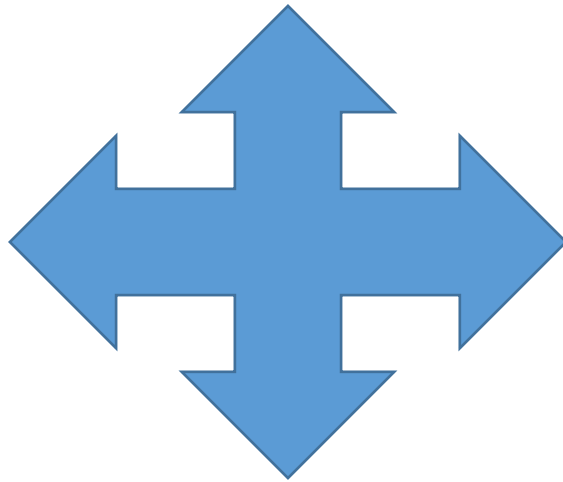
It is important that we work, not only in school but at home, to enable our brains to recap what has been learnt. If we just do work in school and then don't recap the information or use the information, our brain will forget. Continually recapping and going over the work by completing tasks and using revision tips, will make it easier for your brain to remember the knowledge that is needed.

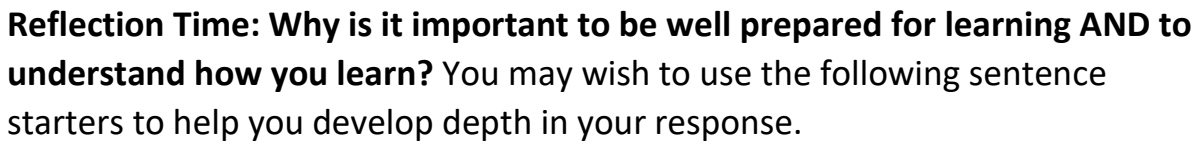
The diagram below shows us how our brains work with new knowledge and how quickly we forget it!

Typical Forgetting Curve for Newly Learned Information



Have a think about the ways in which you think you learn best, using the arrows write down what is important to you to help you remember key information:





It is important to be well prepared for learning and to understand how you learn BUT...

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Week 5: Strengths and weaknesses

Learning purpose: To understand how we are all unique and why this is our strength! To understand self-confidence and resilience to create targets for own strengths and weaknesses.

Strengths and weaknesses generally refer to a person's character. These are the qualities that are distinctive to a person, for example your personality. Often a strength can be a weakness, and vice versa, a weakness can be a strength. However, knowing your strengths and weaknesses allows you to build on them and grow stronger in the areas you excel in. To improve, we always need to be aware of what we think are our strengths and weaknesses so we can improve. This **REFLECTION** is one of our core Priority values.

To ensure that we are productive when completing this analysis of ourselves, we need to ensure that we have **self-confidence and resilience**. It is always easier to find the negatives in a situation than a positive. If we find that there are weaknesses we need to work on, it is okay!

Always start with what is going right, as most of the time there is always more positives to a situation than negatives. **Resilience** (the capacity to recover quickly from difficulties; toughness) is key to ensuring that you don't take to heart what is said. We all have weaknesses (or **areas for development**), and it's about how we try to improve these.

There are lots of key words that can be used to describe a weakness but actually it can be positive.

Task: in pairs, look at the words below and complete the table.

Word	Why could it be a strength?	Why could it be a weakness?
Talkative		
Hardworking		
Sensitive		

Using the words below complete the sentences with the correct word.

Rude	Shy	Honest	Lazy	Mean=Stingy	Trustworthy	Untidy
Humble	Polite=Kind		Irresponsible		Hardworking	Tolerant
Thoughtful		Confident		Boastful	Impatient	Helpful
Punctual	Jealous	Liar	Pessimistic	Stubborn	Tactful	Supportive
Cheerful	Selfish	Talkative	Optimistic	Sensitive	Sense of Humour	

Task: How would you describe a person who...

Never gets angry, even when it is necessary to explain things again and again?	
Always thinks positively and believes that the future will be good?	
Enjoys to give presents or pay for coffee?	
Would like to become a very important person?	
Always arrives on time?	
Does not think about other people's feelings?	
Has analytical ability?	
Is very smart and gets excellent grades at school?	
Always tells the truth?	
Likes to meet new people and make friends?	

Self-reflection

It is important to set targets to improve your strengths and weaknesses. Firstly, you need to identify your strengths and weaknesses:

My first strength is: _____

I know this because...

My second strength is: _____

I know this because...

My first weakness is: _____

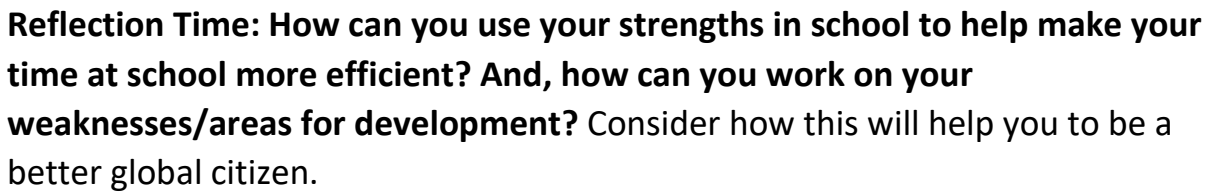
I know this because...

My second weakness is: _____

I know this because...

Once you have the above as a starting point you can now think about how you are going to improve these further within lessons and your home life.

Thinking point: How can you use these skills in school to help make your time at school more efficient?



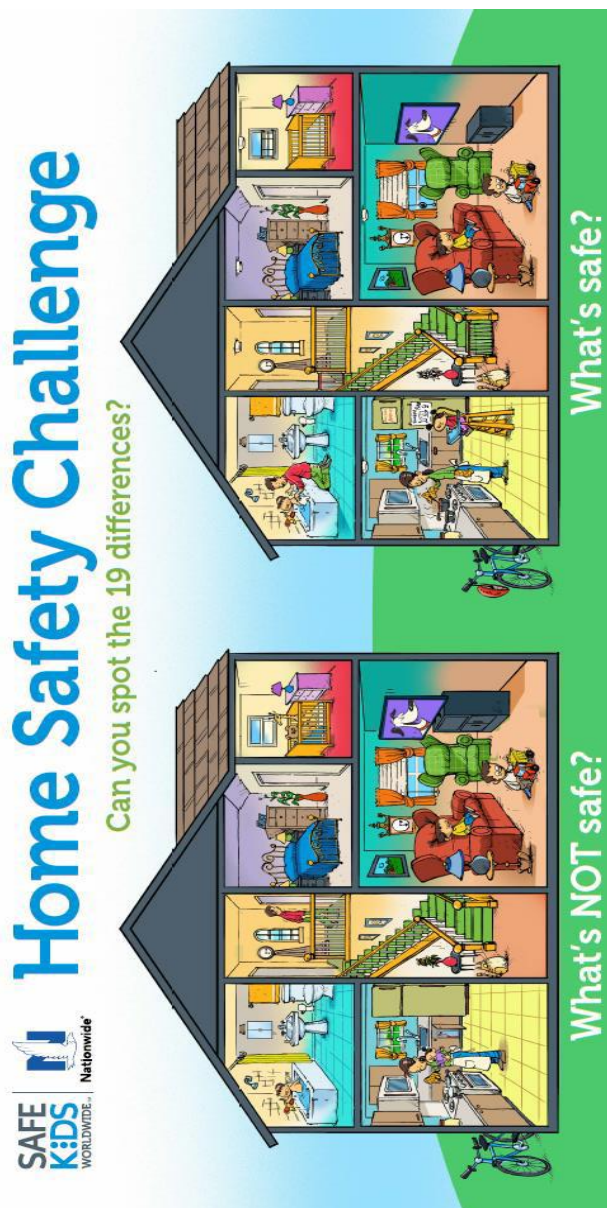
30

Topic 6: Safety

Learning purpose: To develop an understanding of safety in the home and in public, and to ensure you understand how to stay safe online and in the community.

Being safe at home is perhaps the most important aspect. The pictures below may seem to be obvious to you, but it is crucial that you understand these basics before we move onto the more detailed safety measures. **Can you spot the differences?**

Task: use the space to the right of the image to indicate the dangers you can spot in the left-hand picture.



Safe Kids Worldwide's home safety program is generously supported by Nationwide.

Your teacher will explore the following information with you. Make sure you:

- *Ask questions if there is something you don't understand.*
- *Highlight key words and annotate with notes and details you didn't already know.*

As you are becoming more independent in the home, you will be using appliances that are more dangerous and have safety considerations to ensure you don't hurt yourself. For example, cooking with a gas hob.

Using **gas** can be dangerous, if you don't understand how to use it and the key features to stop gas explosions or fires:

- Natural gas smells like rotten eggs- if there is a gas leak you will know!
- Carbon monoxide doesn't have a smell but can be deadly if there are high levels. You can prevent all issues with carbon monoxide by having a detector in your house near appliances such as the boiler or gas cooker.

You will also be using more **electrical** items to help around the house and could be using appliances such as an iron. Ensure that when using electrical items you think about the following things to stop electrical shocks or fires:

- You don't plug a lot of sockets into one outlet or extension cable.
- Keep all electrical items away from water.
- Ensure that all cables are away so that you can't trip over them
- Don't touch electrical sockets with wet hands.

Task: in pairs, discuss the following questions. Feel free to make notes and be prepared to share:

1. Can you think of any areas in your house that may not be safe?
2. Do you always check that electrical items are switched off?
3. Do you have a carbon monoxide detector?

Your teacher may take feedback on this.

Staying safe online is just as important as physical safety. If you have social media sites, you need to make sure that your privacy settings are set to the highest standard so only friends can contact you. Be wary of the amount of personal information you are putting on there for the public to see.

Task: in pairs, look at the statements below, circle the unsafe aspects and discuss why. Write down your reasons next to each box. **Your teacher will take feedback on this.**

Took a selfie in school uniform and posted as my profile picture

Took a picture in my underwear and sent it to my friend.

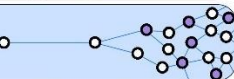
Checked in 'at home' and when I went to my friend's house

8 tips to stay safe online

1 Be nice to people online.



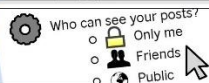
2 Take care with what you share.



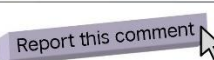
3 Keep personal information private.



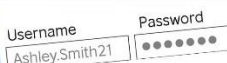
4 Check your privacy settings.



5 Know how to report posts.



6 Keep your passwords safe.



7 Never meet anyone in person you've only met online.



8 If you see anything online that you don't like or you find upsetting, tell someone you trust.



Staying safe in the community comes in a variety of different forms, however, staying safe when travelling is the most important.

Facts:

- Road incidents cause more deaths than anything else for your age group.
- 3-5pm is the most likely time for pedestrians to have accidents.
- 12-19 year olds are most likely to be killed or seriously injured in a road incident.
- October and November have the highest numbers of road accidents.
- Teenagers get hurt or killed on railway lines more than any other age range.

Core questions for discussion as a class

What do you think about the above facts?

Why do you think that teenagers are more likely to be injured than any other age range?

Do you know any rules about railway tracks?



Reflection Time: Based on what you've learnt during this topic, what changes might you make to be safer? How might your actions support your friends, family, community and environment? Consider how this will help you to be a better global citizen.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Topic 7: Emergency first aid

Learning purpose: To understand what is classed as an emergency situation and know to respond.

Hopefully, we never have to witness or be in a situation which classes as an emergency, but if you are it is important to understand what is classed as an emergency and what to do in that situation.

You should make 999 emergency calls in the following circumstances:

Medical	Fire	Police
This is when someone is seriously ill or injured and their life is at risk. Medical emergencies can include: Loss of consciousness Someone is having a seizure <u>Breathing difficulties</u> Severe bleeding that can't be stopped <u>Severe allergic reactions</u> Severe <u>burns or scalds</u> A stabbing, A shooting, A fall from height, A serious <u>head injury</u> <u>Heart attack</u> <u>Stroke</u>	If you are stuck in a fire, or you see a building on fire. If you are involved or see a car accident and someone is trapped.	If you are in danger or you feel someone else is in danger. If there is an accident. If you need someone injuring someone else.

The Fundamentals

- Try to **stay calm**
- With first aid, **the most important person is YOU!** This may sound silly, but one casualty is better than two.
- If you are risking your own safety to help someone you need to stop and call for assistance.
- If there is blood, wear gloves to protect yourself from any infections.
- Always call for assistance – 999 in the above situations or 111 (the NHS call centre) in less urgent situations. It is better to call them in any situation than to risk missing something.
- In school, **alert an adult ASAP** – do not try to deal with things on your own.



Reflection Time: If you witnessed someone having a seizure, what would you do....

If you were at school?

If you were with your friends in the community?

Week 8: DIRT/review and topic quiz

Learning purpose: To review and recap all tasks in this module, to ensure that you understand all the content and all tasks are completed.

Please ensure all core questions are answered and you have all tasks completed to the highest possible standard.

Topic Quiz

1. Give two examples of emotions young people might feel when moving from primary to secondary school? (2)
 -
 -
2. How can we overcome the challenge of a new timetable? (1)

3. Provide an example of a positive emotion? (1)

4. Why can some emotions be classed as both positive and negative, provide an example? (2)

5. List 3 examples of positive attributes for friendship? (3)

-
-
-

6. Why is it important to have a clear and quiet learning space at home? (1)

7. What does a positive learning environment look like in school? (2)

8. Why is it important to be reflective to understand your strengths and weaknesses? (2)

9. Why is it important that we learn core questions? (1)

10. What does the term resilience mean? (1)

11. Why is it important to change your online passwords regularly and not to share them? (1)

12. List 3 examples of when you should call 999? (3)

-
-
-

Bringing it all together

Use the last session to reflect on your learning in the past half term and link it to the inspirational person/philosopher at the start of the booklet.

Core themes to think of during your reflection:

1. How does the transition aspect of the booklet link to George Bernard Shaw?
2. Can you use his key quote *"Progress is impossible without change, and those who cannot change their minds, cannot change anything."* To reflect on how you are going to be a better Global Citizen?
3. Explain why you think George Bernard Shaw is a key influencer when trying to better ourselves as Global Citizens?

Additional reading

The Philosophy of Resilience

September 25, 2017

“For the mind adapts and converts everything that impedes its activities into something that advances its purpose, and a hindrance to its action becomes an aid, and an obstacle on its path helps it on its way.” -Marcus Aurelius

Resilience is one of those qualities we tend to deeply admire in people. It's the badge of honor we award to the person who was knocked down and got back up again. We could argue that human history itself is the story of resilience—correcting ourselves one failure after another, and coming back even stronger. Tragedy after tragedy, oppressive law after oppressive law, the human spirit thrives ever-still. Stories like that of the African-American female NASA mathematicians in the early 60s depicted in [Hidden Figures](#), and that of the POW World War II survivor, Louis Zamperini, depicted in [Unbroken](#) compel us to look inside ourselves and ask what could possibly be holding *us* back. As impressed as we are by such people, we're far from certain that we could exhibit the same stamina in similar circumstances. Over time we've convinced ourselves that some individuals just *have* certain qualities, and others just *don't*.

While we all have distinct personalities and predispositions, here's a bit of not-so-breaking news: **Qualities can be cultivated**. Crass as it may sound, characteristics can be manufactured. What this means is that contrary to the popular belief that resilience is a quality of some but not of others, it can be bred. *Well of course it can be! Resilience is bred through trauma! Obvy!* But does it have to be? While our experiences should absolutely be expected to shape and strengthen us, traumatic experiences shouldn't be a prerequisite for overcoming a future trial. It should only be an advantage. This brings us to the crux of this piece: Resilience can (and *should*) be intentionally cultivated. Let's walk through how. [Merriam-Webster defines](#) resilience as "the capability of a strained body to recover its size and shape after deformation caused especially by compressive stress." What an uncomfortably accurate way to describe life itself—a series of compressive stresses. Of course, that's not *all* life is, but it's inevitably part of it. What's particularly important to note in this definition of resilience is the use of the word *capability*. Resilience is the capability to recover, reminding us yet again that capabilities can be trained. And so, how do we train it? **Preparation**.

[Our beloved Stoic philosopher Seneca](#) tells us that “everyone faces up more bravely to a thing for which he has long prepared himself, sufferings, even being withstood if they have been trained for in advance.” *Trained for in advance*. This means we begin training our resilience capability long-before there's something that calls for the quality. We face the uncomfortable question of “*What could go wrong?*” and inoculate ourselves accordingly. We breed resilience by building up the necessary stores in our lives that will make it easier to bounce back when we need to.

[What sets Stoicism apart](#) from other philosophies is its inherent, painstaking practicality. So let's get practical. What does building resilience via preparation look like? It looks like

pursuing wisdom and learning, knowing that the retention of a particular idea could one day mean the difference between sanity and a mental breakdown. It means we save, save, and save again, knowing that our employment isn't guaranteed. We invest in relationships with people who may one day be the exact champions we need to get us through. As entrepreneur and online educator Tai Lopez calls it, we build forgiveness into our lives. We build it into our bodies through exercise and nutrition, increasing our likelihoods of recovering from sickness, injury, or periods of inactivity. Building resilience means putting systems in place that are strong enough to withstand life's blows. We commit to routines that yield results that don't break when everything else around us does. We have **backup plans**. We do the opposite of putting all of our eggs in one basket. We convert resentment into energy, and **we know what we're fighting for**.

"Foolish are those who...have no aim to which they can direct every impulse and, indeed, every thought." -Marcus Aurelius

This brings us to the second step of resilience-breeding—one that calls for more introspection. Renowned author and psychologist Mihaly Csikszentmihalyi (whose [book I've mentioned on this blog](#) a mere countless times) talks about something called psychic entropy: the diminished mental state we enter when forces seem to be working against our goals. We find ourselves in cycles of pushing and pulling, chasing and tugging, wondering if what we're fighting for is worth the payoff—if the turmoil will one day lead to triumph. There are times in which life feels like nothing but a battle *to* live, bringing us to a point where we have to ask ourselves if the pain of fighting is worth what we're fighting for. To answer this requires that we actually be fighting *for* something.

And this, too, is how we breed resilience before an event breeds it for us—we identify what it is we're fighting for. You can't come back from something when you have nothing you want to go back *to*. We have to identify that thing, that idea, that goal that's so bewilderingly meaningful to us that no left-field occurrence has a real chance at thwarting it. In the wake of frustrating news, what's that thing that still motivates you? What compels you to keep giving your best when the world is handing you its worst? It doesn't have to be lofty, but it does have to exist. Be it vague or concrete, this is what turns resilience from the exception in the individual to the rule—the standard by which we operate.

"On pain: If it is unbearable, it carries us off; if it persists, it can be endured." -Marcus Aurelius

Remember this and repeat it often: **whatever fails is fuel**. In a world where "failure" has become akin to a curse word, it's essential that we adopt and embrace an accurate understanding of this word. To fail merely means that you didn't attain your intended result. Failures are isolated events, not permanent titles. A person isn't a failure; a person pursues things that fail sometimes. But as we've iterated, whatever fails is fuel. This means that when something doesn't go your way, you leverage the experience in a way that helps make sure the next thing does. We ask ourselves questions like, *Exactly what went wrong? As far as I can reasonably know, could I have done anything differently that would've changed the*

outcome? We analyze and we mobilize. We infuse energy precisely where life infused its entropy.

Resilience wasn't meant to be the peak state of the human being, but the default one. In other words, resilience is a matter of living in a constant state of knowing that life *will* happen, and believing that you *will* rise above it. It's knowing when to say to yourself, *I didn't come this far to give up*. Commitment to such a philosophy enables our thriving.

"...if it comes up against [anything], it converts it into material for itself, much as with a fire when it masters the things which fall into it. These would have extinguished a little lamp, but a blazing fire appropriates in an instant all that is heaped on to it, and devours it, making use of this very material to leap ever higher." -Marcus Aurelius