

Curriculum Communication

	Autumn	Spring	Summer
Year 7	<p>Lesson 1-</p> <p>Introduction- individual teacher launch- Discussion</p> <p>Kind Faces- Smiling at people, giving the thumbs up. Kind Actions- Doing things for others, helping people. Kind Words- Saying kind things 'Well done' and 'good idea' or 'please'.</p> <p><i>When you are content to be simply yourself and don't compare or compete, everybody will respect you.</i> <i>Lao Tzu</i></p> <p>Copy this into books.</p> <p>Introduce POOC (Person of outstanding Character) Share your personal POOC and set pupils homework to come up with their POOC. In lesson create a spider diagram showing potential reasons for choices. Pupils will present POOC in next lesson.</p> <p>Give out books and stick in reflection sheet explaining 1 to 10 scale</p> <p>Introduce 'Oracy' What does it mean? Reference the bigger picture- More you can talk the better you can write. What type of talk? 'Transactional Talk'- TALK THAT GIVES A PURPOSE- not just social talk</p> <p>Reflection/plenary</p>	<p>Lesson 8-</p> <p>Personal shield (IMAGE) (ref powerpoint)</p> <p>Stage1- Knights and Warriors The term comes from the Knights and Warriors of old who would carry their shield to battle with them, as a means of defending themselves against varying forms of enemy attack. Often the shape, style and what it was made of defined the origins of its owner. They were then personalised further with coats of arms and pictures depicting their identity. The way that we are about to use the personal shield is all about discovering and portraying our real identity.</p> <p>-Take a sheet of paper, ideally A4 size and write your name and today's date at the top. Then split the page into four sections and title them: Where have I come from? Where am I going? What do I have offer? What do I need around me? The next step is to prepare to add information to each of these four sections; For the first title, entitled 'where have I come from' please think about four key events or circumstances that have shaped your life at a personal level, and who you are today as a result. For example, these may be things like:</p> <ul style="list-style-type: none"> • I have no brothers or sisters, or • Brought up in the Highlands of Scotland, far from major towns & cities, or • Brought up in a large city, or • My mother died when I was 7 <p>Please think hard and pick the most relevant examples you are able.</p>	<p>Lesson 14</p> <p>Cafe chatter How would you like to be remembered in the Academy? Link to Eulogy.</p> <p>What was the first song you really liked and remember because of the words? And what would you have as your funeral song? What music makes you, you?</p> <p>Reflection so far, what have we learnt? (micro lectures)</p>

<p>Lesson 2-</p> <p>1st Half- Pupils to present POOCs to the rest of the class.</p> <p>2nd Half- Rules- Poster- As a class set ground rules/expectations.</p> <p>How many times have pupils told you that school or classroom rules are not fair? Be ready to counter their complaints by basing rules on the traits of character. When appropriate, pupils can help to design the rules and choose the consequences of actions.</p>	<p>Lesson 9-</p> <p>Continue to make shield</p> <p>Stage 2- -Students to think about images and symbols that relate to the words they have wrote in the activity previously. What do you want it to say about you? Students now plan visual ideas, designs that could be developed into their final design.</p> <p>-Students start to make final shield design making reference to their initial responses in the first couple of lessons</p>	<p>Lesson 15</p> <p>Super hero (character and comic strip)</p> <p>-Students to mind map super heroes and research their character traits. See what they come up with! Think about superhero animation films.</p> <p>-Students to design a character displaying a chosen character trait. Touch on marvel and DC comic characters, what have you found?</p> <p>-Plan a story that has a moral. What is a moral?- Concerned with principles of right and wrong</p> <p>-Construct, draw a story, narrative to display and highlight this.</p> <p>Think about how you set it out. (Layout)</p> <p>LOOK AT EXAMPLES IN PORTFOLIO TO HELP</p> <p>H/W- Continue and finish</p>
<p>Lesson 3 –</p> <p>Introduce RAOK- Random Act of Kindness. Certificates and badges will be awarded when you are nominated. What is an example of an act of kindness? Reference Kindness PowerPoint</p> <p>Introduce pupils to ‘The Random Acts of Kindness Foundation’ which provides Educator Resources including project ideas such as RAK Sightings!, which gives students and staff the opportunity to secretly submit pupils’ random acts of kindness and then rewards the doers with special certificates.</p> <p>Highlight the importance of Kindness- Show you tube clip- ‘Pay it forward’</p> <p>Discuss clip and other possible examples.</p> <p>Write down thoughts in books. Refer back to character traits.</p>	<p>Lesson 10-</p> <p>Continue with making shield adding colour and then pupils to present to class. Discuss as a group what images could represent and mean and how they link to the pupil’s first thoughts and ideas.</p>	<p>Lesson 16</p> <p>POOC Re-introduce POOC (Person of outstanding Character) Teacher shows their new POOC- (must be a staff member) and see if pupils can think why you have chosen this person. Remind pupils of their POOC from the start of the year. Now you know what you know about ‘Character’ and communication lessons would your POOC change? Pupils to list what character traits a POOC should have and then in pairs write a paragraph about each other stating positive character traits. Their new POOC is the other person in the pair, someone in their class and in their school.</p>

Lesson 4-

Famous failures (use power-point)- Show Jordan quote and explain significance, put into context- Michael Jordan - The most famous name in basketball was actually cut from his high school basketball team.

Walt Disney - He was fired by the editor of a newspaper for lacking in ideas. Albert Einstein - He learned to speak at a late age and performed poorly in school. John Grisham - This best-selling novelist's first novel was rejected by sixteen agents and twelve publishing houses.

Discuss some of the famous failures briefly

Each group is given a famous failure and pupils are presented the info via visual images and word. Pupils mind map info then relay back. - Akio Morito, -Soichiro Honda, -Henry Ford, - Thomas Edison.

'I have always struggled to achieve excellence. One thing that cycling has taught me is that if you can achieve something without a struggle it's not going to be satisfying'.

Greg LeMond (Cyclist)

H/W- To research a famous failure and present to class next lesson

Lesson 11-

PAPER TABLE

The Challenge- Use newspaper to make a table that's at least eight inches tall and strong enough to hold a number of heavy book.

Using 15 sheets of paper, 1 roll of tape and scissors.

BUILDING A PAPER BRIDGE

Goal: The pupils groups build the longest non-supported single span bridge possible.

Using 15 sheets of paper, 1 roll of tape and scissors.

TALL TOWER CHALLENGE

Using paper straws construct a tower. Students groups must work together in constructing ideas to put into practice.

Using 15 paper straws, 1 roll of tape and scissors.

SKILL REMINDER- TEAM WORK (How do individuals work together? Reflect and highlight what you have noticed and what the pupils have been made aware of.)

Lesson 17

People Power (MURAL/POSTER)

Start with Segregation activity

L.O: To be able to form opinions and understand how the 3 character traits can make an impact on life.

Coloured card activity. (prejudice) Discuss outcomes based on privileges and punishments. How did you feel? Degraded verbally, physically and mentally.

What would you have done in this situation?

What do you know about Martin Luther King and Rosa Parks.

Show powerpoint.

KEITH HARING SEMIOTICS POSTER

This mini project introduces students to the work of Artist 'Keith Haring', focusing on his semiotic messages. Pupils have to create their own semiotic symbols to communicate a positive message that is important in their lives. Ref PowerPoint

Objective- Students will be able to look at Keith Haring's symbolic messages and understand the importance of the meaning communicated.

'Diamond nine' activity of Keith Harings images. Discuss why students like certain images more than others.

Students work in small groups to complete a section of Keith Harings work so that when completed will make one large image. This will be done before individual ideas are thought about.

Students will choose their own message to communicate to others that will positively influence their lives.

Students will create a semiotic vocabulary (6 symbols) related to their messages. They are not allowed to use words in their symbols.

Students will harmoniously combine the symbols (1 or all 6) in a poster to communicate their personal positive message to others.

H/W- To continue with symbols

<p>Lesson 5-</p> <p>1st activity- H/W presentation</p> <p>2nd activity- What does RESPECT, KINDNESS & PERSISTENCE mean? And what does it look like? Discuss this with the pupils. In small groups discuss what communication lessons and the subject is about then individually design a symbol/image to show what communication lessons are about. Give an example such as Art or English- a book or a palette or brush could be the image to signify the subject. No words are allowed in the image. Ref- image association powerpoint.</p> <p>Facilitate ideas and hint at possible visuals- Key/Lock- unlocking possibilities Light bulb/ shaking hands/ jigsaw/ building blocks/ steps/ ladders etc...</p>	<p>Lesson 12-</p> <p>Creativity & Imagination</p> <p>1st activity- 8 crosses activity-pupils use sheet to continue a drawing from the initial drawing being a cross. Students are to use imagination and thinking skills. Discuss and look at examples of pupils work.</p> <p>The Torrance Test- Incomplete figure. Show example and ask students to continue drawing but it must have a figure/ person in it somewhere. Uncommon subject matter, stories, humour and originality all earn high marks.</p>	<p>Lesson 18</p> <p>Continue with semiotics and poster completion</p>
<p>Lesson 6-</p> <p>THE GREAT COMMUNICATOR <u>Listening Skills</u> and Practice Communication Skills Group members need to practice speaking to one another so that they can clearly explain the ideas they wish to put into action. Task: The group members sit either in a semicircle or randomly in an area assigned only to that group. One member of the group is selected as the Great Communicator. The Great Communicator attempts to describe a picture in teams that will allow the group members to draw the objects being described. The Great Communicator may not, however, use certain terms describing standard shapes. Terms such as circle, square, rectangle or triangle may not be used. Also, group members may not ask the Great Communicator questions or request further descriptions. The outcomes will vary according to the descriptive skills of the Great Communicator and the listening skills of the group members. As the group displays their drawings and compares them to the Great Communicator's picture, they will get an indication of their success in listening and speaking. As the group practices this challenge a few times, members should see an improvement in their communication efforts and skills. FACE TO FACE Smaller drawing description activity in pairs. Reflection/plenary</p>	<p>Lesson 13-</p> <p>Skill Reflection Sheet - Go through sheet making explicit reference to skills and where they have been applied. Discuss together so that future targets can be made specific.</p> <p>Oracy - Talk for what purpose? How do we make it purposeful? What examples were shown this term?</p> <p>RAOK reminder</p>	<p>Lesson 19</p> <p>FINAL REFLECTION - Go through sheet making explicit reference to skills and where they have been applied. Discuss together so that future targets can be made specific.</p> <p>What have we learnt? And how? Self-Assess using Communication skill progress grid to see current levels How can we transfer these skills into other subject areas and lessons? Oracy - How have we made progress, what is Transitional Talk? where can you use this skill?</p>

	<p>Lesson 7-</p> <p>Skill Reflection Sheet - Go through sheet making explicit reference to skills and where they have been applied. Discuss together so that future targets can be made specific.</p> <p>Oracy - Talk for what purpose? How do we make it purposeful? What examples were shown this term?</p> <p>RAOK reminder</p>		
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Useful Links

character.org/key-topics/what-is-character-education

www.goodcharacter.com

<https://charactercounts.org>