

Unit 8 – Make a Difference



Staff information

The focus of this unit is on the importance of contributing in big and small ways to make a difference to individuals, to our community and to our world. Research has found that engaging in activities which are meaningful and altruistic leads to greater enjoyment of things you do, feelings of happiness, a sense of hope for the future and Increased physical and mental wellbeing^{1,2}. Studies are finding that when we shift our focus from 'Me' to 'We' and connect to something bigger to find meaning and purpose, we are not only happier but experience less stress, anxiety and depression³. It is important for children to understand that, while many of the issues in the world can feel very big, even small things can make a positive difference and be hugely meaningful for those who are involved.

Key messages to communicate

1. Things humans do have an impact on the world

To become active citizens and effective contributors, children need to learn that their actions can potentially have positive or negative impacts on the world. Children can be encouraged to understand some of the issues that are affecting people and the world globally, such as inequality, poverty, human rights, the environment, technology and animal welfare. They can also be supported to begin to make the links between how personal decisions and actions, for example consumption and consumerism, can have ramifications for others across the world.

2. Children can contribute to solving problems in the world

Pupils will be encouraged to find examples of where children themselves have been extremely effective contributors to positive action and change. These children were motivated by feeling passionate about a particular issue that affected them, their community and/or the world. With self-belief, the right plan and support, children can challenge the status quo and make a difference which will in turn contribute to their sense of meaning and purpose in life⁴.

3. Smalls things can make a meaningful difference

Sometimes we need to start somewhere. Pupils will be asked to think about the things they care about and that they would like to change, whether it be the environment, a social issue or a something in the local community. They will then be supported and encouraged to come up with a personal and class plan for what they would like to do to make a positive difference to a cause they care about.



Role Model It

Talk about a time you have helped to make a difference to someone or something – it might be volunteering, campaigning or helping someone in school or in your community. Talk about how it made you feel to do this. Alternatively, share with the children which charity you would give lots of money to if you were a millionaire and why this cause is of particular importance to you.

Assembly notes

Launch Assembly

Suggested music for children entering: 'We Are the World 25 for Haiti'

The video is at <https://www.youtube.com/watch?v=Glny4jSciVI>

An alternative Fischy Music song that could be used, instead of 'Make a Difference', is 'What Kind of World Are We Passing On?'.

Reflection Assembly

Ensure the assembly hall is dark and only lit by a table of candles at the front of the room. Instil a model of quiet as the children enter the hall.

Suggested music for children entering and at end: 'What a Wonderful World' by Louis Armstrong.

The video is at <https://www.youtube.com/watch?v=ddLd0QRf7Vg>

The book is *The Promise* by Nicola Davies. You can also show the video at <https://vimeo.com/73026206>

Additional information and resources

Man's Impact on the Planet (Video)

Man – by Steve Cutts <https://www.youtube.com/watch?v=WfGMYdalCIU>

Kid President's PEP Talk for The World (Video)

<https://www.youtube.com/watch?v=u1zNH0YmhUI>

Doing Good Does You Good – Mental Health Foundation (Article)

<https://www.mentalhealth.org.uk/publications/doing-good-does-you-good>

How does nature impact on our wellbeing? (Article)

<https://www.takingcharge.csh.umn.edu/enhance-your-wellbeing/environment/nature-and-us/how-does-nature-impact-our-wellbeing>

TED Talk – Angela Maiers – You Matter

<https://www.youtube.com/watch?v=7FHdHUzRnms>

You Matter – What Happened When Teachers Found Out How Students Felt About Them

<https://www.youtube.com/watch?v=gANeGBBoSBs>

References

- 1 Stillman, T F, Baumeister, R F, Lambert, N M, Crescioni, W, DeWall, C N and Fincham, F D (2009). Alone and Without Purpose: Life loses meaning following social exclusion. *Journal of Experiential Social Psychology*, 2009 July 45(4), pp 686–694
- 2 Seligman, M E P (2011). *Flourish: A visionary new understanding of happiness and well-being*. New York: Free Press
- 3 Stegar, M F (2009). Meaning in Life. In Lopez, S J and Snyder, C R (eds) *Oxford Handbook of Positive Psychology*. New York: Oxford University Press
- 4 Baumeister, R F (1991). *Meanings of Life*. New York: Guilford Press



MAKE A DIFFERENCE

UNIT 8

Make a Difference

**Classroom activities
for Early, First and
Second Level**

Unit 8	Make a Difference			Early Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Things humans do have an impact on the world	<i>As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.</i> HWB 0-09a <i>In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences.</i> HWB 0-19a	I know that things I do can harm the world I know that things I do can look after the world I understand that not everyone in the world is treated fairly	<u>Circle Time</u> Discuss what we have and others don't, thinking about what we would miss if we didn't have it. <u>Green or Not?</u> Show children a series of activities/objects that might harm the environment or help (driving a car, recycling etc). Ask the children to sort the activities. Discuss the effects of environmentally unfriendly activities. <u>Your World, My World</u> http://www.oxfam.org.uk/education/resources/your-world-my-world Look at the profiles of children around the world. Compare to the children's own lives. Discuss similarities and differences. Discuss how we could help improve other children's lives. Create a poster or a class frieze about 'A Day in the Life of Our Class' compared with a disadvantaged child.	<u>Junk Modelling</u> Create something from waste materials.

Unit 8	Make a Difference			Early Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Children can contribute to solving problems in the world	<i>Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.</i> HWB 0-12a <i>Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.</i> HWB 0-13a	I know that there are people who are working to make a difference I know that children can make a difference I know there are things that I can do to make the world a better place	<u>What Is a Charity?</u> Ask children what they think a charity does and what it's for. Discuss some well known charities. (Role Model It: share a charity that you support or are passionate about.) Now encourage the children to create their own charity. Think about what the charity would be for. The children could design a logo for their charity. <u>Wall of Fame</u> After the launch assembly, research children who have changed the world. Create a wall of fame of other children who have inspired the class.	<u>Story</u> Read or watch <i>The Lorax</i> by Dr Seuss and discuss. <u>Malala</u> Talk about Malala Yousafzai, or read the book (<i>Malala Yousafzai: Warrior with words</i> by Karen Leggett Abouraya). What is Malala's passion? <u>Citizen Kids</u> The 'Citizen Kids' video clips by Disney have lots of case studies of children who have done different things to change their world.

Unit 8	Make a Difference			Early Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Small things can make a meaningful difference	<i>Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.</i> HWB 0-12a <i>Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.</i> HWB 0-13a	I can do something to help others I can identify an issue that I care about I can make a difference to my local or global community	<u>Find Your Passion and Make It Happen</u> Questions to ask the class: What things are you not okay with? What do you have that others don't have? What can you do to make a difference? <u>Make a Difference Project (Class Task)</u> As a class, brainstorm something that you can do to make a difference in the wider world or in your community. Work as a class to make a difference to others by identifying something you all want to change. Enjoy making it happen. <u>Class Wall of Fame</u> As the class share stories of things they have done to help others, add their pictures to the wall of fame.	<u>Shoebox Appeal</u> Start a class or school appeal for items that can help someone else. <u>One Love by Cedella Marley</u> Watch the video on YouTube and discuss making a difference to a community.

Unit 8		Make a Difference			Early Level
Key Questions	Key Vocabulary	Significant Aspects of Learning	Learning and Teaching Resources		Wellbeing Indicators
* If there was one thing about the world you could change, what would it be? * Can you think of a child who has made an impact on the world? * Can you give an example of how you have helped make a difference to someone or something?	Problems, issues, environment, poverty, charity, rights, sustainability	* Learners explore and make choices as they develop their learning and interests and can identify their achievements * Learners use and share their experiences and describe the kinds of work people do	* Books: <i>The Promise</i> by Nicola Davies; <i>The Lorax</i> by Dr Seuss; <i>One Love</i> by Cedella Marley; <i>Dear Greenpeace</i> by Simon James * YouTube: Make a plastic bag football/Make a plastic bottle car * www.globaldimension.org.uk * Teaching About Charity https://www.tes.com/article.aspx?storyCode=6298348 A selection of activities and resources from well known charities to teach children the importance of making a difference.		RESPONSIBLE Having opportunities and encouragement to play active and responsible roles in their schools and communities, and where necessary having appropriate guidance and supervision and being involved in decisions that affect them
		Learning Statements	Cross Curricular Learning and Teaching Links		United Nations Convention on the Rights of the Child
		* I can make a link between food and health * I can begin to understand the local and global impact of the food I eat	Numeracy Literacy and Language * Writing Expressive Arts Sciences * Sustainability * The environment Health and Wellbeing * Pupil voice		* Article 24 – You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well. * Article 27 – You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Unit 8	Make a Difference			First Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Things humans do have an impact on the world	<i>As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 1-09a</i> <i>Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others. HWB 1-19a</i>	I understand that there are big and small problems in the world I can identify some of these problems I know that some things I do can contribute to these problems	<u>Needs and Wants</u> Sort images of things we need and things we want. Discuss – does everyone have these things? Why not? <u>Similarities and Differences</u> Look at some photographs or video clips from around the world (or from a specific country). Which things are the same or different? Do any pictures look 'worse' than your life? Why? How does it make you feel? <u>What If Everyone Did That?</u> Think about things like dropping litter – what would happen if everyone did that? Create some role-play scenarios to demonstrate understanding.	<u>Fatima's Story</u> http://www.sendmyfriend.org/resource/fatimas-story/ Compare different lives.

Unit 8	Make a Difference			First Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Children can contribute to solving problems in the world	Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. HWB 1-12a Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. HWB 1-13a	I know that there are people who are working to combat global issues I know that children can make a difference I can start to make a difference to an issue that I feel strongly about	<u>What Is a Charity?</u> Ask children what they think a charity does and what it's for. Discuss some well known charities. (Role Model It: share a charity that you support or are passionate about.) Now encourage the children to create their own charity. Think about what the charity would be for. The children could design a logo for their charity. <u>How To Change the World</u> Watch the Kid President video entitled 'How To Change the World'. Discuss the things described in the clip that stop us making a difference. www.youtube.com/watch?v=4z7gDsSKUmU <u>Children Who Have Changed Things in the World</u> Watch and discuss this video about children who have changed the dictionary definition of 'bully'. www.youtube.com/watch?v=Tfvu3S4wvHg Research other children who have made a difference to their communities, such as: * Ryan Hreljac (age 6) who used his pocket money to help build a well in South Africa * Alex Scott (age 4), suffering from cancer, who raised a lot of money for cancer treatment by selling lemonade * Louis Braille, blind by age 5, who created a reading and writing system for the blind	Teaching About Charity https://www.tes.com/articulate.aspx?storyCode=6298348 A selection of activities and resources from well known charities to teach children the importance of making a difference. <u>Citizen Kids</u> The 'Citizen Kids' video clips by Disney have lots of case studies of children who have done different things to change their world.

Unit 8		Make a Difference			First Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities	
Small things can make a meaningful difference	Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. HWB 1-12a Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. HWB 1-13a	I can suggest ways in which we can combat global problems I can identify issues that are important to me I can make a difference to my local or global community	<u>Write for Rights</u> Look on Amnesty International's website and choose a 'Write for Rights' case-study. Write a letter to the suggested recipients. <u>Find Your Passion and Make It Happen</u> Questions to ask the class: What things are you not okay with? What do you have that others don't have? What can you do to make a difference? Decide on and plan something you could do easily to help your cause. Make a poster to advertise it. <u>Make a Difference Project (Class Task)</u> As a class, brainstorm something that you can do to make a difference in the wider world or in your community. Work as a class to make a difference to others by identifying something you all want to change. Enjoy making it happen.	<u>Young Scot Awards</u> Look at a list of last year's winners of the Young Scot Awards. What have they done that's made a difference? <u>Who Has Made a Difference to You?</u> Write a letter of appreciation to someone who has done something to make you happy, helped you, or been there for you when you needed support. <u>You Matter</u> Useful ideas in the link below: www.angelamaiers.com/2012/01/the-you-matter-manifesto/	

Unit 8		Make a Difference		First Level
Key Questions	Key Vocabulary	Significant Aspects of Learning	Learning and Teaching Resources	Wellbeing Indicators (SHANARRI)
* If there was one thing about the world you could change, what would it be? * Can you think of a child who has made an impact on the world? * Can you give an example of how you have helped make a difference to someone or something?	Problems, issues, environment, poverty, charity, rights, sustainability	* Learners recognise their own skills and abilities as well as those of others, and find out about the wider world of work	* Books: <i>The Promise</i> by Nicola Davies; <i>The Last Tree</i> by Ingrid Chabbert; <i>One Plastic Bag</i> by Isatou Ceesay * www.globaldimension.org.uk * Teaching About Charity https://www.tes.com/article.aspx?storyCode=6298348 A selection of activities and resources from well known charities to teach children the importance of making a difference	RESPONSIBLE Having opportunities and encouragement to play active and responsible roles in their schools and communities, and where necessary having appropriate guidance and supervision and being involved in decisions that affect them
		Learning Statements	Cross Curricular Learning and Teaching Links	United Nations Convention on the Rights of the Child
		* I can make a link between food and health * I can begin to understand the local and global impact of the food I eat	Numeracy Literacy and Language * Writing Expressive Arts Sciences * Sustainability * The environment Health and Wellbeing * Pupil voice	* Article 24 – You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well. * Article 27 – You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Unit 8		Make a Difference		Second Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Things humans do have an impact on the world	<i>As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.</i> HWB 2-09a <i>Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning.</i> HWB 2-19a	I can discuss some big and small problems in the world I can research the causes and consequences of a problem I care about	<u>The World in 3 Seconds</u> Watch the video clip Man v Earth: www.youtube.com/watch?v=VrzbRZn5Ed4 Discuss some of the issues raised. What if everyone did that? Can you think of ways to raise awareness of some of the issues? <u>On the Map</u> Create a map of the world with a key to show where different problems are in the world and the issues there. <u>Information Board</u> Using ICT, research a particular world issue that bothers you, eg hunger or pollution. Think about what causes it and suggest ways we can stop or reduce the problem. Make a leaflet or PowerPoint, create an animation or design a campaign to show what you have learned.	<u>Live Below the Line</u> A series of lessons to explore and make the link between food waste and poverty. Practical activities like calculating school wastage help children learn about the issue of food waste. https://globaldimension.org.uk/resources/item/2063 <u>Helping Prisca</u> A series of lessons comparing life in Kenya and the UK and basic needs and wants, and looking at different ways to help in a sustainable way. http://www.sendacow.org.uk/lessonsfromafrica/resources/helping-prisca <u>Everyone Counts</u> A maths resource comparing lives around the world. Supports learning about time and data-handling. http://www.oxfam.org.uk/education/resources/everyone-counts <u>IDL – Lessons Looking at the Concept of 'Home', 'Needs' and 'Wants'.</u> http://www.shelterclassroomkit.org.uk/

Unit 8	Make a Difference			Second Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Children can contribute to solving problems in the world	<i>Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.</i> HWB 2-12a <i>Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.</i> HWB 2-13a	I know what a charity is and what it does I know that children can make a difference to an issue that they feel strongly about I can discuss an issue that I feel strongly about	<u>What Is a Charity?</u> Ask children what they think a charity does and what it's for. Discuss some well known charities and the issues they represent. Research a charity you would like to support. <u>How to Change the World</u> Watch the Kid President video entitled 'How to Change the World'. Discuss the things described in the clip that stop us making a difference. www.youtube.com/watch?v=4z7gDsSKUmU <u>Children Who Have Changed Things in the World</u> Watch the clips below of children who have made a difference to their communities or the world: * Severn Cullis-Suzuki: The Girl Who Silenced the World for 5 Minutes https://www.youtube.com/watch?v=TQmz6RbpnuQ * Melati and Isabel Wijsen's campaign to ban plastic bags in Bali www.youtube.com/watch?v=P8GCjrDWWUM Discuss these girls' passions. Now create your own 'children who changed the world' video.	<u>Role Model It</u> Share a charity that you support or are passionate about. <u>Role Models</u> * Adele Ann Taylor (age 13) collected books and helped to build a school in Kenya * Ryan Hreljac (age 6) used his pocket money to help build a well in South Africa * Alex Scott (age 4), suffering from cancer, raised a lot of money for cancer treatment by selling lemonade * Louis Braille, blind by age 5, created a reading and writing system for the blind * Melati and Izabel Wijsen (age 10 and 12) are sisters who took a stand against pollution in Bali and convinced the government to ban plastic bags * Mary Grace Henry (age 12) asked for a sewing machine to make reversible headbands and used the profits to put one girl through school in Kenya. She has gone on to help 66 more children

Unit 8	Make a Difference			Second Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Small things can make a meaningful difference	<i>Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.</i> HWB 2-12a <i>Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.</i> HWB 2-13a	I can suggest ways that we can help our local and global community I can find an issue that I feel strongly about I can make a difference to my local or global community	<u>Write for Rights</u> Look on Amnesty International's website, Choose a 'Write for Rights' case study. Write a letter to the suggested recipients. <u>Find Your Passion and Make It Happen</u> Questions to ask the class: What things are you not okay with? What do you have that others don't have? What can you do to make a difference? Decide on and plan something you could do easily to help your cause. Now make a speech to tell everyone about your passion. <u>Make a Difference Project (Class Task)</u> As a class, brainstorm something that you can do to make a difference in the wider world or in your community. Work as a class to make a difference to others by identifying something you all want to change. Enjoy making it happen.	<u>Citizen Kids</u> The 'Citizen Kids' video clips by Disney have lots of case studies of children who have done different things to change their world. <u>Who Has Made a Difference to You?</u> Write a letter of appreciation to someone who has done something to make you happy, helped you, or been there for you when you needed support. <u>You Matter</u> Useful ideas in the link below: www.angelamaiers.com/2012/01/the-you-matter-manifesto/

Unit 8	Make a Difference			Second Level
Key Questions	Key Vocabulary	Significant Aspects of Learning	Learning and Teaching Resources	Wellbeing Indicators (SHANARRI)
* If there was one thing about the world you could change, what would it be? * Can you think of a child who has made an impact on the world? * Can you give an example of how you have helped make a difference to someone or something?	Problems, issues, environment, poverty, charity, rights, sustainability	* Learners identify their skills and areas for development and prepare themselves for the next stage in their life and learning	* Books: <i>The Promise</i> by Nicola Davies; <i>Women in Science</i> by Rachel Ignatofsky; <i>Be the Change Make It Happen</i> by Bernadette Russell; <i>The Good Guys</i> by Rob Kemp and Paul Blow; <i>Fantastically Great Women Who Changed the World</i> by Kate Pankhurst; <i>Here We Are</i> by Oliver Jeffers; <i>Children Who Changed the World</i> by Marcia Williams * TED Talk by Greta Thunberg https://www.ted.com/talks/greta_thunberg_the_dismal_case_to_act_right_now_on_climate?language=en * www.globaldimension.org.uk * Teaching About Charity. Activities and resources from well known charities to teach children the importance of making a difference. https://www.tes.com/article.aspx?storyCode=6298348	RESPONSIBLE Having opportunities and encouragement to play active and responsible roles in their schools and communities, and where necessary having appropriate guidance and supervision and being involved in decisions that affect them
		Learning Statements	Cross Curricular Learning and Teaching Links	United Nations Convention on the Rights of the Child
		* I can make a link between food and health * I can begin to understand the local and global impact of the food I eat	Numeracy Literacy and Language * Writing Expressive Arts Sciences * Sustainability * The environment Health and Wellbeing * Pupil voice	* Article 24 – You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well. * Article 27 – You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.



UNIT 8 Make a Difference

Home Activity

The media is filled with stories of all kinds of problems in the world that the human race has caused. As a result we are often prompted, in big and small ways, to make a difference to others, our community and our world. This deliberate attempt to do a good deed, without expecting anything in return, has a very positive impact on our self-esteem.

We have learned that:

- Things humans do have an impact on the world
- Children can contribute to solving problems in the world
- Small things can make a meaningful difference

Make a Difference Challenge (P1–P7 Task)

We would like our families to think of something or someone who is deserving of a little help or kindness in their community. Perhaps you have an elderly neighbour who would like a visit or some help, a neglected area of your street that needs a clean-up, or some grown-out-of-toys or clothes that could benefit someone else.

The Challenge

Step 1: Think of someone or something which is in need of help. Try to come up with an idea that everyone in the family is happy with.

Step 2: Think of some ideas and devise a plan of what you could do to make a difference. We have included some ideas on the other side of the sheet to get you thinking!

Step 3: Carry out your 'Make a Difference' project.

Step 4: Finally, share your project with us. We would love you to add any photos or pictures!

Please return your home activity to school so you can share your ideas with your class. Some examples will be chosen to share at our Sharing Assembly.

Name:.....

Class:.....

TIME FOR REFLECTION

I have learned that this
is important because ...



MY ACTION PLAN

To help me, I am going to ...

Parent and Carer Leaflet



MAKE A DIFFERENCE

**'How wonderful it is that nobody
need wait a single moment before
starting to improve the world.'**

Anne Frank

Promoting Emotional Health & Well-being

Parent and Carer Leaflet



MAKE A DIFFERENCE

**'How wonderful it is that nobody
need wait a single moment before
starting to improve the world.'**

Anne Frank

Promoting Emotional Health & Well-being

Make a Difference

The media is filled with stories of all kinds of problems in the world that the human race has caused. As a result we are often prompted, in big and small ways, to make a difference to others, our community and our world. This deliberate attempt to do a good deed, without expecting anything in return, has a very positive impact on our self-esteem.

Through this unit, the children will learn that they can begin to solve some of the problems in the world. By starting with a small idea or with something they care deeply about, children can contribute to making a difference. We know that when we connect to something bigger than ourselves, we feel fulfilled and have a greater sense of purpose.



In this unit Skipper is upset that the river is polluted and that people have damaged our beautiful planet. He decides to do something about the polluted river by gathering his friends together for a community tidy-up day.

In this unit, we will be learning that:

- Things humans do have an impact on the world
- Children can contribute to solving problems in the world
- Small things can make a meaningful difference

Talk It Over:

Talk about a time you have helped to make a difference to someone or something – it might be campaigning, volunteering or helping someone in school or in your community. Talk about how it made you feel to do this.

Home Activity:

We would like our families to think of something or someone in their community who needs a little help. What could you do to make a difference?

Key Book: *The Promise* by Nicola Davies

Make a Difference

The media is filled with stories of all kinds of problems in the world that the human race has caused. As a result we are often prompted, in big and small ways, to make a difference to others, our community and our world. This deliberate attempt to do a good deed, without expecting anything in return, has a very positive impact on our self-esteem.

Through this unit, the children will learn that they can begin to solve some of the problems in the world. By starting with a small idea or with something they care deeply about, children can contribute to making a difference. We know that when we connect to something bigger than ourselves, we feel fulfilled and have a greater sense of purpose.



In this unit Skipper is upset that the river is polluted and that people have damaged our beautiful planet. He decides to do something about the polluted river by gathering his friends together for a community tidy-up day.

In this unit, we will be learning that:

- Things humans do have an impact on the world
- Children can contribute to solving problems in the world
- Small things can make a meaningful difference

Talk It Over:

Talk about a time you have helped to make a difference to someone or something – it might be campaigning, volunteering or helping someone in school or in your community. Talk about how it made you feel to do this.

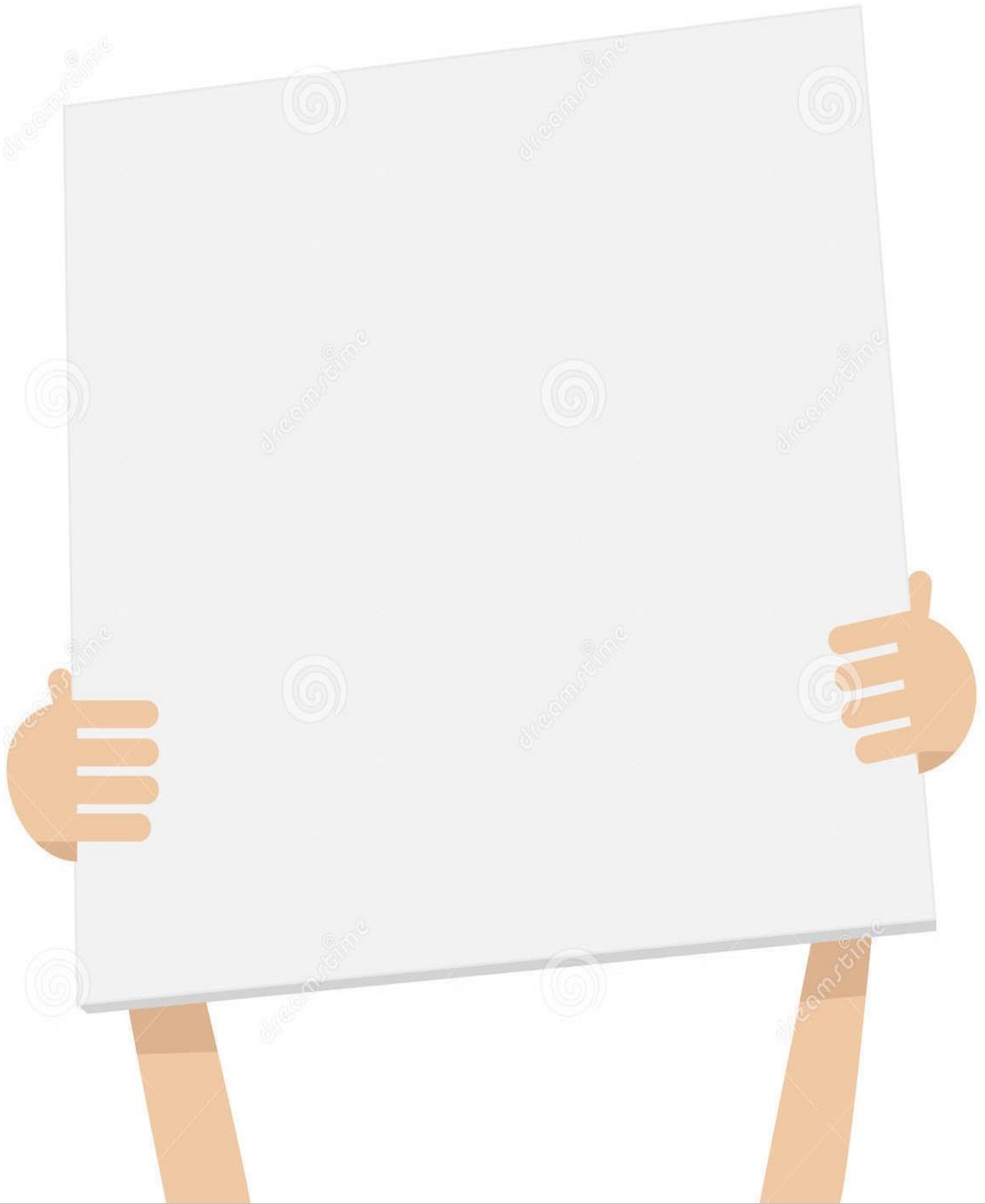
Home Activity:

We would like our families to think of something or someone in their community who needs a little help. What could you do to make a difference?

Key Book: *The Promise* by Nicola Davies

Make a Difference Challenge

Tell us about your project ...



Ideas to get you thinking ... ☺ help the elderly with their shopping ☺ bake a cake for someone ☺ clean someone's home ☺ clean someone's car ☺ visit someone in a nursing home ☺ take some food or clothing to a homeless person ☺ ask an elderly neighbour if they need any assistance around their home ☺ hand make cheerful cards and deliver them to a hospital for patients ☺ let someone go in front of you at the checkout ☺ when shopping, pick up things that have fallen off shelves or hangers ☺ hold a bake sale ☺ help in a soup kitchen ☺ give a homeless person a meal ☺ clean a sick friend's house ☺ hold a toy stall ☺ organise a park or pond clean up ☺ give a busy parent or carer a break and some 'me' time ☺ give someone a warm hug