

Global Citizenship	K&U:	Social Justice & Equity	Diversity	Sustainable Development	Globalisation and Interdependence	Peace and Conflict	
	V&A:	Empathy	Self-esteem	Value and Respect for diversity	Concern for environment	Belief you can make a difference	Sense of fair-play
	Skills:	Critical Thinking	Ability to Argue effectively	Ability to challenge injustice	Co-operation & conflict resolution		

Storyline	Key Questions	LIs <i>Teachers to add as appropriate</i>	Pupil Activities <i>Teachers to expand as appropriate</i>	Assessment
<p>Episode 3</p> <p>A stranger with a worrying message...</p> <p><i>Teacher to decide name of troubled community and any details to be given...</i></p>	<ul style="list-style-type: none"> Who is the visitor? Where has he come from? What does his message mean? Can we trust him? How can we help his community? How many people can we take in? 	<ul style="list-style-type: none"> To create questions for the stranger To develop an opinion based on the stranger's answers To respect and listen carefully to the views of others in the class To understand that caring and sharing are important for being happy To work together to make a decision about how to help 	<ul style="list-style-type: none"> Drama Scene 3: A visitor arrives. A scout arrives in the community with news that the water source in his area has dried up. He is looking for help. Pupils prepare questions to ask the visitor. Teacher in role answers questions - visitor is looking for an offer of refuge for his/her community (same size as storyline community). He/she is very nervous, but determined to find somewhere and also determined that they are not blamed for the water drying up - they had not been wasteful or polluting etc. It is a mystery! Pupils discuss issues of trust - why should we help others? Pupils write lists of alternatives then make decision as to best way forward. Focus on offering refuge to the displaced people. ♦ <i>Agree/ disagree statements from options.</i> Add speech/thought bubbles to their characters. 	<p>How do pupils demonstrate their critical thinking about the visitor's request?</p> <p>How do pupils explain their feelings about the community who have lost their water?</p> <p>How well are pupils working together to discuss their reasoning and make decisions?</p>

CfE Experiences and Outcomes:

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. **EXA 0-13a / EXA 1-13a / EXA 2-13a**

I can show my understanding of what I listen toby asking different kinds of questions of my own. **LIT 2-07a**

To help me develop an informed view I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are. **LIT 2-08a**

I can explain why different people think that values such as honesty, respect and compassion are important, and I show respect for others. **RME 2-09c**

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. **HWB 2-05a**

I can use my notes and other types of writing to help me understand information and ideas, explore new problems, make decisions, generate and develop new ideas. **LIT 2-25a**