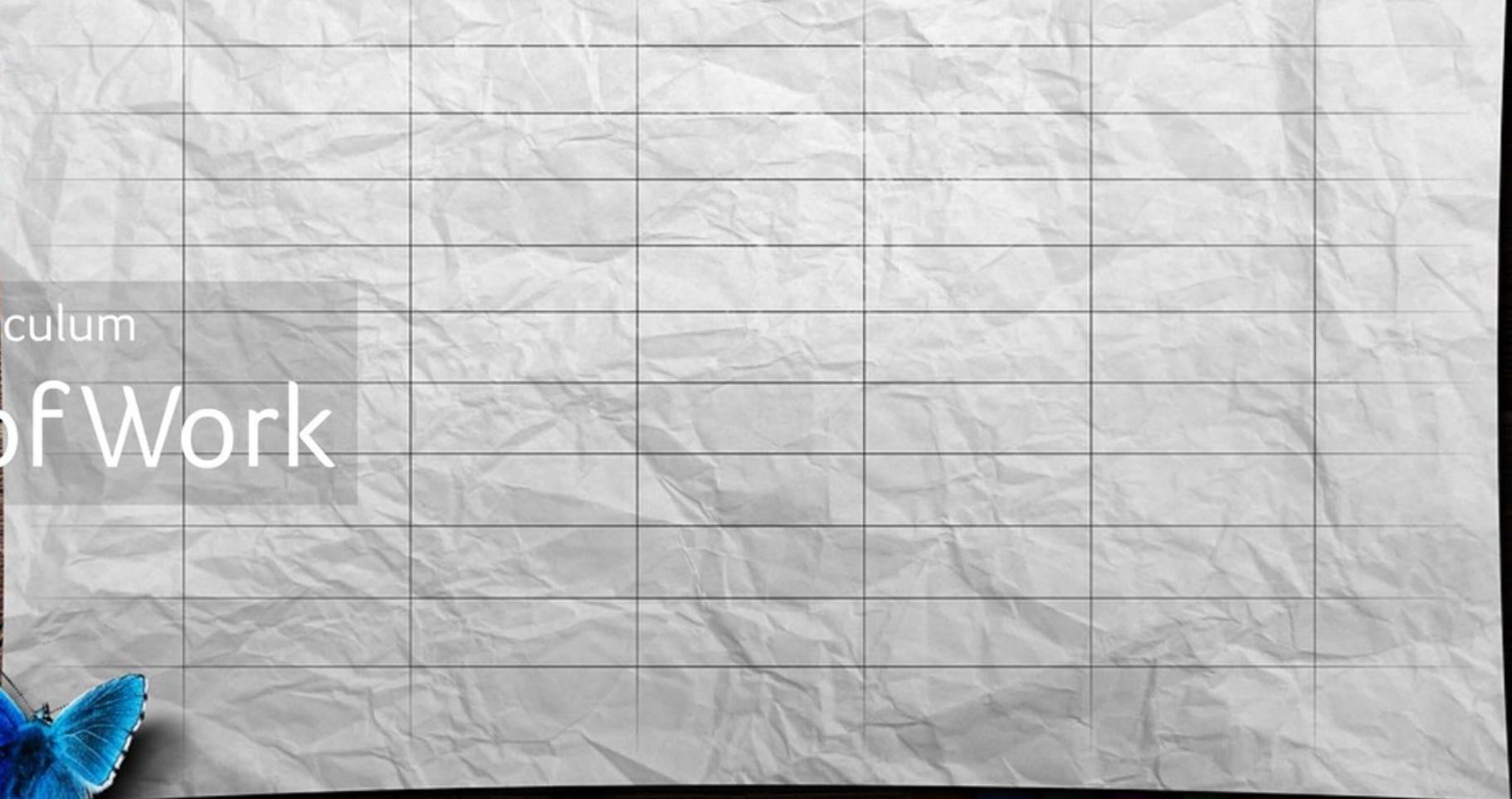


Global Thinking Curriculum

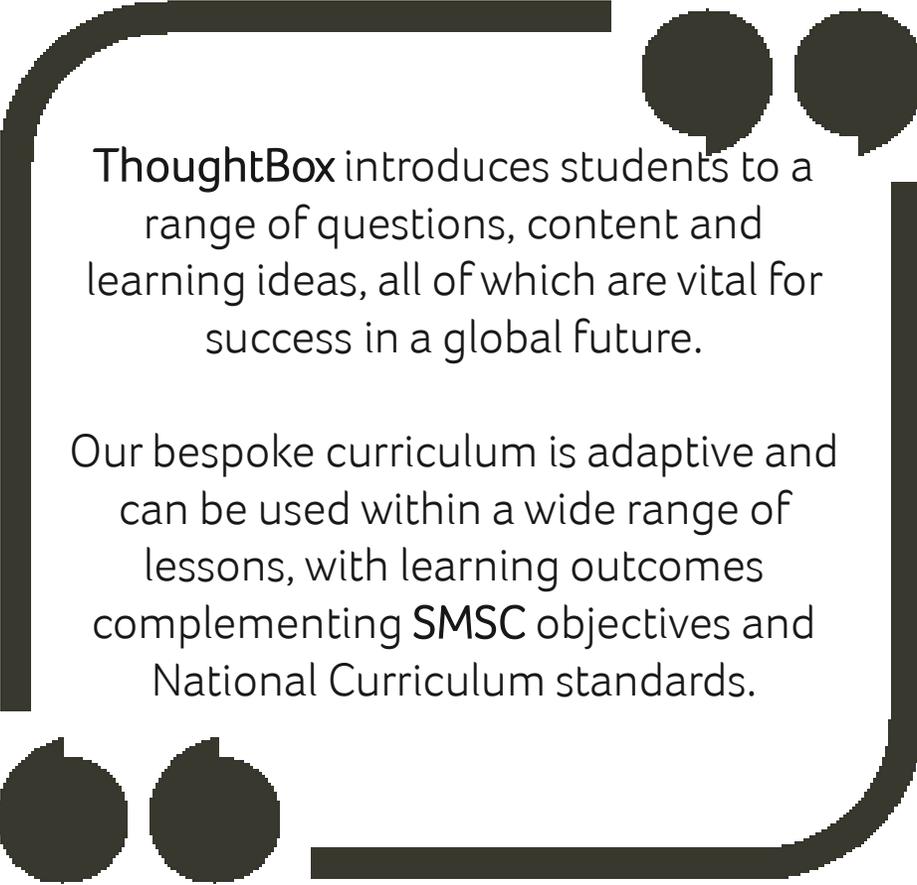
Scheme of Work



Our **ThoughtBox** curriculum has been designed to promote and support the delivery of **SMSC and Prevent** in schools, whilst encouraging Critical Thinking, Empathy and Global Citizenship to develop amongst students.

Each week's lesson plans are bespoke stand-alone lessons of 15, 30 and 60 minutes, flexible enough to be adapted to suit time-frames and lesson objectives of a **wider school curricular**.

This document gives a general overview of each curriculum topic, including week-by-week breakdowns of learning ideas, relevant cross-curricular links and clear indicators of matching **SMSC objectives**.



ThoughtBox introduces students to a range of questions, content and learning ideas, all of which are vital for success in a global future.

Our bespoke curriculum is adaptive and can be used within a wide range of lessons, with learning outcomes complementing **SMSC objectives** and National Curriculum standards.

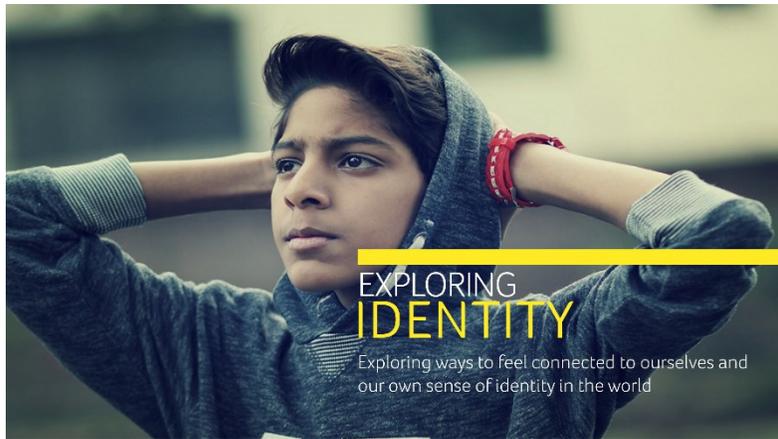
All of our ThoughtBox resources support value-based learning in schools and actively promote open dialogue and discussion in safe spaces, allowing young people to develop critical thinking, empathy and resilience. Our programmes are a positive way of developing student's emotional health and well-being and work to support several DfE strategies and requirements, including SMSC education and Prevent.

“Schools can build pupils’ resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision- making. Schools are already expected to promote the spiritual, moral, social and cultural development of pupils. Schools can encourage pupils to develop positive character traits through PSHE, such as resilience, determination, self-esteem, and confidence.”

DEPARTMENT FOR EDUCATION – The Prevent Duty June 2015

GLOBAL THINKING CURRICULUM

3 Themes | 6 Modules per year



Each year we release six new global thinking modules. You can access more than six by choosing to add-on extras to your membership.

The first six modules in your membership are:

Happiness | Global Cultures | Immigration & Refugees |
Homelessness | Waste | Sustainability



EXPLORING IDENTITY

Exploring ways to feel connected to ourselves and our own sense of identity in the world

Global Thinking
Curriculum Topics



GLOBAL CULTURES

WHAT IS CULTURE?

Aims and Objectives

Students will practise skills of critical thinking & questioning, deep listening and empathy building. Lessons will encourage students to engage in cross-cultural learning, exploring differences across traditions whilst promoting tolerance and celebration of cultural diversity.

Students will examine the media influence on creating stereotypes, learning to question assumptions by opening boxes on a variety of lifestyles, cultures and identities.

Questions explored:

- What is culture and where does it come from?
- What are some of the greatest threats to cultural diversity?
- How are cultural stereotypes being perpetuated through "the single story"?
- Is there an ideal culture? What might this mean?
- How is globalisation affecting cultural diversity?
- How can we all become better global citizens?
- What is cultural respect and why should we practice it when we travel?

Contents of the module

A downloadable box of lesson plans for KS3, KS4 & KS5, with each week offering a 15 minute, 30 minute and 60 minute lesson on the following:

WEEK 1- What is Culture?

WEEK 2 - The Single Story

WEEK 3 - Changing The Narratives

WEEK 4 - A Cultural Celebration

During this topic, students will:

Week 1

- Think about and discuss the concept of globalisation and its effect upon culture
- Understand the impact of development and globalisation upon the loss of our own cultural identities
- Explore and unravel some the positives and negatives of globalisation, thinking about the impact of monoculture upon communities and cultural identities

Week 2

- Think about and discuss what it means to stereotype and the concept of cultural stereotypes
- Understand and explore how our cultural stereotypes can directly impact the lives of people
- Explore and unravel some of the stereotypes that exist within different communities, cultures and countries and think about how we can learn to re-think our preconceived assumptions

Week 3

- Think about cultural stereotypes that exist across the world and understand how to tackle single-story perceptions
- Understand some of the negative impacts that cultural stereotypes have upon people and where or why they have emerged over time, as well as how they are perpetuated
- Explore and unravel some of the ways that stereotypes are perpetuated and understand how to change perceptions and tackle falsehoods.

Week 4

- Think about and explore the value of culture and diversity and the role of cultural respect as global citizens
- Understand and explore our own responsibilities as global citizens and the direct and indirect actions and impacts that we can have as we travel
- Explore and unravel the impact of cultural disrespect upon communities and individuals and examine how we can change behaviour patterns to support cultural respect

Spiritual

- Develop and reflect upon personal values and beliefs
- Understand and respect different people's faiths, values and views
- Develop imagination, creativity and fascination in their learning
- Learn to reflect upon views and experiences.

Social

- Understand and practise social skills within different contexts and communities
- Practise, participate and cooperate with others, learning and understanding how to resolve conflicts effectively
- Understand how communities and societies function within different political contexts, focusing in particular on democratic Britain

Moral

- Recognise and apply the differences between right and wrong
- Understand the consequences of actions
- Discuss and explore moral and ethical issues
- Understand and appreciate the ethical viewpoints of others
- Understand and respect civil and criminal laws

Cultural

- Understand and appreciate the influence of personal heritage and cultural context
- Explore, respect and celebrate cultural, ethnic and religious diversity and difference in local, national and global communities.
- Understand how democratic and parliamentary systems influence societies



HAPPINESS

WHERE DO WE ALL FIND HAPPINESS?

Aims and Objectives

Students will practise skills of critical thinking & questioning, deep listening and empathy building. Lessons will examine the notion of happiness on an individual and collective basis, looking at the relationship between the body, the mind and the environment on our happiness.

Students will discuss and explore the meaning of happiness within the global culture, understanding different approaches to forming connection and finding happiness.

Questions explored:

- What is the difference between happiness and success?
- What impact does money really have on our happiness?
- Should we be teaching emotional health and happiness in schools?
- What is the impact on having a country's foundation built around happiness?
- How are young people managing ever-increasing levels of stress and anxiety and what is the impact upon their mental health?
- Is happiness a want or a need?

Contents of the module

A downloadable box of lesson plans for KS3, KS4 & KS5, with each week offering a 15 minute, 30 minute and 60 minute lesson on the following:

WEEK 1- The Pursuit Of Happiness

WEEK 2 - Money Can't Buy

WEEK 3 - Mind Your Head

WEEK 4 - Glass Half Full

During this topic, students will

Week 1

- Think about and discuss what happiness means and where they find it in their own lives
- Understand some of the ways that we are influenced to think about happiness and the impact this may be having on our lives
- Explore and unravel some of the ways that happiness can be found and how we can learn to create our own happiness

Week 2

- Think about and discuss the link between money and happiness
- Understand how some countries are using happiness as a measure of how successful people are, rather than money
- Explore and unravel the way we are being influenced to think about success and happiness

Week 3

- Think about and discuss some of the stigma surrounding mental health and how we all need to take good emotional care of ourselves
- Understand some of the causes of mental health issues for young people and think about how using mindfulness and meditation can support our emotional health
- Explore and unravel some of the stigma and stereotypes surrounding mental illness which prevents us from discussing our negative emotions

Week 4

- Think about and discuss what we can do to find happiness in our lives and how we can learn to build a positive mind-set
- Understand the choices we have when searching for and finding happiness and some of the obstacles that we may face
- Explore and unravel some of the barriers that stand in the way to our happiness and understand how to move through them

Spiritual

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- Develop imagination, creativity and fascination in their learning
- Learn to reflect upon views and experiences.

Moral

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Cultural

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FAITH

WHY DO WE BELIEVE?

Aims and Objectives

Students will practise skills of critical thinking & questioning, deep listening and empathy building. Lessons will examine historical responses to religion and the concept of *faith*, looking at the diversity of faiths across the world and the reasons we often need to hold onto a greater belief.

Students will explore the role of faith on a global scale as we become more connected, practising tolerance and respect for belief and the role of faith in a diverse world.

Questions explored:

- Why do we need faith?
- Is not believing a faith in itself?
- Why do we have so many different religions and how have they become so ingrained?
- How can we learn to tolerate each other?
- What is religious extremism and how should we be talking about it in schools?
- Is the media responsible for provoking and sensationalising terrorism?
- How can we use our faith to make sense of the world?

Contents of the module

A downloadable box of lesson plans for KS3, KS4 & KS5, with each week offering a 15 minute, 30 minute and 60 minute lesson on the following:

WEEK 1 - Why do we believe?

WEEK 2 - Extreme Behaviour

WEEK 3 - Terrorising The Mind

WEEK 4 - Challenging The Universe

During this topic, students will:

Week 1

- Think about and discuss what religion is and why we have so many different versions of religion
- Understand the reasons why we need to believe in something bigger than ourselves
- Explore and unravel some of the stereotypes and divisions that exist within religions, exploring the links between religion and morality

Week 2

- Think about and discuss the impact of Islamophobia and religious intolerance in general
- Understand where religious intolerance is encouraged and the role the media plays in stereotyping faiths
- Explore and unravel some of the barriers that separate religions and explore the notion of religious respect

Week 3

- Think about what it means to be labelled as a terrorist and what it means to become an extremist
- Understand how community, society and culture can influence our behaviour and response when it comes to extremism
- Explore and unravel some of the human stories behind radicalisation and extremism as well as some of the stereotypes and assumptions that exist

Week 4

- Think about and explore the notion of religious tolerance and explore our place in the universe
- Understand how some of our societal pressures require us to step beyond religion and come together in new ways
- Explore and unravel how we can move beyond religious boundaries and think about ways to not just tolerate but accept and celebrate religious diversity

Spiritual

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SOCIAL MEDIA

IS SOCIAL MEDIA MAKING US
LESS SOCIAL?

Aims and Objectives

Students will practise skills of critical thinking & questioning, deep listening and empathy building. Lessons will explore the pros and cons of global connectivity through social media, examining the human and environmental impact of this growing technology.

Students will examine the changing nature of connection in a modern world, learning to question and engage in a range of connections that we are forming through our use of social media.

Questions explored:

- How has social media changed the way we interact with each other?
- Are we becoming more or less social as technology allows us to make friends all over the world?
- Is technological connection allowing us to feel more connected?
- What is the 'filter bubble' and how is it affecting our understanding of the world?
- Are 'fake news' and algorithmic conditioning something that we can prevent?
- Is social media a tool that we can learn to use rather than depend upon?

Contents of the module

A downloadable box of lesson plans for KS3, KS4 & KS5, with each week offering a 15 minute, 30 minute and 60 minute lesson on the following:

WEEK 1 - Bursting The Filter Bubble

WEEK 2 - The Capital 'I' in Social

WEEK 3 - Breaking The Addiction

WEEK 4 - To Infinity And Beyond

During this topic, students will

Week 1

- Think about and discuss the impact that Social Media is having on the news, and the role that algorithms play in our understanding of the world
- Understand how we are being fed information within a filter bubble and what this means to our perception of the world
- Explore and unravel some of the ways that we can discern fact from fiction within the Social Media network

Week 2

- Think about and discuss how we are being influenced by Social Media and how much it is changing our behaviour
- Understand how we may be perceiving ourselves through Social Media and whether this is reflective of our true selves
- Explore and unravel some of our learned behaviour regarding Social Media and think about what choices we are making and why

Week 3

- Think about and discuss the addictions that may be forming to Social Media that we are not talking about
- Understand how addiction happens and what we can do to support a more healthy relationship to Social Media
- Explore and unravel the ways that we socialise and think about whether these are working positively to create healthy relationships

Week 4

- Think about and discuss the role of Social Media in our lives
- Understand how Social Media can be both a positive and a negative technology and something we need to be in control of (not allowing to control us)
- Explore and unravel some of the uses and potentials for Social Media in our lives

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EXPLORING SOCIETY

Engaging in a deeper understanding of some of our wider social issues to feel a sense of connection

Global Thinking
Curriculum Topics



IMMIGRATION & REFUGEES

WHERE DO WE ALL BELONG?

Aims and Objectives

Students will practise skills of critical thinking & questioning, deep listening and empathy building. They will engage in some of the causes of global migration, understanding the lack of choice that many face whilst working to dissolve stereotypes and media bias.

Lessons will encourage empathic engagement with individuals' stories, exploring the notion of the privilege of birth and questioning biases.

Questions explored:

- What is the difference between a migrant, an immigrant and a refugee?
- What does it mean to be classified as 'refugee'?
- Why are those amongst us classified as 'migrants' often portrayed negatively?
- What are the ripple effects of the global immigration crisis, both on those leaving home and those receiving people in?
- How have we made wanting a better life for ourselves somehow illegal?
- Do any of us have a right to call our land home?

Contents of the module

A downloadable box of lesson plans for KS3, KS4 & KS5, with each week offering a 15 minute, 30 minute and 60 minute lesson on the following:

WEEK 1- The Language Of Fear

WEEK 2 - A Human Story

WEEK 3 - The Power Of A Passport

WEEK 4 - Crossing The Seas

During this topic, students will

Week 1

- Think about some of the words and phrases that are associated with refugees and think about where they may come from and why
- Understand the meaning of the term 'refugee' and explore some of the emotions behind its label
- Explore and unravel some of the stereotypes and perceptions that the media and language encourage when discussing refugees

Week 2

- Think about some of the psychological suffering of refugees and migrants and stereotypes we may form
- Understand how it must feel to have to flee your home through no choice of your own
- Explore and unravel some of emotions and experiences of people having to leave their homes and become refugees

Week 3

- Think about how we are born into a nationality and from that given a passport that is very powerful or very weak
- Understand how the rights that we are given in the world are often handed out at birth and some people are dealt a better hand than others
- Explore and unravel some of the stigma and hypocrisy that lies behind some of our labels

Week 4

- Think about some of the human suffering and choices (or lack of) for people when crossing the seas in search of safety
- Understand why crossing the sea into uncertainty has become more hopeful for so many compared to staying at home
- Explore and unravel some of the choices we all have in responding to immigrants and refugees

Spiritual

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Moral

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HOMELESSNESS

WHAT MAKES SOMETHING A HOME?

Aims and Objectives

Each lesson starts with a short film which serves as the platform for the lesson's discussions, allowing students to engage firstly with the ideas raised in the film and then develop insight and engagement in the topic.

Students will practise skills of critical thinking and questioning, deep listening and empathy building. They will explore and understand some of the root causes of homelessness and global displacement, learning to engage with individual stories and see beyond stereotypes and assumptions when it comes to homelessness.

Questions explored:

- What is a house, what makes something a home and can you have one without having the other?
- What are some of the root causes of homelessness and displacement?
- What is the stigma surrounding homelessness?
- Why is there such a stigma?
- Is homelessness ever a choice?
- How much individual responsibility do we have to engage with the issues causing homelessness?

Contents of the module

A downloadable box of lesson plans for KS3, KS4 & KS5, with each week offering a 15 minute, 30 minute and 60 minute lesson on the following:

WEEK 1- What Is Home?

WEEK 2 - Homeless And Human

WEEK 3 - Living On The Edge

WEEK 4 - A Hand Up

During this topic, students will

Week 1

- Think about and discuss our understanding of the word home and what it means to different people
- Understand and explore what the feeling of home means for different people and look for any common ground
- Explore and unravel some of our pre-conceived ideas of what it means to have a home and what home means for people across the world

Week 2

- Think about and discuss the what it might mean to be homeless
- Understand some of the causes of homelessness for people and communities across the world
- Explore and unravel some the stereotypes that exist about homelessness and think about our own role in perpetuating these stereotypes

Week 3

- Think about the notion of displacement and of human rights and what it means when being homeless becomes a crime
- Understand some of the impacts of being removed from your home, country or identity through no choice, and losing rights to find a way out
- Explore and unravel some of the ways that our identity is linked to our home and explore stories of people exploring new ideas surrounding homelessness

Week 4

- Think about and explore some of the humane and insightful responses to people experiencing homelessness
- Understand and explore the ripple effects of our behaviours and perceptions upon homeless people
- Explore and unravel how we can change our perception of homelessness and support through giving a hand up rather than a hand out

Spiritual

- Develop and reflect upon personal values and beliefs
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- Develop imagination, creativity and fascination in their learning
- Learn to reflect upon views and experiences.

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Cultural

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- Understand how democratic and parliamentary systems influence societies

GANGS

WHY DO WE NEED TO BELONG?

Aims and Objectives

Students will practise skills of critical thinking & questioning, deep listening and empathy building. Lessons will allow an understanding of the inherent need we all have to be a part of a group or gang, looking in particular at social dynamics and behaviour patterns.

Students will examine individual practices within cultures and communities, working to understand stereotypes and stigmas associated with gang culture.

Questions explored:

- Why do people join gangs?
- What does it mean to be in a gang?
- Why do gangs have such negative connotations across the world?
- Is belonging to a group an inherent need in all of us?
- To what extent is gang formation a comment on wider social or political unrest?
- What is the difference between a gang, a tribe and a sub-culture?
- What is neo-tribalism and how is it affecting us all in our modern societies?

Contents of the module

A downloadable box of lesson plans for KS3, KS4 & KS5, with each week offering a 15 minute, 30 minute and 60 minute lesson on the following:

WEEK 1 - For The Good Of The Pack

WEEK 2 - Gangs of El Salvador

WEEK 3 - Hip Hop Saved My Life

WEEK 4 - Needing To Belong

During this topic, students will

Week 1

- Think about and discuss why people join gangs and what need in us this is satisfying
- Understand the animalistic qualities within us that encourage pack mentality
- Explore and unravel some of the behavioural patterns and moral choices that occur within gangs

Week 2

- Think about and discuss the pressures within society that encourage people to join gangs
- Understand how social inequality and political corruption can influence behaviour within particular cultures and countries
- Explore and unravel some of the stereotypes that exist within our perceptions of gang members and gang culture

Week 3

- Think about and explore some of the links between hip-hop and gang culture
- Understand how gang culture can be a positive addition to a community
- Explore and unravel some of the cultural perceptions of gang culture and hip-hop within different communities and cultures

Week 4

- Think about and explore sub-cultures and the identities that we assume within these cultures
- Understand how sub-cultures are an important part of our identity and allow us to feel connected to other people
- Explore and unravel how gang tension and cohesion can influence communities and countries

Spiritual

- Develop and reflect upon personal values and beliefs
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- Learn to reflect upon views and experiences.

Social

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Cultural

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- Understand how democratic and parliamentary systems influence societies



VOLUNTOURISM

HOW HELPFUL IS OUR HELP?

Aims and Objectives

Students will practise skills of critical thinking & questioning, deep listening and empathy building. Lessons will engage students in the impact of volunteering on self and community, allowing them to see the merit of altruism.

They will be challenged to examine the roles and responsibilities that come with ethical volunteering, learning about ripple effects of non-sustainable projects and working towards an understanding of how to be a positive global citizen.

Questions explored:

- Why do people volunteer? And why does Altruism feel so good?
- Why is volunteering overseas a popular thing to do?
- What is "bottom-up" aid or "grass roots" and why is this a positive model for helping others?
- What are some of the positive and negative impacts of volunteering overseas on people involved?
- What are some of the problems with volunteering in orphanages?
- What is ethical volunteering and how can we make volunteering overseas positive for everyone by being ethical and sustainable?

Contents of the module

A downloadable box of lesson plans for KS3, KS4 & KS5, with each week offering a 15 minute, 30 minute and 60 minute lesson on the following:

WEEK 1- Who wants to be a volunteer?

WEEK 2 - Looking beyond the self (ie)

WEEK 3 - Mind the Gap

WEEK 4 - Bottoms Up

During this topic, students will

Week 1

- Think about and discuss what volunteering means and explore why many people choose to travel overseas to volunteer
- Understand the motivation behind volunteering and explore some of the direct and indirect impacts of our actions
- Explore and unravel some of the stereotypes about charities and overseas aid and volunteering that exist, and start to develop a more open-minded approach to the notion of 'aid'

Week 2

- Think about and discuss some of the benefits and ripple effects that come when volunteering overseas.
- Understand how our choices affect many people who we will never see, and understand the need for being conscious of the wider ripple effects of our own actions
- Explore and unravel some of the consequences of Voluntourism upon communities and re-think new approaches

Week 3

- Think about some of the core motivations behind Voluntourism and some of the shifts we could make to align these more ethically
- Understand some of the ripple effects of volunteering in orphanages and explore some of the stories being unearthed about the impact on people and communities.
- Explore and unravel some of the ways that we are being encouraged to think about volunteering overseas and understand who and how the influences are working to stop us from looking under the surface

Week 4

- Think about and discuss some of the allure of volunteering in a far away country and different culture
- Understand how every choice we are making has infinite ripple effects on people we may never meet
- Explore and unravel some of the untold stories behind volunteering overseas

Spiritual

- Develop and reflect upon personal values and beliefs
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Moral

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EXPLORING THE NATURAL WORLD

Inspiring a sense of appreciation, understanding
and connection with the natural world

Global Thinking
Curriculum Topics



SUSTAINABILITY

HOW CAN WE SATISFY NEED
RATHER THAN GREED?

Aims and Objectives

Students will practise skills of critical thinking & questioning, deep listening and empathy building. Lessons will examine our connection to the environment and the natural world, unpicking the impact that connection to nature can have on our emotional health.

Students will discuss historical practices of development, exploring the notion of sustainable development and how ethical our livelihoods are becoming.

Questions explored:

- How connected are we all to the natural world and why do we need to find this connection?
- What is "nature deficit disorder" and how is it impacting our emotional health?
- Should schools be doing more to "rewild" our children?
- What is sustainable development and how does it impact indigenous communities?
- What is the role of the individual in tackling climate change?
- What relationships do governments have to the fossil fuel industries and how do they impact our own sustainability?

Contents of the module

A downloadable box of lesson plans for KS3, KS4 & KS5, with each week offering a 15 minute, 30 minute and 60 minute lesson on the following:

- WEEK 1 - Intelligence Speaks, Wisdom Listens
- WEEK 2 - Indigenous Wisdom
- WEEK 3 - What on earth are we doing?
- WEEK 4 - Be the Change

During this topic, students will

Week 1

- Think about and discuss our relationship to the natural world and the changing climate
- Understand and explore some of our own responses to nature, to the landscape and to the earth
- Explore and unravel some of the actions and habits that we have assumed which are leading to unsustainable environments.

Week 2

- Think about and discuss some of the key human influences on planetary behaviour and explore our own individual impacts on the planet
- Understand and explore the role of indigenous communities in supporting land preservation, and of government and society in influencing behaviour change and the way we can understand our own responsibilities
- Explore and unravel some of the sticking points and ethical discussions surrounding climate change and sustainability

Week 3

- Think about and discuss some of our individual and collective responsibilities towards preserving the planet
- Understand and explore the role of government and society in influencing behaviour change and the impact of our food choices on planet and people
- Explore and unravel some of the individual issues when it comes to behaviour change and our carbon footprints as individuals, nations and citizens of the world

Week 4

- Think about and explore some of the high impact environmental changes happening around the world
- Understand and explore our own role and responsibilities in eliciting change in our own lives, homes and communities
- Explore and unravel some of the obstacles preventing individual and societal action and how our political climate is influencing our behaviour

Spiritual

- Develop and reflect upon personal values and beliefs
- Understand and respect different people's faiths, values and views
- Develop imagination, creativity and fascination in their learning
- Learn to reflect upon views and experiences.

Moral

- Recognise and apply the differences between right and wrong
- Understand the consequences of actions
- Discuss and explore moral and ethical issues
- Understand and appreciate the ethical viewpoints of others
- Understand and respect civil and criminal laws

Social

- Understand and practise social skills within different contexts and communities
- Practise, participate and cooperate with others, learning and understanding how to resolve conflicts effectively
- Understand how communities and societies function within different political contexts, focusing in particular on democratic Britain

Cultural

- Understand and appreciate the influence of personal heritage and cultural context
- Explore, respect and celebrate cultural, ethnic and religious diversity and difference in local, national and global communities.
- Understand how democratic and parliamentary systems influence societies



WASTE

WHERE ON EARTH SHALL WE PUT
ALL THIS STUFF?

Aims and Objectives

Students will practise skills of critical thinking & questioning, deep listening and empathy building. Lessons will examine some of the global issues of waste production and removal, understanding the cycles of production, consumption and destruction and that we are involved in.

Students will examine the roles of the individual and government in tackling waste, unpicking the notion of ethical consumption and understanding the impact of sustainable living on people and planet.

Questions explored:

- Where does our rubbish go when we throw it away (because there is no such place as 'away')?
- Who should be responsible for the rubbish we are making?
- Why do we have so much "stuff" in our lives and who is telling us that we need it all?
- What is happening in our oceans and how responsible should we be for the waste that is accruing?
- How is our relationship to waste defined by the country in which we live?
- What does it mean to live a 'zero-waste' life and how can we learn to do this?

Contents of the module

A downloadable box of lesson plans for KS3, KS4 & KS5, with each week offering a 15 minute, 30 minute and 60 minute lesson on the following:

WEEK 1 - The Oceans Are Drowning

WEEK 2 - Where Shall We Put All This Stuff

WEEK 3 - The Monsters We Make

WEEK 4 - Waste Free Living

During this topic, students will

Week 1

- Think about and discuss some of the unknown damage that our waste is causing on wildlife and environments across the world
- Understand how we are impacting unknown environments because of our wasteful habits and how we have the power to change this
- Explore and unravel some of the untold stories of our waste across the world

Week 2

- Think about and discuss how and why we are creating so much waste
- Understand how the impact of our waste is felt by people and places we never think about
- Explore and unravel some of the untold ripple effects of consumption and waste production

Week 3

- Think about and discuss where all of our waste goes when we throw it “away” (because there is no such place as away!)
- Understand how our wasteful habits might be seen by other people and how it might feel to approach waste in another way
- Explore and unravel some of the stories of people who live on rubbish dumps and use our unwanted rubbish to make a living

Week 4

- Think about and discuss how we think about our personal waste, and explore ways to reduce any excess waste
- Understand how to create a life that isn't unnecessarily wasteful and the impact that this can have on our own feelings as well as the impact it has on people and planet
- Explore and unravel some of our wasteful habits and think about simple ways to change behaviour

Spiritual

- ✓ Develop and reflect upon personal values and beliefs
- ✓ Understand and respect different people's faiths, values and views
- ✓ Develop imagination, creativity and fascination in their learning
- ✓ Learn to reflect upon views and experiences.

Social

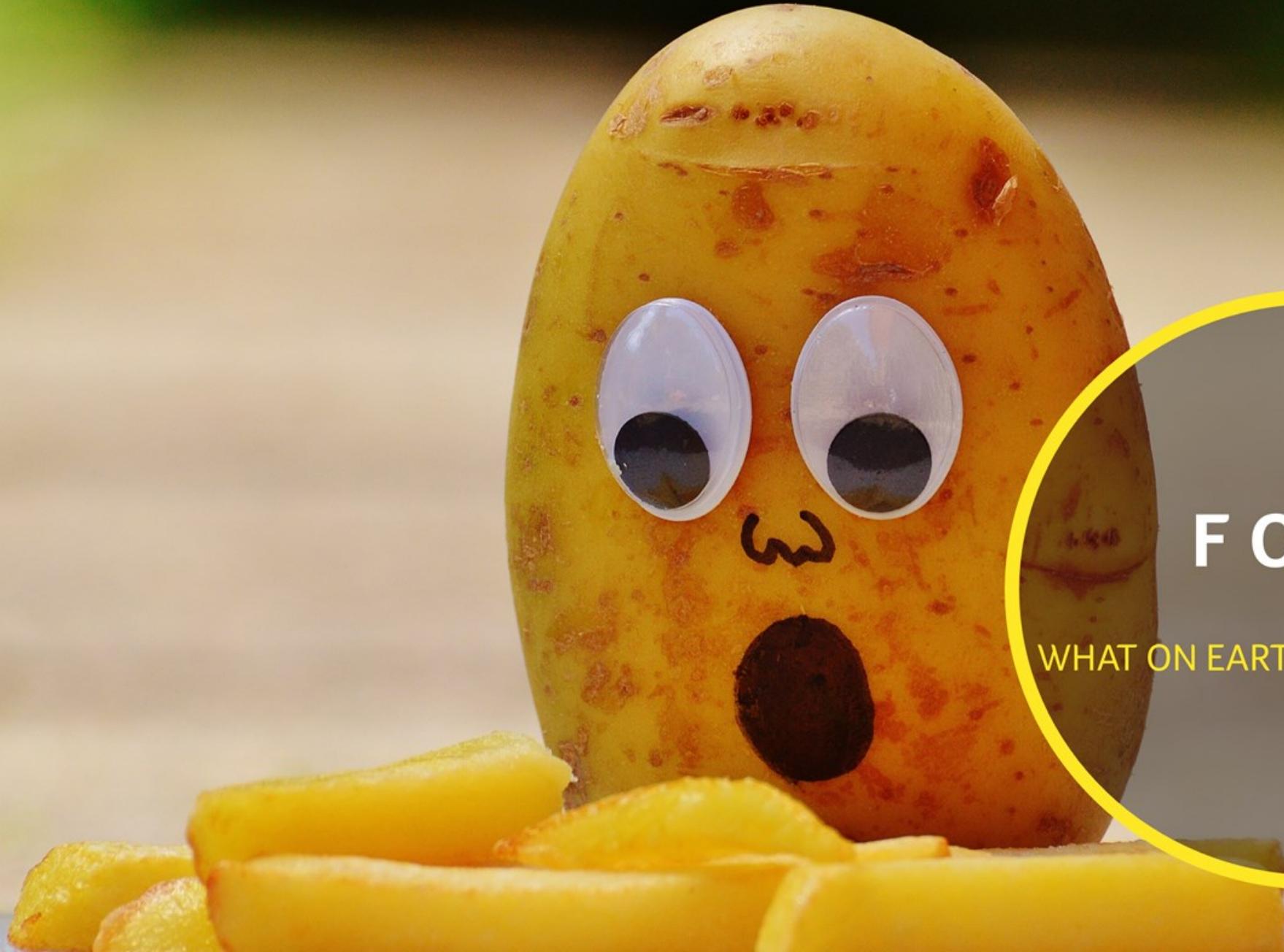
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Moral

- ✓ Recognise and apply the differences between right and wrong
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- ✓ Understand and appreciate the ethical viewpoints of others
- ✓ Understand and respect civil and criminal laws

Cultural

- ✓ Understand and appreciate the influence of personal heritage and cultural context
- ✓ Explore, respect and celebrate cultural, ethnic and religious diversity and difference in local, national and global communities.
- ✓ Understand how democratic and parliamentary systems influence societies



FOOD

WHAT ON EARTH ARE WE EATING?

Aims and Objectives

Students will practise skills of critical thinking & questioning, deep listening and empathy building. Lessons explore our complex relationships to food, understanding how the history of food production has brought us to our current status and some of the ripple effects of our current non-sustainable relationship to food.

Students will discuss the role of food in different cultures, exploring the impact of individual and governmental choices in healthy and sustainable food production and consumption.

Questions explored:

- What is our relationship with food?
- What are the biggest influences on what we are eating?
- How and why have our diets changed over the past one hundred years?
- What is the relationship between food and culture?
- How ethical is the food that we are eating?
- What are some of the impacts of our wasteful food habits across the world?
- How much do we really know about what goes into our food and where it comes from?
- With GMO and lab-manufactured foods already on the shelves, what is the future of food?

Contents of the module

A downloadable box of lesson plans for KS3, KS4 & KS5, with each week offering a 15 minute, 30 minute and 60 minute lesson on the following:

WEEK 1 - Why are you eating that?

WEEK 2 - Food Culture

WEEK 3 - Wonky Ethics

WEEK 4 - The Future of Food

During this topic, students will

Week 1

- Think about and discuss our relationship with food and how it has changed over time
- Understand how we are removing ourselves more and more from the origins of what we are eating, and pushing the responsibility onto other people to provide for us
- Explore and unravel some of the ripple effects and consequences of our current dietary choices, thinking about other ways to approach food

Week 2

- Think about and discuss the role that seeds play in global food production and food choices
- Understand how the ethics of GMOs are significant in influencing people's lives and livelihoods
- Explore and unravel some of the ripple effects of genetically modified food upon people and planet

Week 3

- Think about and discuss the notion of food waste and what our response to this could be
- Understand how our food habits have untold ripple effects on both people and the environment
- Explore and unravel some of the anomalies surrounding food dates and learn about ways to approach food waste positively

Week 4

- Think about and discuss the different ways that we use food in culture and environments and how this may or may not change in the future
- Understand how food is a very emotional element for people and how we can use this in a positive way
- Explore and unravel some of the difficult questions around how food is used and thought about

Spiritual

- Develop and reflect upon personal values and beliefs
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- Develop imagination, creativity and fascination in their learning
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Social

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Cultural

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CLOTHES

WHAT ON EARTH ARE WE WEARING?

Aims and Objectives

Students will practise skills of critical thinking & questioning, deep listening and empathy building. Lessons explore our relationship to the clothes that we buy and wear, examining the significance of clothing to particular cultures and traditions.

Students will understand the process of clothing product consumption and destruction, questioning some of the ethics of the clothing industry and unpicking our relationship to fashion and ethical consumption.

Questions explored:

- Why are we wearing what we are wearing?
- Where do our clothes come from?
- Who is making our clothes and how ethical is the fashion industry?
- How do clothes represent identity and culture?
- Who decides what 'looks good' and why do we believe them?
- Who is paying the price for 'fast fashion'?
- What can we do to change the way we think about and use our clothes?

Contents of the module

A downloadable box of lesson plans for KS3, KS4 & KS5, with each week offering a 15 minute, 30 minute and 60 minute lesson on the following:

WEEK 1 - Fashion Culture

WEEK 2 - Slaves to Fashion

WEEK 3 - Unravelling Ethics

WEEK 4 - A Fashion Revolution

During this topic, students will

Week 1

- Think about and discuss how our culture and identity are explored through our clothing
- Understand and explore how our emotional identities can be revealed within our clothing choices
- Explore and unravel some of the stereotypes that prevail within our notion of clothing and some of the impacts of cultural appropriation

Week 2

- Think about and discuss where our clothes come from and the link between cost and worth within the clothing industry
- Understand some of the human stories of slavery behind the creation of fast fashion
- Explore and unravel some the negative ripple effects of our cheap clothing industry on individuals, communities and environments cross the world

Week 3

- Think about the concept of ethics and fair trade within the textile industry
- Understand some of the processes and ripple effects of the textile industry by exploring individual stories and situations
- Explore and unravel some of the sticking points in an ethical clothing industry and examine our own role as consumers within this process

Week 4

- Think about and explore some of the environmental costs of fast fashion and the role we can play in reducing these costs
- Understand and explore the impact of how changing our shopping choices can directly impact the lives of other people
- Explore and unravel some of the stigmas that surround second hand clothing and charity shops and think about how we can learn to change our behaviour to have more of a positive impact upon people and planet

Spiritual

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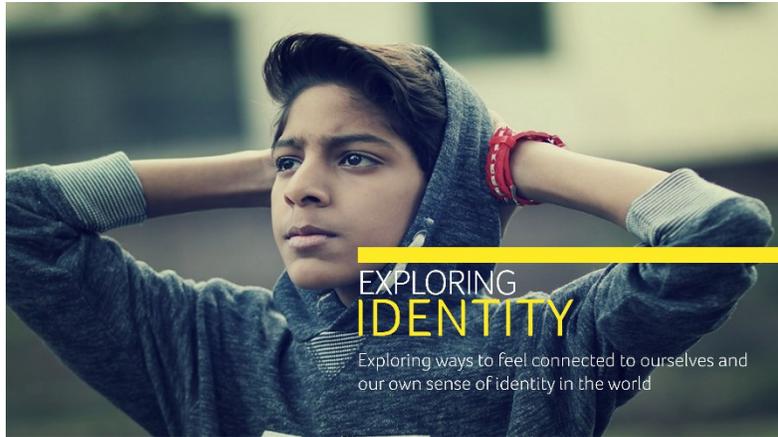
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GLOBAL THINKING CURRICULUM

Wider curriculum links



Skill Development and Learning Outcomes

Our **ThoughtBox** curriculum offers a range of cross-curricular links within subject areas through both the core ThoughtBox lessons the wide range of additional resources.

Within the **ThoughtBox** curriculum, students gain knowledge and understanding of the learning outcomes and skills referenced; allowing them to further build on these skills and expertise across wider subject teaching.

SCIENCE & MATHS

- Environmental Sustainability
- Carbon Footprint
- Ethical Living
- Financial markets
- Consumption and consumerism
- Global Production and sustainable development

THOUGHTBOX TOPICS:

Climate Change – Food – Waste –
Faith – Happiness - Clothes

BUSINESS, ECONOMICS & POLITICS

- Capitalism & Global markets
- Marketing and media
- The role and responsibility of CSR
- Entrepreneurship
- Consumption and consumerism
- Production
- Sustainable development and economic practice
- The relationship between Wealth and Happiness
- Poverty and the role of international aid

THOUGHTBOX TOPICS:

Culture and Stereotypes - Climate Change –
Immigration and Refugees – Voluntourism – Food –
Waste – Happiness – Gangs - Homelessness

MUSIC & DANCE

- Culture and creativity
- Creativity and happiness
- Cross-cultural collaboration and connectivity
- Celebrating diversity and tradition

THOUGHTBOX TOPICS:

Culture and Stereotypes –
Voluntourism – Happiness – Faith

ENGLISH & COMMUNICATION

- Critical thinking and questioning
- Cross-cultural empathy and understanding
- The significance of language on behaviour and stereotyping
- Language, advertising and stereotyping
- Ethical relationships
 - Speaking and listening

THOUGHTBOX TOPICS:

Culture and Stereotypes – Climate Change –
Immigration – Voluntourism – Social Media
– Happiness – Gangs – Faith –
Homelessness

HUMANITIES

- Cultural and historical global practices
- Governmental responses to global crises
- Environmental sustainability
- Cross-cultural communication & relations
- Diversity and humanity
- Global versus local
- Historical practice versus new-age thinking
- The Global Village

THOUGHTBOX TOPICS:

All of our topics are suitable and adaptable for use in Geography, History and language lessons

DESIGN & TECHNOLOGY and ART

- Sustainable design and development
- Ethical development and collaboration
- Culture and creativity
- Upcycling and recycling
- Creativity and happiness
- Global design and development
- Sustainable creativity and production
- Cross-cultural collaboration

THOUGHTBOX TOPICS:

Culture and Stereotypes – Climate Change – Immigration and Refugees – Food – Waste – Social Media – Happiness – Gangs – Faith – Clothes

PSHE & CITIZENSHIP

- Critical thinking
- Tolerance and empathy building
- Understanding ethical living
- Cross-cultural connectivity
- Global connectivity
- Communication enhancement
- Self-confidence and awareness
- Spiritual, moral, cultural and social enrichment

THOUGHTBOX TOPICS:

All of our topics are suitable and adaptable for use in PSHE and Citizenship lessons

Supporting a next generation of compassionate thinkers

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