

Caroline Haslett Primary School

PSHE	Year 4	Who likes chocolate?
<p>Knowledge - what I already know</p> <ul style="list-style-type: none"> • I know what can be fair or unfair for me • I know that adverts are persuasive • I know some stereotypes 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Moral - concerned with the principles for right and wrong • Ethical - relating to moral principles • Exploitation - treating someone unfairly in order to benefit from their work • Consumer - a person who purchases goods and services for personal use • Demand - a desire from consumers for a particular service • Logo - a symbol or small design of a business to identify their products • Exchange - the act of giving one thing and receiving another in return • Trade - the action of buying and selling goods and services • Consider - to think about and be drawn towards a course of action • Media - a means of mass communication • Bias - a concentration on or interest in one particular area • Report - to cover an event or subject as a journalist • Article - a piece of writing included in a newspaper or magazine • Influence - the capacity to begin to change someone's beliefs • Advertising - to describe or draw attention to a product to promote sales • Brand - name of a company or manufacturer • Marketing - to promote the selling of products or services • Stereotype - an image perceived over a person or thing • Discrimination - the unfair treatment to different categories of people • Culture - the ideas, customs and social behaviour of a group of people/ society 	
<p>Knowledge - what I will know by the end of this unit</p> <ul style="list-style-type: none"> • To understand what the real cost of chocolate can be • To understand when something is fair or unfair • To understand the potential influence of consumer power • To understand how the media presents information • To understand that advertisements can influence what we buy • To recognise and challenge stereotypes 		
<p>Activities</p> <ul style="list-style-type: none"> • Create a flow chart to show the role of the shop, factory and other businesses in making cocoa beans into chocolate. Discuss the fairness of pay for all parties. • Write some sentences about the principles behind fair-trade • Class debate: Fair trade products are expensive and not worth it • Discussion: What is bias? Is it right or wrong when presented in the news? Write a news article about the fair trade movement • Design your own logo. What do you want to represent? What message do you want to give? • Relate stereotypes to what we think of when we imagine chocolate producing countries. 		
<p>Skills</p> <ul style="list-style-type: none"> • Take part in discussions with one other person and the whole class, and take part in a simple debate about topical issues • Identify and respect differences and similarities between people • Recognise choices they can make and recognise the difference between right and wrong. • Recognise the effect of their behaviour on other people, and cooperate with others • Understands the work and different people that goes into making simple products • Understands the importance of fair-trade and stopping exploitation • Understands the influences of the media and advertisements • Recognises stereotypes and challenges discrimination and stereotypes 		