

## Unit One – Making A Start

| Key Questions             | Key Vocabulary Used in Discussion   |
|---------------------------|---|
| Why should citizens vote? | Citizen, vote, ideas, options, skills, generate ideas, reasons, respecting opinions |

| Possible Learning Intentions  | Learning Experiences   | Resources   |
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| <p>Generate as many ideas and options as possible</p> <p>Develop a sense of space</p> <p>Select appropriate sources of information to gain information about the past</p> <p>Use imagination to construct a fictional representation of the past</p> <p>Recognise how personal interests/aspirations may or may not</p> | <p>Introduction to the game and the town map. Class vote on naming the town;</p> <p>Explore the history of the locality and in groups create a fictional history for the town, for example, when was the town founded, why did people settle here?</p> <p>Discuss as a class the principles of the</p> | <p>Make It Real Pack and associated materials</p> |

be the same as friends or family

**High Five Poster.** Share individual experiences related to the principles

*Curricular Links: Language and Literacy, Personal Development, The World Around Us*

## Unit Two – Making a Role

| <b>Key Questions</b>                    | <b>Key Vocabulary Used in Discussion</b>                                       |
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| Is it important to 'Follow Your Heart?' | Occupation, career, qualifications, respect, personal strengths and weaknesses |

| <b>Possible Learning Intentions</b>  | <b>Learning Experiences</b>  | <b>Resources</b>                           |
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| Recognise and describe their personal interests and skills<br><br>With guidance, explore the work roles of some familiar and some non-familiar | Allocate job profiles (in pack) to each of the children. Discuss and complete the information on the profiles.<br>Compare to own personal information<br><br>Take time for a short 'Show and Tell' session whereby children bring in something to help them discuss their interests and hobbies<br><br>Collect examples of job adverts in papers/internet and explain why it | Make It Real Pack and associated materials |



## Unit Three – Making a Company

| <b>Key Questions</b>                  | <b>Key Vocabulary Used in Discussion</b>   |
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| Are we all influenced by advertising? | Generating ideas, local services/industry, logo, managing disagreements, explain, justify, stocks and shares |

| <b>Possible Learning Intentions</b>   | <b>Learning Experiences</b>  | <b>Resources</b>                           |
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| Start to recognise how they are influenced<br>Develop geographical language<br>Make contributions within group work | Generate ideas about the term 'logo'.<br>Take part in a fieldtrip if possible, or use magazines and the internet to collect examples of logos in the local area<br><br><i>Logo Quiz:</i><br>Provide a sheet of logos (with identifying names removed) and in groups identify as many as possible in a given time | Make It Real Pack and associated materials |

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| <p>Use different types of questions with a purpose<br/>         Be willing to come to agreement within a group decision<br/>         Explain and justify choices</p> <p>Be aware of the concept of 'stocks and shares'<br/>         Understand the need for businesses to keep financial records</p> | <p>Decide what a company profile might include then use visualisation as an approach to stimulate ideas to design and create one, for example, a logo, an office building and a business card (template profiles provided in pack if needed)</p> <p>Introduce the basic concept of 'stocks and shares'. Every week each company is issued with a share value of 100 points. Throughout the day shares are awarded in + or - 1 point and at the end of the day points are calculated. Children watch share prices rise and fall! At the end of the week the points are totalled to find out which company has the highest value as quoted on the <b>'Real Game Share Index' (RGSi)</b><br/> <i><b>Curricular links: The World Around Us, The Arts (including ICT), Mathematics and Numeracy</b></i></p> |  |
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## Unit Four– Making Lifestyle Choices

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| <p><b>Key Questions</b></p> <p>What does everyone need to be able to work?<br/>         What are the differences between essential needs for life and wants?<br/>         Is choosing a place to live important. Why?<br/>         Why are leisure activities important to people?<br/>         Which of the <b>High Five Principles</b> link to 'Making Lifestyle Choices'?</p> | <p><b>Key Vocabulary Used in Discussion</b></p> <p>Needs and wants, lifestyle, choices, budgeting, classifying, options, pros and cons, making decisions</p> |
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| Possible Learning Intentions  | Learning Experiences  | Resources   |
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| <p>Take time to use imagination for enjoyment<br/>           Understand the need to reach agreement with classmates</p> | <p>Children change from company groups to community groups:<br/>           Provide time for groups to generate ideas for a currency in the town, vote on the best idea and design a currency unit, for example, in 'Beckingham' our currency became 'BECKS'!! Provide each child with eight of whatever currency has been agreed;</p> | <p>Make It Real Pack and associated materials</p> |

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| <p>Group, classify and reclassify<br/>Explain and justify choices and opinions</p> <p>Realise the difference between essential needs for life and wants</p> <p>Be aware of the need for people to keep financial records</p> <p>Recognise how towns are planned and that essential services are usually paid for by government<br/>Develop spatial awareness<br/>Use pictorial stimuli to make connections between places</p> | <p>Provide groups with cut-outs of the different lifestyle choices and classify them (housing, Transport, Leisure – found in pack). Allow children time to share each others' choices and explain their reasoning behind them.</p> <p>Provide time to discuss the questions they were considering when making their lifestyle choices</p> <p>Investigate the amount of income needed in real life to afford the lifestyle they have chosen.</p> <p>Complete the Lifestyle activities page (in pack). Children to choose one activity under each category (family and Friends, Community and Voluntary work).</p> <p>Invite local council representative to discuss how and why towns are planned.<br/>Children to decide where on their map they wish to live and attach their house choice to it.</p> <p><b>Curricular links: The Arts (including ICT), Mathematics and Numeracy, Personal Development, The World Around Us, Language and Literacy</b></p> |  |
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## Unit Five – Making a Community

| Key Questions   | Key Vocabulary Used in Discussion   |
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| <p>Why is it important to have a strong connection to family, friends and the community?</p> <p>How can I contribute to making the lives of my family, friends and community better?</p> <p>Which of the <b>High Five Principles</b> comes to mind?</p> | <p>Connections, working with others, community, recognise and respect differences, citizen, corporate, environmental responsibility</p> |

| Possible Learning Intentions   | Learning Experiences  | Resources   |
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| <p>Begin to understand ways in which their personal interests and aspirations may or may not be similar to family and friends.</p> <p>Work in groups to reach agreements</p> | <p>Discuss what community means and organise pupils into different community groups.</p> <p>Give each community group a <b>Good</b></p> | <p>Make it Real Pack and associated materials</p> |

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| <p>Begin to manage disagreements when solving problems</p> <p>Recognise the importance of family and friends and the wider community.</p> <p>Identify some of the ways in which the environment can be improved or damaged by changes in economic activity</p> <p>Learn from and build upon own and others' ideas</p> <p>Explore ways to make a contribution in the local community</p> <p>Understand some of the skills required for enterprise</p> <p>Actively participate in the organization</p> | <p><b>Citizens Card</b> and ask them to discuss the issues among themselves and decide on a solution. Children present their solutions to the class.</p> <p>Distribute the <b>getting to know you</b> materials; children use the <b>Town Map</b> and <b>My lifestyle</b> materials to find one person who has a shared leisure interest, one person who has a family/friends, community or volunteer activity they would like to try; and two people who live close to them in their fictional town.</p> <p>Use the optional <b>Good Corporate Citizenship Cards (in company groups)</b> to consider the contribution businesses need to make to the community and environment</p> <p>Use e-mail to contact local businesses to find out if they have policies in place to consider the environment</p> <p>Arrange children in pairs. Provide time to generate ideas related to an event they could organise to raise funds for a local charity. Ask pairs to double up and share ideas and so on. As a class</p> |  |
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| <p>of activities</p> | <p>think about what ideas could be carried through and allow children the opportunity of developing the idea into an enterprise.</p> <p><b>Curricular Links: Language and Literacy, Personal Development and The World Around Us.</b></p> |  |
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## Unit Six– Making A Town Work

### Key Questions

What jobs were in our town in the past? Have they changed?  
 What is my role in the community?  
 Vandalism – criminal or just a bit of fun?

### Key Vocabulary Used in Discussion

Compare/contrast, similarities and differences, occupations, essential services, location

| Possible Learning Intentions  | Learning Experiences  | Resources   |
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| <p>Develop and use historical language</p> <p>Consider the variety of work roles needed to make a town work</p> <p>Recognise challenges and responsibilities associated with essential services including their location and importance</p> | <p>Organise a visit to a local Museum to find out about the origins of the local community. Compare and contrast maps of then and now. Discuss how some things have changed while other things may have remained the same.</p> <p>Children suggest occupations associated to the various services and businesses found on their fictional town map. Suggestions should then be attached to appropriate space on the map.</p> <p>Children consider reasons for the location of occupations and</p> | <p>Make it Real Pack and associated materials</p> |

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| <p>Understand the role of essential services<br/>Recognise how people depend on one another for services<br/>Be aware that essential services are usually paid for by government</p> | <p>businesses in a town and locate important services and businesses on the map of their fictional town.</p> <p>Invite an officer from the fire station to discuss their role in the community.<br/>Discuss issues such as attacks on fire engines and their impact on the community.<br/>Ask children to work in small groups to design and make a 'community spirit' poster.</p> |  |
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## Unit Seven –Making a Town Complete

### Key Questions

How are we connected to other places?

### Key Vocabulary Used in Discussion

Industry groups, client, options, pro/cons, working with others, adopting roles, reaching agreement, justify, grouping, classifying, economic development, ideas

| Possible Learning Intentions   | Learning Experiences   | Resources   |
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| <p>Consider options, weigh up pros and cons<br/>Work in groups to reach agreement</p> <p>Explain and justify choices and decisions</p> | <p>Children consider in their company groups the types of businesses their fictional town still needs. As advertising companies they are required to choose a client business they would like to promote</p> <p>Each group needs to explain why their client is essential to the towns needs</p> | <p>Make it Real Pack and associated materials</p> |

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| <p>Understand some of the basic concepts of economic development</p> <p>Group and classify information about the local area<br/>Use the senses to stimulate ideas<br/>Construct their own representations through the use of art</p> | <p>Discuss the concept of industry groups. Identify which industry groups are on their fictional town map and those that are still needed</p> <p>Use the Yellow Pages to analyse industry groups in the local area. In groups make a collage to illustrate the variety of local industry</p> |  |
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## Unit Eight – The Spin Game

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| <b>Key Questions</b><br>How much do we remember? | <b>Key Vocabulary Used in Discussion</b><br>Revision of previous language |
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| Possible Learning Intentions                                      | Learning Experiences   | Resources                                  |
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| Demonstrate the skills of working in groups<br>Re-cap on learning | Organise pupils into their company groups and tell them that they are going to play a game to review the new words and ideas they have learned whilst playing The Make it Real Game<br><br>Introduce the three categories of the Spin Game and discuss rules and procedures. | Make It Real Pack and associated materials |

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|  | <p>Using OHP and Spin Game<br/>Transparency play the first round of the Spin game.</p> <p><b>Curricular Links: ICT, Mathematics and Numeracy, The World Around Us</b></p> |  |
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## Unit Nine – Making a living

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| <b>Key Questions</b><br><br>Could your family rely solely on local produce?<br>Is it important that advertising is truthful? | <b>Key Vocabulary Used in Discussion</b><br><br>Campaign, economy, local, global, world map/atlas, import/export |
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| Possible Learning Intentions  | Learning Experiences   | Resources                                  |
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| Recognise how people depend on one another for goods services and everyday needs. | Discuss the concept of the local economy using examples from the fictional town map, for example, the farm grows produce for the local restaurant.<br>Introduce the concept of a global economy by making connections with the countries the children will be exploring in the game, for example, China sells rice to Egypt, Egypt sells | Make It Real Pack and associated materials |

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| <p>Develop methods for collating and recording information and monitoring progress on a task.</p> <p>Begin to manage a collaborative project<br/>Demonstrate the skills of working in a group</p> <p>Appreciate why businesses advertise and identify the ways in which this influences the choices they make</p> <p>Generate, build and combine ideas to consider ways of challenging routine methods</p> | <p>cotton to France etc.</p> <p>Children make a list of the businesses where their families spend money to buy goods or services, noting those that that are imported.</p> <p>Using the Worldwide creative memo PLC transparency, each company selects a country, which they feel most qualified to do business with.</p> <p>Remind children that they will be researching information that tourists might want to know. Allow each company time to generate ideas for a research template.</p> <p>Ask each group to consider how they might choose to advertise and make decisions within groups on how the information they are going to research will be presented taking into account school resources.</p> <p><i>Curricular Links. The World Around Us, Language and Literacy, Personal Development and ICT.</i></p> |  |
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## Unit Ten – Making A Business Trip

| Key Questions  | Key Vocabulary Used in Discussion  |
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| <p>Why do we need a passport?<br/>Do you only learn in school? Which of the <b>High Five Principles</b> does this bring to mind?</p> | <p>Passport, business trip, roles, responsibility, research, information</p> |

| Possible Learning Intentions   | Learning Experiences  | Resources   |
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| <p>Take responsibility for tasks and roles within a group</p> <p>Be aware of the concept of passports and international travel</p> <p>Clarify the task, plan and set goals</p> | <p>Explain to the children that they are going simulate a business trip to their chosen country to research and collect images, music and information on places of interest, climate, currency, local customs etc.</p> <p>Pupils complete their own passports using the handout. Discuss the importance of passports.</p> <p>Have pupils make a list of things they need to take on their business trips.</p> | <p>Make it Real Pack and associated materials</p> |

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| <p>Classify, compare and evaluate information<br/>Collate and record information</p> | <p>Pupils complete their business trip portfolio using information from a variety of sources, for example, the Internet, books, atlas etc. Research has to be completed before unit eleven begins</p> <p>Visit a travel agent to obtain realistic itineraries and brochures for package holidays</p> <p>Curricular Links. The World Around Us, Language and literacy, ICT and Mathematics and Numeracy.</p> |  |
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## Unit Eleven/Twelve – Making it Work/Spin Game Round 2

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| <p><b>Key Questions</b></p> <p>Is it worth taking time to plan and prepare?</p> | <p><b>Key Vocabulary Used in Discussion</b></p> <p>Presentation, audience, action plan, teamwork</p> |
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| <b>Learning Intentions</b>  | <b>Learning Experiences</b>   | <b>Resources</b>                                  |
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| <p>Demonstrate a willingness to actively participate in the planning and organisation of activities</p> | <p>Call a company meeting so that each company can review its research and discuss its presentation method</p> <p>Distribute action plan handouts to pupils. Help each group to assemble its presentation. Remind pupils that their presentation must employ all members of the company and will be presented to a group of invited guests, for example, Parents, members of the local community who supported the Make It Real Game</p> <p>Examples of presentation methods included, web pages, dances, role-play, ICT presentation, using software, such as, <i>Powerpoint</i> and digital video productions.</p> <p>Play Spin Game part 2 (Unit 12)</p> | <p>Make It Real Pack and associated materials</p> |

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|  | <b>Curricular Links: The World Around Us, The Arts, ICT, Mathematics and Numeracy and Language and Literacy.</b> |  |
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## Unit Thirteen – Making It Real

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| <p><b>Key Questions</b></p> <p>Have we demonstrated our learning and achieved our goals?<br/>What have we learned from the Make It real game?</p> | <p><b>Key Vocabulary Used in Discussion</b></p> <p>Vocabulary from the Make It Real Game</p> |
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| Possible Learning Intentions                                   | Learning Experiences   | Resources   |
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| <p>Demonstrate creative, teamwork and communication skills</p> | <p>The <b>Facilitator Guide</b> provides a brief overview of the Make it Real Game to share with the invited audience.</p> <p>Ask pupils to organise themselves into their company groups, and a representative introduces his or her company to the assembled guests.</p> <p>Each company will present their advertising campaign to encourage visitors to visit the country they have chosen to represent.</p> <p>Distribute award certificates.<br/>Children can show guests around the</p> | <p>Make It Real Pack and associated materials</p> |

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|  | <p>displayed information and answer questions from the guests.</p> <p><b>Curricular Links. Personal Development, The World Around Us, Language and Literacy and ICT.</b></p> |  |
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