

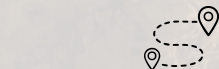
Me, We, Them, Us

Launching our Journey:
Camp Green Lake experience day

Key Question: How can understanding ourselves and others help us build a fairer world?



Developing ambitious, capable learners who are ethical, informed citizens that are enterprising & creative contributors alongside healthy, confident individuals



Mini-enquiry questions to drive experiences:

Weeks 1-3 - 'Me'

What makes me who I am?

Weeks 4-6 - 'Us'

What helps people live well together?

Weeks 7-9 - 'Them'

What can we learn from other people's experiences?

Weeks 10-12 - 'Us'

How can we make a positive difference?



'Vision for Change'
Exhibition to bring the learning journey to a close

Literacy Outcomes:

Weeks 1-3:

'Me'
Autobiography

Weeks 4-6

'We'
Letter

Weeks 7-9

'Them'
Information Text

Weeks 10-12

'Us'
Newspaper Report

Vision

Using Holes as a stimulus, learners will explore identity, belonging, rights, equality, resilience and compassion over 12 weeks. Through the experiences of key characters: Stanley, Zero, Sam and Kate Barlow, pupils will investigate how individuals and societies are shaped by their experiences, beliefs and actions.

The enquiry moves pupils through 3 week cycles of: understanding themselves (Me), to understanding their communities (We), to understanding the experiences of others (Them), before considering their role as ethical citizens (Us).

HUMANITIES OPPORTUNITIES:

THIS ENQUIRY EXPLICITLY DEVELOPS:

WM2
EVENTS AND HUMAN EXPERIENCES ARE COMPLEX, AND ARE PERCEIVED, INTERPRETED AND REPRESENTED IN DIFFERENT WAYS.

LEARNERS WILL:

- EXPLORE MULTIPLE PERSPECTIVES WITHIN HOLES.
- COMPARE EXPERIENCES FROM DIFFERENT TIME PERIODS.
- INVESTIGATE HOW HISTORICAL EVENTS ARE INTERPRETED DIFFERENTLY BY DIFFERENT GROUPS.

WM4
HUMAN SOCIETIES ARE COMPLEX AND DIVERSE, AND SHAPED BY HUMAN ACTIONS AND BELIEFS.

LEARNERS WILL:

- EXPLORE IDENTITY AND DIVERSITY.
- EXAMINE HOW PREJUDICE AND DISCRIMINATION AFFECT COMMUNITIES.
- INVESTIGATE HOW INDIVIDUALS HAVE CHALLENGED INEQUALITY.

WM5

INFORMED, SELF-AWARE CITIZENS ENGAGE WITH THE CHALLENGES AND OPPORTUNITIES THAT FACE HUMANITY, AND ARE ABLE TO TAKE CONSIDERED AND ETHICAL ACTION.

LEARNERS WILL:

- EXPLORE RIGHTS AND RESPONSIBILITIES.
- DISCUSS ETHICAL DILEMMAS.
- TAKE ACTION TO IMPROVE AN ASPECT OF SCHOOL OR COMMUNITY LIFE.

SCIENCE & TECHNOLOGY OPPORTUNITIES:

- HUMAN DEVELOPMENT & HEALTHY LIFESTYLES
- ECOSYSTEMS & INTERDEPENDENCE
- ENVIRONMENTAL CHANGE & SUSTAINABILITY
- SUSTAINABILITY & HUMAN IMPACT

WHOLE-TEXT SCIENCE THREADS

- DIGGING IN EXTREME HEAT
- YELLOW SPOTTED LIZARDS
- DRY LAKE BED
- ONIONS AND PEACHES
- CAMP GREEN LAKE ECOSYSTEM
- STANLEY'S PHYSICAL CHANGES
- COMMUNITY CHANGE OVER TIME

WHOLE-TEXT HOLES THREADS

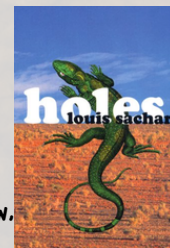
CHARACTER DEVELOPMENT:
STANLEY, ZERO, KATE BARLOW, SAM, THE WARDEN

THEMES:

FATE VS CHOICE, FRIENDSHIP, JUSTICE, PREJUDICE, RESILIENCE, IDENTITY, COMPASSION, HOPE

VOCABULARY DEVELOPMENT:

IDENTITY, HERITAGE, EQUALITY, DISCRIMINATION, STEREOTYPE, COMMUNITY, JUSTICE, RESILIENCE, PERSEVERANCE, COMPASSION, RIGHTS, PREJUDICE, BELONGING, ACTIVISM, FAIRNESS.



RVE is a golden thread throughout this journey, that encourages learners to explore big questions about identity, belonging, diversity, justice, relationships, respect, peace and ethical action.

This learning journey enables pupils to move from understanding respect and peace, to experiencing them, and ultimately to creating them through their own actions.

Integral Skills Development Journey



Personal Effectiveness → Understanding Myself → Working with others → Understanding Community →
Critical Thinking → Understanding Different Experiences → Effectiveness as a Citizen - Taking Ethical Action

Numeracy Opportunities:

- Data handling
- Time
- Measures
- Skills
- Statistics
- Problem Solving
- Data representation
- Historical Data
- Graph interpretation
- Enterprise and Budgeting
- Survey Analysis
- Financial Literacy

DCF opportunities:

- Collaboration
- Data handling
- Citizenship
- Research and Resource
- Creating
- Critical Thinking
- Digital Citizenship
- Multimedia Creation
- Data Analysis

Potential Additional Experiences:

- Enriching Visitors
- Class-made 'Identity museum'
- Family History Workshop
- Fundraising Challenge

Me, We, Them, Us

ME (Weeks 1-3)

Enquiry Question:
What makes me who I am?

Four Purposes

Ambitious, Capable Learners:

- Reflect on family histories and personal experiences.
- Investigate how identity develops.
- Use evidence from Holes to analyse Stanley's character development.
- Develop autobiographical writing skills.

Enterprising, Creative Contributors:

- Design identity exhibits.
- Create personal symbols and visual representations.
- Share stories creatively through art, drama and digital media.

Ethical, Informed Citizens

- Explore Articles 8 and 29 of the UNCRC.
- Appreciate and celebrate diversity within the class.
- Understand that everyone's identity deserves respect.

Healthy, Confident Individuals

- Identify personal strengths.
- Build resilience through challenge activities.
- Develop self-awareness and confidence when sharing personal stories.

WE (Weeks 4-6)

Enquiry Question:
What helps people live well together?

Four Purposes

Ambitious, Capable Learners:

- Investigate how communities function.
- Gather and analyse survey data.
- Use persuasive techniques in formal letter writing.

Enterprising, Creative Contributors:

- Create a class Rights Charter.
- Develop solutions to improve school or community life.
- Design campaigns promoting inclusion and belonging.

Ethical, Informed Citizens:

- Explore rights and responsibilities.
- Consider fairness in Camp Green Lake and modern communities.
- Engage in discussions about justice and compassion.

Healthy, Confident Individuals:

- Develop empathy through collaborative activities.
- Build positive relationships.
- Practise respectful communication and active listening.

THEM (Weeks 7-9)

Enquiry Question:
What can we learn from other people's experiences?

Four Purposes

Ambitious, Capable Learners

- Conduct research on women's rights, racial equality and children's rights. -
- Evaluate sources for reliability and bias. -
- Create information texts using evidence -

Enterprising, Creative Contributors:

- Design equality infographics -.
- Create digital awareness campaigns -.
- Present findings through multimedia formats -.

Ethical, Informed Citizens:

- Investigate historical and contemporary injustice -.
- Explore multiple perspectives (WM2) -.
- Understand how beliefs and actions shape societies (WM4) -.

Healthy, Confident Individuals:

- Develop respect for diverse experiences -.
- Understand the value of empathy -.
- Build confidence discussing challenging issues respectfully -.

US (Weeks 10-12)

Enquiry Question:
How can we make a positive difference?

Four Purposes

Ambitious, Capable Learners:

- Investigate an issue affecting their community -.
- Gather and interpret data -.
- Evaluate the impact of actions taken -

Enterprising, Creative Contributors:

- Develop innovative solutions -.
- Lead campaigns and awareness events -.
- Create media content and reports.

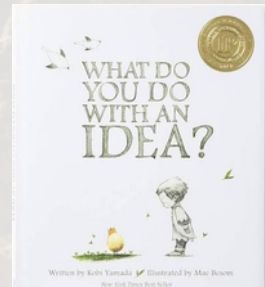
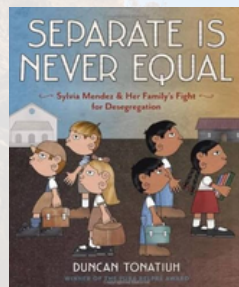
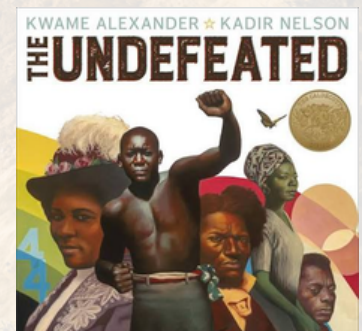
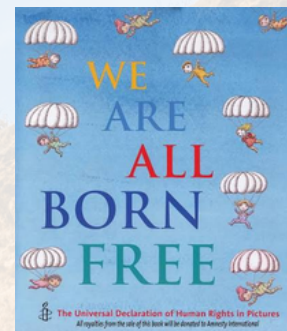
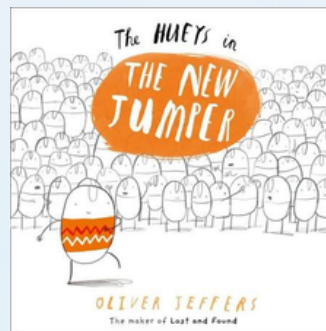
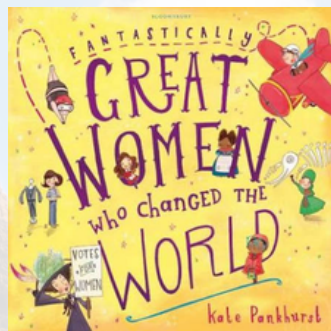
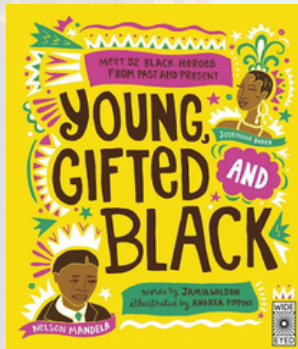
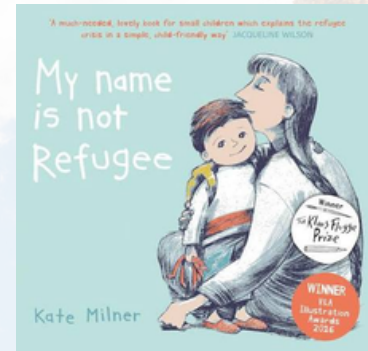
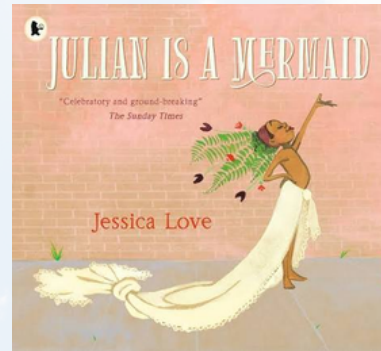
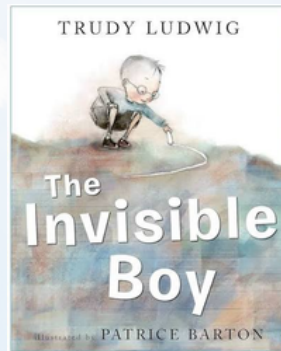
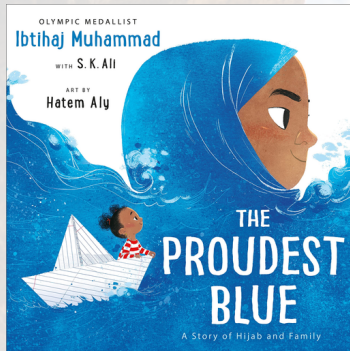
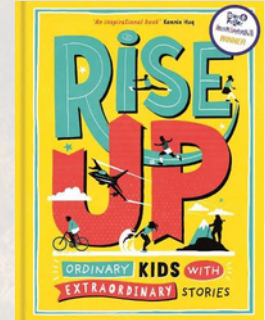
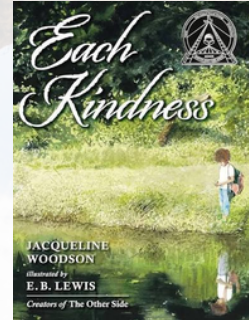
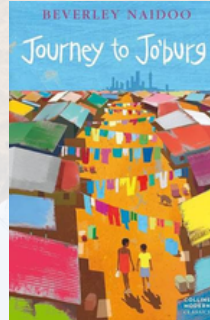
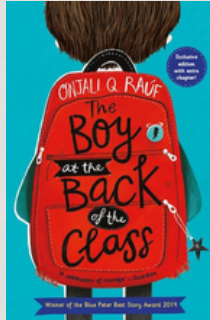
Ethical, Informed Citizens:

- Take considered action on an authentic issue -
- Understand active citizenship (WM5) -.
- Reflect on responsibilities alongside rights -.

Healthy, Confident Individuals:

- Develop leadership skills -.
- Experience agency and empowerment.
- Build confidence through making a real contribution -.

SUPPORTING/ADDITIONAL RICH TEXTS FOR THIS LEARNING JOURNEY



CYCLE 1 (WEEKS 1-3) - 'ME' - AUTOBIOGRAPHY

KEY QUESTION: 'What makes me who I am?'

Holes Focus: Stanley Yelnats, Family history, Identity and self-belief, Beginning Camp Green Lake

Experiences and Opportunities are planned for, but cannot be guaranteed.



Chapters 1-17

Mini-Enquiry Questions:

- What is identity?
- What makes each person unique?
- How do our experiences shape us?
- How do our families influence us?
- What strengths help people overcome challenges?
- How does Stanley change when faced with adversity?
- Why should everyone's identity be respected?

Key Concepts:

- Identity
- Belonging
- Heritage
- Resilience
- Children's Rights

Rights Focus:

Article 8: Identity

Article 29: Development of talents and personality

Humanities:

WM2

Compare how Stanley sees himself and how others see him.

WM4

Explore how family histories influence lives.

WM5

Reflect on personal strengths and responsibilities.

RVE: Respect through art & music: Understanding respect : Experiencing Respect

- Identity
- Belonging
- Human dignity
- Respect

Numeracy Opportunities:

- Create personal timelines.
- Calculate intervals between significant events.
- Collect and display class identity data.
- Interpret graphs showing class interests or experiences.

DCF Opportunities:

- Digital identity presentations.
- Online surveys.
- Digital timelines.
- Responsible digital citizenship.

Science Opportunities:

- 'Are we all the same?' - Hand span, Foot length, resting heart rate exploration for trends
- Human Health and Wellbeing
- Healthy lifestyles.
- Hydration and nutrition.
- Investigation: How does exercise affect heart rate recovery?

Expressive Arts Opportunities:

- Identity self-portraits - 'Layers of Me'.

Key Experience - Camp Green Lake Experience day & Identity Museum

Integral Skills:

- Critical Thinking
- Planning & Organising
- Creativity & Innovation
- Personal Effectiveness
- Working with Others
- Effectiveness as a Citizen

CYCLE 2 (WEEKS 4-6) - 'WE' - LETTER

KEY QUESTION: What helps people live well together?

Holes Focus: Camp Green Lake community; Stanley and Zero's friendship;
Fairness and responsibility; Rights and relationships

Mini-Enquiry Questions:

- What makes a community?
- What helps people belong?
- What makes a community fair?
- Why are friendships important?
- Why do rights matter?
- What responsibilities come with rights?
- How can compassion improve communities?

Key Concepts:

- Community
- Rights
- Inclusion
- Compassion
- Fairness

Rights Focus:

Article 12: Voice

Article 15: Association

Article 28: Education

Humanities:

WM2

Compare viewpoints of Stanley, Zero and the Warden.

WM4

Investigate how communities are shaped by rules and beliefs.

WM5

Debate rights and responsibilities in school and society.

RVE:

- Respect
- Compassion
- Community
- Responsibility

Numeracy Opportunities:

- Conduct pupil voice surveys.
- Calculate percentages.
- Analyse responses.
- Create charts and graphs.

DCF Opportunities:

- Microsoft Forms surveys.
- Collaborative rights charter.
- Shared presentations.
- Data handling using spreadsheets.

Science Opportunities:

- Interdependence
- Food chains.
- Ecosystems.
- Desert habitats.
- Investigation: What affects biodiversity in different habitats?

Link to Camp Green Lake:

- Lizards
- Desert survival
- Dependence between living things
- Health and Wellbeing
- Empathy activities.
- Team-building challenges.
- Growth mindset.

Key Experience - Community Walk and/or Pupil
Rights workshop

Integral Skills:

- Critical Thinking
- Planning & Organising
- Creativity & Innovation
- Personal Effectiveness
- Working with Others
- Effectiveness as a Citizen

CYCLE 3 (WEEKS 7-9) - 'THEM' - INFORMATION TEXT

KEY QUESTION: What can we learn from other people's experiences?

Holes Focus: Sam and Kate Barlow, Historical prejudice;
Segregation; Injustice

Mini-Enquiry Questions

- Why do people experience life differently?
- Why should different voices be heard?
- How did prejudice affect Green Lake?
- What can we learn from Sam's story?
- How have women challenged inequality?
- How have people campaigned for racial equality?
- How have rights changed over time?
- How does learning about the past help us understand today?

Key Concepts:

Equality
Justice
Diversity
Perspective
Human Rights

Rights Focus:

Article 2: Non-discrimination
Article 30: Culture and identity

Humanities:

WM2

Examine different experiences of historical events.

Explore bias and representation.

WM4

Investigate how beliefs influence society.

WM5

Discuss moral courage and standing up to injustice.

RVE:

- Equality
- Justice
- Diversity
- Human rights
- Peace

Numeracy Opportunities:

- Historical timelines.
- Census data.
- Voting and equality statistics.
- Comparison graphs.
- Data interpretation tasks.

DCF Opportunities:

- Online research.
- Source reliability evaluation.
- Digital fact files.
- Equality infographics.

Science Opportunities:

- Environmental Change
- Link to Green Lake's transformation.
- Water cycle.
- Drought.
- Climate.
- Human impact on environments.
- Investigation: What affects evaporation rates?

Key Experience - Equality & Rights study

Integral Skills:

- Critical Thinking
- Planning & Organising
- Creativity & Innovation
- Personal Effectiveness
- Working with Others
- Effectiveness as a Citizen

CYCLE 4 (WEEKS 10-12) - 'US' - NEWSPAPER REPORT

KEY QUESTION: How can we make a positive difference?

Holes Focus: Justice restored; Breaking cycles; Hope; Positive change

Mini-Enquiry Questions:

- What does a fair world look like?
- How can young people make a difference?
- What challenges face our community?
- Why is it important to stand up for others?
- What responsibilities do citizens have?
- What actions are ethical?
- How can we create positive change?
- How can understanding others make the future better?

Key Concepts:

- Citizenship
- Agency
- Sustainability
- Ethical Action
- Leadership

Rights Focus:

Article 12: Participation

Article 29: Preparing for responsible life

Writing Outcome

Humanities Learning:

WM2

Evaluate different viewpoints on community issues.

WM4

Investigate how societies can improve through collective action.

WM5

Plan and undertake social action.

RVE:

- Peace
- Reconciliation
- Ethical action
- Responsibility
- Hope

Numeracy Opportunities:

Budget planning.

Fundraising calculations.

Measuring impact.

Interpreting before-and-after survey data.

DCF Opportunities:

- Campaign videos.
- Podcasts.
- Digital presentations.
- Community awareness media.

Science Opportunities:

- Sustainability
- Renewable energy.
- Water conservation.
- Sustainable communities.
- Investigation: How can we clean or conserve water?

Key Experience - Charity Fundraiser

Integral Skills:

- Critical Thinking
- Planning & Organising
- Creativity & Innovation
- Personal Effectiveness
- Working with Others
- Effectiveness as a Citizen



ME, WE, THEM, US: VOICES FOR CHANGE EXHIBITION

**PUPILS SHOWCASE LITERACY, HUMANITIES, NUMERACY,
DCF, SCIENCE & SOCIAL ACTION EXPERIENCES**

ASSESSMENT OPPORTUNITIES

Beginning

What does a fair world look like?

Create 'Fair World' using thought provoking questions
Justify decisions

Midway

How has my thinking changed?

Compare responses from:

- Me
- We
- Them

End of Enquiry - Final Reflection

How can understanding ourselves and others help us build a fairer world?

Pupils answer using evidence from:

- Holes
- Children's rights
- Women's rights
- Racial equality
- Scientific learning
- Social action project

Me, We, Them, Us: Voices for Change Exhibition

Pupils showcase Literacy, Humanities, Numeracy, DCF, Science & Social Action experiences

ADDITIONAL RICH EXPERIENCES

Identity Museum

Pupils bring an artefact, photograph or object representing an aspect of their identity and create a class museum.

Supports:

Autobiography writing
Identity development and understanding
Sense of Belonging
WM4

Family History Workshop

Invite parents, grandparents or community members to share stories from their childhood.

Supports:

- Past and present
- Timelines
- Personal heritage

Friendship and Teamwork Day

Problem-solving and collaborative challenges.

Connection to:

- Stanley and Zero
- Compassion
- Responsibilities

Equality and Rights Workshop

Possible visitors:

- Show Racism the Red Card Cymru
- Diverse Cymru
- Women's Equality Network Wales
- EYST (Ethnic Youth Support Team)

Enterprise or Fundraising Challenge

Pupils:

- Create budgets
- Plan events
- Measure impact