



The 'Fragments of Hope' learning programme

Introduction:

'Fragments of Hope' is a learning programme for Lower KS2 (Years 3 and 4) which addresses global citizenship values, while learning about the impact of climate change on the Belize Coral Reef System and the work of local communities to protect this UNESCO World Heritage Site. Learners will explore the needs of animals and plants found in the Belize Coral Reef System. Learners will be introduced to the UN SDGs: 10, 12, 13 and 14 and will learn about ways that they can become active global citizens. This programme is designed to inspire young people to change their behaviours and help look after the planet.

Subjects covered:

This learning programme supports Global Citizenship, Citizenship, Geography, Science, English, Mathematics, Computing, Music, and Design and Technology.

Global Citizenship:

Learners will become active global citizens by:

- identifying and understanding different ways in which they can contribute to the improvement of his or her local and global communities;
- understanding the importance of creating or maintaining natural habitats or environments for animals and plants.

Links to Lower KS2 National Curriculum:

Key learning objectives (linked to NC for Lower KS2):

- to face new challenges positively by collecting information, making responsible choices, and taking action **(Citizenship)**
- to recognise the role of voluntary, community and pressure groups **(Citizenship)**
- to understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment **(Citizenship)**
- to use digital maps to locate Belize, and towns and villages on the Belize coastline **(Geography)**
- to describe and understand the Belize coastline and its Coral Reef System **(Geography)**
- to recognise that living things can be grouped in a variety of ways (Science)
- to explore and use classification keys to help group, identify and name a variety of living things in the Belize Coral Reef **(Science)**
- to identify that plants and animals need the right conditions to thrive **(Science)**
- to recognise that environments can change as a result of human actions, with specific reference to how carbon dioxide produced by humans is affecting climate and oceans **(Science)**
- to retrieve and record information from non-fiction **(English)**
- to interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs **(Mathematics)**



- to use search technologies effectively, and be discerning in evaluating digital content **(Computing)**
- to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact **(Computing)**
- to improvise and compose music for a range of purposes using the inter-related dimensions of music **(Music)**
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **(Design and Technology)**

Suggested timescale:

10 (approx. 1 hour) lessons per unit = approx. 30 hours of teaching. This could be delivered daily for a half term or one lesson per week for an academic year. There are opportunities to develop some activities further, and opportunities to learn outside of the classroom, including field trips.

Contents:

Unit A (Explorer):

1. What is a coral reef?
2. Belize – the country.
3. The Belize Coral Reef System. (1)
4. The Belize Coral Reef System. (2)
5. Animals and plants living in the Belize Coral Reef System. (1)
6. Animals and plants living in the Belize Coral Reef System. (2)
7. Animals and plants living in the Belize Coral Reef System. (3)
8. Animals and plants living in the Belize Coral Reef System. (4)
9. What do all living things need to thrive?
10. What does a coral reef need to thrive?

Unit B (Researcher):

1. What are the threats to the Belize Coral Reef System? (1)
2. What are the threats to the Belize Coral Reef System? (2)
3. What is the impact of these threats?
4. A study of a UK coral reef system.
5. A study of one other coral reef system (of choice).
6. What is affecting the world's coral reefs? (1)
7. What is affecting the world's coral reefs? (2)
8. How is climate change, plastic waste etc affecting all of us? (1)
9. How is climate change, plastic waste etc affecting all of us? (2)
10. How is climate change, plastic waste etc affecting all of us? (3)

Unit C (Innovator):

1. UN and SDGs.
2. A UNESCO World Heritage Site.
3. Fragments of hope. (1)
4. Fragments of hope. (2)



5. Voluntary, community and pressure groups.
6. What can you do?
7. How are you doing?
8. Take action. (1)
9. Take action. (2)
10. Take action. (3)

How to follow the 'Fragments of hope' Scheme of Work:

This Scheme of Work uses The Earth Museum (TEM) and 'Fragments of hope' videos; digital maps found on TEM website; and learning resources found on the 'Fragments of hope' website.

<https://theearthmuseum.co.uk/>

<http://fragmentsofhope.org/>

Note: it is expected that teachers will read through the workbooks with their class, expanding on topics as necessary. Teachers and/or learners will need to search online for websites or information.

Download and print the 'Explorer', 'Researcher' and 'Innovator' workbooks. These workbooks are in Word to provide flexibility. The workbooks can be adapted to differentiate for learners. Pages can be printed per lesson or as a booklet. If printing the workbook pages as a booklet, it is suggested that you add blank sheets for any additional activities. There is no colour and images are kept to a minimum to ease printing. It is expected that teachers will read and explain the text in the workbooks to learners.

Opportunities to further develop activities:

Many of the activities in the Scheme of Work can be developed further.

Learners can create their own digital maps:

<https://createtheearthmuseum.com/>

Opportunities to learn outside of the classroom:

Beach trips.

Field trips to a local sea life centre:

<https://www.blureefaquarium.co.uk/portsmouth/schools-groups/school-visits-workshops/>

Other suggested websites:

A UK coral reef system:

<https://www.nature.scot/landscapes-and-habitats/habitat-types/coast-and-seas/marine-habitats/cold-water-coral>

Certificates of Achievement:

These are available to print at the end of each workbook.