

KS1-1.4.3- Big Changes, Little Changes Session ID: LKS2PLUS_001		
Classroom Short	On-screen Questions	Further Questions
First Day	<p>Part 1</p> <ul style="list-style-type: none"> • How do you think Emmanuella feels about her first day? • How would you feel walking into school as the new person? • What advice would you give Emmanuella? <p>Part 2</p> <ul style="list-style-type: none"> • What did Alys and Emmanuella know about each other by the end of the film? Was any of what they found out surprising? • How did Alys make Emmanuella feel included on her first day? • Emmanuella's first day was a good one, but imagine that it had n't gone so well. What advice would you give to her then? 	<p>After the end</p> <ul style="list-style-type: none"> • Alys and Emmanuella are both girls, both like skipping and both have been the new child in school. Finding out the things we have in common is a great way to start building a friendship! But do we have to go through the same experiences as someone to be able to help them or to be friends with them? • What do you imagine Emmanuella will tell her dad when she sees him after school? • Making new friends is exciting – we get to learn about new people who might do things differently to us or be interested in different things. What are your top tips for making new friends? • In the film, Emmanuella and Alys shared the skipping rope. What role does sharing have in friendship?
Be Present	<ul style="list-style-type: none"> • Have you ever noticed a time when you had a lot on your mind? • What do you think it means to be 'overwhelmed'? • What tip will you try out? Do you have any other tips? 	<ul style="list-style-type: none"> • Esme was encouraging Myles to talk about what was on his mind. Why is talking helpful? • What does 'being present' mean to you? • Can you think of an example of a small change and a big change?
Christ Within Me	<ul style="list-style-type: none"> • What word stood out to you in the prayer? • Do we have to feel afraid to pray? • How can you share this prayer with someone you know this week? 	<ul style="list-style-type: none"> • Do you remember praying St Patrick's Breastplate before? Does anything feel different in praying this prayer now you are older? • What change did Fr Paschal talk about? • Why is it easier to focus on fear rather than peace sometimes? • What truths about God do you already know, or can memorise, to help you experience His peace in times of change?

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<p>Pause</p>	<ul style="list-style-type: none"> • How did you feel before the prayer time? • How do you feel now? 	<ul style="list-style-type: none"> • What do you think it means to pray 'Come Holy Spirit'? • The Bible verses from Psalm 139 remind us that God knows everything about us and is always with us. The writer finds this something that causes them to praise God. How might you praise God too? • Sometimes we have good days and weeks, sometimes we don't. How can we navigate the more difficult times?
<p>LKS2_2.3.2. – Chatting Online Session ID: LKS2-017</p>		
<p>Classroom Short</p>	<p>On-screen Questions</p>	<p>Further Questions</p>
<p>Critical Thinking</p>	<p>Part 1</p> <ul style="list-style-type: none"> • Can you name different types of media? • Have you ever seen something in the media or online that seemed true but was actually false? <p>Part 2</p> <ul style="list-style-type: none"> • What were the 5 top tips for critical thinking? • How can thinking critically help people to stay safe online? • What other advice would you give to help someone to think critically? 	<p>Part 1</p> <ul style="list-style-type: none"> • What type of media do you think you use the most, and the least? • Have you ever wondered why things online aren't always the truth? <p>Part 2</p> <ul style="list-style-type: none"> • How might the media influence how we see the world? • What is bias? • Why do we need to use critical thinking when we view adverts? • Activity – Source some 'clickbait' headlines (example) and airbrushed images (example), and ask children to use their critical thinking skills to spot what might not be true, or to notice the bias.
<p>LKS2_2.4.1 Safe In My Body Session ID: LKS2-018</p>		
<p>Classroom Short</p>	<p>On-screen Questions</p>	<p>Further Questions</p>
<p>Out and About: Railways</p>	<p>Part 1</p> <ul style="list-style-type: none"> • Why was the family at the train station? • What happened to the ticket? • What might happen if they try and get the ticket back? 	<p>Part 1</p> <ul style="list-style-type: none"> • Have you ever been on a train? Where did you go? • Why did the ticket land on the tracks? • Have you noticed something unsafe at a train station before?

	<p>Part 2</p> <ul style="list-style-type: none"> • What railway safety rules do you know? <p>Part 3</p> <ul style="list-style-type: none"> • Tell a partner one rule about railway safety that you will remember. 	<p>Part 2</p> <ul style="list-style-type: none"> • What is good about travelling by train? • Why should you never go on the train tracks? <p>Part 3</p> <ul style="list-style-type: none"> • Activity – Use resources from Switched On Rail Safety for further activities and discussion ideas.
<p>Out and About: Water</p>	<p>Part 1</p> <ul style="list-style-type: none"> • What do you think the owners are feeling? • What could happen if they try and rescue the dog? <p>Part 2</p> <ul style="list-style-type: none"> • What water safety rules do you know? <p>Part 3</p> <ul style="list-style-type: none"> • Tell a partner one rule about water safety that you will remember. 	<p>Part 1</p> <ul style="list-style-type: none"> • What is your favourite thing to do at the beach? • What might the owners need to think about if they do decide to go into the water? <p>Part 2</p> <ul style="list-style-type: none"> • What is ‘open water swimming’? • Have you learned to swim? • Why is it important not to try and rescue a person or a pet yourself? • Who can help in a water emergency? <p>Part 3</p> <ul style="list-style-type: none"> • Activity – Go over these water safety skills and invite children to make their own water safety poster
<p>Out and About: Roads</p>	<p>Part 1</p> <ul style="list-style-type: none"> • Why are the friends crossing the road where they are rather than at the lights? • What might happen if they cross the road where they are? <p>Part 2</p> <ul style="list-style-type: none"> • What road safety rules do you know? <p>Part 3</p> <ul style="list-style-type: none"> • Tell a partner one rule about road safety that you will remember. 	<p>Part 1</p> <ul style="list-style-type: none"> • What would you do if you were in this situation? • What things might lead us to make unsafe choices when we are out and about? E.g. being in a rush, distractions, influence of others etc. <p>Part 2</p> <ul style="list-style-type: none"> • What road safety advice did the presenters give? • What dangers around roads do we need to think about? <p>Part 3</p> <ul style="list-style-type: none"> • What is the Green Cross Code? Activity – Use the THINK! Website for more road safety resources, including this ‘Take the Lead game’.

<p>Out and About: Fireworks</p>	<p>Part 1</p> <ul style="list-style-type: none"> • Why was Blakely more worried than Hannah? Who was right? • What might happen when Hannah gets closer to the firework that didn't go off? <p>Part 2</p> <ul style="list-style-type: none"> • What firework / bonfire night safety rules do you know? <p>Part 3</p> <ul style="list-style-type: none"> • Tell a partner one rule about firework safety that you will remember. 	<p>Part 1</p> <ul style="list-style-type: none"> • Should Hannah have fireworks? Why/Why not? • Do fireworks always go off? <p>Part 2</p> <ul style="list-style-type: none"> • Why are fireworks dangerous? What do adults need to do when handling fireworks? <p>Part 3</p> <ul style="list-style-type: none"> • What do fireworks, sparklers and bonfires all have in common? E.g. they are sources of fire, and can all be dangerous if we're not careful etc. • If your clothing catches fire what should you do? • Who can help in a fire emergency? • Activity – Take inspiration from these firework safety activities provided by Children's Accident Prevention Trust.
<p>Out and About: Digital</p>	<p>Part 1</p> <ul style="list-style-type: none"> • In what ways were phones useful to Amalia and Francesca in this scene? • What might happen if Francesca's phone gets left there? <p>Part 2</p> <ul style="list-style-type: none"> • What other safety rules do you know for using digital devices out and about? <p>Part 3</p> <ul style="list-style-type: none"> • Tell a partner one rule you will remember about digital safety whilst out and about. 	<p>Part 1</p> <ul style="list-style-type: none"> • What do you think is a good age to get a phone? • Why did the stranger pick up the phone? <p>Part 2</p> <ul style="list-style-type: none"> • Why does someone need to look after their phone? • What can they do to keep their phone safe? • What can you do to protect the information on your phone? <p>Part 3</p> <ul style="list-style-type: none"> • Why should you be careful about letting a stranger use your phone? • Who should you tell if you lose your device or it gets stolen? What can go wrong with your phone? Use information from Childline to clarify answers. • Activity - Have children use the tips on the Childline website and compare them to the advice the presenters

		<p>mentioned. What have they found helpful to learn about?</p> <ul style="list-style-type: none"> • Activity - Discuss what children would do if they get lost. Use this idea from KidPower to facilitate discussion.
<p>LKS2_2.4.4 Rights and Responsibilities Session ID: LKS2PLUS-002</p>		
Classroom Short	On-screen Questions	Further Questions
It's Not Your Fault!	<ul style="list-style-type: none"> • Why did the Zainab and Noah not want to do anything about the litter in the park? • Why did Ray and Rowan decide to pick up the litter in the park? • The siblings and neighbours decided to do something together to fix the problem. Can you think of how your communities could share more responsibility too? 	<ul style="list-style-type: none"> • What was Zainab and Noah's solution when they saw the park was covered in litter? • Zainab said "Maybe if we leave it and it just keeps getting worse, someone will do something about it." What do you think she meant? Ray and Rowan shared a look after - what do you think they were thinking? • Ray said, "Perhaps not. But I think sometimes, to make the world a better place for the people who live in it, we have to take responsibility for things that aren't our fault." Do you think he was just talking about the litter? What other situations do we all have a responsibility to contribute to?
We're Not The Same...	<ul style="list-style-type: none"> • Do you think it would be boring if we were all the same? • As a class or school, how could you better celebrate your differences? • CHALLENGE: Learn something new about someone in your class today! 	<ul style="list-style-type: none"> • What would the world be like if we were all the same? • What makes you similar to those in your class? • What makes you different to those in your class? • Why are differences a good thing?
We're All Different	<ul style="list-style-type: none"> • Did you learn anything new from what the children shared? • Why do you think we should celebrate our differences? • If you did a show and tell, what thing would you bring? 	<ul style="list-style-type: none"> • Lots of children shared about the country or culture they came from. Where are you from? • How does this make you different? • How do you feel knowing that out of the 8 billion people on earth, no one is like you? • What's the difference between knowing what makes us different and respecting/appreciating/

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		celebrating what makes us different?
Hear Our Prayer	<ul style="list-style-type: none"> • Did you recognise any of the languages from the prayer? • Do you speak another language? What language might you like to learn? • How do you feel knowing that God listens to your prayers? 	<ul style="list-style-type: none"> • How might knowing that God loves all people change how you treat others? How will this affect your actions today? • Can you think of a Bible story that mentions people speaking in lots of languages? Why were they speaking different languages? E.g. Pentecost, the Holy Spirit. • Why do we pray the Lord's Prayer?
Right To Vote	<p>Part 1</p> <ul style="list-style-type: none"> • Imagine you live in 1836 and don't have a lot of money. How would you feel about not being allowed to vote for the person who would represent you in parliament? • Imagine you are a woman living in 1928. How do you think you would feel to finally get the same voting rights as men? <p>Part 2</p> <ul style="list-style-type: none"> • How do adults vote in the UK? • Why is voting important? • How is democracy different from other ways of running a country? 	<p>Part 1</p> <ul style="list-style-type: none"> • What does 'democracy' mean? • What did democracy look like in Ancient Greece? What has changed from then to now? • Before the King would reign and rule. Now the King reigns but doesn't rule, that's the role of the government. Activity – Research the monarchy's role regarding our government today. What do you know about the Magna Carta? <p>Part 2</p> <ul style="list-style-type: none"> • What do the words 'liberty' and 'equality' mean? How does democracy support these? • Do you know about any of the political parties or politicians in the UK? Who is our Prime Minister? What is their job?
British Values	<p>Part 1</p> <ul style="list-style-type: none"> • Where/When have you learned about democracy before? • How does your school value or participate in democracy? <p>Part 2</p> <ul style="list-style-type: none"> • Where/When have you learned about rules and laws before? • What happens when laws are broken? 	<p>Part 1</p> <ul style="list-style-type: none"> • What do you think the phrase 'everyone's voice matters' means? • How do people contribute to making decisions in a democracy? E.g. by voting, campaigning, protesting etc. <p>Part 2</p> <ul style="list-style-type: none"> • What rules do you have in school?

	<ul style="list-style-type: none"> • How do rules help to keep us safe? <p>Part 3</p> <ul style="list-style-type: none"> • Where/When have you learned about individual liberty before? • What rights protect individual liberty? <p>Part 4</p> <ul style="list-style-type: none"> • Where/When have you learned about mutual respect before? • What law protects our differences? <p>Part 5</p> <ul style="list-style-type: none"> • Where/When have you learned about tolerance before? • How does your school value acceptance and equality? <p>Part 6</p> <ul style="list-style-type: none"> • What values were familiar to you? • What values were new? • What are the Gospel values? • How can you live out the values that Jesus taught? 	<ul style="list-style-type: none"> • What rules do you have at home? • How are laws made? <p>Part 3</p> <ul style="list-style-type: none"> • What do you think it means to live freely/in freedom? • Where in the world might someone’s individual liberty not be upheld? Why? <p>Part 4</p> <ul style="list-style-type: none"> • Why are stereotypes and prejudice not compatible with mutual respect? • What does treating someone with respect look like? <p>Part 5</p> <ul style="list-style-type: none"> • Why might a lack of tolerance lead to bullying or harm? • How do you act when you don’t agree with someone? • Tolerance and being loving – what’s the difference? <p>Part 6</p> <ul style="list-style-type: none"> • In what ways do Gospel values go further than British values? E.g. acceptance and love rather than just tolerance. • Describe what ‘compassion’, ‘humility’, ‘forgiveness’ and ‘kindness’ mean
<p>LKS2_3.2.2-Working Together Session ID: LKS2PLUS-003</p>		
<p>Classroom Short</p>	<p>Classroom Short</p>	<p>Classroom Short</p>
<p>I Don’t Know</p>	<ul style="list-style-type: none"> • What skills did Alys and Jay demonstrate that might help them in their future careers? • How did Luka feel at the beginning, middle and end? • Luka’s mum has had lots of different jobs. Why do you think that is? 	<ul style="list-style-type: none"> • Luka’s mum helped him to remember some of his gifts, talents, skills and passions: building dens, swimming and singing. How might some of these contribute to future work for Luka? What is the difference between work and hobbies, and why is it important to have both? • When we feel down or confused, why can it be helpful to think back on our achievements? • Luka’s mum mentioned volunteering and retraining. Discuss what these mean,

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		<p>and why people might choose to do these things.</p> <ul style="list-style-type: none"> • Why might it sometimes be beneficial to stay in one job for a longer period of time? • Luka’s mum said that work isn’t the most important thing, and instead it’s most important to be kind, generous and a good friend - but that other people might think differently. What might other people think is most important? What do you think?
We Are Called	<ul style="list-style-type: none"> • What do you think Pope Francis meant when he said ‘we get dignity from work’? • Why might someone feel called to do a particular job? • What does it mean to follow Jesus? 	<ul style="list-style-type: none"> • What jobs did the disciples have? Is there a difference between a job and a calling? • The presenters also talked about our role to ‘To look after the amazing world God had created.’ What does this job look like for you? • Use the verse from Jeremiah 29:11 to lead a time of reflection on God’s plans for us
Same Job, Different Pay...	<p>Part 1</p> <ul style="list-style-type: none"> • What is the gender pay gap? What makes it unfair? • What would you do to fix the problem? <p>Part 2</p> <ul style="list-style-type: none"> • How does the gender pay gap make you feel? • How can we make sure that we treat boys and girls equally? 	<p>Part 1</p> <ul style="list-style-type: none"> • Why, on average, are women paid less than men? • Can you think of any jobs/ industries where there are more female employees than male? • What is a ‘senior role’? <p>Part 2</p> <ul style="list-style-type: none"> • What did you learn or notice from the activity the children did? • What does the story of creation (Genesis 2:7-25) tell us about how God made men and women equal? E.g. Eve made from Adam’s rib, side by side, equal responsibilities etc.
My Inspiration	<ul style="list-style-type: none"> • What type of people were the children inspired by? • What makes someone inspiring? • Who is your inspiration? Why? 	<ul style="list-style-type: none"> • Does anyone you know do a job you would like to do? • Who would you like to be like? What does ‘inspiration’ mean? What character qualities would you like to develop? • Activity – Have children draw their inspiration, or speak in

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		front of the class/a group about who inspires them and why.
Vocation, Vocation, Vocation	<p>Part 1</p> <ul style="list-style-type: none"> • What are the 4 Christian vocations? • What does each person say 'yes' to in their vocation? <p>Part 2</p> <ul style="list-style-type: none"> • Have you ever felt 'called' to something before? • How might you find out what God is calling you to? • How will you live out God's call for us all to love Him and others well? 	<p>Part 1</p> <ul style="list-style-type: none"> • What do you think it means to 'live your life to the full'? • It's exciting to think that God wants us to live in a way that will give us happiness. What makes you happy? <p>Part 2</p> <ul style="list-style-type: none"> • How does a priest, single person, married couple and someone in the religious life love God and love others through their vocation? • What does 'discernment' mean? In what other situations might we 'discern' something? • Who might be able to help you discern your vocation? E.g. ask your parish priest or deacon, a religious brother or sister, a school chaplain or youth minister etc.
LKS2_3.2.3-Money Matters Session ID: LKS2PLUS_003		
Classroom Short	Classroom Short	Classroom Short
Spend or Save?	<p>Part 1</p> <ul style="list-style-type: none"> • What do Noah and Zainab want to do with the money? • What would you do with £10? What do you think will happen next? <p>Part 2</p> <ul style="list-style-type: none"> • What happened when Noah spent his money? • Why does Zainab like saving? • Is it better to spend, save, or do a bit of both? Why? 	<p>Part 1</p> <ul style="list-style-type: none"> • Where did the money come from? • Why might someone choose to be generous with their money like that? • What did Zainab start to do in response to Auntie Val's generosity? • Auntie Val wrote in the card 'Don't spend it all at once!' What do you think she meant by it? Have you ever heard someone use that phrase, and how did it make you feel? <p>Part 2</p> <ul style="list-style-type: none"> • Noah said, "I couldn't help it." about spending his money straight away and eating all his purchases. Why do you think he said it, and what might he really have meant?

		<ul style="list-style-type: none"> • Why do you think Zainab made a savings chart? How do you think it helped her to save? What other methods could she have used? • Zainab said that Noah was going to be in so much trouble when their Mum and Dad found out. Why do you think that is? • Do you think parents should have a say in what children spend their money on? Why/why not?
<p>Good Value</p>	<p>Part 1</p> <ul style="list-style-type: none"> • Can you think of examples of how each of these might influence our spending habits? 1. Wants and needs 2. Age, relationship status or family size 3. The habits of close family and friends 4. Culture, background or faith 5. Being employed, unemployed or the type of job a person has 6. Media and advertising. <p>Part 2</p> <ul style="list-style-type: none"> • Did you agree with the items the presenters picked? • What do you need to consider when figuring out what is good value? 	<p>Part 1</p> <ul style="list-style-type: none"> • Activity - Use the questions from the children's vox pops to help your class understand what influences their decision-making: If you were walking down the high street and feeling really hungry, what would you buy? • If you were in a park on a really hot day, what would you buy? • If you didn't have much money but had run out of toilet paper, what would you buy? • If you had lots of money and your best friends were coming to play, what would you buy? • If you were an adult looking after a child who was ill, what would you buy? • If all your friends were buying coke and sweets on their way home from school, what would you buy? • If you saw an advert for a cool game and you've just been given some birthday money, what would you buy? • Follow Up: Bearing those examples in mind, discuss what children think influences our spending habits? E.g. wants/needs, feelings, surroundings, weather, pressure of others, age/responsibility etc

		<p>Part 2</p> <ul style="list-style-type: none"> • How can we apply critical thinking to our spending choices? • What is the purpose of advertising? How might this affect our spending decisions? • What makes something 'good value' might mean different things to different people, or in different situations. What makes an item 'good value' to a) you b) an adult.
<p>Lazarus and the Rich Man</p>	<ul style="list-style-type: none"> • How does this story make you feel? • Why does God look after those who don't have very much? • What lesson can you take from the rich man's story? 	<ul style="list-style-type: none"> • What was the rich man's life like? What was Lazarus' life like? • How was the rich man's experience different after he died? • Fr Paschal said, "Jesus tells us that what really matters is where you spend eternity after you die." Why does eternity matter? How might thinking this way change how you view money?
<p>Make A Difference</p>	<p>Part 1</p> <ul style="list-style-type: none"> • What surprised you about how our spending makes a difference to our world? • Can you think of other impacts our spending choices have on the world? • Why do you think people spend money on things that harm the world and others? <p>Part 2</p> <ul style="list-style-type: none"> • Can you think of a time when you reduced, reused or recycled something? • What is one thing you could change in your school to make a difference? • What other ways can we make a difference for the better? 	<p>Part 1</p> <ul style="list-style-type: none"> • How is global warming linked to how we spend money? • Do you think we always notice the difference our spending habits are making in the UK? Why is it easy to forget the impact our choices have on others and the wider world? • How can we bring more thought to our decisions? What is 'fast fashion'? Why do people buy fast fashion? <p>Part 2</p> <ul style="list-style-type: none"> • What change do you think needs to happen on a world wide level? How can God use you to make a difference? • What skills, gifts and talents can you bring to make the world a better place to live in? What skills might you need to learn to be able to repair things? • Can you think of someone in your family, school or

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		community who makes a positive difference to the lives of others? How can you follow their example?
Real Risks	<p>Part 1</p> <ul style="list-style-type: none"> • How can you keep money safe? <p>Part 2</p> <ul style="list-style-type: none"> • Have you heard of any fraud or scams? • What might a scam look or sound like? <p>Part 3</p> <ul style="list-style-type: none"> • What is one positive and one negative thing about gaming and gambling? • What is debt? • How do you think experiencing one of these risks makes someone feel? 	<p>Part 1</p> <ul style="list-style-type: none"> • What would you do if you lost your purse or wallet? • Why is stealing wrong? • What keeps a bank card safe? <p>Part 2</p> <ul style="list-style-type: none"> • What would you do if someone stole your money? What do adults do if they become a victim of fraud? Who can help? • How might you know you can trust a website or person to give your details to when you want to, for example, pay for something online? <p>Part 3</p> <ul style="list-style-type: none"> • What does 'addictive' mean? • How can someone in debt get help? • How are gambling and debt linked? • How old do you have to be to gamble?