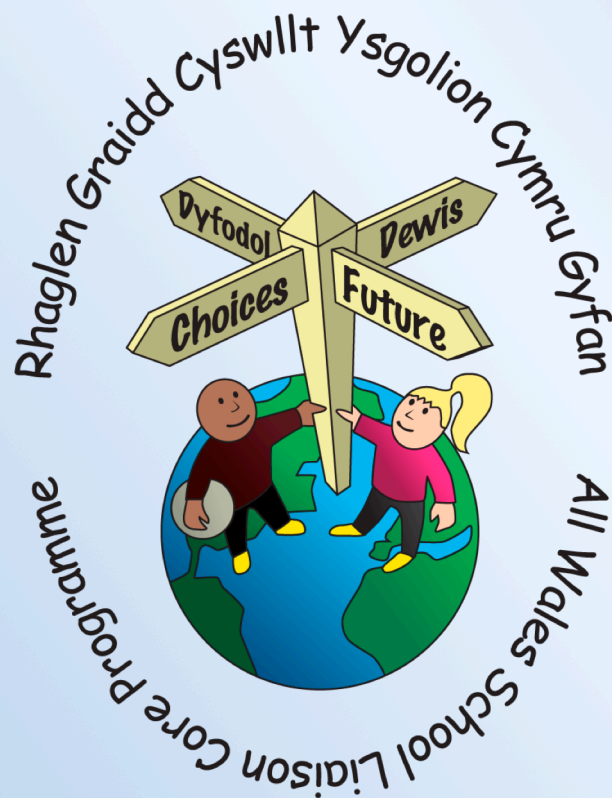


# All Wales School Liaison Core Programme Challenges for the Welsh Baccalaureate





SCPO LESSON

Teaching and Learning

PESTLE factors

Generating evidence

Developing Essential skills:

- Creative Thinking (CT)
- Problem Solving (PSS) Skills
- Creativity and Innovation Skills (C&I)

- Learning how to:
1. Write a personal standpoint
  2. Create a raising awareness pack
  3. Complete a personal review

Resources

Additional Teaching Resources available from [www.schoolbeat.org](http://www.schoolbeat.org)

PRACTICE OR ACTUAL CHALLENGE



Llywodraeth Cymru  
Welsh Government

# Welsh Bacalaureate Global Citizenship Challenge – 25 hours

## 1. Global Citizenship Challenge: Cultural Diversity

### AWSLCP Lesson: Community Diversity – 'Save me!'

Brief / Issue

"There is an obligation on all of us in our communities to work together with people from all backgrounds to stand up against hate crime and racism."

Leanne Wood, 2014.

Develop your **Personal Standpoint** by visiting and interviewing someone from a different religious background or with a particular belief. Have they been victims of hate crime or racism? As part of the **Raising Awareness Pack**, and thinking as creatively and innovatively as possible present your materials to your class or year group.

Complete a **Personal Review** on your work.

## 2. Global Citizenship Challenge: Cultural Diversity

### AWSLCP Lesson: Sexual exploitation – 'Dangerous Deception'

Brief / Issue

'The number of children at risk of Sexual Exploitation in Wales has more than doubled according to recent figures. Child Sexual Exploitation (CSE) is an illegal activity by people who have power over young people and use it to sexually abuse them. Throughout Wales there are young people being groomed with drink and drugs by adults who will then abuse them.'

Barnardo's Cymru 2014

Develop a **Personal Standpoint** about the issue of Child Sexual Exploitation through research. Design and create materials for a campaign for young people aged 14-18 to raise an awareness about the issue. Choose one of these as evidence for the **Raising Awareness Pack**. Present your campaign materials to your class or year group.

Complete a **Personal Review** on your work.

## 3. Global Citizenship Challenge: Inequality

### AWSLCP Lesson: Safer Relationships – 'Hidden Hurt'

Brief / Issue

'It is estimated that around 3 million women across the UK experience rape, domestic violence, forced marriage, stalking, sexual exploitation, trafficking and other forms of violence every year. This is the equivalent to the population of Wales.'

Welsh Women's Aid, 2006

Study fictional soap opera relationships and examine the characteristics of a healthy and unhealthy relationship. Provide supporting evidence to develop a **Personal Standpoint** on what is acceptable and unacceptable behaviour within a relationship. Provide evidence for a **Raising Awareness Pack** about the issue.

Complete a **Personal Review** on your work.



#### 4. Global Citizenship Challenge: Nutrition AWSLCP Lesson: Alcohol – ‘Double Trouble’

Brief / Issue

‘Wales is showing very high levels of drinking amongst children compared with many other countries in Europe.’

Alcohol Concern Cymru 2012

Develop your **Personal Standpoint** about the issue of drinking amongst young people and produce an **Raising Awareness pack** about the dangers from different perspectives, including health, anti-social behaviour and violence.

Complete a **Personal Review** on your work.

#### 5. Global Citizenship Challenge: Inequality AWSLCP Lesson: Diversity – ‘Rights and Responsibilities’

Brief / Issue

‘The number of children who rang ChildLine worried they could be forced into marriage has nearly trebled in the last three years and around a quarter were aged 12 to 15 years.’

NSPCC, 2014

Develop a **Personal Standpoint** on this legal and human rights issue by conducting an investigation into ‘Arranged Marriages’. Gather **Supporting Evidence** to develop a **Raising Awareness Pack** on the issue which could be used to highlight the issue in your school or community.

Complete a **Personal Review** on your work.



Welsh Baccalaureate

Community Challenge

25 hours

SCPO LESSON

Teaching and Learning

SOCIAL AND WELFARE?

NEIGHBOURHOOD ENHANCEMENT?

COACHING?

Developing Essential skills:

- Planning and Organisation (P&O)
- Personal Effectiveness (PE)

Learning how to write:

1. A skills audit
2. A plan
3. A personal reflection

Resources

CHALLENGE

Additional teaching resources available from [www.schoolbeat.org](http://www.schoolbeat.org)



Llywodraeth Cymru  
Welsh Government

# Welsh Bacalaureate Community Challenge – 25 hours

## 1. Community Challenge: Social / Welfare and Coaching

### AWSLCP Lesson: 'Personal Safety' (KS3 lesson)

Brief / Issue

'There are areas within our schools or local communities where we do not feel safe.'

#### 'Where do we feel safe and unsafe in our school or community?'

Once areas have been identified, work with a specific group from either the school or the community and plan an activity to educate and empower them so that they are able to feel safer in the future.

## 2. Community Challenge: Social / Welfare

### AWSLCP Lesson: 'Kiddo's Choice' (KS3 lesson) – Consequences of Crime

Brief / Issue

'Anti-social behaviour comes in many different forms and affects many people living in Wales. The most vulnerable people are often victims. More needs to be done to tackle this issue.'

#### 'Tackling Anti-social behaviour in my area'.

Identify an anti-social issue in your area e.g. littering, and identify the possible victims, e.g. shop owner, home owner, the local council etc. Plan an activity that will help support them.

## 3. Community Challenge: Social / Welfare

### AWSLCP Lesson: Internet Safety 'Think u Know' and 'Look Who's Talking' (KS3 lesson)

Brief / Issue

'Children and young people spend a lot of time online – it can be a great way for them to socialise, explore and have fun. But they do also face risks such as cyberbullying or seeing content that's inappropriate.'

#### Keeping Safe Online

Investigate how young people in your school use the Internet and how they keep safe online. Plan an activity which will work with pupils and their parents to inform them about safer Internet use in the future.



# Welsh Bacallaureate Individual Project – 40 hours

## 1. Individual Project

### **AWSLCP Lesson: Sexting – ‘Risky Pics’**

Brief / Issue

‘Young people do not know they could be breaking the law by sending sexual images. Once a photograph is uploaded on to the Internet it’s there forever’.

### **Developing and creating a social media page educating and supporting young people around the topic of Sexting.**

Create a social media page that young people could visit to get information about the topic.

## 2. Individual Project

### **AWSLCP Lesson: Sexual Consent -‘No Means No’**

Brief / Issue

‘Just because we’ve blown out 16 candles on our birthday cake, doesn’t mean we’re ready for sex’

### **Key Stage 3 lesson on Sexual Consent**

Produce a PowerPoint presentation and resources about the importance of Sexual Consent.

Present your campaign materials to a class or year group.

## 3. Individual Project

### **AWSLCP Lesson: Drugs – ‘Class Act’**

Brief / Issue

There has been a ‘substantial escalation’ in the use of New Psychoactive Substances (NPS) in Wales, an inquiry has found. Public Health Wales have warned that there’s been a significant rise in the use of the NPS since 2009 and they represented a substantial public health harm.’

### **An investigation into the use of New Psychoactive Substances (NPS) n.b. formerly New Emerging Drugs (NED’s) in Wales**

What strategies are Welsh Police Forces following to raise awareness about the dangers of using NPS?

## 4. Individual Project

### **AWSLCP Lesson: SIEDs (Steroids and Image Enhancing Drugs ) – ‘Vanity Insanity’**

Brief / Issue

**According to NHS Wales, over the last few decades, the use of anabolic steroids, tanning injections, diet pills, tattoos and energy drinks (Steroids and Image Enhancing Drugs known as SIEDs) has become more widespread.**

What policies are Police Forces in Wales developing around this topic?

