



“Success for Every Child”



How We Express Ourselves/How We Organise Ourselves

This document is designed to inform you of the learning planned for your child’s next unit of inquiry. In addition, we offer you some optional ideas for supporting your child at home.

In their final, and extended unit of the year, the Year 5 students will inquire into the central idea:

“Producers and consumers play interdependent roles within a business system.”

Learners will explore four lines of inquiry:

- What businesses need to work (***form***)
- The techniques of media (***function***)
- The interdependence of the parts of a business (***connection***)
- The ethical responsibility of producers and consumers in a market economy (***responsibility***)

They will look into and learn which elements are necessary for a business to function successfully. They will investigate how those parts are connected and are therefore interdependent. They will have the chance to establish a mock-business and use their understanding of those elements to run their business, designing and refining a marketable concept and building towards the production of that product or service. The children will inquire into why some products sell more successfully than others, exploring the 4P’s of business (product, price, promotion, position). This element of the unit will culminate in an opportunity for the children to sell their product or service during Market Day.

They will inquire into the various forms of media; how those are used depending on the audience; the devices (or techniques) used in media to influence the audience, and; how being a critical consumer of media can influence the decisions we make. The children will engage in experiences throughout this unit including an opportunity to experience the different forms of media including print, internet and commercial and the particular devices being used in each to influence the audience. Over the course of this unit, students will become better communicators as they learn how they can communicate ideas and messages through media. They will also have opportunities to be creative in the design of various promotional and “consciousness-raising” media. Along with these very important attributes, students will practice and develop their viewing and presenting skills. They will find out how to view (read) images, videos and internet websites through the 4 different semiotic codes (visual, gestural, auditory, spatial). All of these skills will lead students towards becoming more critical consumers of the information in their world.

They will look at the interaction between producers and consumers and explore the relationship between those two groups. Learners will consider why both producers and consumers need each other and how they can both act in ethical ways which strengthen their relationship.

different strategies being used to promote products and services. Which ones do they think are more effective? Why? Take a look at the various ways in which products are promoted within Hong Kong. Which method of promotion is most effective? Why? Let your child experiment with a budget. If he/she needed to make a meal on a budget how would the money get distributed?

Next time you are out and about, take time to notice the various media around you. Talk about how the words and pictures work together to shape the message. Talk about the colours being used in the advertisements and how those make you feel. Find advertisements from other cultures and compare those to adverts you are more familiar with. Discuss how the techniques might be the same or how are they different? Have a go at creating some promotional material with your child. What techniques would you use to influence the audience?

Action

This is a key element of the Primary Years Programme. We are always looking to see how children take their learning and apply it independently. This can take many forms - from a discussion about the unit of inquiry at home initiated by your child, roleplay or even a request to bring a book or artefact into school because it relates to the work we have been doing in school. Now that you know what the unit is all about please keep your eyes open for evidence of action and let us know! Any action that you tell us about will be kept as part of your child's records.



Alongside the key concepts, attitudes, learner profile attributes and action elements of the Primary Years Programme there is a body of knowledge that will be taught during the course of each unit. The main learning outcomes are outlined below for your reference. The children's understanding of each objective is assessed before each planned learning experience in order for us to pitch the work according to your child's ability and needs:

It's ALL Connected (Literacy)

A significant portion of the literacy in this unit will be taught through viewing and presenting. We want students to gain the ability to look at different forms of media and know how to analyse and evaluate that media. In order to do that we will be exploring the different techniques that are being used such as colour choice, framing, persuasive language, slogans and images. As we explore each of these techniques we will consider how these can be used to influence an audience's thinking and behaviour.

In reading, we will be focusing on the skill of inferring (make conclusions based on evidence). We will do this by analysing different forms of media and inferring the meaning we gain based on the techniques being used. Students will also continue to read and demonstrate comprehension of texts with a particular focus on the reading strategies of visualising, questioning and summarising.

In writing, students will be looking at how they can write using persuasive language. They will work on writing slogans, which will emphasise the importance of word choice. They will also be focusing on the importance of sentence structure and how this can be used to construct surveys which collect specific data. To help support the writing students are doing, through speaking and listening, we will be looking particularly at persuasive language as well as give them the skills they need to ask questions to gain information for their consumer surveys.