

Teacher Guide

The Mystery of Luke's edless scrolling

Part 1 – Our approach

Citizenship is not just another lesson to fit into an already busy timetable. It is a way of helping children understand the people, places and problems that surround them every day. Because of that, Cherry Court has been designed so that citizenship can become part of English, geography, history, science, design technology, computing and many other subjects whenever the opportunity naturally arises.

Our philosophy is summed up in one simple sentence that runs throughout Cherry Court:

Looking after our corner of the world.

We believe that citizenship begins close to home. Children first learn how families, neighbours, schools and communities work together. From there they begin to understand wider ideas such as democracy, responsibility, financial decision-making, sustainability and caring for the environment.

This local approach also links naturally with local studies. As children begin to notice the people and places around them, they become more observant, more curious and more interested in how their own community works. They begin to ask questions, spot problems and think about solutions.

Cherry Court has therefore been created as a believable town with believable people facing believable problems. The stories are calm, thoughtful and discussion-based rather than fast-moving or game-like. We believe this gives children time to observe carefully, think deeply and contribute their own ideas.

Each story is introduced by Toby, who is only a little older than the intended audience. Rather than acting as an expert, Toby acts as a friendly guide. He notices interesting things, asks sensible questions, sometimes gets things wrong and learns alongside the children. This makes him someone pupils can easily relate to.

Every Cherry Court story begins with a mystery. The mystery encourages children to ask questions, gather information and think carefully before reaching conclusions. The stories always end positively because we want children to leave each lesson believing that ordinary people really can improve their own communities.

Our quizzes simply check understanding and recall. They are not intended as tests of ability. The real learning comes through discussion, reflection and shared problem-solving.

You will also notice that many stories naturally combine several curriculum subjects. A citizenship story may also develop geographical understanding, historical thinking, scientific knowledge, literacy or financial awareness. This means the resources can often support learning in several lessons, helping you make the best use of valuable curriculum time.

Part 2 – Using the resources on this card

1. The video

Each card begins with a Toby story, usually lasting between five and nine minutes. This gives enough time for children to become interested in the characters, understand the problem and follow the thinking that leads towards a solution.

The stories are normally divided into four short sections.

Day 1 introduces the mystery and explores what is really happening.

Days 2, 3 and 4 gradually investigate possible solutions until the problem is resolved.

This structure encourages children to see that worthwhile solutions usually develop through observation, discussion, planning and perseverance rather than instant answers.

2. The book

The accompanying book follows the story closely and acts as both a reading resource and a reference.

It allows teachers to revisit important points, support literacy, encourage discussion, examine vocabulary and use extracts for guided or independent reading.

Because the book mirrors the video, children can move comfortably between visual and written learning.

3. The quiz

The quiz provides a simple opportunity to check understanding of the story.

Questions concentrate on recall and comprehension rather than assessment. They are intended to reinforce learning and encourage discussion rather than judge children's performance.

4. This Teacher Guide

Each Teacher Guide explains both the educational thinking behind Cherry Court and the specific learning opportunities provided by the individual story.

Part 3 – What children learn from this story

This story explores a problem that many children recognise immediately. Luke spends hours scrolling through his phone, not because he is particularly interested in what he is watching, but because he has drifted into the habit. The mystery is not really about phones. It is about

purpose.

Rather than criticising technology, the story takes a balanced approach. Children discover that phones, computers and artificial intelligence are simply tools. They can be used to consume endless entertainment, or they can be used to create, design, solve problems and learn new skills. The important question is not "How much screen time?" but "What are you doing with that screen time?"

As Toby talks to Luke, another important lesson emerges. Luke already possesses considerable knowledge. He understands mobile phones, computer hardware and software far better than he realises. What he lacks is confidence and someone who can recognise his interests and help him develop them further.

Throughout *Cherry Court*, children are encouraged to notice strengths in themselves and in other people. Many young people underestimate what they already know because they compare themselves with experts. Sam helps Luke see that enthusiasm and curiosity are valuable starting points, and that expertise develops through practice rather than appearing overnight.

The story also introduces an increasingly important idea for modern life. Artificial intelligence is presented as a learning assistant rather than a replacement for learning. Luke still has to think, experiment, make mistakes and solve problems for himself. AI simply provides explanations, suggestions and encouragement whenever he becomes stuck. Children therefore begin to understand that technology works best when it supports human creativity rather than replacing it.

Perhaps the most important message is that opportunities often begin within the local community. Luke does not need to wait for a perfect job or an expensive course before getting started. Sam provides encouragement, a real project and the confidence to begin learning by doing. The story demonstrates that volunteering, mentoring and community projects can all become valuable stepping stones towards future careers.

Finally, children discover that interests can become skills, and skills can become opportunities. Luke's endless scrolling only changes when somebody helps him redirect his enthusiasm towards creating something useful. The story encourages pupils to look beyond simply consuming technology and to imagine what they themselves might create.

Part 4 – Opportunities across the curriculum

Although this is a citizenship resource, it also supports learning across several curriculum areas.

English

Children discuss ideas, explain opinions, ask thoughtful questions and develop vocabulary linked to technology, careers and learning. The accompanying book supports reading comprehension, inference and discussion.

Computing

The story introduces programming, websites, software development and problem-solving. Children discover that coding is a creative activity involving experimentation, testing and improvement rather than simply writing computer commands.

Digital Literacy

Children explore healthy and purposeful uses of technology. They compare passive scrolling with active learning and discuss how online tools, including artificial intelligence, can help people research, create and solve problems responsibly.

Citizenship

The story encourages children to recognise their own interests, support others, seek opportunities and appreciate the importance of mentors within a community. It demonstrates that communities become stronger when people share their knowledge and help others develop new skills.

Careers and Enterprise

Children discover that hobbies and interests can lead towards future careers. The story encourages them to think about volunteering, gaining experience, learning new skills and recognising opportunities within their own communities.

Personal Development

Luke's lack of confidence provides opportunities to discuss resilience, self-belief, motivation and growth mindset. Children learn that making mistakes is a normal and valuable part of learning something new.

Financial Literacy

The story introduces the idea that developing valuable skills increases future opportunities. Rather than focusing on immediate earnings, children begin to understand the importance of investing time and effort in learning skills that may benefit them throughout life.

Artificial Intelligence

The story provides an age-appropriate introduction to AI as a learning tool. Children discover that AI can explain ideas, answer questions and support creativity, but that people still need to think critically, make decisions and evaluate the answers they receive.

A final thought

Cherry Court has been designed around one simple belief:

Looking after our corner of the world.

When children begin to understand the people, places and problems in their own neighbourhood, they develop the confidence to care for something much bigger.

That is why every Cherry Court mystery begins locally.

By helping Gran with her garden, supporting a local shopkeeper, improving a street, protecting wildlife or preserving local history, children discover that citizenship is not an abstract subject. It is something they can practise every day.

We hope these stories encourage children not only to understand their communities, but also to believe that they have the knowledge, imagination and kindness to make those communities even better.