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| **Race Unity Example Lesson Plan: Lesson 2** |
| **Curriculum area: Social Studies** | **Class/Year Level: Year 11** | **Date of lesson:**  |
| **Duration of lesson: 50mins** | **Number of Students: 28**  | **Curriculum Level(s): level 6** |
| **TEACHING DETAILS** |
| **Purpose of Lesson:**To continue to explore the Race Unity 2019 theme of “Speaking for Justice, Working for Unity.” with a focus on the concept of ‘unity’, and introducing the ‘Race Unity Hui 2018: Youth Statement. |
| **Topic / Context:**Social Action/Social Issues. |
| **NZ Achievement Objective(s):**Level 6: Understand how individuals, groups, and institutions work to promote social justice and human rights. |
| **Key Competencies:**Thinking, relating to others, using language, symbols and text, participating and contributing, managing self. |
| **Consideration of culturally responsive pedagogy including the use of te reo me ona tikanga:** |
| **LESSON FRAMEWORK** |
| **Learning Intention(s):*** We have a shared understanding of ‘unity’ and why it is relevant to talking about race in New Zealand.
* We have a shared understanding of ‘justice’ and why it is relevant to talking about race.
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| **Success Criteria:*** Students can articulate the concept of ‘unity’ and apply it to their understanding of ‘justice’ and ‘race’.
* Students can identify and describe race-related injustices that exist in New Zealand Society.

***Consideration of and catering for diverse learners: differentiation and needs**** Students will have the opportunity to express their understanding in oral, written and drawn form.
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| **Resources:*** White boards, projector, Race Unity Slideshow, paper and drawing resources.
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| **Lesson sequence: Including deliberate acts of teaching and teacher prompts:** | **Learning Experiences:** What is the student doing? |
| **Introduction:**(5mins)* Review key concepts from the previous lesson (racism and justice).
* Articulate the aims of the lesson.
 | * Students are listening and contributing to the recap.
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| **Body:**(10mins)3. In pairs, students draw what they think justice means. They get into larger groups, identify common themes, and then come up with a definition of justice. As a whole class we then create a working definition.(10mins)4. Students engage with quotes and questions in small groups. Teacher supports students to explore examples in New Zealand society. End with whole class discussion and a selection of some teacher-identified examples.(10mins)1. In pairs, students draw what they think unity means. They get into larger groups, identify common themes, and then come up with a definition of unity. As a whole class we then create a working definition.(10mins)2. Students engage with quotes and questions in small groups. Teacher supports students to explore examples in New Zealand society. End with whole class discussion and a selection of some teacher-identified examples. | * Students draw, discuss, consult and create.
* Students actively listen and contribute.
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| **Conclusion:**(5mins)* Review and Summary.
 | * Students listen and contribute to the lesson review.
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| **REFLECTION ON EFFECTIVENESS** |
| **Reflection on the teaching-learning experience:****Evidence:** |