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| **Race Unity Example Lesson Plan: Lesson 3** | | |
| **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 an understanding of the key ideas of the Race Unity 2018 Statement. * We can relate it to our understanding of New Zealand society and what opportunities for positive action exist. | | |
| **Success Criteria:**   * Students can describe in their own words some of the ideas in the Race Unity Hui 2018 Statement. * Students can relate these ideas to New Zealand Society and identify potential actions.   ***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. | | |
| **Resources:**   * White boards, projector, Race Unity Slideshow. | | |

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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. |
| **Body:**  (30mins)  1. Students individually or in small groups to read and analyse the Race Unity Hui 2018 Statement. They answer the questions (on the Race Unity Slides) and then break into different groups to discuss.  (10mins)  2. Teacher-led classroom discussion based on the statement. Discussion about what kinds of actions could be taken in light of the statement, such as awareness raising, participation in the Race Unity Speech Awards and/or Hui, or actions to affect policy change. | * Students read and engage with the Youth Statement, starting with comprehension and then applying their understanding of the key concepts. * Students actively listen and contribute. |
| **Conclusion:**  (5mins)   * Review and Summary. | * Students listen and contribute to the lesson review. |
| **REFLECTION ON EFFECTIVENESS** | |
| **Reflection on the teaching-learning experience:**  **Evidence:** | |