



<u>Lesson</u>	<u>Clear learning intentions</u>	<u>Clear success criteria</u>	<u>Hook</u>	<u>Presentation of content</u>	<u>Guided practice</u>	<u>Independent practice (homework)</u>	<u>Closure</u>
1	How can we make a difference? What do I want to change?	All- will be able to describe what needs changing in our community. Most- will be able to identify issues nationally and internationally that need improving. Some- will be able to give some ideas of how we can make positive changes for ourselves and the community now and in the future.	Man in the mirror song, reflection on change.	What changes could you make? Write down one thing that is unfair or you would like to change in school. What do you think you could do about it? Write down one thing that is unfair or you would like to change in your community. What do you think you could do about it? Write down one thing you would like to change in the world. What do you think you could do about it? Future- you! Imagine yourself in 10-20 years' time.	Do you think people should help others to become better people? 2 X PEE paragraphs. Using examples. Peer assessment.	To research Gandhi.	Reflect on our objectives This lesson I have: ...described what needs changing in my communityidentified issues nationally and internationally that need improving. ...given some ideas of how I can make positive changes for myself and the community now and in the future.
2	What did Gandhi say about peace and justice?	Understand the meaning of Justice (F). Plan how we can show what is fair and unfair (E). Explain why Gandhi was fighting for peace and justice (D).	Quick quiz! Are you a peacemaker?	Watch Gandhi's speech (listen carefully!). Write down: What does Gandhi think is unfair? What does he think should happen? http://www.youtube.com/watch?v=dEEZsocrm0A . Stop it a couple of times to explain what the new rules mean. How can we decide what is fair and unfair? Maybe print out some scales? They should be able to explain who it affects including groups other than just themselves if they use the levels properly. Stick in planning box and scales. Timeline of Gandhi's life – Use A3 paper to annotate a timeline. Info from the last slide. Picture of Gandhi hyperlinked to the film intro. http://www.bbc.co.uk/learningzone/clips/india-and-the-story-of-independence/5910.html	Knowledge required Key words: Justice – being treated fairly and equally e.g. getting the correct punishment for a crime.		"An eye for an eye will make the whole world blind" Gandhi. What did Gandhi mean? Write as many words as you can to describe Gandhi.



3.	Who was Gandhi and how did he make a change?	To know ways that you can make a change peacefully (F). To explain how Gandhi made a change (E). To show that you understand Gandhi's perspective (D).	Identify the individuals who have made a change. Use whiteboards. People who have made a difference in a significant way. Challenge: adversities they faced, interesting facts, famous quotes.	Use of Gandhi factsheet to support production of the timeline Pictures hyperlinked. Rally - http://www.youtube.com/watch?v=PC3C-gkvUWI – first 30 seconds really good. after 'so far so good' – Hunger strike http://www.youtube.com/watch?v=llzxhhCuoc4 – watch whole Petition http://www.youtube.com/watch?v=RXk6q7h6OAU – watch whole Lobbying - http://www.parliament.uk/get-involved/have-your-say/lobbying/ - just a web page from the parliament website. Pressure group - http://www.youtube.com/watch?v=dsnOxmp7zbM&safe=active – RSPCA add Demonstrations – NO VIDEO Boycott- NO VIDEO YET (nestle one somewhere?)	Knowledge required Key Words: Ahimsa – Hindu idea of non-violence and love. Satyagraha –suffering for the truth and using violence against evil. Peaceful – without causing any damage or harm. Key words 1. Gandhi 2. Community 3. Peaceful 4. Justice 5. Protest 6. Inequality 7. Independence 8. Atrocities 9. Difference 10. Apartheid	To research someone who you feel has fought for peace and justice.	GCSE style question.
4.	How does an individual make a change to achieve peace and justice?	Understand the meaning of Justice (F). Plan how we can show what is fair and unfair (E). Explain how the person was fighting for peace and justice (D).	What do I know about following people <ul style="list-style-type: none"> • Rosa Parks • Martin Luther King Jr. • Nelson Mandela • Emily Pankhurst Answer on the sheet provided.	<ul style="list-style-type: none"> • Rosa Parks - https://www.youtube.com/watch?v=R_s_utj3o1NQ • Nelson Mandela • https://www.youtube.com/watch?v=xZ9KIXCkb2s • Martin Luther King https://www.youtube.com/watch?v=Oehry1JC9Rk • Emile Pankhurst https://www.youtube.com/watch?v=VDXR6cjmSbc 	Radio interview of someone who has made a change and achieved peace or justice.	To revise for mid unit assessment.	<ul style="list-style-type: none"> • What did you individual understand by the word Justice? (F). • What did you individual show as being unfair? (E). • Give your own opinion as to why they were fighting for peace and justice (D).



5.	KQ: How can I revise for the assessment on this topic?	To be able to track knowledge on the topic so far. To be able to take away one revision resource. To be able to show a full knowledge and understanding of the topic.	Learners to mind-map everything they can remember about the topic.	Learners to complete revision activities.		Revise for end of unit test. Must bring in a revision resource.	Pop quiz on topic.
6.	KQ: How can I show my knowledge on the topic?	All will be able to answer a question on the topic. Most will be able to explain their answers using PPE. Some will be able to describe why people may disagree with their view point.	Set assessment protocol.	Students to complete assessment.		Pupils to research one world religious view on the importance of family and to bring in a piece of scripture to support this.	Learners to self-assess how well they feel they did on the assessment.
7.	KQ: How can I improve on my assessment?	All will be able to reflect on their test and see areas for improvement. Most will be able to pick a question to re-draft. Some will be able to add religious scripture to strengthen their answer.	Instructions on general class mistakes.	Read assessment and re-draft question. Learners to research scripture which they can add to support answer.	Re-draft of question.	Pupils to create a mind map for revision of all the topics they have done so far.	Learners read through each other's work for ideas on how to improve their own.
8.	How can education change the world?	All students must: describe with detail what conflict is. Most students should: explain what conflict is, referring to reasons, examples and effects. Some students could: express a personal view on conflict, making links to the main types and how they can affect us.	Listen to the lyrics of the song. What do you think this song is about? What are the key points of the song? How does it make you feel?	Arrange the types of conflict into a Diamond 9 choosing the worst type of conflict as your top choice. Have reasons for your choice. Watch the first 27.25 mins of Freedom Writers. <ol style="list-style-type: none">1. What is shown in the opening scenes?2. Explain how the education authority has addressed the conflict issues in the state?3. Describe the atmosphere in the first classroom scene.4. Compare the attitude to Erin Gruwell and the other teachers.	GCSE style question.	Research Malala, what is her opinion on education resolving conflicts?	<i>Read through the lyrics of the song again. How is conflict featured in the song? Write a song review answering this question.</i>