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| **Race Unity Example Lesson Plan: Lesson 1** | | |
| **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 introduce the Race Unity Speech Awards and begin to explore the 2019 theme of “Speaking for Justice, Working for Unity”, particularly the concept of ‘justice’. | | |
| **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):**  1. We are familiar with the Race Unity Speech Awards and Hui.  2. We can describe the concepts of ‘race’ and ‘racism’, including two different forms of racism.  3. We recognise and understand different perspectives on the topic of race in New Zealand. | | |
| **Success Criteria:**   * Students can articulate the concepts and apply the two categories of racism to different examples. * Students can identify multiple perspectives on the topic of race in New Zealand.   ***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)   * Introduce the Race Unity Speech Awards and Hui. * Articulate the aims of the lesson. | * Students are listening |
| **Body:**  (20mins)  1. Teacher-led class discussion (based on the Race Unity PowerPoint) on race and racism.  (20mins)  2. Students read perspectives on racism in Aotearoa (using some of the key documents on the Race Unity website, as well as other relevant articles). | * Students actively listen and contribute. * Students discuss and summarise perspectives – either with resources their teacher provides or their own research. |
| **Conclusion:**  (5mins)   * Review and Summary. | * Students listen and contribute to the lesson review. |
| **REFLECTION ON EFFECTIVENESS** | |
| **Reflection on the teaching-learning experience:**  **Evidence:** | |