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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. | | |
| **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. | | |
| **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. |
| **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. |
| **Conclusion:**  (5mins)   * Review and Summary. | * Students listen and contribute to the lesson review. |
| **REFLECTION ON EFFECTIVENESS** | |
| **Reflection on the teaching-learning experience:**  **Evidence:** | |