

## Lesson Plan Format

<b>Class:</b> 10RELIA	<b>Lesson No:</b> 6/10	<b>Time:</b> 50 minutes
<b>Key Learning Area:</b> Religious Education	<b>Lesson Topic and sub-topic(s):</b> Living with injustice	
<p><b>Philosophy Informing the Lesson:</b></p> <p>The philosophy underpinning the lesson surrounds the principles of curriculum design created by Noel M. Meyers and Duncan D. Nulty (2008). It is integral that the lesson has authentic real world experiences and teachings grounding the activities and assessments. Students in this class look at a video made by the program, 'Four corners' which actively looks at individuals who experience injustice. It is important also that every lesson is interlinked with students past learning and lessons flow effortlessly into one another, further developing students learning. Students once again develop their understanding of justice by linking it with real life experiences of injustice. As every lesson requires students to use and engage with higher order thinking to ensure they are reaching their full capacity and developing as critical thinkers, students are required to write a 200 word reflection on what they witnessed in the video and how the video made them feel. All lessons must center upon the syllabus' learning outcomes, in this case outcome 2. Finally, every lesson must provide students with challenging and interesting content which motivates them as learners and thinkers. In this class students can chose what story/person in the video most touched them and write their reflection on that subject.</p>		
<p><b>Lesson Aims and Link to Broader Unit Aims:</b></p> <p>This lesson is the sixth in a series of ten that center upon the integrated unit "Working for Justice in Australia".</p> <p>During this lesson students will focus on how individuals living with injustice struggle against it. Students will watch a 'Four corners' documentary on how a community within New South Wales struggles to live in a low SES area that continually experiences hardships in the form of lack of government funding and welfare. The documentary covers various individuals dealing with these hardships and injustices and how they try to combat against the struggles by forming as a community.</p>		
<p><b>Syllabus Outcome(s):</b> <i>One or two only. Please note the syllabus reference number AND write out in full.</i></p> <p>Outcome 2: Critique the value systems in contemporary Australian</p>	<p><b>Indicators of Learning for this lesson:</b> <i>Behaviours that contribute toward achievement of outcome(s). Must be <b>clear, specific, observable</b>.</i></p> <p><u><i>By the end of this lesson, the students learn will:</i></u></p> <ul style="list-style-type: none"> <li>- Describe ways in which people living with injustice</li> </ul>	<p><b>Assessment:</b> <i>Strategies which will be used to assess learners' attainment of learning outcomes. Should be linked to each learning indicator.</i></p> <ul style="list-style-type: none"> <li>- Students will watch a video by the program 'Four Corners'</li> </ul>

<p>society, the reality of oppression, and the Christian call to work for justice in the world</p>	<p>struggle against it</p> <ul style="list-style-type: none"> <li>- Analyse various stories of resistance by the oppressed.</li> </ul>	<p>entitled 'Growing up poor.'</p> <ul style="list-style-type: none"> <li>- Students will take notes during the video and will use these notes to write a 200 word reflection on what they witnessed in the video and how it made them feel.</li> </ul>
<p><b>Any safety issues to be considered:</b></p> <ul style="list-style-type: none"> <li>- Risk of students looking at inappropriate content.</li> <li>- Bags scattered on the floor</li> <li>- Computer cords</li> </ul>	<p><b>Resources:</b>  <i>List resources you used in preparing the lesson AND those used in the lesson implementation.</i></p> <ul style="list-style-type: none"> <li>- Smart board</li> <li>- 'Growing up poor' video:  <a href="http://www.abc.net.au/4corners/stories/2012/09/20/3594298.htm">http://www.abc.net.au/4corners/stories/2012/09/20/3594298.htm</a></li> </ul>	

### LESSON SEQUENCE

Lesson Content & Indicators of Learning General Capabilities	Timing (mins)	Teaching Strategies / Learning Experiences:	Resources and Organisation:
<b>INTRODUCTION</b>			
	5 MINS	<ul style="list-style-type: none"> <li>- Students line up outside the classroom and wait quietly for teachers to arrive.</li> <li>- Unlock doors and allow students to file in.</li> <li>- Students enter the room and stand silently behind their</li> </ul>	

		desks - Nominate a student to lead the class in prayer - Students silently sit at their desks.	
<b>DEVELOPMENT</b>			
- By watching this video students will be able to describe ways individuals combat injustice in their lives and analyze various stories of resistance.	40 MINS	- Teacher will inform students they will be watching a video entitled 'Growing up poor.' Student must take notes during the video detailing who each person is, what are their circumstances, how they are struggling against the injustices in their life, what is motivating them to struggle against the injustice and how each story makes them feel. - Teacher will put video on.	- Smart board - 'Growing up poor' video:
<b>CLOSURE</b>			
- By undertaking this task students will demonstrate critical thinking in regards to injustice and their ability to describe and analyze individual cases of resistance against oppression.  - Assessment of Student achievement and understanding		- Teacher will give students their homework. Students must write a 200 word reflection based upon their notes of the video that details what they witnessed and how it made them feel. Students can look at one individual in the documentary or multiples, as long as it shows reflection and critical thought.  - Teacher will ask class to pack up. - Teacher will ask some students what they found interesting about this class. - Teacher will dismiss class one table at a time.	

