

Detailed Lesson Plan: Science PGCE

Name: Sangita Bhatti	Date: Friday 20th Jan 2012	Time: 8.30-9.05
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Class: 7/8 Tutor period No. boys: No. girls: SEN:	Reference to NC/GCSE/post 16: Identity
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<p>Pupil learning objectives/outcomes</p> <p>By the end of the lesson the pupils will be able to:</p> <ol style="list-style-type: none"> To understand what identity is. To explain/ convey thoughts and ideas about their own identity To evaluate current definitions of identity <p>Areas addressed in above objectives:</p> <p>knowledge <input type="checkbox"/> understanding <input type="checkbox"/> application <input type="checkbox"/> analysis <input type="checkbox"/> synthesis <input type="checkbox"/> evaluation <input type="checkbox"/></p> <p>HSW <input type="checkbox"/> skills <input type="checkbox"/> attitudes <input type="checkbox"/> differentiated learning objectives <input type="checkbox"/></p>
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<p>Student teacher objectives (<i>what you personally want to achieve in the lesson</i>)</p> <p>Select only 1 or 2 areas to target in each lesson. These may include:</p>		
<ul style="list-style-type: none"> Secure subject knowledge Communication skills e.g. clear instructions or explanations, good questioning, use of voice Learning names/getting to know what pupils can do 	<ul style="list-style-type: none"> Management of pupils Organisation of activities Pace and timing Teaching of key skills e.g. literacy, numeracy, ICT Opportunities for cross-curriculum dimensions 	<ul style="list-style-type: none"> Use of particular teaching strategy Opportunity for assessment e.g. monitoring, formative and summative assessments
<p>Student teacher objective(s)</p> <ol style="list-style-type: none"> Getting to know pupils (level of thinking, personalities) Pace and timing 		<p>What you will do to achieve it</p> <ol style="list-style-type: none"> Involve as much of class as possible in feedback and discussion Set time limits/ be flexible with time and activities if necessary

Lesson Outline

Real Time	Pupil Activity	Teacher Activity	Assessment strategy+ focus	Organisation/Resources
8.30	POs, uniform, coats off	Greet pupils, check uniform. Give pupils worksheet.		Coloured paper; crayons
8.30-8.35	Working on their own pupils identify 3 'things' that define them. Record them on worksheet (make sure pupils write answers on LEFT hand side of sheet). These could be abstract e.g. emotions, personal characteristics or physical e.g. items such as games, food, clothing. Encourage pupils to include images alongside their 3 words (or ask pupils who have finished before others to include images).	Starter: What makes you, you? (3 words) Ask for examples (or give examples if pupils are struggling)	Drawing on pupil's idea of 'identity'	'Me worksheet'
8.35-8.36		Register		
8.36-8.39	In groups of three- pupils are given the textbook definition on a sheet of paper. Ask pupils to think about their '3 words' (i.e. <i>their</i> identity). Ask them to annotate the textbook definition.	Introduce lesson- what do we mean by identity? Give definition and ask pupils if they agree.		
8.39-8.40	Feedback their responses to rest of class	Ask pupils for their responses.		
8.40-8.42	Listening Hands up- if pupils have ever felt this way. Watching video	Point out that 'identity' is a complex idea and that it can be difficult to define. Some people struggle to know who they are in terms of their identity e.g. people who have different people/ cultures influencing them. Ask class if anyone feels 'unsure' or 'confused' about their identity. Introduce an play video	Have the pupil's idea of 'identity' changed?	
8.45-8.50	Discussing as class	Video		'Being British' video

<p>8.50-8.55</p>	<p>Discussing questions. -What words, images, 'things' do you think represented the identities of the people in the video? Record answers on the back of 'ME' worksheet</p>	<p>What did the video show? Give groups 3 questions.</p> <p>'ME' worksheet: explore your identity, consider identity other than physical identity (where you're from, what is important to you, what you like to do, who you are)</p>		<p>ME worksheet</p>
<p>8.55-8.58</p>	<p>Plenary: pupils re-think question for the start of the lesson. Write 3 words that describe your identity. Write these answers on the RIGHT hand side of the 'ME worksheet' Extension- has your answer changed? If so, why </p>	<p>Plenary- do you agree with what was written at start of lesson?</p>	<p>Have pupils' ideas of 'identity' changed.</p>	
<p>8.58-9.00</p>	<p>Pack away.</p>	<p>Collect worksheets, dismiss class</p>		

Lesson Evaluation

Personal response

This lesson was very interesting and enjoyable to teach, it was engaging and gave pupils something different to discuss and think about. The topic itself meant that pupils had a lot of ownership over this lesson and it's outcome. It was important that pupils knew that there were no right or wrong answers-their answers, views and opinions were entirely down to them and what they felt is meant by 'identity'

The topic could have been explored a lot if it were an hour lesson- I would have liked it if pupils had more time to explore the issues presented in the video. Pupils seemed engaged and interested in the video. I think that they wanted to talk more about the it- as one pupil pointed out that the it was surprising that people who were talking were 'foreign' (this could have been expanded and explored a lot more and would have linked nicely with the other videos)

Check against pupil learning objectives

The materials provided and the activities allowed pupils to explore and evaluate the concept of identity.

Generally the class was comfortable with the activities and the questions (were happy to volunteer and give responses)

Check against teacher objectives

The lesson was well paced, and the activities flowed well however the lesson was a little rushed towards the end (would have been better if the lesson was a full hour as pupils did very well answering and exploring the questions that they were given)

All pupils changed their original answers regarding the 'The what makes you, you?' questions. This, to me, showed that they through the lesson they had thought about and even altered their ideas about what is meant by ones 'identity'.

Targets for development

Improving questioning- questions that enable differentiation; allow more able pupils to explore their ideas further and so that less able pupils are comfortable with the task- this way every pupil will be able to make a contribution.