

KS3 Lesson Outline

Name: Erica Jobling	Class/group: Y7	Date: Period: Time:				
Level 1/Level 2/Level 3 GCSE/BTEC/A level/14-19 Diploma <i>reference to specification</i> PHSE	Topic: Being British					
Learners: Achievement range: No. females No. males: SEN:	Homework/action point for next lesson: Y7 lesson compliments a series of lessons aimed at other year groups.					
Aims: To explore personal and shared identities.						
Learning outcomes (learner objectives): By the end of the lesson learners will (know/understand/be able to): Learners will understand what is meant by identity. Learners will begin to explore what makes a shared identity. Learners will have explored their own identity. Key words: identity, symbols.						
Personal, learning and thinking skills: <i>Independent enquirers / Creative thinkers / Team workers / Self-managers / Reflective learners / Effective participators</i> Learners will work in teams, building their team work skills. Learners will reflect on what they have learned during the lesson and reflect on what makes their identity.						
Functional skills: <i>English / maths / ICT</i>						
Student teacher objectives (what you want to achieve in the lesson) <i>Select only one or two areas to target in each lesson, e.g. getting to know pupils; communication; management; organisation; timing; pace; strategy; assessment for learning</i> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Student teacher objective(s):</td> <td style="width: 50%;">What you will do to achieve it/them:</td> </tr> <tr> <td style="height: 100px;"></td> <td></td> </tr> </table>			Student teacher objective(s):	What you will do to achieve it/them:		
Student teacher objective(s):	What you will do to achieve it/them:					
Resources: ICT (to display DVD), DVD, A3 paper, images, 'Me' worksheet.						

KS3 Lesson Outline

Real time	Teacher activity	Learner activity	Differentiation/ Assessment for learning	Use of resources
5	Welcome class into room, settle. Share outcomes with learners.	Begin to think about symbols of Britishness.		
10	Display DVD, question learners about what they think the video is about.	Considering what was on the DVD, thinking also about what they see as British, representing this on large paper as a group.	Challenge more able learners through questioning.	ICT to display.
10	Split learners into groups, with A3 paper, the groups should divide into 4 sections. Instruct them to outline what makes them British in one of the quarters.	Feedback to the class, demonstrating what they have found as a group.	Groups could be differentiated by ability.	A3 paper.
5	Lead feedback on activity from 2 groups.	Think about how else as a group they share an identity, fill the rest of the sheet to represent these identities.	Questioning from teacher and peers about work.	
15	Instruct learners to think about how else they might identify themselves, ask them to think about how they identify themselves as part of the class, the school, the community. Questions on board to prompt discussion.	Share findings as a group.	Group work to challenge individual ideas of group identities.	PPT.
5m	Lead feedback from 2 groups.	Think about how the shared identities that they have already looked at effect individual identity.	Questioning from teacher and peers.	Images
10m	Instruct learners to complete the 'me' worksheet, considering how their shared identities effect their individual identities.		Reflect on personal learning throughout the lesson.	'me' worksheet.

KS3 Lesson Outline

Real time	Teacher activity	Learner activity	Differentiation/ Assessment for learning	Use of resources

KS3 Lesson Evaluation

Learning outcomes (learner objectives):

consider evidence of learning during lesson, after lesson, after marking work, in subsequent lesson

If I were to teach this lesson again I would:

Implications for next lesson

Targets for professional development (relate to your student teacher objectives)