

## **Lesson Plan 1 R**

**Class:** Rianas 1

**Level:** 1<sup>st</sup> year

**Subject:** English

**Date:** 12/01/2021

**Time:** 11:20-12:00

**Duration:** 40 minutes

**Topic:** Our anchor text for today's lesson will be the 'Cry Power' podcast by Hozier, focusing specially on episode 9 entitled: 'President Michael D. Higgins'. Complete an activity around the area of Global citizenship and what it means to the students today.

### **Learning Outcomes:**

- 1.** Know and use the conventions of oral language interaction, in a variety of contexts, including class groups, for a range of purposes, such as asking for information, stating an opinion, listening to others, informing, explaining, arguing, persuading, criticising, commentating, narrating, imagining, speculating. (OL 1).
- 2.** Use a wide range of reading comprehension strategies appropriate to texts, including digital texts: to retrieve information; to link to previous knowledge, follow a process or argument, summarise, link main ideas; to monitor their own understanding; to question, analyse, synthesise and evaluate. (R 4).
- 3.** Engage with and learn from models of oral and written language use to enrich their own written work. (W 5).

### **Learning Intentions:**

#### **Students will:**

- 1.** Listen to excerpts of the podcast, doing some directed listening.

2. Complete a preliminary exercise to assess where they are in terms of their own awareness of global citizenship.
3. Discuss the issues raised in the podcast and complete some group work in relation to the areas that they feel the most strongly about.

**Success Criteria:**

- Students will have a beginning knowledge and awareness of the topic of injustice in the world we live in.
- Students will have developed the skills of using the correct language to talk about this topic.
- Students will complete a whole class activity in relation to topics raised in the podcast.

**Planning for:**

**Literacy:**

- **Vocabulary development:** Students will be exposed to new vocabulary such as injustices, global development education, good citizenship and development goals. Students will harvest the vocabulary they have themselves in relation to the topic and be able to use their new vocabulary and language in a fruitful way.
- **Reading skills:** Students will read the questions that I will write on the whiteboard in relation to the directed listening activity we will do by listening to Hozier's podcast interview with Michael D. Higgins. Students will read out their answers to these questions. Students will read the activity that I place on the whiteboard in order to assess and develop the students' own stance on the subject.
- **Comprehension strategies and skills:** Students will listen to excerpts of the podcast, comprehending its most important points as they do some directed listening. Students will comprehend the main message in the podcast in order to summarise its main points to present to the class. Students will comprehend the brainstorming activity that I will do at the beginning of this lesson.

### **Numeracy:**

- **Computation:** Students will count the number of excerpts we listen to in class. Students will list a number points that they have identified as being important in the podcast. Students will calculate the age of Michael D. Higgins by looking at the year he was born.

- **Data interpretation:** Students will interpret the data points that they hear in the podcast. Students will listen to each other in order to interpret each other's points in relation to the topics brought forward in the podcast.

### **Differentiation:**

- **Content:** The content will be delivered at a slow pace as this is a new topic to students. There will be a whole class discussion and brainstorm as to what students' own knowledge on the topic is. Students will note their own beliefs around the topic and how it relates to themselves.

- **Process:** All information discussed in the class will be placed on our class notebook on OneNote. Notes will be printed out for one student. There will be a mixture of whole class and solo activities. We will have a group activity where students brainstorm and complete a task to identify their own knowledge of the problems in this world. I will ask a number of students to read out their own answers and findings and we will have a whole class discussion around the topic. Students will get the opportunity to do a listening activity as we listen to the podcast, while considering key questions that I will place on the whiteboard.

- **Outcome:** All students will be confident in their own ability to voice their own opinions on the topics that are raised while listening to the podcast. All students will be able to complete a variety of activities around the topic of global citizen development education and be made aware of the issues that face themselves and the world. All students will leave this lesson having gained some knowledge around the subject, while also being exposed to a new text through the podcast and also being able of offer their own opinion and listen to others in a respectful way.

### Section one: Introduction

<b>Time</b>	<b>Content</b>	<b>Methodology and Activities</b>
5 minutes	<ul style="list-style-type: none"> <li>- Settle the students.</li> <li>- Call the roll.</li> <li>- Write the lesson intentions on the whiteboard.</li> </ul>	<ul style="list-style-type: none"> <li>- I will begin the lesson by welcoming the students back after their Christmas break.</li> <li>- I will call the roll for this class.</li> <li>- I will write the lesson intentions on the whiteboard which will be, 'Listen to Hozier's podcast and summarise' and 'bag-packing activity'.</li> </ul>

### Section two: Developments

Development 1 15 minutes	<ul style="list-style-type: none"> <li>- Complete a brainstorm on the whiteboard to enable group discussion.</li> <li>- Conduct a group exercise.</li> </ul>	<ul style="list-style-type: none"> <li>- I will open a whole class discussion by asking the students a question. 'What is an injustice?'. I will ask a number of students for a response on their own opinion on the matter. I will provide students with a definition of the word 'injustice' which is 'a situation in which there is no fairness and justice'. I will follow this question up by asking students to think of any injustices in the world?. I will note their responses on the whiteboard on our brainstorm spider web.</li> <li>- I will outline the next task for the students. I will assign the students into pairs before I ask them to do this next task which is entitled 'Concern and Conflict'. This is a two-part activity where I will begin by asking students to imagine they are going on holidays</li> </ul>
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		<p>abroad tomorrow. Students will list the items that they will put in their rucksack. Students will discuss with their partners the items they will need to go on holidays and what activities they plan to do when they land. We will discuss their findings as a larger group.</p> <p>As the second part of this activity, I will now tell the students that the situation has changed. They are now having to flee Ireland tomorrow to go abroad as they must escape this country. I will ask students to list the items they will now put in their bag. I will tell them that the country they are going to does not have clean water or food.</p> <p>- We will discuss the difference between the two bags and identify the difference between necessities and luxuries. We will have a whole class discussion.</p>
<p>Development 2 15 minutes</p>	<p>- Complete directed listening to a number of excerpts in the podcast by Hozier entitled, 'Cry Power Podcast with Hozier and Global Citizen – Episode 9: Michael D. Higgins'.</p> <p>- Summarise the main points highlighted in the podcast.</p>	<p>- I will give students a few headings on the whiteboard in order to focus their listening. I will place key words on the whiteboard such as 'social equality' and 'empathy'.</p> <p>- After we have listened to a number of excerpts, I will ask students their thoughts on the piece of the podcast we heard firstly, followed by asking them to summarise the podcast in their own</p>

	<ul style="list-style-type: none"> <li>- Construct peace cranes for students to take home.</li> </ul>	<p>words. I will ask the students what their opinion and belief of what the terms social equality and empathy mean and how this relates to their own lives and the lives of others.</p> <ul style="list-style-type: none"> <li>- I will project the story of Sadako onto the whiteboard where we will learn about Origami and its origins in as a peace symbol. I will distribute a piece of paper to each student so that everyone can construct their own peace crane in class to take home.</li> </ul>
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**Section three: Summary/Recapitulation**

<p>5 minutes</p>	<ul style="list-style-type: none"> <li>- Review the new vocabulary we have learned in the lesson.</li> <li>- Answer any questions the students may have about the lesson content.</li> <li>- Assign the students homework.</li> </ul>	<ul style="list-style-type: none"> <li>- I will do a brief review of the information we covered in today's class by looking at our lesson intentions and explaining the different terms we learned. I will ask students to contribute to the class discussion and to offer one piece of information that they learned in class.</li> <li>- I will answer any questions or queries the students may have about the topic we covered in class today.</li> <li>- I will assign the students homework which is to listen to the remaining minutes of the podcast and to note five points that the students found interesting in the podcast.</li> </ul>
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**Homework:** Students must listen to the remainder of the podcast and note five points that they found to be interesting as they listened.

**Post lesson implementation reflection:**

- **What went well?** Having implemented this lesson plan, I reflect on a very positive and informative lesson for all. The podcast as our anchor text worked very well in this class as it is a format that most of the students were familiar with which I was surprised with. I had originally thought that they may not have enjoyed the podcast as much as I had thought that podcasts were listened to by an older generation, but I was wrong. Students thoroughly enjoyed the brainstorm at the beginning of the class as the majority of the students had heard of these terms while also having quite strong opinions on them which was very refreshing to hear.

- **Why it went well?** Students enjoyed listening to two well-known figures of positive the host Hozier and the guest of Michael D. Higgins as the students like and were familiar with these two public figures. Students enjoyed the ‘bag-packing’ exercise as it challenged them. The exercise had two different layers, the first acting as a form of curiosity as students were left wondering why I was giving them this task. Students enjoyed the next level as they found it difficult to cut down the amount of items they could bring as they had to flee Ireland.

- **What did not go well?** During the lesson, I found myself noticing that although the students enjoyed the activities and the podcast, they were left wondering why were covering this topic. This is down to my own inexperience as a teacher and how I possibly did not introduce the topic in the correct way. Also, the fact that I conducted this topic halfway through the year, students were left wondering why I brought up the topic of global citizenship and development education in January.

- **In future what will I change?** In future, I will integrate this topic into more of my classes from the beginning of the year for it to develop into a topic that the students become increasingly interested and familiar with. If I incorporate this topic into my lessons more frequently, students will see its relevance to our world. This comes down to my own experience as a teacher as I strive to better my teaching skills.