**Lesson plan**

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| Lesson title: Are all our students the same? |
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| Lesson brief description  BASIC ATTITUDE OF TEACHERS IN PROVIDING EQUAL EDUCATIONAL OPPORTUNITIES – What does it take |
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| Time (Lesson duration): 120’ |
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| Methodology: (group, individual, peer assessment, brainstorming, etc…)  storytelling  Individual work and reflection in group |
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| Materials needed:  Laptop, digibord, puzzle, |
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| Students’ age: 18-19 years old |
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| Aims/Goals or SWBATs (Students will be able to......)   * Students will be able to understand the terms: equality and equity, solidarity, empathy and inclusion. * Students will be able to reflect on their own behaviour in the classroom when it comes up to inclusion and empathy. * Students will be able to make a lesson for their students to reflect equality - equity. |
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| Lead-in *What’s going to happen here to introduce your students to the topic?* Time \_\_10’  Eduardo Kobra - Peace | Artribune  Instruction:  What do you see? 3’  What do you think? 3’  What do you wonder? 3’ |
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| *What key-concepts could teachers focus on? What needs to be pre-taught?* Time \_\_\_110’\_\_  Terms:   * empathy * equality – equity * Inclusion as a Human right.   The UN Convention on the Rights of Persons with Disabilities (New York, 2006; ratified by Belgium on 2 July 2009) has made this declaration not only stronger, but also binding. Article 24 of this convention deals with the right to education and stipulates that an inclusive education system at all levels and lifelong learning facilities must be guaranteed / Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (SDG4)   * Pygmalion-effect |
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| *List of activities with brief description of each one and time for each one:*   * Empathy: listening game (the name game) 10’ + movie <https://youtu.be/KZBTYViDPlQ> 2’ + human library 5’<https://youtu.be/IbROUfO0LO4> + discussion 5’ = **22’** * Equality – equity : activity with different roles in society and classroom 20’ discussion ‘8 = **28’** * Inclusion puzzle + source discussion = **10’** * Pygmalion-effect <https://www.youtube.com/watch?v=4aN5TbGW5JA> 5’ + discussion 10= **15’** * Brainstorm in small groups: What can you do as a teacher to include all of your students? **15’** * Individual: Think of one student in your class and what can you do to give him/her the same chances as other students? **10’** * Exit ticket: Everybody can say something: How do you feel and what is the most important insight that you have after today? **10’** |
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| *What are other follow up (or homework) activities that can be included?*   * Individual: prepare an activity for you students to motivate them to reflect on the subject of equality – equity. |
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| *What methodology / activities are used for assessment?*   * Exit ticket * Is there an adjustment made by members of the group in their BBZ (= a document at our school about actions teachers take in the way of teaching that are good for every student)? * Talk about it in a performance review |
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