

LESSON PLAN

School Name:

Teacher's name:

Term	Date	Subject	Class	Unit N ^o	Lesson N ^o	Durati on	Class size
2	Feb. 19-23	Gen Stud & Comm	S4	6	6.3	40-50 min.	
Type of Special Educational Needs to be catered for in this lesson and number of learners in each category							
Unit title		Unit 6: Education and Welfare Systems					
Key Unit Competence		To be able to analyse critically how education & welfare systems contribute to economic development.					
Title of the lesson		Inclusive Education and Dialogue					
Instructional Objective		<p>Questioning: Students are able to evaluate their own and other's questions for inherent assumptions and judgments in an effort to construct questions that promote inclusion and diverse perspectives.</p> <p>Critical thinking: Students will be able to analyse what they hear or read by investigating its meanings and influences that shape it.</p>					
Plan for this Class (Location: in / outside)		In class					
Learning Materials (For all learners)		-Student book Unit 6.3: Inclusive Education -ASKeR Analysis Worksheet – Generation Global -Generation Global topic: Education					
References		<i>Essentials of Dialogue: Guidance and activities for teaching and practising dialogue with young people.</i> (2017-2022). Tony Blair Institute for Global Change. https://generation.global/assets/resources/essentials-of-dialogue-english.pdf					
Timing for each step	Description of teaching and learning activity						Generic competences and Cross cutting issues to be addressed. + a short explanation
	Teacher activities			Learner activities			
Introduction 10 min.	Review the meaning of Inclusive Education from the textbook reading on page 67. Tell students they will be having a dialogue on Quality Education and need to know how to ask questions that are free from bias and discrimination to learn about Inclusive Education.			Students read the text on page 67 prior to class. Students define in a whole class conversation Inclusive, Assumption, Bias, and Judgement.			

	Ask students to define the words Inclusive, Assumption, Bias, and Judgement.		
Development of the lesson 20 min.	<p>Place students in small groups and ask them to create a question they would like to ask about Inclusive Education.</p> <p>Give students the ASKeR Analysis worksheet from Generation Global and review the steps for analysing a question free from judgement, assumptions and bias.</p> <p>Teacher chooses two groups to volunteer their question for analysis with the whole class.</p> <p>Teacher writes the questions on the board and uses the ASKeR Analysis with the class to review and rephrase questions to prepare them for a dialogue on the topic.</p>	<p>Students work in groups to develop a question they can ask in a conversation about Inclusive Education.</p> <p>Students work with the teachers to analyse the questions created by each group using the ASKeR analysis.</p>	
Conclusion 10 min.	<p>Ask students to reflect on the exercise:</p> <ul style="list-style-type: none"> -Why is it important to ask questions free from assumption and judgement? -How does dialogue support inclusive education? 	<p>Students reflect aloud on the following questions:</p> <ul style="list-style-type: none"> -Why is it important to ask questions free from assumption and judgement? -How does dialogue support inclusive education? 	
Teacher self-evaluation			