

A 45 MINUTE LESSON PLAN AND DESIGN: TOPIC CLIMATE CHANGE AND GENDER INEQUALITY.

INTRODUCTION.

The forty - five (45) minute micro – teaching lesson plan is designed with the aim of facilitating effective student learning and understanding. To achieve this- aim the design incorporates appropriate teaching skills and practices. There is no generally accepted term that identifies effective teaching. However, Benson and Samarawickema (2009) state that “effective teaching is teaching that is oriented to and focused on students and their learning”. The teaching method adopted by this study encompasses a variety of teaching methods, including oral presentation, discussion and demonstration methods.

STAGE 1. (5 min)

The teacher introduces the topic: climate change and gender inequality and immediately after introducing the topic, the students are put into groups and provided with leaflets for group discussion. The questions on the leaflets are just basic at first. The aim of asking students to discuss basic questions about, the causes of climate change is intended to inject student interest into the topic and at this stage, the students are given five to ten minutes for discussion.

STAGE 2. (10 min)

The second stage requires one person from the two groups to call out their answers, there in right or wrong answer in this exercise. This is done to promote class discussion. The second stage of teaching requires the teacher to get into detail about the subject, explaining clearly with every element of the topic, including diagrams. Kreber (2002) suggests “that teaching excellence, requires sound knowledge of one’s discipline, and adds that excellent teachers are those who know how to motivate their students, how to convey concepts and how to help students overcome difficulties in their learning”.

STAGE 3. (5 min)

Stage three requires the teacher to understand each - individual’s knowledge about climate change. The teacher will do this by introducing another different topic, The London Smog of December 1952. Positive or negative response from the students in this instance does not really matter because this is the stage, whereupon the teacher will inject some life into the lesson by presenting

Student number 1803454 Lettie Chimbi

pictures of the London Smog and the devastation that it brought. The teacher will explain in detail the causes and the after effects of the London Smog and the law that followed to stop the same situation happening again.

Carnell (2007) suggests six major dimensions of effective teaching:

- Value of the subject
- Motivating students
- Comfortable learning environment
- Organisational structure of the subject
- Effective communication, and
- Concern for students.

Bearing these dimensions in mind, the teacher will follow his/her discussions with a question, asking if there is any student with a question, so far. In doing so, the teacher intends to promote a cordial and friendly environment that enables students to feel free to ask questions.

STAGE 4. (15 min)

The students are put back into their groups and are given questions to discuss. The questions to discuss are mainly directed at testing the students' knowledge on the impact of climate change on the environment and consequently the society. To get into the relationship between climate change and gender inequality at this stage might confuse the students, therefore it makes sense to let them discover about the environmental impact of climate change in general and how this can affect the wider community. After group discussion the students are requested to remain in their groups and a video showing the impact of climate change will be shown. The stipulated duration of the video is just five to ten minutes. The shorter duration is intended to keep the students alive.

STAGE 5. (10 min)

The teacher now starts to discuss the answers from each group, but this discussion will be done with the rest of the class participating. The final part of the question will now introduce the most important question: How does climate change impact gender inequality? This question requires individual students to use their understanding of the topic and their reasoning capacity because much of the information has already been discussed. Although students are required to use their logic to respond to this question based on

their understanding of the topic, the teacher will use a guided discovery method, thus asking students questions that lead to answers.

To finish the lesson, the teacher will ask students if there is anyone with any question regarding the topic that has just been discussed. If there is no response, then leaflets will be handed out to students for home work, asking them to research on the next topic.

CONCLUSION.

Kember and Naught (2007) suggested ten principles that promote effective teaching and the ten principles will be adopted in this lesson plan and design. They are:

1. Teaching and curriculum design must aim at meeting students' future needs.
2. Students must understand the thorough concept of the lesson, even if that requires longer period of time.
3. The importance of what is taught must be given using real life examples.
4. Teachers must eliminate student's misconceptions.
5. Teachers should use a variety of learning tasks that promotes students' participation.
6. Promote interaction among other students.
7. Teachers should motivate students by displaying their own enthusiasm.
8. Curriculum design must ensure that aims and objectives are met.
9. Teachers must plan each lesson thoroughly and flexibly in order to adapt to different circumstances.
10. "assessment must be consistent with the desired learning outcomes.

REFERENCES.

Benson, R and Samarawickema, G. (2009). Addressing the context of e – learning using transactional distance theory to inform design. Vol, 30 [1], pp 5 – 22.

Brew, A. (2006). Research and teaching: Beyond the divide. Palgrave, MacMillan.

Carnell, E. (2007). Conceptions of effective teaching in higher education. Vol, 12 [1], pp 25 – 46.

Student number 1803454 Lettie Chimbi

Kember, D, Ma, R and McNaught, C. (2006). Excellent University Teaching. Chinese University Press.

Kreber, C. (2002). Teaching, excellence expertise and the scholarship of teaching.

Paulsen, M, B. (2002). Evaluating teaching performance. Vol 5, pp 5 – 18.

UNFCCC. (2007). Fact sheet. Climate change science. The status of climate change.

Available

at:<https://unfccc.int/files/press/backgrounders/application/pdf/press-facts-science.pdf>. Retrieved on 13th October 2018.

Lettie Chimbi Student Number 1803454



PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

LESSON PLAN

TOPIC: Gender Equality		CLASS:	
DATE: 19/09/2018	LENGTH OF LESSON: 30 minutes	NO IN CLASS: 30	
ABILITY/SPECIAL EDUCATIONAL NEEDS: Possible physical mobility needs, English being a second language, limited ICT skills to be considered.			
AIM OF LESSON An appreciation of the issues that inspired the Suffragette Movement			

→ See overview

The aim is an all encompassing
document

RESOURCES/EQUIPMENT REQUIRED:

The Computer should be in a working order, the connection to the Internet should have strong connection.

- Power Point
- Video
- Questionnaire/handouts

HEALTH & SAFETY:

- Is the flooring in good condition
- Is the window opener in good working order
- Is the lighting bright enough for safe access?
- Are the toilets accessible/user friendly?
- An appointed health adviser to be notified of an event
- Health and safety check list

www.hse.gov.uk/risk/classroom (checklist)

HSE (Y)

Further Action

Needed (n/a)

- Action taken, when and How?
-

Signature

Date

	the presentation and the activities (Conclusion) . a) We have discussed the equality and gender issues that the suffragette movement has raised. b) We have examined the timeline of the suffragette and where we are today. c) What remains to be done? d)		
--	---	--	--

This is the Skemp's Formative/Summative Analysis

ASSESSMENT STRATEGIES USED (WHEN and HOW):

Enabling practioners to reflect on their practices, collectively and individually, celebrating their successes.

Encourage practioners to find areas for development, and self-directed learning.

Andragogy -adult learning theory (Knowles).

LESSON DETAIL:

Needs reformatting

STAGE	FOCUS	STRATEGY	TIME
INTRODCTION		Introduce gender equality through exploring a historical movement.	3 minutes
DEVELOPMENT	~~(Activity 2)~~ Play a 7-minute video of the women suffrage movement celebrating the centenary in June 2018. Activity 1) cards about the centenary will create a debate around equality.		7 minutes
PLENARY/ CONCLUSION	a) Students will sit in groups and have a debate and understand the subject better. b) The teacher will ask the students on how the lesson went. The fellow students will feedback based on the experiences they have had during		12 minutes

Appendix 1. PGCE/PCE (PCET) LESSON ASSESSMENT FORM

Student Teacher Name: *Letia Chink*

Establishment: *W. J. D. (Miro Teal)*

Date: *27.09.18*



GRADE DESCRIPTIONS : (When compared with an experienced teacher)

- VG – Excellent awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.
- G – Comprehensive awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.
- S – Awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.
- U – Needs attention through further development and improvement

Context of observation
(e.g. class, ability, number of students; topic; main activities and organisation; other features)

Suggestion.

A SUBJECT KNOWLEDGE	VG	G	S	U
1 accuracy of knowledge of subject matter	☒			
2 understanding of context e.g. scheme of work, programme of study				
B LESSON PLANNING AND PREPARATION	VG	G	S	U
1 detail and structure of plan				
2 clarity and suitability of learning objectives				
3 consideration of SpLDs, anticipated difficulties, health and safety, etc.				
4 resources selected, prepared, organised				
5 consideration of professional standards				
6 consideration of appropriate cross-cutting enhancement theme(s)				
7 consideration of active learning, learner engagement and skills development				
C TEACHING	VG	G	S	U
1 lesson start, e.g. outlining content, aims and objectives				
2 presentation: instructing, explaining, demonstrating				
3 effective questioning				
4 choice and variety of tasks/activities				
5 variety and suitability of teaching strategies/methods/approaches				
6 use of emergent technologies				
7 pace of lesson, use of time				
8 lesson ending, e.g. summarising, recapping key points, etc.				
D CLASS MANAGEMENT AND CONTROL	VG	G	S	U
1 presence and voice projection				
2 transitions – smooth				
3 awareness, vigilance and intervention				
4 use of praise and encouragement				
5 management of tasks/learners/work groups				
E MONITORING AND ASSESSING STUDENTS' PROGRESS	VG	G	S	U
1 monitoring understanding and progress during lesson				
2 suitability of assessment strategies/methods/approaches				
3 assessing achievement of learning objectives				
4 giving feedback and setting targets for progress				
F EFFECTIVENESS	VG	G	S	U
1 in setting high expectations for work				
2 in conveying enthusiasm and challenging students				
3 of students' engagement and learning in this lesson				

General Notes and Comments:

Planning and Preparation

A well thought out lesson with good clear aims + objectives. good choice of teaching

Development/Delivery

You are clearly passionate about the topic and have a very confident manner. You delivered confidently, and with a good pace – but the timing for need more practice at delivery

Plenary / Conclusion

Good use of activities. Good answer, and engaged. More practice needed on it.

TARGETS FOR IMPROVEMENT

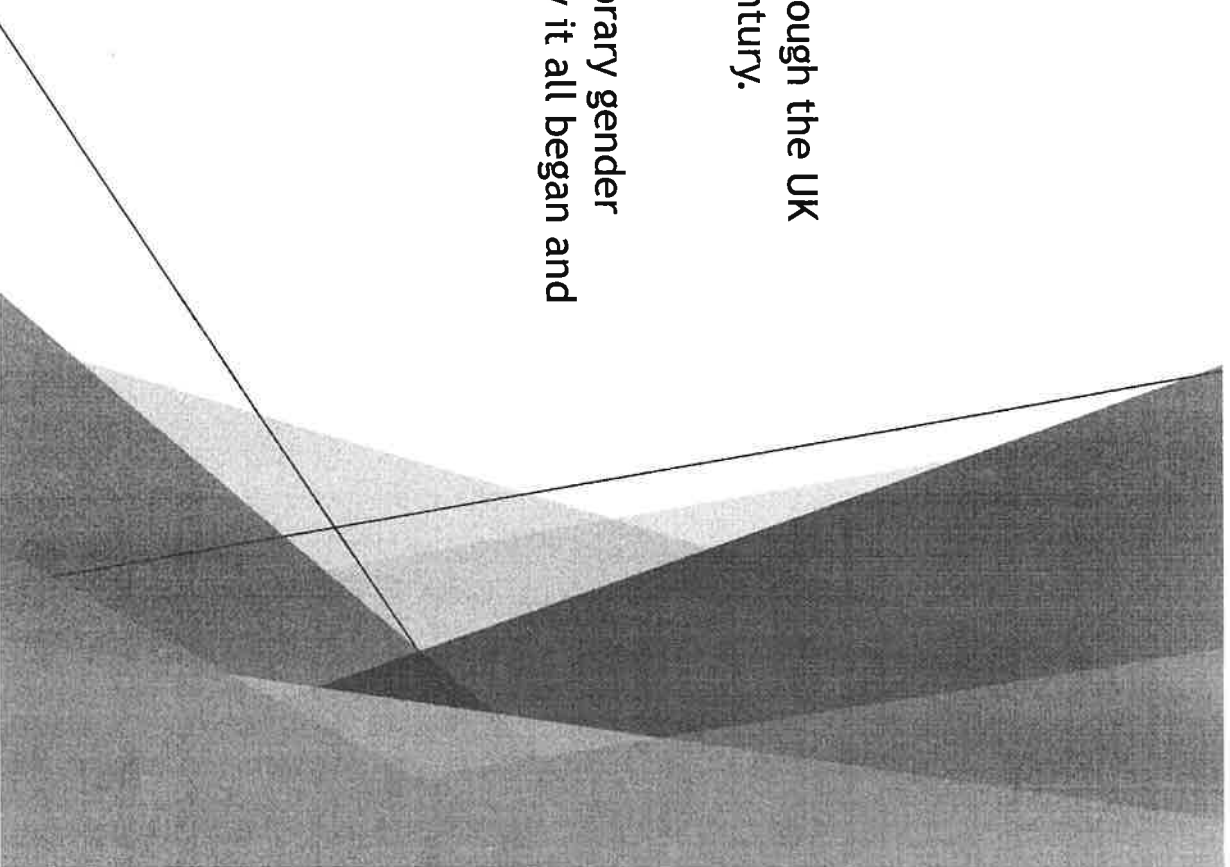
There are some clear objectives and lots of useful detail. You need to examine the 'format' of the document you need to practice to improve teaching

The Suffragette Movement



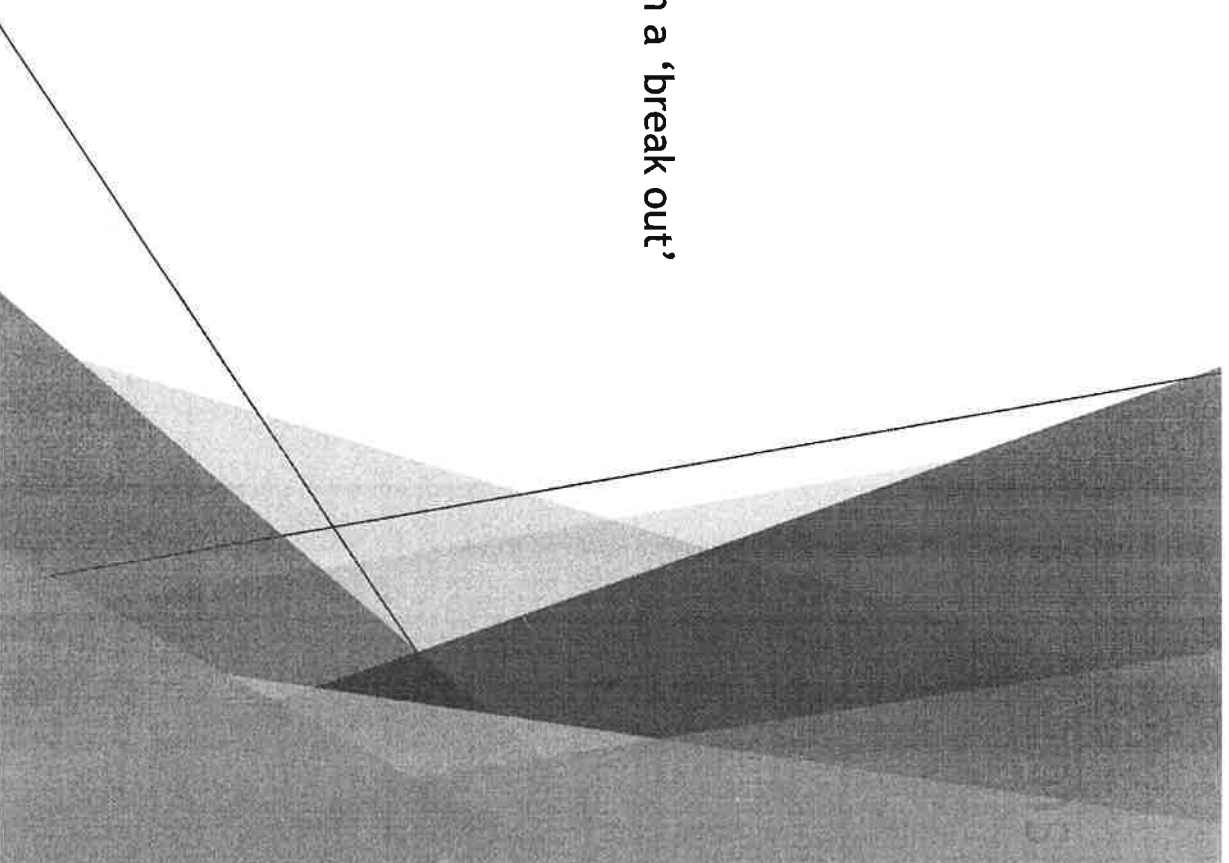
Aims

- ▶ My aim in this presentation is to explore gender equality through the UK suffragette movement in late 19th century and early 20th century.
- ▶ Additionally, this historical event will be linked to contemporary gender equality issues and will help the students to understand how it all began and where we are going.

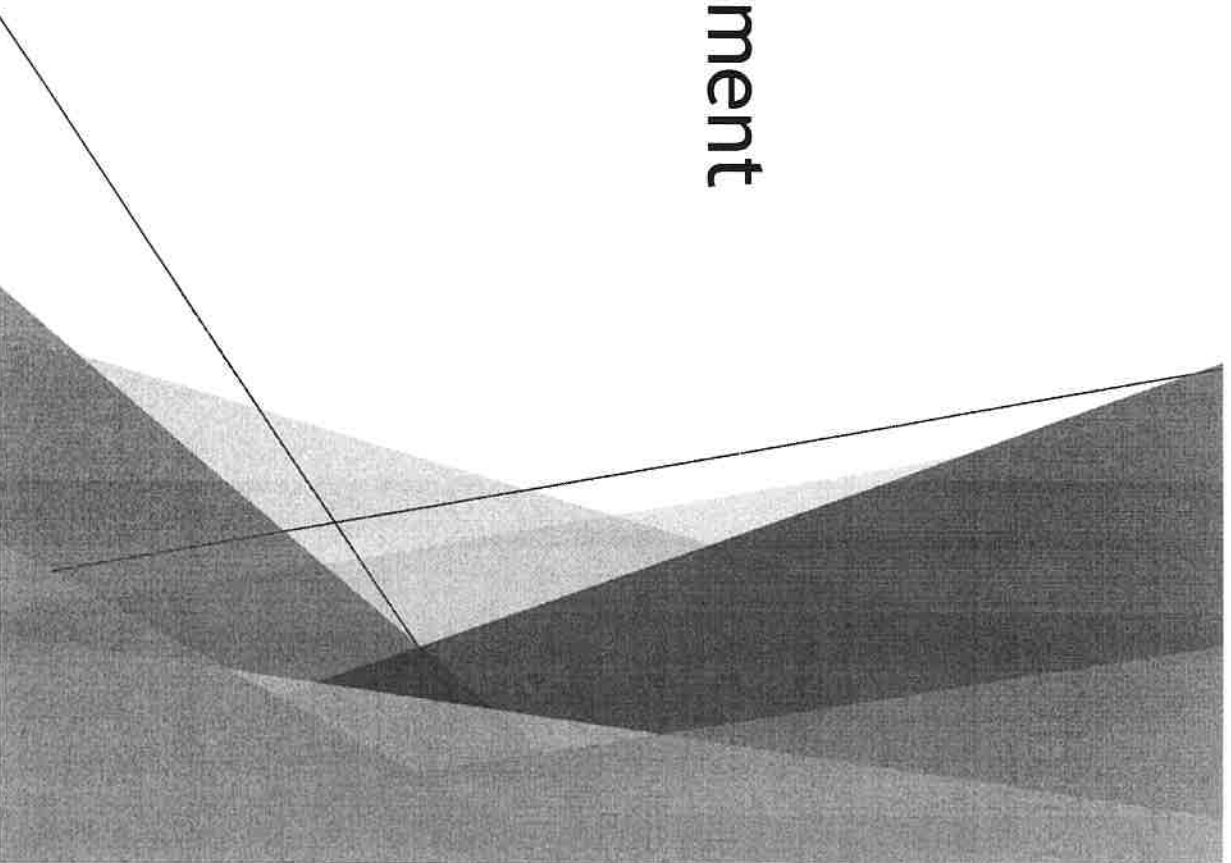


Objectives

- ▶ By the end of the presentation, students should be able to:
- ▶ Recognize how the suffragette movement started and why.
- ▶ Understand the gender equality issues then and now through a 'break out' group activity which will generate discussion.
- ▶ Watch mini documentary - discuss



How did the Suffragette Movement start?



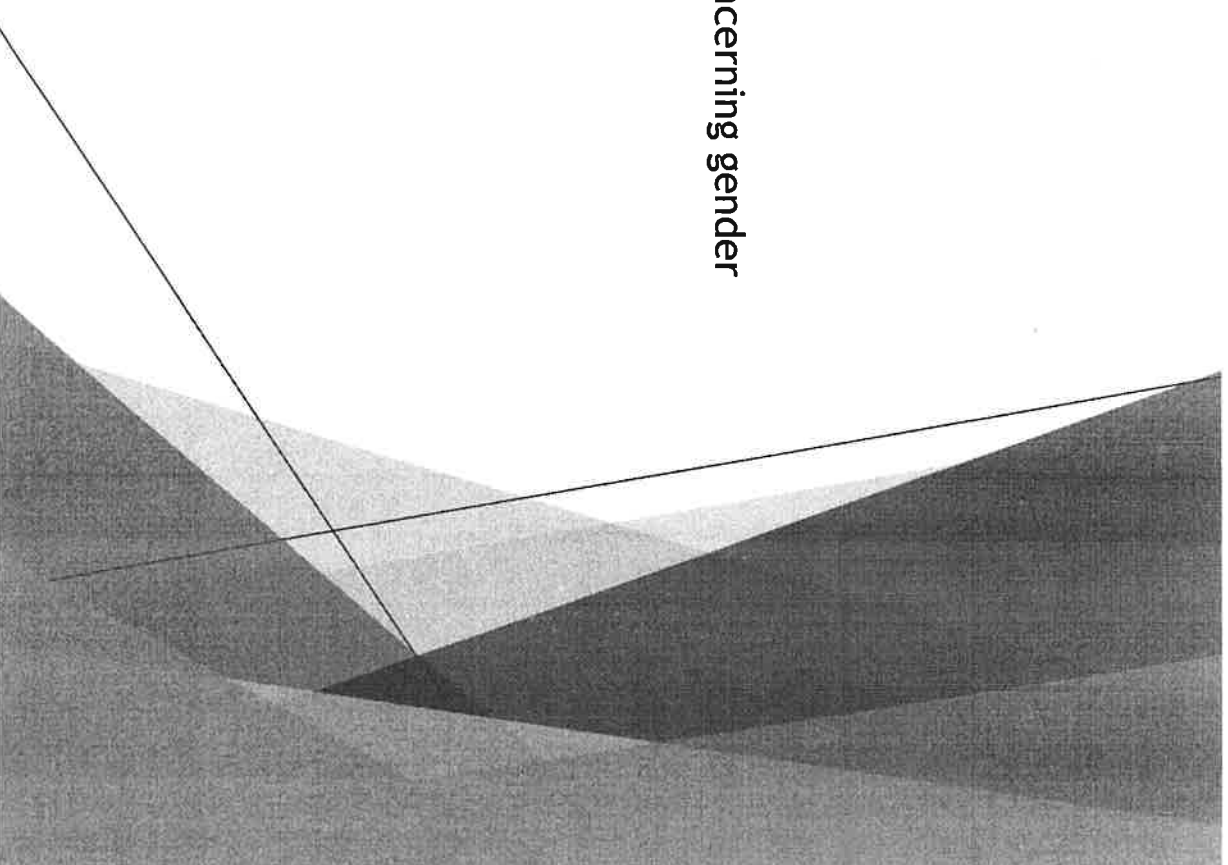
Timeline

- ▶ 1903 - Emmeline Pankhurst began the movement.
- ▶ On the 21st of November 1918: the act of Parliament (Qualification of **Women**) Act 1918 was passed. This allowed **women** to be elected into Parliament.
- ▶ In 1928: **Women** first received the vote on the same terms as men (over the age of 21) as a result of the Representation of the People Act 1928.



Equality Today: Activity 1

- ▶ Activity: break out cards.
- ▶ This activity will require groups to discuss key questions concerning gender equality in the education context.



PGCE/PCE (PCET) LESSON ASSESSMENT FORM

Student Teacher Name: HEITIE Chimbi

Establishment.

University of Mpigi
Primary School

Context of observation

GRADE DESCRIPTORS: (When compared with an experienced teacher)

VG - Excellent awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.

G - Comprehensive awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.

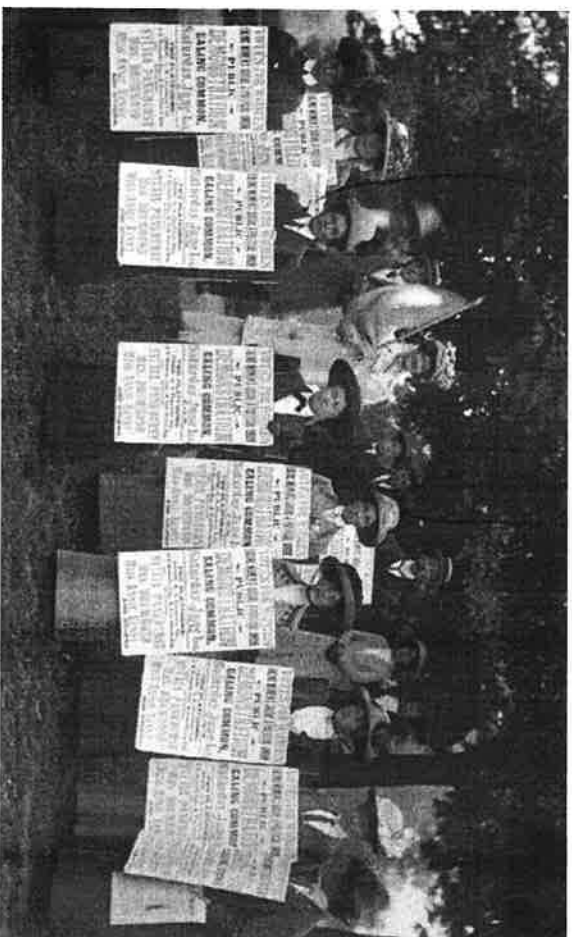
S - Awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.

U - Needs attention through further development and improvement

(e.g. class, ability, number of students; topic; main activities and organisation; other features)

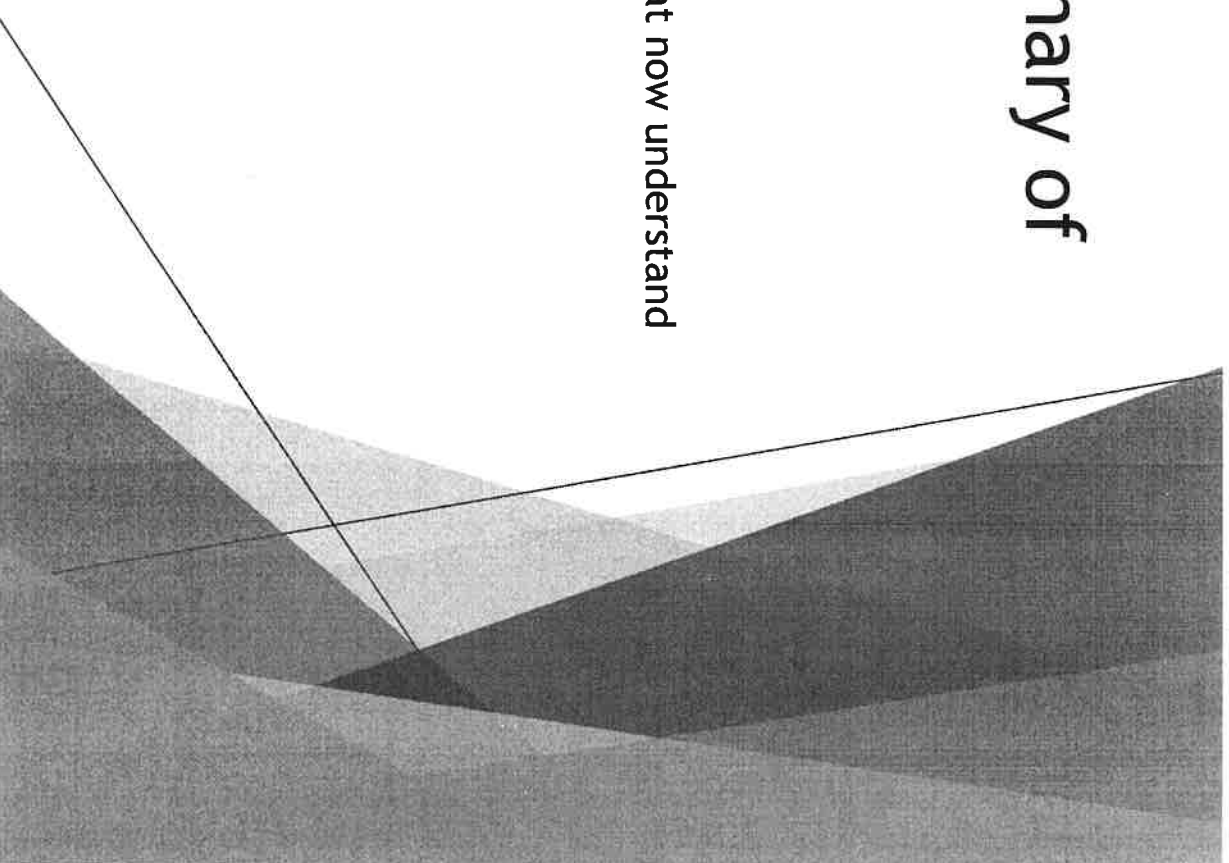
A SUBJECT KNOWLEDGE		VG	G	S	U	General Notes and Comments:
1	accuracy of knowledge of subject matter					
2	understanding of context e.g. scheme of work, programme of study					Planning and Preparation NO LEARNING OBJECTIVES COVERED LESSON Development/Delivery Good subject knowledge opportunities to ask questions went off topic / stick to slide content. Prolongate Agout topic Plenary / Conclusion
B LESSON PLANNING AND PREPARATION		VG	G	S	U	
1	detail and structure of plan					
2	clarity and suitability of learning objectives					
3	consideration of SPLDs, anticipated difficulties, health and safety, etc.					
4	resources selected, prepared, organised					
5	consideration of professional standards					
6	consideration of appropriate cross-cutting enhancement theme(s)					TARGETS FOR IMPROVEMENT DON'T USE POWERPOINT IF YOU DON'T FEEL COMFORTABLE WITH IT. MORE STUDENT LED DO WHAT YOU FEEL COMFORTABLE
7	consideration of active learning, learner engagement and skills development					
C TEACHING		VG	G	S	U	
1	lesson start, e.g. outlining content, aims and objectives					
2	presentation: instructing, explaining, demonstrating					
3	effective questioning					
4	choice and variety of tasks/activities					
5	variety and suitability of teaching strategies/methods/approaches					
6	use of emergent technologies					Observer Signature: _____
7	pace of lesson, use of time					
8	lesson ending, e.g. summarising, recapping key points, etc.					
D CLASS MANAGEMENT AND CONTROL		VG	G	S	U	
1	presence and voice projection					
2	transitions - smooth					
3	awareness, vigilance and intervention					
4	use of praise and encouragement					
5	management of tasks/learners/work groups					
E MONITORING AND ASSESSING STUDENTS' PROGRESS		VG	G	S	U	
1	monitoring understanding and progress during lesson					
2	suitability of assessment strategies/methods/approaches					
3	assessing achievement of learning objectives					
4	giving feedback and setting targets for progress					
F EFFECTIVENESS		VG	G	S	U	
1	in setting high expectations for work					
2	in conveying enthusiasm and challenging students					
3	of students' engagement and learning in this lesson					

The Suffragette Movement



Activity 2: June 2018 the centenary of the suffragette movement.

- ▶ <https://www.youtube.com/watch?v=D0QVQcckPDs>
- ▶ <https://www.youtube.com/watch?v=D0QVQcckPDs>
- ▶ Discuss and reflect on what you have seen and read and what now understand about gender and equality in education.





Effective Teaching , Learning and Assessment (ETLA)

WELL COME TO MY PRESENTATION



awareness and Gender Mainstreaming in Africa?

WHAT IS CLIMATE CHANGE?

A CHANGE IN AVERAGE WEATHER CONDITION THAT LASTS FOR A LONGER PERIOD OF TIME. (ROYAL INSTITUTE OF INTERNATIONAL AFFAIRS- CHATHAM HOUSE)



WHAT ARE THE MAJOR CAUSES OF CLIMATE CHANGE.?

HUMAN ACTIVITIES, SUCH AS THE BURNING OF FOSSIL FUELS, IS THE
MAJOR CAUSE OF CLIMATE CHANGE.

HAS ANYONE HEARD ABOUT THE LONDON SMOG OF 1952? WHAT

CAUSED IT?

The London Smog of 1952, gives us
a good example of the impact of
actions.

- ▶ The London Smog of December 1952 lasted more than 5 days and killed more than 1200 people (American Journal of Nursing).
- ▶ It was caused by the continuous burning of high sulphur- coal.

EVIDENCE SHOWS THAT AFRICA HAS
LESS IMPACT TOWARDS CLIMATE

CHANGE WHY?
YES - AFRICA SUFFERS THE WORST

FROM THE ACTIONS OF
DEVELOPED NATIONS YET IT HAS
THE LOWEST EMISSIONS OF GREEN
HOUSE GASES (GHG), (BERKET,
2012).

- ▶ Green House Gases are - (Carbon dioxide, methane, water vapour, nitrous oxide.)

CLIMATE CHANGE AND GENDER INEQUALITY?

- ▶ TO ANSWER THIS WE NEED TO LOOK AT THE IMPACT OF CLIMATE ON AFRICAN NATIONS.
- ▶ 1. AGRICULTURE– Poor agricultural produce and loss of work.
- ▶ 2. HUMAN HEALTH – unseasonal rainfall can lead to contaminated water supplies and this can intensify disease outbreak such as, cholera, malaria and diarrhoea.
- ▶ 3. MASS – MIGRATION- urban and rural migration is evident as people look for sustainable means of survival.
- ▶ NOW THE GENDER ISSUE.
- ▶ Women in Africa work two thirds of the world working hours, and receive 10% of the world' income.
- ▶ African women do not participate in decision making processes, as a result, they have a weaker ability to adopt to climate change.

WHAT NEEDS TO BE DONE? ADAPTATION STRATEGIES.



- ▶ 1. Government policy planning has to include issues relating to climate change.
- ▶ 2. Women have to be included into decision making processes.
- ▶ Clarity from all stakeholders involved, including active participation of charitable organisation.
- ▶ Education and Awareness
- ▶ Advocacy, to encourage the stakeholders to make their voices heard
- ▶ International (NGO) such as DFID, USID Red cross, and many others should make sure all the stakeholders are included in the decision making process.

REFERENCES:

- ▶ Abede, M, A.(2004). Climate change, gender inequality and migration in East Africa. Vol 4, pp 104.
- ▶ Barrios, S, Albert, S, and Bertinelli, L. (2006). Climate change in rural – urban migration. Vol 60, pp 357 – 371.
- ▶ Mendelson, R. (2008). The impact of climate change on agriculture in developing countries. Vol 6, pp 5 – 19.
- ▶ UNFCCC. (2007). Fact sheet. Climate change science. Available at: <https://unfccc.int/files/press/backgrounders/application/pdf/press-facts-science.pdf>. Retrieved on 28th October 2018.

Conclusion

- ▶ We have discussed the equality and gender issues that the suffragette movement has raised.
- ▶ We have examined the timeline of the suffragette and where we are today.
- ▶ What remains to be done?

