

Teacher	Adrian Worsfold				
Date	13 January 2003				
Time	09:15				
Place and room	U43				
Group	Key Stage 4 Second year short GCSE				
Subject and topic	RE Poverty				
Resources	OHP, OHTs, exercise books, 4 packs of Resource sheets, globe				
Aim of Lesson	Introduce Poverty				
Objectives (to go on board)	<p>(The student will be able to demonstrate that:) This lesson I learn that:</p> <ul style="list-style-type: none"> • Absolute Poverty is severe deprivation of basic human needs, including food, safe drinking water, sanitation, health, shelter, education and information. • Overall Poverty is a lack of income and resources to maintain livelihoods leading to conditions of hunger and malnutrition, ill health, limited education, increased illness and death, homelessness and poor housing, unsafe environments and discrimination with exclusion from a wider cultural life. 				
Timing	Point (Objective)	Task	Differentiation (if relevant)	Assessment method	Resources
10 minutes	Objectives Register Students sat at 4 tables	Writing		Checking books	Board, Exercise books
10 minutes	Introduce task - speak and let them take over	Opening resource packs and reading instructions		(What they produce)	Instructions and resource sheets in four packs

25 minutes	Report completion - by reading packs and writing introductions	Students create introductions to reports including design and logo for each, sorting them	The quality of writing, experiment to see who organises themselves to do these tasks.	Do they read well enough the content, some of which can be difficult, or just follow basic tasks	Resources, globe
10 minutes	Extended Summary of themes	Questions and answers	Quality	From quality and who speaks	

<p>Guide:</p> <p>Pupils as a whole and individuals aid to understanding.</p> <p>Monitoring method and evidence. Work relationship to previous learning. Pupils understanding the criteria for assessment.</p> <p>Relevant, sound subject knowledge. Work differentiated. Pace. Smoothly from activity to activity. Teaching strategies and learning styles. Entry level. Core subjects like literacy and numeracy. Class management and control.</p> <p>Resources appropriateness. Use of ICT.</p>	<p>Evaluation:</p>
--	--------------------

Continuation thoughts:	
------------------------	--

The students sit according to who they can work with in four more or less evenly numbered groups. It is from there that they attempt these report introductions. The summary should reinforce basic themes in the report.

A. Worsfold