

Course	Religious Studies
Session Title / Week No	The Bible- <i>as a source of wisdom/authority in everyday life</i>
Date	
Time	12:40
Location	G6
Tutor/s	Paige Crone
Duration	90 minutes
Aims	<p>1 Be able to define what Christians consider as the meaning of life</p> <p>2 Be able to explain the extent to which the Bible offers a guide to living for Christians</p> <p>3 Be able to evaluate the extent to which the Bible successfully provides a good guide to living</p>

Differentiated Learning	<p>Seating plan is created on a range of abilities to help scaffold and stretch students during pair work and provide support from peers if required. Seating plan is changed every half term in order to keep learners active and social. All tasks are differentiated with a range of difficulties and specific tasks given to specific pupils through techniques such as colour coding.</p> <p>Students are probed via Q+A, and will be asked to justify their responses.</p> <p>All Students will be asked to frequently measure their progress throughout the lesson by using their traffic light system cards against the learning aims of the session.</p>
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Learner information including ALS	<p>There are three ALS needs in this class. One student has dyslexia and therefore requires a little longer to read and complete writing tasks, this is considered when timings are allocated to tasks in lesson plan. One student has anxiety and therefore struggles with direct questioning, this is noted and this student is assessed in alternative methods of assessment such as mini white boards. Additionally one student suffers with visual stress and therefore benefits from green over lays- all resources for this student are printed on green paper.</p>
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Maths	English	ICT	Equality & Diversity/British values
<u>NA</u>	Reading, writing, speaking, listening and presenting ideas in the form of debate.	<u>NA</u>	Students are exploring the values of Christianity in its various forms. They will

			<p>compare this with other traditions and be able to critically analyse them taking into consideration the society they live in. Students will be moved every half term in order to socialise them and encourage debates by hearing a variety of people's perspectives.</p> <p>Students will hand in home work which was to research inspirational female theologians in order to help build a wall of fame in the religious studies room.</p>
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Approximate Timings	Learning Objectives	Learner Activity	Teacher Activity	Resources	Assessing Learning
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12:40-50	1	<p>Mini Starter: 2 minutes On your whiteboard write down as many things you can remember from last lesson. All of you must write 3 things Most of you should write 4 things Some of you could write 5 things</p> <p>Specification check and lesson objectives</p>	<p>Ensure students follow classroom rules such as mobile phone pouch and get them on task immediately with this mini starter</p> <p>Set the scene for the lesson, where learners are at and where they will be at the end of the lesson Probe answers and lead Q+A</p>	<p>Mini white boards and Power point</p> <p>Powerpoint</p>	<p>Formative through mini white boards and Q+A (Differentiation through tasks).</p>
12:50-1	1+2	<p>Stand by your answer Everybody stand up If you wrote down 3 things <i>sit down</i> If you wrote down 4 things <i>sit down</i> If you wrote 5 things <i>sit down</i> If you wrote more than 5 <i>stay standing</i></p>		<p>Mini white boards and power point</p>	<p>Formative assessment: stand by your answer</p>
1:00-1:10	1+2	<p>Task: Post it on On your post it note define what '<i>the meaning of life</i>' is to you. Now take someone else's post it and use a highlighter to emphasise any significant words in the definition Swap this with the person next to you. On the back</p>	<p>Teacher input and questioning responses</p>	<p>Post it notes and Powerpoint</p>	<p>Formative through task: post it on</p>

1:10-1:20	1+2	<p>of the post it, <i>write down where you think the definition given takes it influence from</i></p> <p>THINK: <i>What factors influence our daily behaviours?</i></p> <p>PAIR: <i>Make a list of examples of these factors</i></p> <p>SHARE: <i>Be ready to feedback to the class</i></p>	Give Students bigger picture, why this is relevant and what it is leading to, provide scaffolding where appropriate.	Post it notes and Powerpoint	Formative through think pair share task
1:25-25	3	<p>Back it up-I will allocate you a number either 1 or 2</p> <p>If you are 1: read page 34 of the Christianity textbook, using the sheet as a guideline for your reading</p> <p>If you are 2: read the hand out provided, use the work sheet as a guideline for your reading</p>	Allocate groups on differentiated basis, monitor students to remain on task and provide guidance on theory where appropriate	Work sheet, text book and Powerpoint	Formative through Back it up task
1:25-45	12+3	Christianity court room	Explain PP slide and task to students to ensure they understand	Powerpoint and work sheets	Formative through debate
1:45-55	12+3	<p><i>Episode 3 Case: 'The Bible'</i></p> <p>Plenary: Write down 3 things you have learnt so far this lesson</p>	Ask students to revisit their learning objectives and measure their progress through demonstrating knowledge on white boards	Powerpoint and white boards	Formative through plenary

		Revisit lesson objectives and measure progress with flash cards			
Evaluation :	<p>Due to a college event there was a last minute room changed which meant the lesson started later than usual. Due to the setup there were different arrangements of tables and I was anxious about the dynamic of the room however this was actually really positive and created a more active class than usual. This really helped the tasks go well and students were able to make good progress through the lesson, which was made easier by the use of the traffic light system for the cards. Something I felt I did really well was to ensure students who finished were not passive and were onto another task.</p>				
	<p>Individual Targets for improvement:</p> <ol style="list-style-type: none"> 1. Get a mobile phone pouch for all lessons not just some 2. Be vigilant with behaviour management 3. Leave probing questions if uncomfortable 				