

# ***Title of the Lesson plan: Equality or Equity?***

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**Prilagodbe za učenike s teškoćama:**

- a) prilagodba fonta
- b) desno poravnanje teksta
- c) produženo vrijeme rješavanja zadataka
- d) korištenje pomagala za učenike oštećena vida (elektronička bilježnica, prijenosno računalo s brajevim retkom)

**Nastavnik dodatno pojašnjava učeniku svaki zadatak samo ukoliko to učenik zatraži, ali ne daje savjete niti sugestije za rješavanje zadataka. Za učenike oštećena vida I za učenike s disleksijom: video je moguće podijeliti u više dijelova ili pak napisati sažetak videa. Moguće je I zadatke bazirati na vještini slušanja. Zadatak Escape room učenik oštećena vida (ovisno o stupnju oštećenja) rješava zadatak u paru ili manjoj grup s ostalim učenicima koji nemaju oštećenje vida. Kreativni zadatak učenik oštećena vida može riješiti I govorno. Tekstove za čitanje učenicima oštećena vida I učenicima s disleksijom potrebno je skratiti. Skraćivanje ovisi o težini oštećenja tj. disleksije. Preporuča se I korištenje Immersive Reader.**



<b>Age group</b>	15-19 godina
<b>Learning space</b>	Classroom
<b>Subjects this activity could be used for</b>	Cross-curricular; Integrated Curriculum: English Language, Sociology, Citizenship, Psychology
<b>Estimated length:</b>	90 minutes
<b>Objectives</b>	<p><b>Students will understand the key concepts</b> such as sustainable development, equity, equity and scarcity, and explore the interconnections between the goals 1, 4, 5 and 10. They will apply the learned concepts to the real world, by developing practical solutions to the causes and consequences of poverty, inequality in a collaborative and investigatory manner.</p> <ul style="list-style-type: none"> <li>By the end of this learning activity, students will be able to raise awareness about equality. They will be able to distinguish between equality and equity. They will be able to express their opinion using critical thinking methods to support their ideas. They will be able to suggest and take initiative in their schools, families and communities to tackle the SDGs problems.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li><b>reliable internet connections, laptops/tablets or PCs; enough space in the classroom to move freely</b></li> </ul>

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<b>Method</b>	<p>suradničko učenje, blended learning; <i>I have organize learning in different stations, so that students can learn in chunks, warm-up activity to help them move. The final task gives students voice and choice to choose how will they present their final product to show what have they learnt about the topic.</i></p>	
	<p><b>Energizer: 1 Blindfold pairs:</b> An obstacle course is set out on the floor for everyone to look at. Students split into pairs. One member of the pair puts a scarf around the other member's eyes, or closes their eyes tightly so they cannot see. The obstacles are quietly removed. The other member of the pair now gives advice and direction to their partner to help them safely negotiate what are now imaginary obstacles.</p> <p><b>2 Small discussion; Discuss with your peers:</b> How did you feel while moving around having a blindfold? Use only three words to describe your feelings.</p> <p>Station-rotation activity</p> <p>Station 1: Students watch the video and answer the on the exit card questions <a href="https://classroom.google.com/u/0/w/Mzk2ODIzOTk2ODk5/t/all">https://classroom.google.com/u/0/w/Mzk2ODIzOTk2ODk5/t/all</a></p>	



Station 2: Research: Students read and make research to find out how are the goals connected. They post their answer on the board (post it papers)

<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

Write an opinion essay 250 words	Write argumentative essay 250 words	Complete a SWOT analysis and identify skills needed to be a changemaker
Organize an event in your school and make teachers and peers aware of the issues	Make an interview with a town major	Write an open letter to your MEPs or one of them and introduce the issues in our country
Create a video film trailer using the digital tool of your choice. Remember to include music to set the tone, and tell a brief story about the central conflict and characters without revealing too much! Tease the audience	Make video; motivational speech, TED talks (3min)	Be creative

Final task: Choice board

Students choose the final product

	<b>APPLICATION OF NEUROSCIENCE CONCEPTS</b>	
	<ul style="list-style-type: none"> <li>• <i>learning is organized in different stations, so that students can learn in chunks.</i></li> <li>• <i>warm-up activity will ensure students move</i></li> <li>• <i>the final task gives students voice and choice to choose how to present their final product to show what they have learnt about the topic</i></li> <li>• <i>rewordify can help low-level students to understand the authentic text</i></li> <li>• <i>immersive reader helps dyslexic students</i></li> </ul>	
Evaluation:	Nakon što su učenici napravili završni rad slijedi prezentiranje istih. Za to je potrebno novih 90 minuta.	
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<p><b>Blended and remote learning environments</b>  <i>Can the activity be replicated in a blended learning environment (online and offline teaching combined) or in a remote learning scenario (fully online teaching)? If so, for which of these two learning environments can it be adapted, or both? Which tools and what preparations are necessary?</i></p> <p>Aktivnost se može promijeniti i u online okruženju, preko platforme Teams. Nastavnik šalje materijale koje učenici trebaju proučiti, nastavnik dodatno pojašnjava nove sadržaje. Učenici dobivaju zadatke koje trebaju riješiti u grupi.</p>		



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