

Grade 10 (E-Phase)

Lesson Overview

Learning Goal: Using writing as powerful weapon for making a difference

Grade 10's curriculum is focused on the student's individual sense of agency. Over the course of seventeen lessons, students will identify a problem, research its background, connect with a person who is emotionally involved and an expert in the field, come up with a solution of a local or global aspect of the problem, take action and evaluate the outcome. During the course of this process they will focus on their writing skills and improve them, in order to be able to be more convincing in taking action through writing.

Unit Scaffold

Lesson	Title	Language Acquisition	General Learning / Global Citizenship
1	How can one person make a difference?	Diagnosing vocabulary/grammar, etc.	Preparing learning What do I know already? What is my connection to the topic?
2	Finding Ikigai - How can I combine my strengths, passions and goals with the needs of the planet?	Producing small pieces of text with the help of text fragments	Starting the learning process Defining a goal, researching subtopics, getting an overview
3	Research: What is the current situation?	Note taking from written sources	
4	Connecting with an expert in the field	Note-taking from oral sources	Adding empathy Creating personal connections, role-playing, examining art, creative approaches
5	Connecting with someone who is immediately affected by the problem I have defined?	Note-taking and quotes from oral sources	
6	What can I learn from art/poetry which deals with the subject?	Writing about art, with the help of a word bank	
7	How do I need to improve my writing to use it as an efficient tool to make a difference?	Writing a text, diagnosis	Further research / collaboration with partners / creating deeper understanding / improving skills Deepening knowledge, rehearsing impact, improving skills
8	Improving convincing writing	Practice and feedback	
9	Improving convincing writing	Practice and feedback	
10	Checking in with teachers and other experts	Feedback and setting new goals	Evaluation of learning process Are we on the right track to reaching our goals? Which action is needed?
11	Improving our letter		Strengthening skills

	of impact / our essay	
12	Improving our letter of impact / our essay	
13	Writing a press release	Action Initiating action
14	Writing a follow-up letter	Exercising action
15	Writing to a politician	
16	Wrting to a company	
17	Giving feedback	Reflection Reflecting outcome, collecting ideas for future strategies.

Learning Objectives

- Students will identify goals that they can achieve to contribute to sustainable development
- Students will engage with a real-world problem in their own community, talking to people and developing their own solution.
- Students will improve and practice formal writing that is designed to help make a difference.

Grade 10

Lesson 1

“Self”

Time Frame: 60 mins | **Subject:** English | **Designer:** Emma Changemaker

Standards: SDG 1 (End Poverty), 2 (Zero Hunger), 3 (Good Health and Well-Being), 4 (Quality Education), 5 (Gender Equality), 10 (Reduced Inequalities), 16 (Peace, Justice and Strong Institutions), 17 (Partnerships for the Goals)

Summary and Rationale: In this lesson, students will brainstorm their ideas about how one person can make a difference. They will choose statements about making a difference that they agree with and elaborate on their point of view. Also, they will reflect on their beliefs with regards to making a difference, e.g. why they find it difficult to see themselves as changemakers. They will identify situations in the community and the world in which change needs to be initiated. For instance, they may say that it is a current problem that too much food is wasted in our supermarkets. They will come up with ways of making a difference through writing. In the following lessons, students will turn towards the community, the nation, and the world to find solutions to the problems they have identified. They will write letters and articles to address stakeholders, suggesting change and asking for a response.

Instructional Goals:

- Students will be able to reflect on their attitude towards making a difference.
- Students will be able to identify gaps/problems in their community, country, and the world.
- Students will be able to collect ideas of making a difference through letter writing.

Understanding Goals:

- There are plenty of ways in which one person can make a difference.
- Every person can define a goal and aim to achieve it.

Essential questions:

- What is making a difference?
- How do people make a difference?

- How can you make a difference in the world?
- Where in our community, nation, and or world do we see possibilities for making a difference?

Lesson Plan

Time	Activities	Objective	Conditions	Assessment
Opening (5 min)	Open the lesson showing the term "Making a Difference" on the board and letting students utter their first thoughts to their partners.	Activating knowledge, preparing a topic	In class, talking with partners.	Can the students exchange first thoughts on a topic?
Activity #1	Show students different statements about making a difference and let them stand next to the statement they agree with. Ask some students to explain their choice.	Taking a stand	In class, as a whole	Can the students explain their choices in front of the group?
Discussions	In groups of five, let students discuss the following questions: - Why do you think the class chose the statements they chose? - In how far do you think that your attitudes represent the thoughts of other teenagers on this planet? - What would be the prospect of the planet, if all 1.2 Billion students in the world chose the same statements that you chose?	Cooperating with other students in their groups	Group work	Can the students discuss and imagine the effects on the world, if their attitudes represented the thoughts of a whole generation.
Activity #2	Let students come up with a list of topics that they think need change in their community and the world. Let them brainstorm ideas of how to initiate change through writing. Let them collect ideas on the board.	Defining needs and collecting ideas for solutions	Individual work Presentation	Can students come up with a list of needs and ideas for solutions?
Concusion/ Reflexion	Students reflect on the lesson and utter ideas for next steps.	Reflexion, next steps	Plenary session	Can students define next step?

Resources for students: ●You and Your Values: <http://tiny.cc/G10L1R1> ●Choices and Values: <http://tiny.cc/G10L1R2>

Resources for teachers: ●Values Education Curriculum: <http://tiny.cc/G10L2R3> ●Activities that Teach Values: <http://tiny.cc/G10L2R4> ●Lessons and Activities for Teaching Respect: <http://tiny.cc/G10L2R5> ●Character Education Lesson Plans: <http://tiny.cc/G10L2R6> ●Advocates for Youth Values Lessons: <http://tiny.cc/G10L2R7>