 **Lesson Plan Number:**

**Subject:** Religion **Topic:** Abortion (Introduction)  **Year Group:** 5th Year\_

**No. of Students:** 17 **Date:** 25th October 2011  **Time:** 4.00pm **Length of Lesson:** 15 minutes

**How has the previous lesson informed my planning for this lesson?**

Pervious classes covered controversial issues such as ‘When Life Begins’ and ‘if there is justified reasons for Abortion’ therefore student will have created some opinions around the topic already. Students have heard view points from the Catholic Church, mother/fathers, and society but have yet to hear from the foetus/unborn baby. Thus, this lesson will concentrate on the foetus/unborn child

 **Lesson Aims:**

To facilitate students’ development of knowledge and attitudes towards the topic of abortion

**Learning Outcomes:**

By the end of this lesson student will be able to:

* **Identify the emotions and feelings of the unborn foetus**

**Prior knowledge:**

Students will be familiar with the key concept of Abortion and will also be familiar with word such as fetus. Students will have prior knowledge from the previous classes about ‘when life begins’ and a brief introduction to abortion. Students will have already developed some opinions about the topic. Students were then introduced to a brief introduction to abortion and the reasons why a mother/father may chose to abort.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Lesson Development** | **Key Concept(s)** | **Differentiation/****Mixed Ability** | **Teacher Activity****(Methodology)** | **Student Activity** | **Questioning** | **Assessment** | **Resources** |
| ***Starter Activity*****Time: 2 minutes** | Defining Abortion | **Students must** provide a word relating to abortion**Students should** be able to construct a definition of abortion**Students could** combine both definitions to create a deeper meaning | Introduce Topic via Power PointAsk question to help students brainstorm Instruct students to brainstorm their answers on the whiteboardAssist the construction of a definition with students answersProvide a definition to students and relate it to their definition | Listen and visually see introduction via power pointBrainstorm what they know about the topicActively using whiteboard to share answersConstruct a definition by using their answersVisually see a definition of abortion  | Write down one word that comes to mind when you hear the word abortion.Create a definition using the words on the white-board.What comparisons can you make with both definitions? | Power point is an effective teaching tool as students can visual aids at all times Brainstorming will allow students to recall their prior knowledgeWhite-board will show the students existing knowledge of the topic.Using the students’ answers to construct a definition will help students understand the definition more.Comparing both definitions will create a deeper meaning for students. | Power pointDefinition - The Challenge of God, Third Edition, Exploring Morality By Anne & Niall Boyle p. 68 |
| **Connection between** **Starter Activity and Main Activity** | The starter activity allows students to recall their previous/existing knowledge about the topic. Students will be able to use this information and apply it to the main activity. |
| **Lesson Development** | **Key Concept(s)** | **Differentiation/****Mixed Ability** | **Teacher Activity****(Methodology)** | **Student Activity** | **Questioning** | **Assessment** | **Resources** |
| ***Main******Activity*****Time:** | Is the foetus voiceless?The emotions and feelings of the foetus | **Students must** agree or disagree with the statement. **Students should** be able to relate to the foetus through meditation**Students could** recognise that the foetus is voiceless but needs to be heardin society | Present a statement via power point Facilitate class discuss based on the statementArrange students in a circleDistribute a handout to each student Read the letter while sitting among students in the circle.Ask questions based on students’ first reaction to the letterFacilitate ‘meditation’ – based on key word in the letterFacilitate class discussion based on the letter | Visually see a statementActively take part in class discussionMove into a circleReceive a handoutListen and follow the letter being red.Answer questions to describe their first reactionMeditate to embrace the power of the letterActively take part in class discussion | Do you agree/disagree with this statement?Explain your answer?Why is the foetus at a disadvantage? What does purse in the statement mean? Do you think it’s important to take into account the foetus’ feelings/emotions?What is your first reaction to the letter?What way does the baby girl describe the procedure?  | Students can agree or disagree with each other which will create classroom discussion.Moving the seat into the circle will allow students to feel comfortable and inclusive.Giving each student a copy of the letter will allow students to follow the reading and connect more with the words.Meditation will be used where students can gather their thoughts on the letter and the voiceless fetus. | Power-pointLetter Handout - <http://www.bukisa.com/articles/367252_abortion-letter-letter-of-baby-to-her-mother> Mediation Sheet |
| **Connection between** **Main Activity and Conclusion Activity** | Students will have sufficient knowledge of the given topic; therefore will be able to apply their knowledge to answer a series of question to recap on the lesson and to embed their learning. |
| **Lesson Development** | **Key Concept(s)** | **Differentiation/****Mixed Ability** | **Teacher Activity****(Methodology)** | **Student Activity** | **Questioning** | **Assessment** | **Resources** |
| **Conclusion /plenary**  | Defining AbortionIs the foetus voiceless?The emotions and feelings of the foetus | **Students must** create an opinion based on the lesson**Students Should** recognise the need to ‘listen’ to the foetus | Provide a piece of paper for each studentInstruct each student to write something about abortionInstruct each student to stare their opinions on the place on the board. | Receive a piece of cardWrite a thought about abortionShare their opinion with the class, and place on the board. | Do you think it is important to ‘listen’ to the foetus? Has this letter had an impact on your views of abortion? Explain | Each student will have an opinion/view and will be allowed to share with the class. Placing each opinion on the board will create an opinion board where each opinion is important and shared. | Card paperWhiteboard |

**Lesson Observations (e.g. student difficulties, special needs, etc.):**

**Lesson Evaluation:**

 