

Lesson Outline:

This Lesson Plan will be broken down into two periods, with follow up as required:

Duration of 1 lesson: 40 min

- 1st Lesson: Opening (5 min) + INM (15 min) + GP (20 min) and +1 buffer minute for each section
- 2nd Lesson: GP Presentations (20 min / group) + IP (first draft of essay - remainder of the period)
- Follow up: Touch point every week for checking and feedback + Final Closing (5-10 minutes)

VISION-SETTING	OBJECTIVE. What is your objective?	KEY POINTS. What knowledge and skills are embedded in the objective?								
	<p>SWBAT to write an essay on “What is fairness in education?”</p>	<ul style="list-style-type: none"> • Educational inequity: taleem ki na-insafi • Equitable: fairness. • Education system: taleem ka nizam. <table border="1" data-bbox="808 583 1299 1066"> <thead> <tr> <th>Sections</th> <th>Suggested Prompts</th> </tr> </thead> <tbody> <tr> <td>Introduction</td> <td>What is a fair education system?</td> </tr> <tr> <td>Body</td> <td>In what ways have you seen fairness in education around you?</td> </tr> <tr> <td>Conclusion</td> <td>How do you think all of us can work towards fairness in education for our future?</td> </tr> </tbody> </table> <p>Learning Arc:</p> <p>Introduce lesson with talking about “What do you think fairness is?” and then linking with “Do you think humara education system fair hai? Aapko fairness kahan nazr ayi hai? Kahan nazr nahi ayi?”</p> <p>The class will be divided into two groups to discuss fairness and unfairness in education in their personal experiences and how this affects their lives. Write their arguments for their side on chart papers or on sheets in any language they feel comfortable in. In small groups, they will make their arguments and share as a large group sharing.</p> <p>Fellows to continuously prod and facilitate critical thinking - encourage them to think about Why.</p> <p>Once they’ve heard everyone’s thoughts - they write their essay using the suggested prompts.</p>	Sections	Suggested Prompts	Introduction	What is a fair education system?	Body	In what ways have you seen fairness in education around you?	Conclusion	How do you think all of us can work towards fairness in education for our future?
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	<p>CONNECTION TO LARGER GOALS. How does the objective connect to larger learning goals (e.g., unit goals, the big goal)?</p>									
<p>DETERM- INING METHODS</p>	<p>OPENING (5 min.) How will you communicate <i>what</i> is about to happen? How will you communicate <i>how</i> it will happen? How will you communicate its <i>importance</i>? How will you communicate <i>connections</i> to previous lessons? How will you engage students and capture their interest?</p>	<p>MATERIALS.</p>								

	<p>Assalam o alaikum, class!</p> <p>Today, we are going to have a debate with one another, on a topic that we are often thinking about. In a debate, there are always two sides. I have in my hands two pieces of folded papers with the two sides of the topic.</p> <p>I'll divide you into two groups, you will have to select one person from your group to do a toss, and the winner gets to pick a piece and decide which side your group will be on.</p> <p>Let's do a toss to decide which group will get to select!</p> <p>(Give students 1 minute to decide - and do the toss in 1-2 minutes. Ask the student to read out what the chit says.)</p> <p>So, class, our topic for debate today is "What is fairness in education?" and we have to discuss how our education system is fair and in what ways our education system has not been fair."</p>	<p>Folded papers to say "Our education system is fair."</p> <p>"Our education system is not fair."</p>
	<p>INTRODUCTION OF NEW MATERIAL (15 min.)</p> <p>How will you explain/demonstrate all knowledge/skills required of the objective, so that students begin to actively internalize key points?</p> <p>Which potential misunderstandings do you anticipate? How will you proactively mitigate them? How will students interact with the material?</p> <p>How/when will you check for understanding? How will you address misunderstandings?</p> <p>How will you clearly state and model behavioral expectations? Why will students be engaged?</p>	
	<p>But let's talk about what fairness is first.</p> <p>What do you think fairness is?</p> <p>Teacher's Action: Take students responses; expected answers - justice, insaaf, barabari.</p> <p>How have you seen fairness around you in your life?</p> <p>TA: Prod students to think about how people have been fair around them - what examples are coming up in their mind to prepare them for the thinking work ahead.</p> <p>These are really interesting ideas - now, tell me, do you think our education system is fair?</p> <p>TA: If necessary, prod: Have you seen this kind of fairness in how our schools are built? The way our classrooms are? In how many or little teachers we have? (add more questions to get students thinking more.)</p> <p>Expected answers: there might be a balance between students thinking it is fair and it is not.</p> <p>Yes, you are right, in some ways, our education system has been fair, but in some ways it hasn't been. Sometimes education system is fairer in private schools, sometimes it is fairer in urban schools.</p> <p>We call this unbalanced fairness: Educational Inequity.</p> <p>And this is what we are going to plan our debate about today.</p>	
	<p>GUIDED PRACTICE (20 min.)</p> <p>How will students practice all knowledge/skills required of the objective, with your support, such that they continue to internalize the key points?</p> <p>How will you ensure that students have multiple opportunities to practice, with exercises scaffolded from easy to hard?</p> <p>How/when will you monitor performance to check for understanding? How will you address misunderstandings?</p> <p>How will you clearly state and model behavioral expectations? Why will students be engaged?</p>	

	<p>We'll spend today preparing for the debate - In groups, let's make lists about what examples that we have seen around us that are telling us that our education system is fair to us and allows us the chance to succeed. And in what ways, it is not fair, and does not allow us to succeed. You have 20 minutes today to make your lists of arguments. Tomorrow, we will have the debate.</p> <p><u>Monitoring Practice:</u> Teacher to facilitate discussion and push students to think more about how they have seen: Fairness around their experience of their education system What they think theirs and others' role is in shaping a fair education system.</p> <p>- TA: Close off lesson by thanking students for their responses and asking them to keep their mind maps and ideas safe for the next class - We will be starting the class by discussing them and then using these to write our essays. Assign as homework if they'd like more time to think about this exercise.</p>	
	<p>GP Day 2: (20 minutes)</p> <p>TA: Begin the session by asking students what they worked on in the last class briefly. Then start discussion as a large group.</p> <p>Give each group 5 minutes to share their arguments. Ask them to select one person to share their arguments. Uplift and commend their ideas and thoughts as you hear them.</p>	
	<p>INDEPENDENT PRACTICE (20 minutes)</p> <p>How will students independently practice the knowledge and skills required of the objective, such that they solidify their internalization of the key points prior to the lesson assessment? €</p> <p>When and how would you intervene to support this practice? €</p> <p>How will you provide opportunities for remediation and extension? €</p> <p>How will you clearly state and model behavioral expectations? € Why will students be engaged? €</p>	

- Now, we will begin writing our essays! The topic for the essay is ‘What is fairness in education?’
- Instructions:
- Your essay should have a title that you think best describes your essay.
- You can write this essay in pairs and you can write it on your own, it is up to you.
- You can write it in any language – Urdu or English.
- As you know, every essay has 3 main parts (Introduction, Body, Conclusion). You can write multiple paragraphs in the second section - ‘Body’.
- You may use the following prompts to plan and write your essay.

Sections	Suggested Prompts
Introduction	What is a fair education system?
Body	In what ways have you seen fairness in education around you?
Conclusion	How do you think all of us can work towards fairness in education for our future?

Monitoring Practice for Essay competition entrants:

Class, I have some exciting news: Teach For Pakistan ko 5 saal hogaye hain! And to celebrate its 5 year anniversary, we are holding a competition that is open to all students in our classroom. But it optional, you can choose to enter if you want to. Jo essay aapne aaj likha hai, aap usse competition mein bhi bhej sakte hain.

- You have written the first draft today, well done! Jin bachon ko competition mein hissa lena hai, unke saath ek alag process meine banaya hai - (Fellow to use her/his own discretion to decide when students can tell them about their decision to join competition.)
- We will find time on _____ every week (*TA: decide a time/day convenient*), and you will get your essays checked by me so I can provide you with feedback according to which you will adjust your essays.
- We will do this for 3 weeks. If you need any help during the week, you can come to me. By the end of February, we will be finished with our essays. (*Ye silsila ham 3 hafta tak jaari rakhein ge. Haftay k duraan agar apko koi bhi help ki zarurat ho, aap mujhse help maangsakte hain. February ke end tak hamare essays final hojaen ge.*)

I am so excited to see what you write!

Lesson Assessment: Once students have had an opportunity to practice independently, how will they attempt to demonstrate mastery of the knowledge/skills required of the objective? €

CLOSING (5-10 min.)

How will students summarize and state the significance of what they learned? €
Why will students be engaged? €

Class, we’ve started a very important conversation with this lesson - and I hope that we will continue to have it as we all grow up, and one day we are able to plan for and see a future that is surrounded with fairness!

HOMEWORK (if appropriate)