

Short-term plan: STAYING ALIVE WEEK 3

Year: 9 Term: 2 Week: 1 Teacher:	Objectives			NC focus
Section Timing (+/-)	Word/sentence activity 10 minutes	Intoduction/Development 30minutes	Plenary 10 minutes	Homework
Lesson 1 50 minutes	<p>Objective - to understand the methods of raising awareness through TV media.</p> <p>Possible types of report: News programme (e.g. six o'clock news) GMT sofa interview Question Time Factual documentary Look at some clips- Spot the difference.</p>	<p>Aim—In teams create a TV programme which is aimed at teenagers to promote healthy living for the future.</p> <p>Video these programmes and display some during the show on laptops</p> <p>Choose one type of media report. And have a collaborative meeting to design and plan your programme.</p> <p>What are your responsibilities now?</p>	<p>Share your idea.</p> <p>What might be a difficulty in creating this programme?</p> <p>How can you get round those difficulties?</p>	
Lesson 2 50 minutes	<p>Starter should allow group touch base With their idea s and decide upon an action plan for the session and home-learning.</p> <p>Use collaborative materials throughout the next few lessons</p>	Collaborative team work and project planning .	Assess the performance of the group using a number of assessment activities.	Students can use home learning to video.
Lesson 3 50 minutes	<p>BBC report (Mar 11th)</p> <p>Continue as lesson 2</p> <p>Ready for filming?</p>			

Short-term plan:

Year: 9 Term: 1 Week: 1 Teacher:	Objectives				NC focus
Section Timing (+/-)	Word/sentence activity 10 minutes	Introduction 15 minutes	Development 15 minutes	Plenary 10 minutes	Homework
Lesson 5 50 minutes	Use Half-Caste Power-Point slides. Display words on the board like girl, bird, woman etc. and ask pupils to discuss the connotations of these words.	Go over the background of the poet John Agard with students. Watch the Bitesize clip of the poem.	Students should be given a copy of the poem. Complete questions on the slide.	Why does John Agard object to the use of the word Half-caste? How has the meaning of language changed and developed?	
Lesson 6 50 minutes	Explore what imagery is and write a definition.	Pick out images in the poem.	Draw and annotate the images from the poem e.g. a man standing on one leg.	Ask students to explain the effect of these images, what is it meant to make the reader realise?	Complete pictures.
Lesson 7 50 minutes	What similarities can students find between <i>Inglan is a Bitch</i> and <i>Half-caste</i> . Draw out and discuss the use of accent and dialect.	Ask students to practice reading the poem in different ways.	Re-write a stanza of the poem in Standard English. Including changing the punctuation. Ask a student to read out the new stanza.	Discuss the importance of accent and dialect in identity and culture. You could refer back the people in the immigration video clips, where immigrants had clearly changed	.

Short-term plan:

Year: 9 Term: 1 Week: 1 Teacher:	Objectives				NC focus
Section Timing (+/-)	Word/sentence activity 10 minutes	Introduction 15 minutes	Development 15 minutes	Plenary 10 minutes	Homework
Lesson 8 50 minutes	What is the difference between accent and dialect?	What assumptions do we make about people because of their accent and dialect? Play examples of different accents from around the uk, what assumptions do we have of these people? http://www.bl.uk/learning/langlit/sounds/	Students to go around the room and collect as many examples of “their dialect” as possible. They should try and find at least one word or phrase they have not heard before.	Share and discuss examples.	Create an accent and dialect poster.
Lesson 9 50 minutes	How do you expect a news presenter to speak? Listen to the start of the BBC Radio 4 news at 6 on Iplayer. Discuss the accent and what we might think of that person.	Now watch the slide show and listen to Unrelated incidents being read. Use the Unrelated Incidents PowerPoint.	Answer the questions/ activities on the Unrelated Incidents PowerPoint.	Why has the poet chosen to write this poem in dialect? What is the poets view?	
Lesson 10 50 minutes	Give the students the poem with the words all blanked out, what can they tell about the poem	What tone might this be read in? Why? Students should find quotations like “belt up” and “yoo scruff”	Ask the students if they can identify anything that the poem is missing?	Is the poet serious or is he trying to be humorous?	.