| **Lesson:** | 5.1 Planning a Project |
| --- | --- |
| **Focus of the lesson:** | Students will plan their own group projects |
| **Prior knowledge:** | Students will build on all of the knowledge they have accrued throughout this unit and apply it to creating their own projects. |
| **Learning Objectives:** | To specify the issue you are going to address and plan your project. |

| **Lesson Outline** | | **Description** |
| --- | --- | --- |
| **Starter** | Starter:  Choose a global issue you would like to focus on and create a mind map of everything you already know about it.  Challenge:  Can you link this issue to at least one Sustainable Development Goal? | Students will individually consider which global issue they would like to focus on and will state what they already know about it in a mind map. This will give them a foundation of knowledge to build upon throughout their project.  By linking their issue to at least one SDG, students are demonstrating their understanding of the unit thus far and are helping themselves hone in on a target for their project to focus on. |
| **Main** | * Design a blueprint for the future * Lesson 1 targets | * Students will be briefed on the success criteria for their project so they are able to start planning how they will design it. * As a class, we will go through a couple of examples of issues that could be addressed and will watch 1-2 brief videos about sustainable cities and sustainable energy to aid the students’ understanding of an appropriate scale to pitch their project at. By using these specific examples we are covering two more global issues that were not covered in the scheme of work so far. This gives students a broader picture of the issues they have not yet identified. * Students will be given a brief outline of what I expect them to have achieved by the end of the lesson to help them manage their time. They will be given a planning sheet to help them consider their project before they jump in. * The planning sheet asks them to identify the problem they would like to tackle, the root causes, sources of information they may like to use, and requires them to state what has already been done and what they like about the ideas. * By considering the root causes of the issue they have chosen as well as what other people have done, students will be more able to identify specific problems they can address and base their ideas off projects that already exist. * After the targets have been set and students start their projects, the teacher should circulate the room to check the viability of each project and ensure each student in the group has a fair workload. |
| **Plenary** | Review your work so far - what have you achieved today?  What are your goals for the next lesson?  Make sure you write them down so you don’t forget them! | By asking students to summarise their work so far, they are holding themselves accountable to the targets I set them and are considering how to manage their time. They will have a clear picture of where they left off for the start of next lesson so they are able to immediately pick it back up again and no time is wasted rehashing what they had previously done.  As they are completing this summary, I will circulate the room and check individual projects to get an idea of timings and ensure students are on the right track. |