

KS3 Unit 3.3 Sikhism Lesson 3

Context:

Students should now have fully explored their plans and decided how they wish to tackle the project. They have had time to discuss with talk partners about their ideas and identified questions on which they need to focus

Essential core:

See sheet.

Resources:

Tasc wheel

www.bbc.co.uk/religion/religions/sikhism

www.sikhs.org/

email a believer: <http://pof.reonline.org.uk/>

INTRODUCTION:

Introduce students to the next element of the TASC method, which is the “Implement” phase.

This is the longest phase and teachers need to explain how long they will be given to complete the project (eg 4-6 lessons + 2 homeworks). However, crucial in this process is the constant review stage:

- How do I check my progress?
- How do I know I am doing it correctly?
- Is my plan working?
- What do I do next?

Explain that in any project, whether in school or at work, people need to consider how to measure their progress and constantly check that they are working towards their goals. Introduce the idea of drafting- attempting a part of the project and sharing it with others for collaborative review.

Discuss what they can use to make sure they are making progress: that what they are producing is the best it can be. Eg How will they assess they are making progress- for example, how important will be the assessment objectives? Do they want time built in to lessons to collaboratively review what they have done? Could they email a Sikh?

BUILD UP:

Students now need time to work on their projects

TASK:

See above.

FORMATIVE ASSESSMENT:

This is essential during this phase. Teachers need to be constantly checking not only that students are on task, but understand the guides they are producing. Encourage students to use their Bloom’s questions to help them ask HOTS.

Plenary

Talk with your talk partner about what you have decided to do and talk through your plan. Share suggestions and improvements to your ideas.

Differentiation:

- By outcome