

**Hi, my name is Beverley Clark and I am studying for a PGCE in Geography and as you can guess my subsidiary subject is Special Educational Needs. I have a great interest in special educational needs and have quite a lot of experience as I worked as a one to one classroom assistant in an MLD school for a year and a half and am also a leader in a youth club for the pupils of a local severe learning difficulty school.**

**This lesson plan was taught to a year 8 class in a local secondary school. The class had been studying the make up of Northern Ireland, the Republic of Ireland and the British Isles. This lesson focused on the British Isles and has been adapted to incorporate to dyspraxic pupils in the class.**

## Lesson Plan.

**Topic:** The British Isles.

**Year:** 8GS

**Date:** 4/12/03

**Time:** 9.10 to 9.40

**Learning Outcomes:** By the end of the lesson students will –

- Understand the different terminology used to describe the British Isles.
- Know the different countries that make up the British Isles and their capital cities.

### **Resources.**

Classwork book.

Jigsaw worksheet of the British Isles.

Blank map of the British Isles.

Mapskills Atlas.

### **Cross Curricular Links.**

- Study of the world around us.
- Sense of identity and place.

### **Links to the Northern Ireland Curriculum.**

Places and locational knowledge

- Ireland- the counties, main towns, rivers, loughs and mountains.
- The capital cities of England, Scotland and Wales.

### **Differentiation.**

As the year group is streamed it is hoped that the lesson will be accessible to all the class. This is the third stream in the year group so some support may be required during activities.

### **Introduction. (5 minutes)**

Recap on the work Mrs McMurray has been doing.

- What countries make up the British Isles?
- What are their capital cities?
- Transition- ensure all pupils are quiet and focused on me before continuing.

### **Lesson Development. (15 minutes)**

- Ensure all pupils have an atlas.
- Read the section “Using the right names” as a class.
- Ensure all pupils understand this.
- Ask pupils to copy this into their books. (7 minutes)
- While pupils are doing this hand out the two worksheets and the glue and scissors.
- Explain the activity. The blue worksheet has all the countries of the British Isles drawn separately. The pupils have to cut these out and stick to the relevant part of the British Isles on their blank map and label each country.
- Ensure everyone understands before starting activity.
- Start task. (7 minutes)
- Transition- ensure all worksheets are stuck into their books. All pupils must be quiet and focused on me before continuing.

### **Special Educational Needs.**

The class will be completing their Christmas exam tomorrow so today’s lesson does incorporate a lot of work.

To enable pupils 1 and 2 to complete the work, I have written out the information from the atlas for them and they are required to stick this into their class work books.

I have also roughly cut out the different countries of the British Isles and written the first letter of each leaving them the task of trimming these and sticking them into their class work books in the right order.

I felt this was a necessary approach as both pupils suffer from poor motor skills so this small step will enable them to complete the task.

### **Conclusion. (5 minutes)**

Recap on the lesson.

- What countries make up the British Isles?
- What countries make up the United Kingdom?
- What countries make up Great Britain?

### **Assessment.**

As this is a new area there will be no formal assessment during this lesson. However, the lesson is question based so this will help me assess the pupils understanding of the topic. The key questions in the conclusion will enable me to assess the learning from this lesson. Working with maps allows me to assess the pupil’s visual literacy skills.

### **Evaluation of teaching.**

I felt this class went well. The pupils responded well to the introduction and they were all very keen to explain to me what they had covered with Mrs McMurray. The explanations were excellent and if a mistake was made someone in the class were able to correct it. When asked about the different decryptions of the British Isles the class surprised me with their prior knowledge. Allowing pupils to cut and stick worked extremely well and I noticed a lot of different approached to this task. I did not explain how they were to go about this task but just what was expected of them. Some pupils labelled all the countries first, then cut and stuck them in their books and others approached it as a jigsaw puzzle. The pupils worked very hard at this activity and appeared to really enjoy it. The questions in the conclusion were answered extremely well. Classroom management was not an issue in this lesson. If doing this lesson again I think I would already have the countries cut out, the pupils may have to trim them as this took a lot of time as some of the pupils had poor motor skills which I had not allowed for.

### **Evaluation of learning.**

By the end of this lesson I was very confident my learning outcomes had been met. When questioned on the different groupings of countries the pupil's knowledge was a surprise. The majority of the class were able to tell me what countries made up the British Isles, Great Britain and the United Kingdom and those who did not know at the beginning of the lesson were able to tell me in the conclusion. The cutting and sorting of the British Isles worked extremely well with the pupils completing this task with ease. I was pleased to note that when labelling their maps with both the countries and their capital cities not one pupil got this wrong.

### **Evaluation of Special Educational Needs.**

The small amount of preparation I undertook proved invaluable in today's lesson. The pupils both needed the majority of the lesson to complete the task as their motor skills are so poor. Cutting and sticking may appear as an easy lesson for the majority of pupils but watching these pupils struggle to use a pair of scissors really illustrated to me how difficult everyday life can be for them. However, they undertook the task with out complaint and coped remarkably well both leaving the classroom with a completed map in their books. I was very impressed with the positive attitude and determination both pupils had while completing the task. When they left the class I praised their work and their attitudes. This will hopefully motivate them to continue working hard.

