

Two lesson plan for GCSE English Speaking and Listening assessment task based on Listen to Me scripted by Christine Bacon and Sara Masters

LESSON I

WALT (What are we learning today?)

How to prepare to write the script for a dialogue based on scenarios inspired by one of the three *Listen to Me* testimonies. (This dialogue will then be performed as one of three GCSE English Speaking and Listening assessments.)

WILF (What I'm looking for)

1 An increased awareness of the rights of children and young people as defined by the *United Nations Convention on the Rights of the Child (UNCRC)*.

2 An understanding of what GCSE English Speaking and Listening assessments involved and what each is worth in terms of coursework marks.

3 A convincing dialogue between two people in an *informal context* in which you show the ability to **discuss, argue and persuade**.

CONNECT: (Whole class).

(20 mins)

Read the following to the class:

Twenty years ago most countries signed up to the UN Convention on the Rights of the Child. The Convention is a universally agreed set of non-negotiable standards. These basic standards-also called human rights-set minimum entitlements and freedoms that should be respected by governments. There are only two countries in the world that have not signed up to the Convention. They are Somalia and the USA. Due to conflict, Somalia has not had a stable government long enough to be able to sign the agreement. The US Government has never signed up to the Convention because it is seen by some as a threat to personal freedom and national sovereignty.

According to the Convention: "All children should grow up in a family environment in an atmosphere of happiness, love and understanding." Children are defined as everyone under the age of 18. Of course many children are still denied their rights, but the Convention gives them a framework from which to understand and demand what they are entitled to. The Convention also binds governments, by international law, to implement the civil, political, economic, social and cultural rights of children.

The key standards are:

The right to a childhood (including protection from harm)

The right to be educated (including all girls and boys completing primary school)

The right to be healthy (including having clean water, nutritious food and medical care)

The right to be treated fairly (which includes changing laws and practices that discriminate against children)

The right to be heard (which includes considering children's views)

(Pair work). Students are each given a copy of the UNCRC document. Students are given six minutes to come up with their 'top five' Rights of the Child. Short discussion follows. Conclude that **all the rights are vitally important** and people in different countries from different backgrounds may often have very different opinions of which should be prioritised.

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ACTIVATE: (Whole class). **(15 mins)**

All students listen carefully to the three testimonies. Where they consider a right to have been denied or infringed they mark the appropriate article with a K (for Kwende), E (for Eduardo) or M (for Marija).

DEMONSTRATE: (Pair work.) **(10 mins)**

Read out the first half of the dialogue between Kwende and her brother as *an example of a GCSE Speaking and Listening dialogue*. Students must then decide in pairs how they would end the dialogue, jotting down their ideas in note form (but not writing any dialogues).

CONSOLIDATE: (Independent work.) **(5 mins)**

Individually, students choose one of the three worksheets (Kwende, Eduardo or Marija) and then decide on which scenario they would like to base their dialogue. They should then *plan* carefully what they are going to say. There are nine possible scenarios (three for each of the testimonies). Students may wish to look at all three worksheets before making a decision about which scenario to choose. Follow this with plenary.

LESSON II

WALT (What are we learning today?)

How to plan and write a script for an assessed GCSE English Speaking and Listening dialogue.

WILF (What I'm looking for)

- 1 An increased awareness of the rights of children and young people as defined by the *United Nations Convention on the Rights of the Child (UNCRC)*.
- 2 An understanding of what GCSE English Speaking and Listening assessments involve and what each is worth in terms of coursework marks.
- 3 A convincing dialogue between two people in an *informal context* in which you show the ability to *discuss, argue and persuade*.

LESSON CONTENT

Students plan their dialogues before beginning to write them. The dialogues may be completed for homework and performed the following lesson.

Re-read the Speaking and Listening assessment information with the students. Don't forget that you will be assessed on your *performance* of the dialogue (not your actual writing).

Make your dialogue more authentic by carefully reading your chosen testimony at least three times and using any details which you think appropriate in your script.

There are many UNCHR rights which are denied Kwende, Eduardo and Marija. For each young person, the main rights denied or infringed feature at the end of each testimony. Read these articles carefully to help you provide different focuses for your dialogue.