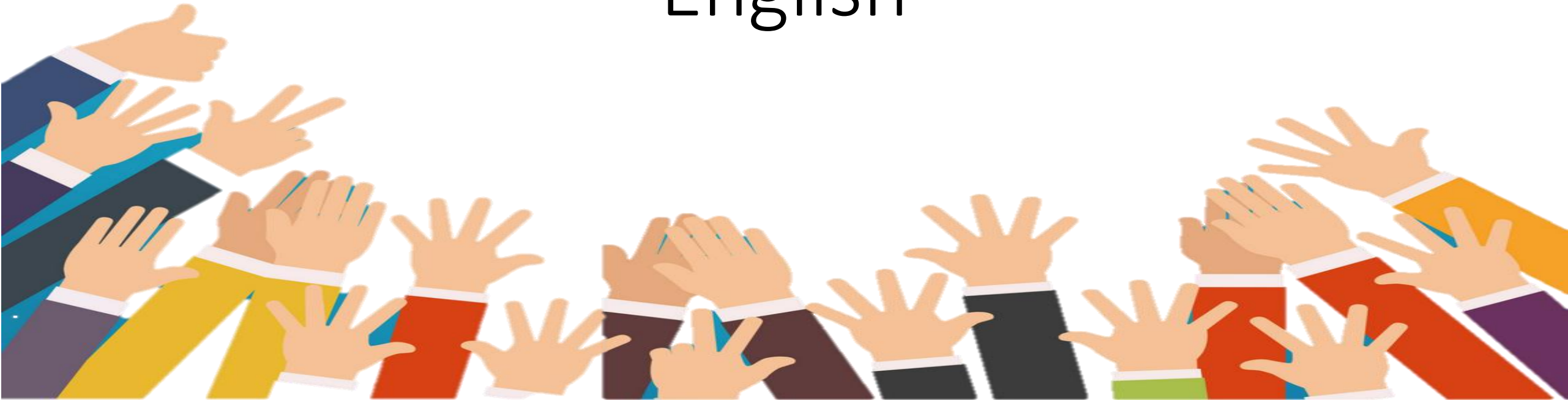


Journey to a democratic classroom

Carlie Squire- Teacher of
English



What interested me in the programme?

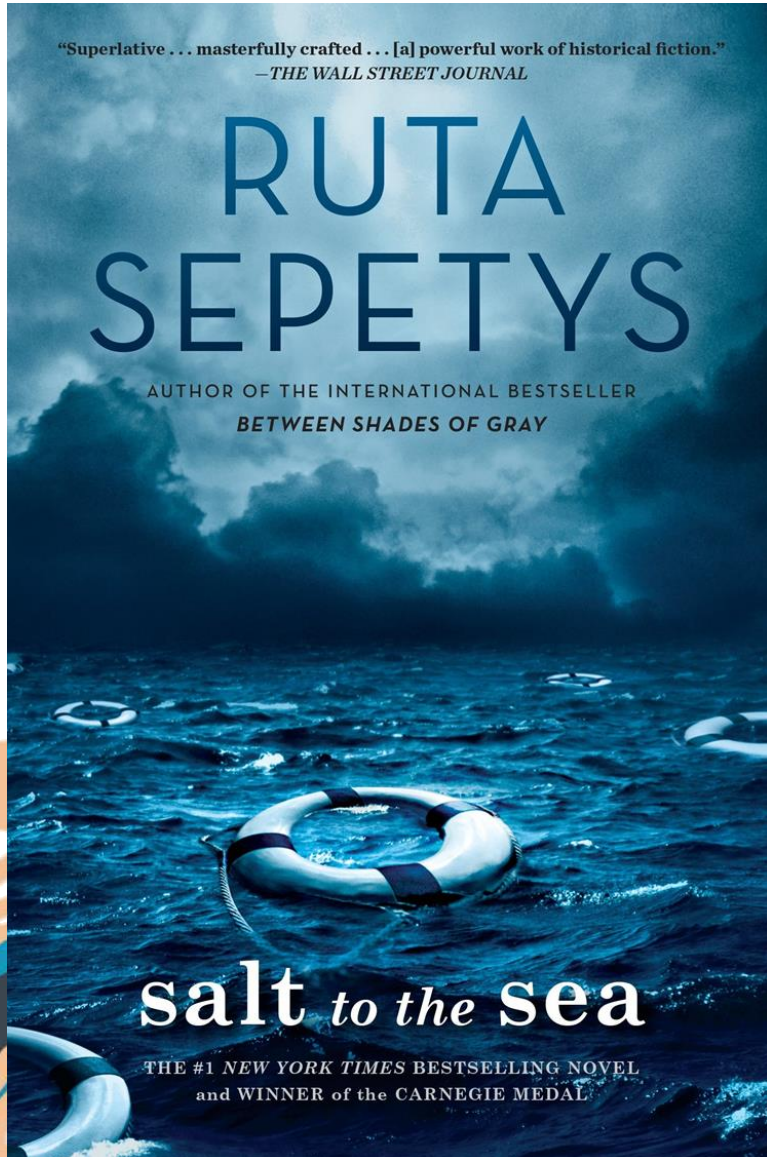
- Range of experience
- Learning beyond/ alongside the curriculum
- The growing need for democracy and civic voice
- Professional CPD



Dramatic strategies	Democratic ideals
Teacher in role	Empathise
Significant objects	Question
Freeze frame	Critical
Layers of meaning	Value of others
Decision making (in a dramatic frame)	Responsibility
Student in role	Openness
Dramatic storyline	Diversity
Creation of community	Explicit democracy

What did I gain?





What I've done so far...

Prose study- Year 8

- A reflective look at the text chosen to teach.
- I chose to implicitly teach democratic ideals/ values through a range of dramatic strategies throughout the unit

Starter-

What do you know
about t
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Refugees: Then and Now

LO: Explore the presentation
frames, gaining an empathetic
experien

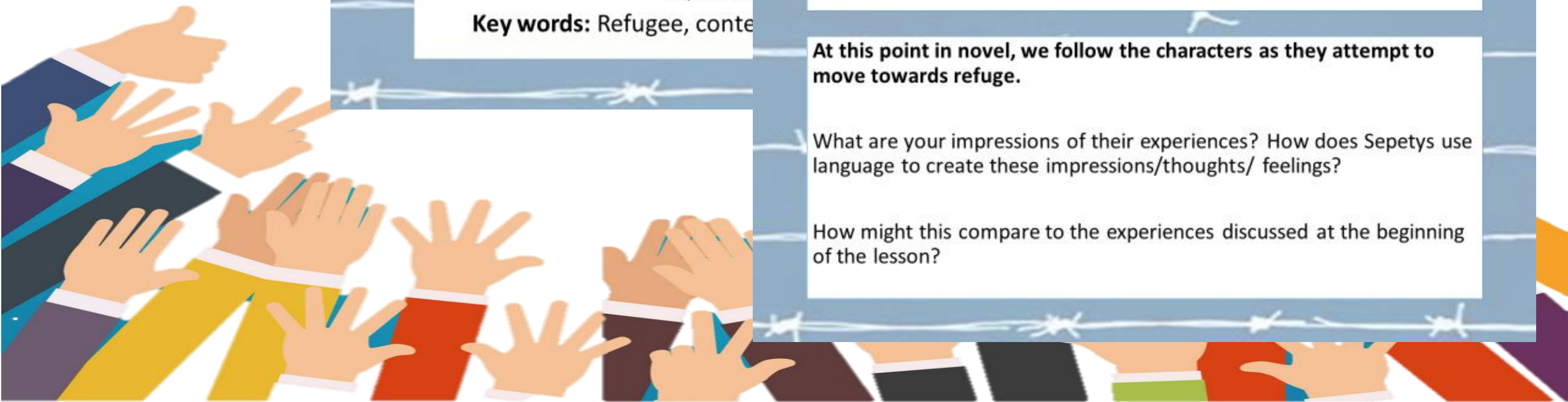
Key words: Refugee, conte

Seeking refuge

At this point in novel, we follow the characters as they attempt to move towards refuge.

What are your impressions of their experiences? How does Sepetys use language to create these impressions/thoughts/ feelings?

How might this compare to the experiences discussed at the beginning of the lesson?



Starter

Current refugee crisis:

- War in Syria
- People fleeing their homes on boats
- In danger if they are on boat as they could die
- Other countries not letting them in.

CW

Refugees: Then and Now

LO: Explore the presentation of refugee in both time frames, gaining an empathetic and deeper analysis of experience.

Keywords: Refugee, context, layers of meaning.

1) My impressions of their experiences is that it is really upsetting as they had saw the people that they had hope in, get bombed. 'A cluster of humans being behind us exploded with a bomb', suggesting that Sepety's is using a cluster powerfully and telling us there were a lot of people.

2) When it is compared to the experiences at the start, it isn't really as ~~lot~~ different because people are unexpectedly dying, even if you know it would end, but know there's going to be ~~the~~ clusters of deaths as well.

We Refugees- Benjamin Zephaniah

Upon reading the poem, what is the message in this poem?

What experiences do you gain or learn about from the poem?



FRAME

You must identify, in your group, the most significant line from the poem.

Then, consider how you might present this in your freeze frame.

You will need to think about the actions and motivations of the people your are presenting and how this might be shown in a single still image.

Practice these before you present it back to the class.

You will need to work in your team effectively to do this.

Layers

of Meaning

ACTION- WHAT IS SHE/HE DOING IN THE SPECIFIC MOMENT?

MOTIVATION- WHY IS SHE/HE DOING IT?

INVESTMENT- WHAT DOES SHE/HE WIN OR LOSE BY DOING IT?

MODEL- WHAT IS THE MODEL FOR BEHAVING LIKE THAT IN THE MOMENT?

STANCE- WHAT IS LIFE, FOR HER/HIM, BASED ON IN THIS MOMENT?

Plenary

How do we feel about the experiences of the refugees now?
Both in 'Salt to the Sea' and modern day?

What do you think their next steps might be?



11/18 Mini-Plenary

I feel a bit sorry for the refugees because they are getting hurt just because of who they are and what they believe. Also, I feel sorry for the character in the book as well modern-day refugees because they have to leave the country they've lived in and hear terrible stories on what's happened to it.

A thoughtful, personal, response

I think their next steps would be to get on the boat to go to a safer country or area.

Eth

LO: To take on the...
and give reasons

Key words: ethic

Starter: List the...
Gotenhafen and

Decision Panel

You are tasked with the important job of deciding which refugees will be accepted onto the Wilhelm Gustloff.

You must think

What is the criteria you will im

GROUP WORK: Create a character profile about your character.

Consider the reasons why they need to leave Gotenhafen and why they might be needed on the Wilhelm Gustloff.

Decision Panel: You are only allowed to accept 2 characters onto the Wilhelm Gustloff. Who will it be? Why?



① It's helped my learning as people have to make these decisions and it helps us understand more about the characters.

② Being in a role of decision making makes it easier for hard decisions in WW2

③ At first, I felt a bit unsure if it was the right decision.

Reflection

Wednesday 19th Dec

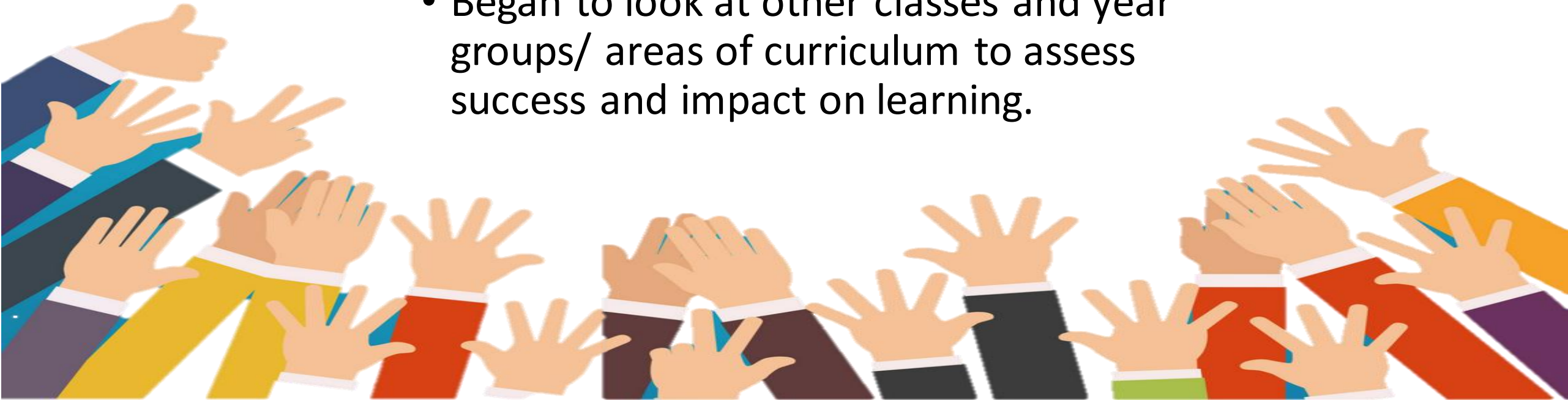
This term I have learnt how people were treated in the WW2. Also, I have learnt how to comment on the effect on the reader. I feel I have improved in PEEL and using context to support ideas.

Next term, I will improve on exploring the writer's word choices.

What I've done so far...

Range of experiences and examples

- I continued to apply the strategies with the same class but covering a range of different areas of the subject curriculum
- Began to look at other classes and year groups/ areas of curriculum to assess success and impact on learning.



Welcome MPs!

We have a very important issue to discuss today in the House of Commons.

Agenda:

Are Facebook doing enough to tackle fake news and the impact they have had on our political field? What suggestions will you put forward for the PMs meeting with Mark Zuckerberg (Founder and CEO of Facebook)?

1. Discussion panel
2. Presentations to the Speaker
3. MP vote

LITERACY

Effective communication will be needed in this task!

Welcome MPs!

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1. Discussion Panel:

Notes: Findings:

Joining with Full fact
Spent 3 years solving security breach
Limiting spread of fake news
Warnings for fake news
review & rate accuracy of news
New algorithm
Interfering with votes (eg Presidential Election 2016)

Suggestions:

Put a warning before video is shown
Join up with Sky news & BBC news
Put a 'Fake News' or 'unreliable source' warning (like Insta)

1. Discussion Panel:

Speech: Hello my fellow MP's and ^(or Mrs) Mr Speaker,
Me and my team* would like to raise some of our findings about Mark Zuckerberg and Facebook's fake news issue. Firstly, I would like to point your attention to the new partnership between Facebook and Full fact. I believe that a new algorithm has been put in place to reduce the amount of fake news being shown to users. The algorithm will flag fake news, but it will not stop the news from being seen. My colleagues and I believe that a warning should be shown, stopping the user from viewing it, but giving them an option to view it. Secondly, we understand that in 2015, Facebook became aware of a security breach. However, they did nothing about it until early May 2018. Clearly, Facebook have forgotten about their responsibilities to protect their users from fake news or sensitive content. To quote Tom Cheshire, "Facebook posted this video captioned 'This Will Make You Sick' it did". Cheshire is referring to a video portraying racists burning the opposite race. The fact that Facebook would allow this to be shown on a media platform that is 27% made up of 13-18 year olds is appalling. It also strikes me that Facebook allowed fake news to be shown that altered voters decisions in the 2016 Presidential Election. We feel that this is a can break down the democracy built around the vote. We have agreed that it would be in Facebook's priorities to team up with news stations such as BBC news & Sky news to give an unbiased, accurate news source on Facebook.

Lesson Feedback- Impact

“Students respond to probing questions to deepen understanding and promote inquiry”

“Allows for independent thought”

“Focused learning environment”

“Consistent use of a range of collaborative strategies in order to deepen knowledge, skills and understanding”

Innovate- “Take calculated risks grounded in deep knowledge to encourage and promote innovation, imagination and new ideas.”

“Students can confidently articulate their learning... cultural capital is developed which deepens learning.”

SMSC/ Personal development- “developed social skills- issue based learning enriches them further”



Slam/ Spoken Word poetry

LO: To apply understanding of poetic techniques

Spoken word

A broad designation for poetry intended for **performance**. Though some spoken word poetry may also be published on the page, the genre has its roots in oral traditions and performance. Spoken word can encompass or contain elements of **rap, hip-hop, storytelling, theatre, and jazz, rock, blues, and folk music**. It frequently refers to issues of **social justice and community**. Related to slam poetry, it often includes elements of **sound, dance, or other kinds of performance** for live audiences.



Every **9 days**
a teenager in the UK
is **stabbed**



Spoken Word Poem

The thing I'm going to talk about,
Isn't something you'd want to hear about,
Or maybe it is something you are bothered about,
It's an issue that makes some people scream and shout.
This something affects people in many ways,
Emotionally, physically, the memory, it stays.

It can be because of your religion, ethnicity or race,
It can even happen in the middle of space.
You've probably guessed it, its racism,
This is when someone gets a bit of criticism,
For whoever they are, black, white, or any colour,
But without these people, the world would be duller.

People are just judging others by the amount of melanin in their skin,
Just because you have less or more, doesn't mean that you win.
The world is meant to be an equal place,
And without each other, it would be a disgrace.

We need to appreciate each other,
For their race, their personality, for one another.
The world is meant to be accepting of all colour,
Because without these people, the world would be duller.



My mouth is a fire escape.
The words keep coming out
don't care that they are naked
There is something burning in there

Peer Assessment

My

Books/Reading

Rhyming, repetition

= Mission - Read a bit slower

= Medal

= Refugees

= Rhyming, rhetorical question

= Medal - very informative

= Mission - speak a bit louder

= Racism

= Very informative

= Medal - Personal

= Mission - Confidence

Mental health

= Medal - Rhyming

= Mission -

= Conflict

= Repetition, rhyme

= Medal - repetition

= Mission - Louder

War

Rhymes

= Mission -

= Knife crime

= Repetition

Insecurity

= Rhyme / emotive

= Mission

= Depression

= Emotive

= Mission - slower

Starter: Welcome to Dystopia

You have each been given a label with one of the following written on:

- Civilian
- Law en
- Govern

Within yo

What is y

1. What

2. How

3. How

Make not

CONTEXT:

The year is 2084 and the United Kingdom's

democrac
dictatorsh



CONTEXT:

The Governors introduced ten unbreakable laws, **suppressing** the freedom of the nation. In order to maintain their brutish rules, they employed the Law Enforcers, affording them the freedom to uphold the law through whatever means necessary.



CONTEXT:

Crushed beneath a cruel leadership, the Civilians live a soulless life, following the command of their Governors for fear of being tormented by the Law Enforcers.





Task One:



The Governors:

The Law Enforcers:

The Civilians:

Create a list of the ten laws you wish to enforce

THINK:

1. How will you restrict your civilians' freedom?
2. How will you word your laws so that they can be followed without question?

Task Two:

The time has come for revolution! The Civilians are rising and joining forces to take down the Governors and restore their freedom. As the Governors stand back, protected, the Law Enforcers brace themselves for battle against the riotous civilians!

Within your groups you must describe how your group would act/ behave in the revolution.

We will create a tableau of the revolution in

Where would your group be positioned? What language look like? Why?

How would the people in your group feel in

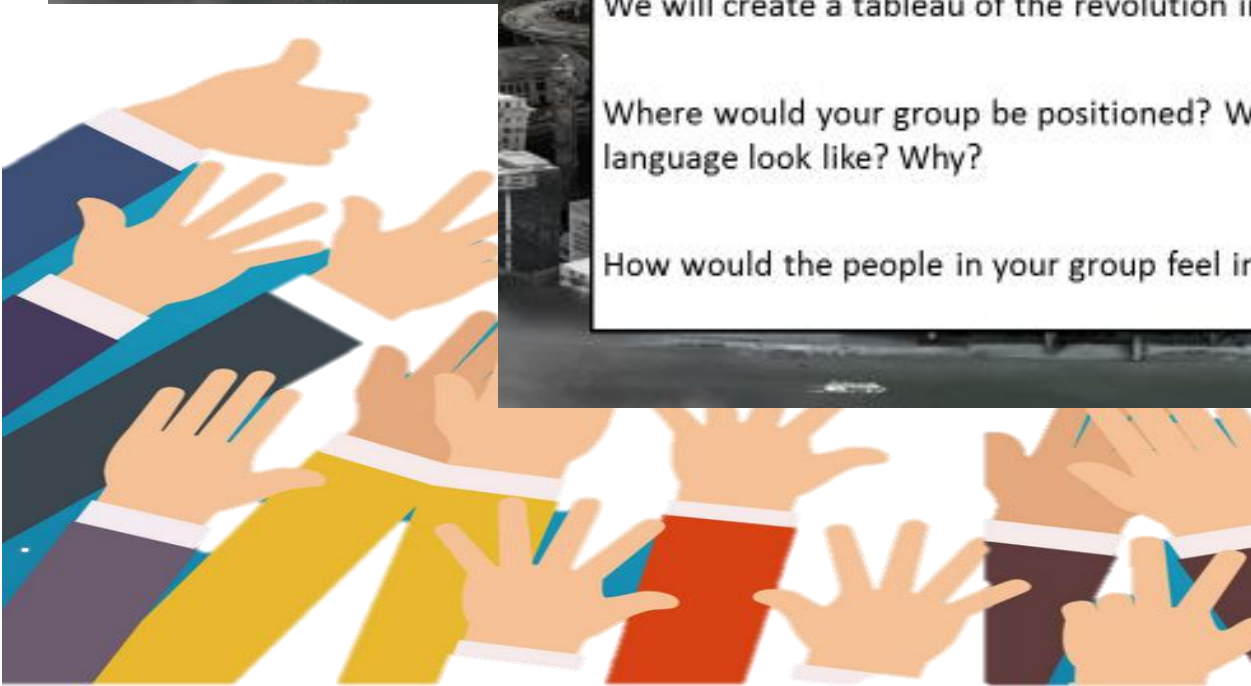
Task Three:

The time has come for revolution! The Civilians are rising and joining forces to take down the Governors and restore their freedom. As the Governors stand back, protected, the Law Enforcers brace themselves for battle against the riotous civilians!

Within your groups you must describe the battle as it is about to begin.

Remember, your writing must include:

- Your perspective: who are you, narrative voice?
- Your emotions: how will you use language to show and not tell the reader how you are feeling (emotions)?
- Imagery: what are you seeing, hearing, tasting, smelling, feeling?
- Language that builds tension.



Keywords:

Narrative

Effect

Imagery

Metaphorical

language

Purpose

Register

Dictatorship

Suppress

A New World

Learning Objective:

To consider what is needed in a new society and how positive shared values might be heard/ reflected.

Identified what shared values of our society might be.

Develop our idea of our society in the 'square'

Develop our new education system to reflect the values discussed.

Impact- Student response

What might democracy look like in your lessons?

“Every student is given a chance no matter what.”

Do you feel like you have a ‘voice’ in your lessons?

“Yes, as our opinions are always welcomed and taken into account.”

What kind of activities do you like to do in lessons and how does this help your learning?

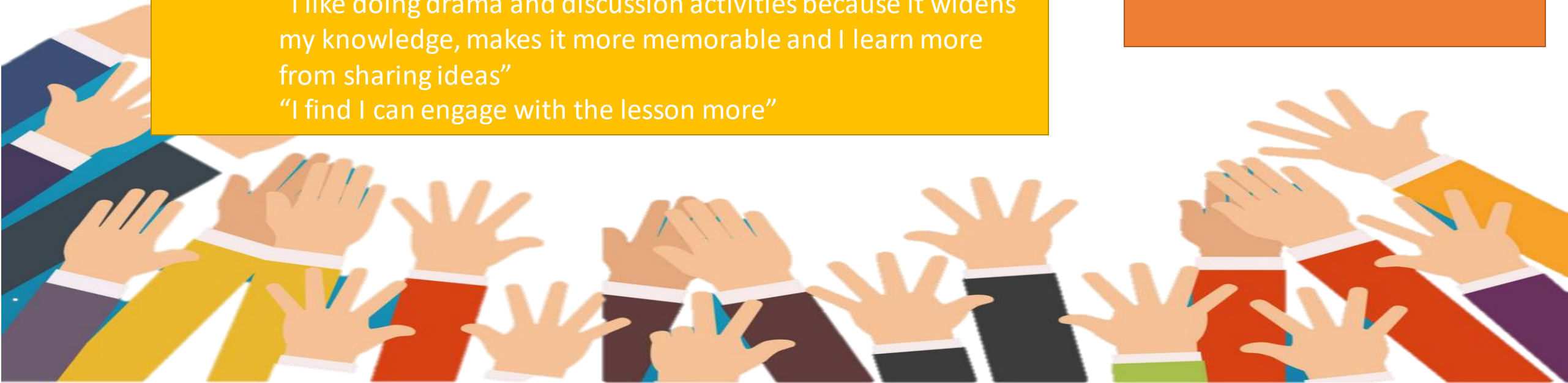
“I like doing drama and discussion activities because it widens my knowledge, makes it more memorable and I learn more from sharing ideas”

“I find I can engage with the lesson more”

How can drama help us understand democracy?

“Drama helps us as it makes it fun and memorable. Also, it allows us to act and picture ourselves in another role.”

“They help me understand democracy as I get to play out the roles of which we are looking at and can better understand their position.”



“It is laid out in a way we can all see the board and we can discuss the work.”

“It’s easy to see everyone around the room and it’s better as you can hear and understand everyone’s ideas.”

“It does not matter where you are sitting, you can see the board and the teacher also you can see your peers face to face across the classroom.”



What's next? Personal experience/CPD

- Continue to strive for a democratic classroom
- Embed a greater range of strategies and more regularly assess students' understanding of values etc
- Begin to intertwine the use of democracy and drama oracy both within my department and across the curriculum.



Any questions?

