

BGE S1-S3

Modern Studies

Planning & Assessment

**Third and
Fourth Levels**

Sandy Radford

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Overview of resources

Within this pack you will find materials to complement the BGE Modern Studies student textbook. The teaching materials are designed to be used in conjunction with a class set of student books and provide expanded activities and contexts which promote literacy, health and wellbeing and numeracy across learning, as well as opportunities for wider interdisciplinary learning.

Scheme of work and lesson plans

The table on pages 2–3 shows how the student book matches up with both the Third and Fourth Level Modern Studies experiences and outcomes. Each unit can be completed separately from the others and in any order, though the topics within each unit work best when completed in order. Each lesson topic is designed to take around 60 minutes, but activities may spread into two or more periods depending on student engagement and ability levels.

Each lesson plan contains a full set of activities related to one topic area of the student book. The only materials required for most lessons are a class set of student books. A small number of the lessons suggest using ICT for research purposes or suggest showing videos. All other materials are provided as photocopiable worksheets in this pack.

The optional project-based activities at the end of each section are designed to take multiple lessons and will require resources in the form of poster paper, coloured pencils, etc.

Assessment

Each topic makes use of the summative activities in its associated unit and provides opportunities for formative assessment to check for understanding and monitor progress.

Each unit also has an end-of-unit test that assesses knowledge gained across the unit and is designed to summatively assess student knowledge. These unit tests are designed to be completed in 60 minutes. Marking instructions are provided.

I hope that you find this resource supportive and engaging and that it helps your students get the most out of the student books.

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Overview of resources

Topic	SOC 3-15a	SOC 3-16a	SOC 3-17a	SOC 3-17b	SOC 3-18a	SOC 3-19a	SOC 3-19b	SOC 4-15a	SOC 4-16a	SOC 4-16b	SOC 4-16c	SOC 4-17a	SOC 4-17b	SOC 4-17c	SOC 4-18a	SOC 4-18b	SOC 4-18c	SOC 4-19a	SOC 4-19b
1.1	X		X																
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Topic	SOC 3-15a	SOC 3-16a	SOC 3-17a	SOC 3-17b	SOC 3-18a	SOC 3-19a	SOC 3-19b	SOC 4-15a	SOC 4-16a	SOC 4-16b	SOC 4-16c	SOC 4-17a	SOC 4-17b	SOC 4-17c	SOC 4-18a	SOC 4-18b	SOC 4-18c	SOC 4-19a	SOC 4-19b
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7.5	X									X									

3 Equality, diversity and human rights

Unit	Unit objectives	Key aspects of student achievement	Key assessment opportunities
3 Equality, diversity and human rights Textbook pages 46–67	<p>In this unit, students will learn to:</p> <ul style="list-style-type: none"> • describe equality, diversity and equity and explain why they are important • describe and explain prejudice and privilege • describe human rights and the ways in which they can be abused • analyse campaigns against human rights abuses including specific case studies • create their own campaign against a human rights abuse. 	<ul style="list-style-type: none"> • Explain the key terms and why they are important. • Explain the difference between equality and equity. • Describe different types of prejudice. • Explain the need for human rights. • Analyse case studies of campaigns and evaluate their effectiveness at tackling human rights abuses. 	<p>Create your own campaign</p> <ul style="list-style-type: none"> • Students can be assessed against key literacy, numeracy and health and wellbeing benchmarks. <p>Equality, diversity and human rights unit test</p> <ul style="list-style-type: none"> • Students can be summatively assessed based on their knowledge of the unit.

BGE S1–S3 Modern Studies: Third and Fourth Levels
3 Equality, diversity and human rights

Topic	Teaching notes	Experiences and outcomes	Benchmarks	Assessment opportunities
<p>3.1 What is diversity and why is it important?</p> <p>Textbook pages 46–47</p>	<p>In this topic, students will learn to:</p> <ul style="list-style-type: none"> • explain why diversity is important • analyse the diversity of the UK Parliament. <p>Students should start the lesson by trying to define the term ‘diversity’.</p> <p>Follow-up questions could include:</p> <ul style="list-style-type: none"> • What is diversity? • Where do we see it in our everyday lives? • Would you describe your school as ‘diverse’? Why? Why not? <p>Use the introduction to explain what diversity is. Then ask the students to discuss in pairs why diversity is important. Collect input from each pair through a mind map on the board, which students should then copy.</p> <p>Ask the students to read through the ‘Why is diversity important?’ section. Ask the students to add the three reasons to their mind maps. Ask the students to rank each of the reasons they now have on their diagram and ask them to specify which they feel is the most important reason to have diversity.</p> <p>Ask the students to complete activities 1–4.</p>	<p>I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view. SOC 3-15a</p> <p>I can analyse the factors contributing to the development of a multicultural society and can express an informed view on issues associated with this. SOC 4-16c</p> <p>Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources. LIT 3-14a/4-14a</p>	<p>Reviews basic sources of evidence such as newspapers or surveys used in arguments about current affairs to form a valid opinion.</p> <p>Explains the development of a multicultural society and expresses a reasoned opinion on the issues associated with it, for example, diversity.</p>	<p>Verbal feedback demonstrating understanding of the term:</p> <ul style="list-style-type: none"> • diversity <p>End-of-topic activities – page 47</p> <p>Poster or other presentation method explaining the importance of diversity</p>

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3 Equality, diversity and human rights

Topic	Teaching notes	Experiences and outcomes	Benchmarks	Assessment opportunities
3.1 What is diversity and why is it important?	<p>Tell the students that you are going to look at the UK Parliament and analyse it for diversity. Before they start, ask the students to rate the UK Parliament from 1 to 5 on how diverse they think it is.</p> <p>Students should now read through the case study and complete activity 5. Depending on the ability of the students, this could be done individually, in groups or as a whole class. When they have finished, ask the students to rate the UK Parliament again on diversity – has their answer changed?</p> <p>Activity 6 could be used as an extension, or it could be turned into a separate lesson.</p> <p>As a plenary, ask students to come up with one way that diversity in the UK Parliament could be improved.</p>			

BGE S1–S3 Modern Studies: Third and Fourth Levels
3 Equality, diversity and human rights

Topic	Teaching notes	Experiences and outcomes	Benchmarks	Assessment opportunities
3.5 What are human rights? Textbook pages 54–55	<p>In this topic, students will learn to:</p> <ul style="list-style-type: none"> describe the 30 rights in the Universal Declaration of Human Rights explain the history of human rights. <p>Students should start the lesson by trying to write down as many human rights as they can on sticky notes, one on each note. Remind students as they are doing so that a right is something to which they are entitled simply because they are human – they don't have to earn it and they should never have it taken away.</p> <p>When they have written down as many as they can, draw a line on the board, labelling one end 'definitely a human right' and the other 'probably not a human right'. Ask students to place their sticky notes along the line based on how confident they are in them (if students have a lot of notes, you may have to ask them to pick three).</p> <p>Now ask students to look at the list of human rights on page 54. How many did they get right? Did they have anything that wasn't on the list?</p> <p>Ask the students to read through the rest of the topic and complete activities 1–7.</p>	<p>I can analyse the factors contributing to the development of a multicultural society and can express an informed view on issues associated with this.</p> <p>SOC 4-16c</p> <p>I can convey information, describe events, explain processes or concepts, and combine ideas in different ways.</p> <p>LIT 3-28a</p>	<p>Explains the development of a multicultural society and expresses a reasoned opinion on the issues associated with it, for example, human rights.</p> <p>When writing to convey information, describe events, explain processes or concepts, and combine ideas: Uses a style and format appropriate to purpose and audience, applying features of the chosen genre. Includes relevant ideas/knowledge/information with supporting detail or evidence.</p> <p>Organises and structures ideas or information in a logical order using linking words or phrases.</p> <p>Uses topic sentences to introduce the focus of paragraphs to signpost a basic structure.</p>	<p>Verbal feedback demonstrating understanding of the terms:</p> <ul style="list-style-type: none"> human rights Universal Declaration of Human Rights <p>End-of-topic activities – page 55</p> <p>Completed human rights poster</p> <p>Worksheet 3B – List of human rights</p>

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3 Equality, diversity and human rights

Topic	Teaching notes	Experiences and outcomes	Benchmarks	Assessment opportunities
3.5 What are human rights?	<p>For activity 8, you could turn this into a stand-alone lesson by discussing with students their ideas and encouraging them to plan out the poster in detail. If possible, students could be shown examples of human rights posters (easily found through an internet search). Another option could be linking up with an art teacher or global citizenship group in the school and running a competition.</p> <p>As a plenary, ask students to close their books and see how many human rights they can name now.</p>		Uses appropriate tone and vocabulary for purpose and audience.	

BGE S1–S3 Modern Studies: Third and Fourth Levels
3 Equality, diversity and human rights

Topic	Teaching notes	Experiences and outcomes	Benchmarks	Assessment opportunities
3.8 Campaigns against human rights abuses Textbook pages 60–61	<p>In this topic, students will learn to:</p> <ul style="list-style-type: none"> describe the different methods used by human rights campaigners evaluate the effectiveness of these methods. <p>Students should start the lesson by thinking about different campaigns that they have heard about. Ask them if they have ever signed a petition on social media or attended a protest or a march, like the climate strikes.</p> <p>Ask students to read through the topic and complete activities 1–9.</p> <p>If ICT resources are available, students should then research the three campaign methods to find new examples. Direct them towards Change.org for examples of petitions and news websites for news of protests and direct action.</p> <p>Students should take notes on the three methods by dividing their page into three, and for each method choose at least one example. For each example, they should try to collect data and write answers to the following questions:</p> <ul style="list-style-type: none"> Who is involved? What are they doing? Why are they doing it? 	<p>I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view.</p> <p style="text-align: right;">SOC 3-15a</p> <p>Having considered responses to a recent international crisis, I can contribute to a discussion of the effectiveness of the responses.</p> <p style="text-align: right;">SOC 3-19b</p> <p>Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources.</p> <p style="text-align: right;">LIT 3-14a/4-14a</p>	<p>Reviews basic sources of evidence such as quotations used in arguments about current affairs to form a valid opinion.</p> <p>Draws valid conclusions about the effectiveness of the response, for example, petitions, protests, direct action.</p> <p>Finds, selects and sorts relevant information from a variety of sources for a range of purposes.</p> <p>Summarises key information using own words.</p> <p>Uses own words to make and organise notes, selecting key information and linking ideas from more than one source.</p> <p>Uses notes to create new texts that show understanding of the topic or issue and draw on information from more than one source.</p>	<p>Verbal feedback demonstrating understanding of the terms:</p> <ul style="list-style-type: none"> petitions marches direct action <p>End-of-topic activities – page 61</p> <p>Effective notes on methods</p>

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3 Equality, diversity and human rights

Topic	Teaching notes	Experiences and outcomes	Benchmarks	Assessment opportunities
3.8 Campaigns against human rights abuses	<p>If students are struggling to think of ideas, direct them towards action on climate change – there are many different examples of groups like Extinction Rebellion using all of the different methods.</p> <p>If ICT resources are not available, students could be shown information on a smartboard, or they could do the research as homework.</p> <p>Once the research is complete, ask the students to complete activity 10, using information from either their own experience or their research.</p> <p>As a plenary, ask students to choose which method they would be most likely to take part in over the next twelve months.</p>			

Worksheet 3B

Human rights– letter to the UN Secretary-General

The Universal Declaration of Human Rights

1. Right to equality.
2. Freedom from discrimination.
3. Right to life, liberty and personal security.
4. Freedom from slavery.
5. Freedom from torture.
6. Right to be accepted as a person by the law.
7. Right to be treated equally by the law.
8. Right to justice.
9. Freedom from unfair arrest or exile.
10. Right to a fair trial.
11. Right to be considered innocent until proven guilty.
12. Right to privacy.
13. Right to move around and between countries.
14. Right to protection in another country.
15. Right to a nationality and the freedom to change it.
16. Right to marriage and family.
17. Right to own property.
18. Freedom of thought, belief and religion.
19. Freedom of opinion and information.
20. Right to peacefully protest and gather in groups.
21. Right to take part in government and elections.
22. Right to have your basic needs met by the government.
23. Right to fair working conditions.
24. Right to rest and leisure.
25. Right to a decent standard of living.
26. Right to education.
27. Right to participate in the cultural life of the community.
28. Right to a world where rights are respected.
29. Responsibilities to others.
30. Freedom from interference in these human rights.

Worksheet 3B continued

Human rights– letter to the UN Secretary-General

Layout

Your letter should be set out in the following way:

- Introduction – Tell the Secretary-General what you are going to say in your letter.
- Paragraph 1 – Explain why you think human rights are important.
- Paragraph 2 – Describe one or two of the human rights abuses that are happening around the world.
- Paragraph 3 – Explain what you think the Secretary-General should do about this.
- Conclusion – Explain why it is vital that the Secretary-General acts now.

You can use the sentence starters below:

Sentence starters

- Dear Mr/Madam Secretary-General,
- Your Excellency,
- I am writing to you because ...
- It is really important that ...
- We must protect human rights because ...
- The human right that I want to tell you about is ...
- Are you aware that ...
- I think it's really important that you know ...
- This is important because ...
- The most important human right is ...
- Human rights are important because ...
- It is vital that this right is respected because ...
- This right is important to me because ...
- This right is very relevant today because ...
- The right to [...] is being abused in ...
- This right is being abused because ...
- People are not respecting people's rights when ...
- The reason why this right is being ignored is that ...
- These abuses breach the right to [...] because ...
- The most awful thing is that ...
- We need to act because ...
- Another human rights abuse is ...
- This really upsets me because ...
- I am angry because ...
- I know personally that ...
- You might be surprised to hear that ...

Worksheet 3B continued

Human rights– letter to the UN Secretary-General

- What I need you to do is ...
- You have a responsibility to ...
- The UN should ...
- It is vital that you ...
- The only way to stop this is ...
- This must be stopped because ...
- I feel that the UN's goal must be to ...
- If we are going to protect people's human rights, we must ...

3 Equality, diversity and human rights assessment

1. Match up the words below to their meanings. (1 mark for each correct answer)

- a) Diversity
- b) Equity
- c) Privilege
- d) Petition
- e) Amnesty International

- i) A pressure group that fights for human rights around the world
- ii) Not having to worry about something because it doesn't affect you
- iii) A statement signed by people who agree with it
- iv) Understanding that each individual is unique and valuing our individual differences
- v) Treating everyone fairly

2. Describe how and why people may become refugees. (4 marks)

3. Describe three types of privilege. (6 marks)

4. Identify four human rights. (4 marks)

5. Evaluate how good the UK is at respecting people's human rights. (5 marks)

6. Evaluate attempts to tackle human rights abuses around the world. (6 marks)