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| Learning and Teaching Plan | | | |  | | | |
| **Date:** | | **Year group/Class:** | | **No. of learners:** | | **Time/Duration: 50/55 minutes** | |
| **Context/Topic/Subject / NC Ref:**  PSE | | | | | | | |
| **Prior learning: i.e. what do the children already know and understand in relation to this aspect of learning?**  Limited to varying understanding of autism – some pupils may have personal family experience.  Some pupils may have autism.  Pupils may have heard of “autism”.  Some prior knowledge of “differences” through previous PSE lesson. | | | | | | | |
| **Which specific literacy/numeracy/digital competence/thinking skills are being consolidated or developed?**  Cognition, Problem Solving, Understanding, Empathy, Collaboration, Recognition, Evaluation. | | | | | | | |
| **Learning objectives** *By the end of the session, pupils will be able to:*   * Recognise some of the signs of autism * Discuss how autism can affect a young person * Embrace that we are all different * Identify how to help and support autistic young people | | | **Success criteria** *Pupils will be successful if they are able to:*   * Offer feedback and discuss their understanding of autism * Give feedback and discuss some of the signs of autism * Show empathy and be supportive towards autistic young people * Pupils will have an improved understanding of how autism can affect young people * Sign up to the Autism Aware Charter Certificate | | **Assessment strategies** (including literacy and numeracy)   * A range of questioning from literal to higher-order to develop understanding * Watch and listen to discussions and assess learning as it is happening * Hold brief impromptu discussions * Analyse pupil responses * Check understanding by using recall questions * Observation of vocabulary used * Compare and contrast differences | | |
| **Meeting individual needs/Differentiation** (Which specific strategies will you use to ensure access and challenge across the ability range?)  **ALN: Differentiated instruction and expected outcomes, TA support. FSM: Questioning, Boys: Topic based to maintain interest, MAT: Extended questioning.**  **Different learning styles – Visual – Vlog and handout, PowerPoint presentation, Auditory – listening and speaking in class discussion, targeted questioning.** | | | | | | | |
| **Timing** | **Activities**, **key questions, organisation and management** | | | | | | **Resources** |
| **5 mins** | **Introduction**  Sgilti is a 14/15 year old who has Autism Spectrum Disorder (ASD), he has made a video diary vlog about how autism affects him and wants to share this with you to give you a better understanding of what it is like to have autism.  You are going to watch Sgilti’s vlog, there are 5 in total. At the end of each vlog, I will pause the video and we will discuss it.  You should use flip chart paper to make any notes as you watch the vlogs/clips.  **Use the Power Point presentation to provide pupils with the questions prior to showing the clips so that they have time to think about the questions whilst watching the clip.**  **Teacher Input:**  *What is autism?*  Pupils to think about their current understanding of autism.  **Class/Pupil Input:**  Pupils provide ideas on what they think autism is.  **Teacher:** summarise on board up to 5 key points of pupil feedback and explain that these will be checked again at the end of the lesson to see if their views on autism have changed as part of the success criteria/distance travelled. | | | | | | * Flip chart paper on tables * Power Point   Questions   * Teacher Question & Answer pack |
| **3 mins** | **Show pupils the questions prior to showing the video clip**  **Show Introduction Clip 1:** Sgilti on Camera  Pupils to watch and listen to Sgilti introducing his vlog | | | | | | * Power Point Questions * USB Pen Drive * Teacher Question & Answer pack |
| **3 mins** | **Teacher Input** – Class discussion, 3 questions for class discussion   * *What is autism?* * *What are some signs of autism?* * *What kind of person is Sgilti?*   **Class/Pupil input –**  Pupils to tell the class their views on the above questions | | | | | | * USB Pen Drive * Teacher Question & Answer pack |
| **5 mins** | **Show pupils the questions prior to showing the video clip**  **Show Clip 2**: Planning, Structure and Routines – Introduction, Scenario 1 – School Bus, First lesson, Scenario 2 – Football Pitch, Discussion with Class Teacher | | | | | | * Power Point Questions * USB Pen Drive * Flipchart paper |
| **5 mins** | **Teacher Input** - Class discussion section, 3 questions for class discussion:   * *What has happened to the structure for Sgilti’s day, and why is this important?* * *What could other people have done to help him?* * *What does Sgilti think about himself?*   **Class/Pupil Input** – Pupils to tell the class their views on the above questions | | | | | | * Teacher Question & Answer pack |
| **5 mins** | **Show pupils the questions prior to showing the video clip**  **Show Clip 3:** Communication - Sgilti Introduction, Scenario 3: Sgilti Interaction with teacher, Scenario 4: Interaction with other school children in a busy environment, Sgilti summarises understanding language through the written word. | | | | | | * Power Point Questions * USB Pen Drive * Flipchart paper |
| **5 mins** | **Teacher Input** – Group discussion section, 3 questions for class discussion:   * *What is communication and what ways do we use to communicate?* * *How does Sgilti rate his communication skills?* * *How do we know if another person understands what we are communicating?*   **Class/Pupil Input** – Pupils to tell the class their views on the above questions | | | | | | * Teacher Question & Answer pack |
| **4 mins** | **Show pupils the questions prior to showing the video clip**  **Show Clip 4**: Social Imagination and Social Interaction & Free Time – Sgilti Introduction, Scenario 5: School Children chatting, playing, being outside, Sgilti summary on camera. | | | | | | * Power Point Questions * USB Pen Drive * Flipchart paper |
| **5 mins** | **Teacher Input** – Class discussion section, 3 questions for class discussion:   * *What are your interests and how important are they in your life?* * *Is there a difference in how Sgilti looks at his interests?* * *How can you tell what other people are thinking or feeling?*   **Class/Pupil Input** – Work as a group to discuss your interests, agree on 3 main interests and how these are important to you.  Write these on paper and compare similarities and differences between your interests and Sgilti’s interests.  List 3 examples of how you can tell what other people are thinking or feeling.  Teacher to ask for the responses from each of the groups individually. | | | | | | * Teacher Question & Answer pack |
| **3 mins** | **Show pupils the questions prior to showing the video clip**  **Show Clip 5**: – Sgilti gives a summary of what it is like to have autism and how stress can affect an autistic individual. | | | | | | * Power Point Questions * USB Pen Drive * Flipchart paper |
| **5 mins** | **Teacher Input** - Class discussion section, 3 questions for class discussion:   * *What is your reaction to Sgilti saying he is stressed almost all of the time?* * *How can we adapt our behaviour to make things easier for a person with autism?* * *Is autism what you thought it was?*   **Class/pupil input** – Pupils to tell the class their views on the above questions | | | | | | * Teacher Question & Answer pack |
| **7 mins** | **Plenary** – Recap today’s learning  Recap the key points about autism made by pupils on the board at the start of the lesson.  Ask pupils if they now have different views about autism, and if they still agree with their initial views.  Consider how views may have changed.  Ask for one pupil from each group to write on the board what they think autism is now.  Discuss the pupil’s views.  You can summarise the success criteria/distance travelled in evaluation/review of session section below.  Inform pupils that they will then have an opportunity to sign up to the Autism Aware Charter to receive their Autism Aware Certificate. (This can be incorporated into the lesson if being delivered on PSE day, or as a follow up session during registration using or iPads or in computer suite). | | | | | |  |

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| **Evaluation/Review of session with targets for the next stage of pupils’ learning** | |
| **What progress did pupils make against *Learning objectives* and *Success criteria*?**  Include aspects of **literacy, numeracy, digital competence** and **thinking**. Refer to groups of pupils and/or individuals. | |
| **What went well (WWW)** | **Why?** |
|  |  |
| **Even better if (EBI)** | **Why?** |
|  |  |
| **Where next?** | |
| **Targets for pupils’ learning** | **What key actions will you take?** |