

Remote education lesson example: key stage 3 religious education

October 2020

Lesson overview

This lesson:

- is for year 8
- asks if animal testing is ethical
- is part of 'term 1: ethics - how do we decide what is right and wrong?'

Lesson outcomes

By the end of the lesson pupils should be able to:

- understand two divergent views on animal testing
- analyse religious scripture to justify divergent views on animal treatment
- evaluate an ethical question using divergent views and religious scripture

Example religious education lesson for remote education

This lesson plan was provided by Trinity Academy Halifax to help teachers consider how they might adapt their usual classroom practice for remote teaching.

Schools have shared a range of lesson plans annotated with tips and ideas they have found useful when teaching remotely.

The purpose of the lesson plans is to help teachers consider how they might adapt their teaching practice for the remote context. The examples are intended as a source of ideas, not as teaching resources or lessons the department expects schools to teach. They do not reflect departmental endorsement of any particular approach to remote teaching.

The department does not expect teachers to create formal lesson plans.

Task	Adaptation for remote teaching
<p>Title slide and outcomes (5 minutes)</p> <p>Pupils write down the date and title, then review the lesson outcomes.</p>	<p>This routine follows the typical process that takes place within our classrooms. We follow the same routine for remote lessons to mark the start of a lesson and provide pupils with structure.</p> <p>Support pupils with embedded videos</p> <p>Links to videos and website resources can be embedded on a slide to support pupils who are struggling during the lesson. We often link to an introductory video that pupils can watch before working through the task. Instructions on how to do this are included in Annex D.</p> <p>We have found that setting a video in the middle can break the flow of the remote lesson and make it difficult for pupils to return to previous slides. This lesson has been designed so that pupils can easily work through one slide at a time from start to finish.</p>
<p>The big picture and story so far (5 to 10 minutes)</p> <p>Pupils read through the big picture document (Annex A).</p>	<p>This provides pupils with a link to previous knowledge and gives the lesson a place within the wider unit. It can be helpful to refer directly to the previous lesson to make pupils aware that all the lessons are linked (and highlight the importance of completing lessons in</p>

	<p>order).</p> <p>Avraamidou and Osborne carried out extensive research on the beneficial role of a narrative in 2009. Keeping this document within the PowerPoint may also allow someone at home with the pupil to support them by understanding more about the unit or topic.</p> <p>Voice recording</p> <p>Teachers may wish to record their voice to provide the narrative and give pupils a sense of familiarity. This is quick and easy to do and often, we have found, reduces workload compared to writing it out on a slide. Annex D provides more information about how to do this.</p> <p>You may wish to share this with pupils and explain its purpose before they start the unit.</p>
<p>Key terms and knowledge organiser (5 minutes)</p> <p>Pupils copy down the key vocabulary alongside definitions for the lesson:</p> <ul style="list-style-type: none"> ● animal rights – the guidance for how animals should be treated ● animal abuse – harming or hurting animals 	<p>Being aware of key terms that pupils might not understand is central to remote lesson planning as these questions cannot be easily addressed during the lesson.</p> <p>Provide familiarity</p> <p>Using a knowledge organiser is also a good way to provide familiarity and reassurance, especially if pupils are used to using them at school.</p> <p>Scaffolding</p> <p>You may wish to give extra support for pupils to understand these key terms, such as etymology or examples of the vocabulary in sentences. Pupils looking up definitions for themselves can create problems if the definitions themselves contain unfamiliar words. Typing ‘define’ followed by the word into Google provides the teacher with this information quickly.</p> <p>Building routine</p> <p>The first 15 minutes of the remote lesson have focused on building routine and creating a base for pupils’ learning.</p>

	<p>Providing pupils with a big picture and the knowledge organiser recreates resources that they would use within school and promotes independence.</p> <p>Building this routine into every lesson will help pupils navigate online resources. The EEF Report (April 2020) stated that supporting pupils to work independently can improve outcomes and the routine established in this lesson plan example is key to building that familiarity for pupils being educated remotely.</p>
<p>Task 1: divergent views on animal testing (10 minutes)</p> <p>Pupils read through the information in Annex B and create a table. The table should be split into two columns (for and against). Pupils should complete the table with as many reasons that they can find.</p>	<p>Using a PowerPoint as the main resource and embedding any additional resources in slides should make the lesson easier to navigate for pupils. This should also allow staff to use existing lessons and reduce workload.</p> <p>Reduce cognitive overload</p> <p>Some pupils may not have access to a printer or be able to navigate multiple documents at a time so a clear, step-by-step approach to the task will help pupils.</p>
<p>Formative assessment</p> <p>Pupils check their answers against those displayed on the slide and add any extra points to their table that they missed.</p> <p>Some examples of answers to display:</p> <p>For:</p> <ul style="list-style-type: none"> ● They test drugs to help illnesses ● The testing helps create lots of new products ● Animal testing has helped to develop vaccines against diseases like measles, rabies and mumps ● Humans are more important than animals <p>Against:</p>	<p>Scaffolding and remote engagement</p> <p>Rather than having just displaying the table on the slide, you may wish to have each view on its own with an explanation of how it fits into the chosen argument.</p> <p>We make sure each segment of the lesson contains whatever text and media goes with that segment, and that each segment is visually separate from the others. This makes it easier for pupils to understand and complete tasks.</p> <p>Audio explanations</p> <p>This task could also provide an opportunity to use audio recordings, so pupils can listen to your explanations. Annex D provides further information on how to embed audio files into PowerPoints.</p>

<ul style="list-style-type: none"> ● An animal's response to a drug can be different to a human's ● Animals can get very stressed ● Animals can die ● There are alternatives such as testing on human tissue 	
<p>Task 2: religious scripture and animal testing (10 minutes)</p> <p>Pupils read through two different quotations from the Bible.</p> <p>Pupils copy the quotations and explain in their own words whether each one supports or challenges animal testing.</p> <p>Quotations:</p> <ol style="list-style-type: none"> 1. “God entrusted animals to those whom he created in his own image” 2. “The Bible teaches us that God has given us ‘dominion over animals’. This means loving and caring, not ruthless exploitation.” 	<p>Maintain pace remotely</p> <p>We have found that keeping tasks short (generally no longer than 10 minutes) helps with pupil engagement, which can be difficult to secure when teaching remotely. We find this approach gives pupils a sense of accomplishment as they complete more tasks during the lesson.</p> <p>This task may have been longer in the classroom with more room for debate and discussion but it has been modified to suit the needs of a remote lesson and to focus on ensuring that pupils understand the scripture.</p>
<p>Task 3 – formulating an argument (10 minutes)</p> <p>Pupils respond to the opinion, ‘Animals should be treated however we want’ with a 3-paragraph answer.</p> <p>This answer is to be submitted to the teacher via email so that feedback and praise can be given.</p> <p>See Annex C for more detail on this task. It includes a simple PEE writing structure and as well as definitions and key words to support pupils.</p>	<p>Pupils should write extensively, using the supporting resources such as (the key words bank or the writing structure strip if needed).</p> <p>This again provides support for pupils and allows them to apply the knowledge acquired from task 1 and 2 to create an answer to the big question.</p> <p>Extensive resources and help slides</p> <p>We tend to provide more extensive resources to support pupils for remote lessons than we would in the classroom. This supports engagement and helps to compensate for the teacher not being present in person.</p> <p>It can be helpful to save these resources on a dedicated ‘help’ slide where pupils can access them if they feel they need them.</p>

	<p>Feedback</p> <p>Having pupils send back a piece of work from the lesson allows the teacher to give meaningful feedback, whether to individual pupils or whole-class.</p>
<p>End of lesson routine</p> <p>Each PowerPoint ends with a summary of key knowledge points. We always include a model answer for pupils to compare their work against if the lesson includes an extended writing task.</p>	<p>Online knowledge quiz</p> <p>Our remote lessons often have a link to an online knowledge quiz to provide the teacher with more instant feedback on class progress. Annex E provides information about creating an online knowledge quiz.</p> <p>Email the teacher</p> <p>The final slide contains praise for completing the lesson and the teacher's email address so that pupils can send work or ask any questions.</p>

Table 1: Task adaptations for remote education

Annex A - The big picture

Year 8 Term 1: How do we decide what is right and wrong?

In this unit you will begin to understand where your morals come from, in relation to what you think is right or wrong. You will use philosophical theories to back up the decisions you make when challenged with contemporary ethical dilemmas. The theories you will use are: Utilitarianism, Kant's Theory, Natural Law Theory and Christian Ethics.

The relationship between humans and animals

Your first two contemporary ethical debates link well with last term, as they examine the relationship humans have with animals. You will look at whether animal abuse should ever be accepted, specifically when animal testing can lead to revolutionary medical cures. In addition, you will look at the ethics behind vegetarianism. You will be connecting these ethical dilemmas to last term's topic on stewardship and dominionship.

You will move from focusing on animals, to looking at the treatment of human beings. You will consider whether a life should ever be taken, particularly those who have committed severe crimes. You will apply both religious and non-religious arguments to this dilemma, as well as the ethical theories.

Genetic engineering

Genetic engineering is a new phenomenon in which DNA is modified to create what is known as a 'designer baby'. You will examine the arguments that both support and are against this procedure and consider the extremes this may be taken to in the future. You will also relate these arguments to religion, focusing on the concept of God as a creator and how genetic engineering could be seen as going against God's plan.

Forced marriage

Your final ethical dilemma will be focused on a cultural issue, in which people are forced into marriages. Forced marriage has no relationship with any specific religion, however it is commonly found in specific countries. You will examine the warning signs of forced marriage and the cultural arguments for and against this practice.

You will then use the information that you have gathered and apply it to the debating questions. This unit will teach you to argue not just from your own perspective, but from others' too. You will also learn how to use Biblical scripture to support your reasoning.

Annex B - Task 1

Aim: To understand two divergent views on animal testing.

Task: Create a table that looks like the one below.

For	Against

Below are two conflicting views on animal testing. Use these to help you add reasons to either side of your table.

View 1:

“Experimenting on animals is acceptable only if the suffering of the animals is minimised and the experiments result in benefits to humans that could not be obtained using other methods.”

View 2:

“Experimenting on animals is always unacceptable because it causes suffering and death to animals. There is no proof that animal testing is beneficial to humans or that the same benefits couldn’t be achieved by taking a different approach.”

Annex C – Task 3

This task is designed to allow pupils to apply the knowledge acquired from the lesson and practice the important skills associated with the subject. This task can then be marked remotely by teachers to ensure that pupils have grasped the key knowledge from the lesson and that they are able to apply the information correctly.

When teaching remotely, the opportunities for formative assessment are restricted. This progress check is a good way to gauge whether pupils are ready to move on to the next lesson.

Task 3

Evaluate the following ethical question using divergent views and religious scripture:

‘Animals should be treated however we want.’

You can use the writing structure strip to help you write an answer to this question.

You should refer to Christian beliefs, non-religious beliefs and religious scripture in your answer, and write your own conclusion.

Challenge

Can you give your point of view using an ethical theory? For example, to come to an ethical decision a person using Kant’s theory would decide...

Task 3 writing structure strip

Paragraph one:

Point: Give one reason to agree and argue that we should use animals as we want.

‘Some Christian/Atheists would agree...’

Explain: Expand on this point. Will it benefit humans? Explain why. ‘This is because...’

Evidence: Give a piece of religious scripture that supports using animals as we wish. ‘It states in the Bible...’, ‘This means...’

Paragraph two:

Point: Give one reason to disagree and argue that we shouldn’t use animals as we want.

‘Some Christian/Atheists would agree...’

Explain: Expand on this point. Why shouldn’t we test animals? ‘This is because...’

Evidence: Give a piece of religious scripture that supports not using animals as we wish.
'It states in the Bible...', 'This means...'

Task 3 word bank

- animal rights – the guidance for how animals should be treated
- animal abuse – harming or hurting animals

Annex D - How to embed an audio clip into a PowerPoint presentation

Inserting an audio clip into your PowerPoint is a good way to deliver new information and explain tasks to pupils. It is very easy to do and can save time that would have been spent typing. To insert an audio clip:

1. Click insert at the top of PowerPoint.
2. Select audio.
3. If you have a pre-recorded audio clip, you can insert it now. If not, a record option will be displayed.
4. Once you have finished recording your clip, press end and the sound icon will show on your slide.

Note

If you have a video as a file on your computer, rather than a web link, you can select 'video' instead of audio and insert the clip onto the slide that way too.

Annex E – Creating an online knowledge quiz

Creating a knowledge quiz to check the progress that pupils have made is a quick and easy way of building feedback into a remote lesson. There are various ways to do this, but below explains how to make these using the Google Forms software.

Google Forms

1. Create a Gmail account and log in to Google Forms
2. Create and set your questions (these can be simple answers or multiple choice)
3. Email these out to your pupils or embed the link into your PowerPoint
4. Collate and view the responses to identify common misconceptions and inform planning for the next lesson

Microsoft Forms

Microsoft offers a similar feature called 'Microsoft Forms'.

References

The following resources were used by Trinity Academy Halifax to inform this lesson plan:

- The Education Endowment Fund Report (April 2020)
- (Gilchrist, A. L., & Cowan, N. (2012). Chunking. In V. Ramachandran (Ed.), The Encyclopaedia of Human Behaviour (2nd ed.)