**Sample lesson plan for generating complex ideas about your Framework: protest**

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| **Lesson objective:**  To explore complex concepts of protest, morality, and social values, considering protest as both a personal expression of dissent and also a mirror of society in a particular point in time. | |
| **Lesson starter**  (up to 5 minutes) | Put the following prompt on the board / screen for students:  *Think of a time when you disagreed with something (in school, at home, at work or when out in a public place). Did you speak up or stay silent? Write a few sentences explaining your decision.* |
| **Teacher-led instruction / group responses**  (up to 30 minutes)  **Sharing ideas**  (up to 5 minutes) | **Introduction to the concept of what protest is:**   * Provide a brief overview of the ways in which protest serves as a means of expressing individual and collective dissatisfaction. Explanation should also explore why some protests succeed and others fail.   Useful resources:  <https://www.nla.gov.au/research-guides/protest-dissent>  <https://www.nla.gov.au/research-guides/protest-dissent/civil-rights-movements>  <https://www.sbs.com.au/news/article/four-times-protests-have-helped-bring-about-real-change-in-australia/hrc8i5f11>   * Prompt questions for discussion and notes:   (recommend that students use the resources above as a starting point to their discussions and ideas)   * Is it ethical to disrupt daily life to make a point? * How do we decide which protests deserve to be remembered and did you know about the Australian protests that have been discussed[[1]](#footnote-1) * At what point does a personal sacrifice for a cause become “too much”?   **Broadening out these ideas:**   * Offer students the two following questions and ask them to relate them to their own experience as well as the information that they have already accessed. If this is discussion-based, students should be asked to make notes from the discussion in journals that they can return to * Is it ever wrong to protest, or is protest inherently valuable? * What makes a protest impactful or memorable? * Which group(s) of people are most likely to protest and why?   Groups or individual students should be invited to share one key idea – this should be noted by those not contributing[[2]](#footnote-2) |
| **Individual student task**  (15 minutes) | Students write for 15 minutes engaging with the purpose of ‘reflect,’ using one of the big ideas discussed. They can consider employing or experimenting with some of the text structures and language features they have identified and discussed in their study of mentor texts.  *It would be good to recommend that at this stage, students focus on the big idea of protest as an act of resistance or refusal to comply, rather than writing directly about a specific protest movement. Students can use examples of protest movements to illustrate their ideas.* |
| **Lesson re-cap**  (up to 5 minutes) | Remind students about the opening prompt for the lesson. Ask them to consider if their initial reflections have been changed or made more complex as a result of the class discussions. Would they (for example) still consider that the reason for their protest was still a valid one? |
| **Individual student work outside the classroom** | Students are offered the choice to:   1. Re-work their individual writing task and edit it for errors and to improve it 2. Do further research into the ideas from class and write them up to use in further tasks 3. Complete a second text in consideration of one of the prompts that they did not write on in class   It is suggested that student work is completed in a journal or workbook that is brought to class each lesson. This forms a progressive record of their ideas and writing that can be re-worked and re-visited throughout the unit. |
| *Note: teachers can offer formative commentary or feedback on student work whilst students are completing their individual student task. Verbal feedback or simple annotation would offer adequate guidance and support as students draft and refine their ideas at this early stage.* | |

1. The resources for the lesson are entirely focused on Australian protests over time [↑](#footnote-ref-1)
2. Students may wish to do individual research during their discussion time to reflect on protest movements outside Australia to add to the Australian examples from the lesson [↑](#footnote-ref-2)