

Part 1: General information

Student-teacher Jovan Botes, Jonathan Haasbroek	Mentor-teacher (if applicable)	Date
School (+ curriculum) IB Myp 4	Class level (grade, age) B2 14-15	No. Students 30
Length of the lesson 60 mins	Topic/content Section 2, Thousand Splendid Suns Context of Conflict	Materials (books, etc.) Digital Tool https://teacher-portfolio.com/ Paper Pens markers
Learning aims Students are able to identify, review and reflect on interpersonal, social and political conflicts and relationships in A thousand Splendid suns and how they influence the characters and Laila's story.	Prior knowledge, attitudes, skills, etc.¹ Students have read section 1 and 2 of the book "A thousand splendid suns". Students are able to analyze literature for themes, interpersonal developments and character development.	How to check students' progress towards the learning aims in this lesson? Formative assesment done in class. Teacher checks progress during and at the end of the lesson.

¹ (expected) Prior knowledge, attitudes, skills, etc. towards the learning aims

Phases of the lesson²

1. Introduction
2. Group analysis and review activity
3. Class discussion
4. Exit tickets

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² E.g. start, recap, instruction, group work, individual work, evaluation (description of main activities, including time line)

Part 2 : Lesson plan³

TIME⁴	CONTENT What are you teaching in this phase of the lesson?	ACTIVITIES How am I and the students working on the content in order to achieve the learning aims?	MOTIVATION Why did I choose this activity, this way of working, in order to teach to content and to achieve the learning aims? Back up by sources if applicable.
5 min	Introduction:	Teacher greets the students and introduces the topic of Section 2 of A Thousand Splendid Suns. Short introduction to Section 2 and explanation of today's activity. Teacher hands out the paper for the activity	The introduction activates students' prior knowledge and establishes a clear purpose for the lesson. As students have already read Sections 1 and 2, briefly revisiting the central themes and conflicts enables them to connect their existing understanding to the analytical tasks that follow. Providing clear instructions and expectations also supports students in working independently and taking responsibility for their learning. This is consistent with the MYP emphasis on developing communication, critical-thinking

³ Of course, you can use more space, more rows, fewer rows, etc.

⁴ 0 – 5, etc.

			and self-management skills (International Baccalaureate Organization [IBO], 2026; Geerts & Van Kralingen, 2025).
40 min	Group analysis and review activity:	Students remain in their groups of 4. Each group is assigned 4 tasks and is expected to assign a task to individual students. One student will be focusing on a timeline of around 6 important events and how those influenced Laila. Second student will be focusing on 3 other characters, their relationship to Laila and how they influence and affect her. 3rd will be focusing on Laila's developing identity throughout section 2. Fourth student will be focusing on the developing Afghan political situation in	The group activity is designed to promote active and collaborative learning. By assigning each student a specific analytical focus, students have individual responsibility while contributing to a shared group outcome. The four perspectives, important events, character relationships, Laila's developing identity, and the political context, encourage students to analyse the novel from multiple perspectives and make connections between different aspects of the text. Combining these findings into one poster requires students to communicate, select relevant information and

		Section 2 and how it shapes Laila's story as well as how it affects the characters in section 2. Students then share their findings with their group and combine it into a one pager poster that contains their findings from each student.	synthesize their interpretations. Collaborative learning is particularly appropriate within the MYP framework, which emphasizes communication, collaboration and critical thinking as important approaches to learning (IBO, 2026). Research on collaboration within MYP classrooms also indicates that discussion and peer teaching can support students' collaboration skills and engagement (Kitsantas & Peters-Burton, 2022). Geerts and Van Kralingen (2025) similarly discuss collaborative learning as an effective teaching approach.
7 min	Class discussion on Findings:	Groups are given time to share their findings with the class.	The class discussion provides students with an opportunity to communicate and compare their interpretations of Section 2. Since each student has investigated a different aspect of the novel,

			sharing findings allows students to identify connections between events, characters, Laila's identity and the political context. The discussion also gives the teacher an opportunity to monitor students' understanding, clarify misconceptions and provide feedback. This supports the MYP emphasis on communication and critical thinking and is consistent with the use of formative assessment to make students' learning and progress visible (IBO, 2026; Geerts & Van Kralingen, 2025).
8 min	Exit tickets and exit	Students are given questions about Section 2 to further reflect on it. Students are also given the homework, which is reading Section 3.	The exit ticket provides an opportunity for students to individually reflect on their learning after the collaborative activities. While the group task demonstrates students' ability to work collaboratively, the exit ticket

			provides the teacher with additional evidence of each student's individual understanding of Section 2. The responses can be used to identify misconceptions, gaps in understanding or aspects that may require further attention in the following lesson. This supports a formative approach to assessment, in which assessment information is used to gain insight into students' learning and inform subsequent teaching (Geerts & Van Kralingen, 2025; IBO, 2026).

Part 3: Lesson evaluation

- Were the learning aims achieved by all/most/some students? What evidence do you have to answer this question with certainty?
- What went well?
- What didn't go well?
- What will you do differently in the next lesson(s)?
- ...