**Lesson Plan**

**Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: 60 mins**

**Unit: Climate Change Lesson Type: Analyse Information**

**Level: 6**

**Curriculum**

Use and evaluate a range of information to develop a point of view (ACHCS042)

Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)

Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)

Reread and edit students’ own and others’ work using agreed criteria and explaining editing choices (ACELY1715)

**Lesson Objectives:**

**During this lesson students will;**

* Sort through research to select relevant information for assessment piece
* Work independently to create assessment information poster
* Collaborate with group members on information obtained

**Students Prior Knowledge:**

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| Students have used resources to research and investigate the issue of climate change.  Students have been given a character role to guide their research and final assessment task.  Students have work independently and within small groups to research their character, the country on their character and how climate change impacts them.  Students have used a checklist to guide their research. |

##### Lesson Structure:

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| **Time** | **Introduction & Motivation:** | Teaching Approaches & Resources |
| **15**  **mins** | * Students engage in whole class discussion to reflect on their research/research checklist * Ask students questions about what they thought were the positives and negatives of their checklist, what they had difficulty doing, were any parts of information difficult to find and why, and what were some things they were surprised to find throughout their research * Discuss how they will all go together to support their role and how they will make their poster * Discuss what students believe to be the most important information and how to convey that through their poster (important information may be bigger or stand out more then others) | **Approaches: whole class discussion** |

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| **Time** | **Main Content:** | Teaching Approaches & Resources |
| **45 mins** | * Teacher instructs students to gather in their small groups for a final share of information * Students are asked to give a positive and a point where they could improve for each student after they have shared their information * Students then break off individually to start of their poster, reminding them that this will have to be completed within students own time | **Resources:** poster paper, research/information gathered, computers, iPads |
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|  |  | Support and/or Extension Activities **Support:** the teacher will make themself available to assist students in their research. |

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| **Time** | **Conclusion:** | Teaching Approaches & Resources |
| **10 mins** | * Teacher asks students to take turns in their seat sharing one piece of information in role of their character |  |

**Assessment of Learning**

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| Teacher will observe students participation during class discussion.  Teacher will monitor student’s participation during small group discussion.  Students use small groups to help guide creation of their informative poster.  Teacher will observe student involvement in role play information sharing |

**Evaluation**

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| * Were the students engaged in the lesson? * Did they contribute to class discussion? * Were all students contributing during small group discussion? * Did they stay on task to create their poster? * Did they attempt to stay in character when sharing information with their peers? |

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