**Lesson Plan**

**Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: 2.5 hours (flexible)**

**Unit: Climate Change Lesson/Stage # 6**

**Level: 6**

**Curriculum**

**Civics & Citizenship**

**Problem solving and decision-making: I**nteract with others with respect, identify different points of view and share personal perspectives and opinions [(ACHCS043)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHCS043)

**Communication and reflection**

Present [civics](http://www.australiancurriculum.edu.au/glossary/popup?a=CNC&t=Civics) and [citizenship](http://www.australiancurriculum.edu.au/glossary/popup?a=CNC&t=Citizenship) ideas and viewpoints for a particular purpose using [civics](http://www.australiancurriculum.edu.au/glossary/popup?a=CNC&t=Civics) and [citizenship](http://www.australiancurriculum.edu.au/glossary/popup?a=CNC&t=Citizenship) terms and concepts [(ACHCS045)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHCS045)

Reflect on personal roles and actions as a [citizen](http://www.australiancurriculum.edu.au/glossary/popup?a=CNC&t=Citizen) in the school and in the community [(ACHCS046)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHCS046)

**Geographical Knowledge and Understanding**

Differences in the economic, demographic and social characteristics between countries across the world [(ACHGK032)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGK032)

**Lesson Objectives:**

**During this lesson students will;**

* Participate fully in the symposium
* Share knowledge and proposed action plan with other representatives
* Respect other representatives and listen to their story/knowledge

**Students Prior Knowledge:**

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| Students have been researching their character and have made a poster summarising the information they have found. Their research will help them converse and interact in the symposium.Students have presented in front of the class before so they are aware of the correct presentation skills of voice projection and eye contact. They are also aware of how to be a good audience member, listen appropriately and provide their classmates with feedback.  |

##### Lesson Structure:

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| **Time** | **Introduction & Motivation:** | Teaching Approaches & Resources |
| **15 mins** | * Teacher/leader of symposium explains structure, format, rules, aims and expected outcome to students. This will be agreed to or amended by student vote.
* Students sit in continent groups and decide on order of speakers
* Teacher highlights key questions to be answered by the end of the symposium (written on whiteboard)
	+ How does climate change affect me/my family/my job/my country?
	+ What can I do to change/improve my carbon footprint?
	+ What can I do to inform and educate other people on the issue of climate change?
 | **Resources:** desks set up in circle, writing paper and pens, label of each country, whiteboard  |

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| **Time** | **Main Content:** | Teaching Approaches & Resources |
| **1-2 hours** | * Each continent takes turns in speaking about climate change and how it affects them, their family, their job and their lifestyle
* The teacher leads and directs the conversation. E.g. “Representative of India, how do you feel about the comments from the Representative of Australia?” “Do you have the same issues as USA?”
* Each continent must interact with the other countries and ask questions
* Students will be assessed on their questioning skills, interaction, communication, presentation and knowledge.
 | **Resources:** students’ information/research**Approach:** teacher lead, one student talks at a time, student raises their hand if they wish to speak |
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|  |  | Support and/or Extension Activities**Support:** students are in their continent groups and will be able to assist each other with information**Extension:** students can extend their knowledge through interaction and conversation between other students |

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| **Time** | **Conclusion:** | Teaching Approaches & Resources |
| **15 mins** | * The teacher briefly concludes the proceedings of the day, highlighting the main points made from representatives.
* The proposed action plan is shared with the whole class.
* Out of character, students reflect verbally on how they presented, interacted with each other and used their information
 | **Approaches:** teacher lead discussion |

**Assessment of Learning**

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| Teacher will use a checklist to ensure students are effectively showing their ability in; questioning skills, interaction, communication, presentation and knowledge of topic. At the conclusion of the symposium students will reflect on how the symposium went, if they interacted with each other appropriately and if the aims of the symposium were met.  |

**Evaluation**

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| * Were the students engaged in the lesson?
* Did they maintain their character throughout the symposium?
* Did they interact with other students?
* Did they use their researched information appropriately?
* Were all students able to converse and question each other?
* Were they able to create a proposed action plan to improve the effects of climate change?
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