**Lesson Plan**

**Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: 70 minutes**

**Unit: Climate Change Lesson/ Stage: #2**

**Level: Grade 6**

**Curriculum**

**Citizenship, diversity and identity**

The obligations citizens may consider they have beyond their own national borders as active and informed [global citizens](http://www.australiancurriculum.edu.au/glossary/popup?a=CNC&t=Global+citizens) [(ACHCK039)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHCK039)

**Problem solving and decision making**

Interact with others with respect, identify different points of view and share personal perspectives and opinions [(ACHCS043)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHCS043)

**Number and Place value**

Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers [(ACMNA123)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACMNA123)

**Lesson Objectives:**

**During this lesson students will:**

* Participate fully in the activities
* Communicate and values team members ideas
* Positively contribute to discussion
* Understand the definition of climate change in more depth and use prior knowledge (from pervious lesson).
* Students will understand their own contribution to climate change
* Students will use ICT to compare their own CO2 consumption to their peers

**Students Prior Knowledge:**

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| Students have looked at the different elements that make up climate change in the previous lesson. They have explored their beliefs and prior knowledge which has been scaffolded by peers and the teacher. Students were required to note the key aspects of climate change on a general scale and create a ‘world’ which encompassed these key ideas. |

##### Lesson Structure:

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| **Time** | **Introduction & Motivation:** | Teaching Approaches & Resources |
| **10 mins** | * Students will be introduced to 2 websites by the teacher who will display them on the smartboard.
* Students will be required to read the definitions of climate change silently on both websites.
* The teacher will then read the definitions from the websites out.
* The teacher will ask different students to come up to the board and highlight the key words or phrases.
* Teacher led discussion will occur regarding the combination of key aspects from both sources.
* As a class, students will come up with a definition of climate change and write it on the board.
 | Websites with definitions:<https://www.oxfam.org.au/explore/climate-change/><http://climatekids.nasa.gov/climate-change-meaning/> |

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| **Time** | **Main Content:** | Teaching Approaches & Resources |
| **20 mins****20 mins****15 mins** | * Students will be in pairs using the iPads and will use the app Go Green.
* Students will input their own personal data such as km they travel in a car per day, amount of food they eat, number of showers and hours using electronic devices per day.
* This will then create a number of kg of CO2 each student uses per year.
* The teacher will then have an excel spread sheet on the smartboard and students will input their overall number next to their name.
* The class will then discuss the area they consumed the most amount of CO2 and possible ways they could reduce this.
* Students will then be instructed to look at the Global Carbon Atlas website which shows the CO2 consumption levels per country and number of people who live there.
* Students must divide the kg of CO2 by the number of people to get the average number of kg used per person in the particular country.
* Students will do this for the top 20 countries and talk in pairs about possible reasons for the numbers.
* The teacher will instruct students to then create a visual representation of what it looks like outside peoples windows in different areas of the world.
* They will draw what the landscape looks like outside their classroom window and then choose 2 other places in the world to draw in the other two windows. Students must pay particular attention to areas affected by climate change (pollution, smog, tsunami, flooding etc).
 | * iPad
* iPad app – Go Green

<http://www.globalcarbonatlas.org/?q=en/emissions> |
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|  |  | Support and/or Extension Activities* The teacher can provide more scaffolding when needed and guide the discussion.
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| **Time** | **Conclusion:** | Teaching Approaches & Resources |
| **5 mins** | * The class will then come together again and discuss their finding from the different activities.
* The teacher can ask students their thoughts and conclusions regarding their findings from the task involving CO2 emissions. Why levels were so high in some countries, what countries performed well per capita and why students thought they performed well.
 | * Teacher led discussion
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**Assessment for Learning**

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| Students will have the opportunity throughout the lesson to draw on prior knowledge and definitions from the first lesson. The teacher will be able to assess students knowledge and understanding through class discussion and participation of students. |

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**Evaluation**

* Did students engage in the learning experiences?
* Were students able to draw on prior knowledge?
* Was it possible to develop discussion within the group?
* What areas did students need more knowledge in?
* What aspects of learning did the students benefit most from?
* How could the learning experience be improved?