**Lesson Plan**

**Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: 30 minutes**

**Unit: Climate Change Lesson/ Stage: 3 (Frame, Negotiate and Identify)**

**Level: Grade 6**

**Curriculum**

**CIVICS AND CITIZENSHIP**

**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)

**GEOGRAPHY**

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

**Student Learning Intentions**

 During this lesson I will

* Consider the differences and similarities between the environment I live in and the environments I see in this lesson
* Ask questions and work respectfully with my classmates when sharing thoughts and opinions
* Identify a number of different factors that effect the living conditions of others

**Students Prior Knowledge:**

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| Students have explored the key unit concepts of climate change and global citizenship prior to the commencement of this lesson. They arrive with a knowledge of how to Interact with others with respect, share views and recognise different points of view.With respect to geographical knowledge and understanding, students understand the influence of the environments on human characteristics of a place |

##### Lesson Structure:

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| **Time** | **Introduction & Motivation:** | Teaching Approaches & Resources |
| **10 mins** | **Lesson Sequence**1. Teacher revises with the children the brief analysis they have conducted on climate change and how it affects both the local community and their selves.

*“Do you think the impacts of climate change are the same for you as they are for someone on the other side of the world”?*Teacher plays YouTube link (found in resource section)1. Teacher enters into a class discussion with students about the world we live in.
 | ***Teacher**** Whiteboard
* Inquiry Question on Cardboard
* <https://www.youtube.com/watch?v=2e75_sYvOOU>
* Laptop
* Video Projector

**Classroom Organisation**Students are stationed at their desks for this lesson. |

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| **Time** | **Main Content:** | Teaching Approaches & Resources |
| **15 mins** | 1. Students are asked to consider the following questions
* Does everyone have the same job?
* Do we all live in the same place?
* How are our places different?
1. Students are asked to share their thoughts with their classmates before the teacher brings student focus to the whiteboard.
2. Students are given out their character role for the unit and allowed time to read them.
3. Students are given a few minutes to travel around the room and view other students character roles. Teacher asks them to draw upon their previous knowledge to compare the two. “Is your character similar to the others.
4. On the board, begin a mind map and have students think about the differing factors between their character roles.
 | ***Teacher**** Whiteboard
* Student Character Role cards (To be distributed during lesson)
* Laptop
* Video Projector

***Student**** *A3 sheet of paper*
* *Pencil case*
* *Character Role cards*
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|  |  |  |
|  |  | Support and/or Extension ActivitiesStudents who have not heard of their characters country are offered a change to locate it on a map. |

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| **Time** | **Conclusion:** | Teaching Approaches & Resources |
|  | 8. Teacher leaves the mind map on the board for the following humanities and social sciences lesson |  |

**Assessment of Learning**

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| This lesson introduces the summative assessment task for the unit.  |

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**Evaluation**

* Did students engage in the learning experiences?
* Were students able to draw on prior geographical knowledge of countries discussed in the lesson?
* Did students use their time to share their thoughts and ideas?
* 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?