**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

* Work collaboratively with students at my table to formulate questions about my country
* Examine a number of different resources to gather geographical, environment, political and economic information.
* Ask questions and work respectfully with my classmates when sharing thoughts and opinions
* Begin to question the links climate change has with

**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. Students have been given a brief opportunity to examine where their country is located on a world map.Students began to identify the various factors that may differ between other countries and their own when thinking about the effects of climate change.  |

##### Lesson Structure:

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| **Time** | **Introduction & Motivation:** | Teaching Approaches & Resources |
| **5 mins** | 1. Class revisits the mind map created in the previous lesson.
2. Students examine the mind map and create three questions to assist with their research. Remind students of our class focus questions of *“what is climate change?*” and “*how can we as year six students take action to positively combat the effects of climate change?*
 | **Classroom Organisation**Students are grouped in their “continent groups” for this lesson. These groups are of mixed ability***Teacher**** Whiteboard
* Mind map from previous lesson
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| **Time** | **Main Content:** | Teaching Approaches & Resources |
| **30 mins** | 3. Students are given a task to organise themselves into their continent groups by investigating where their country is located and working with other students to identify if they belong in the same group.1. Students work in their continent groups to examine a range of stimuli. They are asked to compare their findings with those of their neighbouring countries.
2. Individually, students construct 3 questions to help shape their investigation.
3. Students post their 3 questions into Padlet
 | * Map of the world
* Stimuli for each continent group

-Maps-Fact sheets-Links to Oxfam website-Pictures of the land/cityscape* Class set of Ipads/Laptops

***Student**** *A3 sheet of paper*
* *Pencil case*
* Student Role cards
* Folder to save information and data that students collect.
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|  |  | Support and/or Extension ActivitiesStudents are in mixed ability groups. Teacher to offer assistance in what to look for when researching on whiteboard. |

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| **Time** | **Conclusion:** | Teaching Approaches & Resources |
| **5 mins**  | Students are given a chance to relay what they have learnt in the class “climate change diary room”. |  |

**Assessment of Learning**

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| The teacher will be able to formatively assess the students understanding of the lesson by accessing their questions on Padlet.A video diary entry will also be made by the student serving as a tool to examine the students knowledge of content. |

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**Evaluation**

* Were students engaged 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?