**Lesson Plan**

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

**Unit: Climate Change Lesson Type: Gather 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;**

* Participate fully in class discussion to create assessment checklist
* Work independently to research assessment task
* Collaborate with group members on information obtained

**Students Prior Knowledge:**

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| Students have looked at the topic of climate change as a whole class and discussed how this topic affects them in as citizens of the world.  Students have work with whole class to research their impacts on the issue of climate change and discussed how climate change could impact on other people throughout the world in different living situations.  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. |

##### Lesson Structure:

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| **Time** | **Introduction & Motivation:** | Teaching Approaches & Resources |
| **25 mins** | * Teacher engages class in a group discussion to recap the assessment task that they will be completing in this unit * Teacher explains that as a whole class, they will be creating a checklist for students to use throughout their researching and completion of their posters for their assessment * Teacher initiates the start of the check list * Write ‘research checklist’ of the board then list 3 subheadings: ‘country’ ‘character’ and ‘check that you have..’ * Teacher asks students what they think they will need for each subheading, using prompts to guide the discuss if necessary * Once the checklist is complete, allow time for students to write down a copy of the checklist in their humanities and social science books | **Resources: whiteboard & whiteboard markers** |

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| **Time** | **Main Content:** | Teaching Approaches & Resources |
| **25 mins** | * Allocate students to use school iPad’s/room computers to start their research * Instruct students to work individually researching for their assessment and inform them that they will have time at the end to share their information with their group members * Allow 20 minutes for research * give students 5 minute warning before research time is over * instruct students to get into their groups to share their information, allocating space for each group within the room |  |
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|  |  | Support and/or Extension Activities **Support:** the teacher will make themself available to assist students in their research. Students who need constant support can work with a peer. |

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| **Time** | **Conclusion:** | Teaching Approaches & Resources |
| **10 mins** | * The teacher explains that students are to take turns in their group sharing at least 1 piece of information they found * Students take turns sharing the information found * Teacher gives time for students to discuss within their groups what information can be used by all/used by some and what else they believe will be important to research next time to best help the group * Students are then given time to ensure they have filled the information into their checklist | **Approaches:** group discussion and collaboration |

**Assessment of Learning**

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| Teacher will observe student participation in class discussion.  Teacher will monitor students while researching as well as their participation during small group discussion.  Students will monitor their own research progress, using checklist created during lesson.  Students use small groups to help guide future researching. |

**Evaluation**

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| * Were the students engaged in the lesson? * Did they contribute to class discussion/creation of checklist? * Did they use ICT appropriately during this lesson? * Did they use their checklist? * Were all students contributing during small group discussion? |

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