**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;**

* Use researching checklist to guide research
* 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 |
| **5**  **mins** | * Teacher asks student to get out research checklist and highlight parts that have not yet been completed * Students are to number off highlighted points in the checklist based of priority to guide their researching time | **Resources: whiteboard & whiteboard markers** |

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| **Time** | **Main Content:** | Teaching Approaches & Resources |
| **45 mins** | * Allocate students to use school iPad’s/room computers to start their research * Instruct students to work individually to continue their research * Inform students that they will have a chance to research with other group members after 20 mins of research * Give students 5 minutes warning before they are to joint in their groups * Ask students to come together with their groups, allocating space within the room for each small group * Instruct groups to 10 mins to take turns in sharing new information and going through what else needs to be researched * Students continue their research with the assistance of their group members to gather information collaboratively |  |
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|  |  | Support and/or Extension Activities **Support:** the teacher will make themself available to assist students in their research. |

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| **Time** | **Conclusion:** | Teaching Approaches & Resources |
| **10 mins** | * Teacher instructs students to return to their desks to reflect on their research complied so far * Students are to fill out checklist and identify if there is any other research required. If so this will have to be done in students own time * Students are asked to go through the ‘check that you have..’ section of the list and make note of things they will need to change |  |

**Assessment of Learning**

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| Teacher will observe students use of checklist.  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.  Teacher will read through all students checklists to see how they have used them |

**Evaluation**

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| * Were the students engaged in the lesson? * 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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