**Lesson Plan**

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

**Unit: Climate Change Lesson/ Stage: #1**

**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)

**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

**Students Prior Knowledge:**

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| In grade 5 students have examined the affects of natural disasters on the environment. This will give then background knowledge on the devastating effects these have on communities and the physical changes that can be seen in the environment.  The impact of bushfires or floods on environments and communities, and how people can respond [(ACHGK030)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHGK030)  Students will also be building on knowledge from the grade 5 curriculum Civics and Citizenship which includes evaluating sources and collating information, interacting with others and respecting their ideas, presenting civics and citizenship ideas and viewpoints and presenting them and reflecting on their own role as a citizen in their local community.  Interact with others with respect, identify different points of view and share personal perspectives and opinions [(ACHCS031)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHCS031)  Present [civics](http://www.australiancurriculum.edu.au/glossary/popup?a=CNC&t=Civics) and [citizenship](http://www.australiancurriculum.edu.au/glossary/popup?a=CNC&t=Citizenship) ideas and viewpoints for a particular purpose using [civics](http://www.australiancurriculum.edu.au/glossary/popup?a=CNC&t=Civics) and [citizenship](http://www.australiancurriculum.edu.au/glossary/popup?a=CNC&t=Citizenship) terms and concepts [(ACHCS033)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHCS033)  Reflect on personal roles and actions as a [citizen](http://www.australiancurriculum.edu.au/glossary/popup?a=CNC&t=Citizen) in the school and in the community [(ACHCS034)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACHCS034) |

##### Lesson Structure:

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| **Time** | **Introduction & Motivation:** | Teaching Approaches & Resources |
| **10 mins** | * Students will be split into 2 teams and introduced to the word ‘climate change’. * They will then participate in a post-it-note relay. * Students will have the word climate change on the wall, they will then write 1 word or phrase on a post it note relating to climate change and have to speed walk to stick it on. This will then create a relay. * The aim is for a team to get more words or phrases than the other team. * The teacher will then count the number of post it notes and read each one out prompting class discussion. | Post it notes |

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| **Time** | **Main Content:** | Teaching Approaches & Resources |
| **15 mins** | * Students will then create their own world of ideas incorporating the key ideas from the post it note relay. * They will also look at key questions they would like to find out and key questions that may guide the inquiry. * The class will come together for class discussion and together formulate key inquiry questions for the unit. | Teacher led discussion  * Scaffolding from students and prompting from teacher. |
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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 |
|  | * Students will identify the key elements from the lesson and upload them to the iPad App Padlet which they will use in later lessons. * They will then discuss why they believe the topic of climate change is important to find out more about. | iPad  * iPad app - Padlet |

**Assessment of Learning**

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| Students will have the opportunity throughout the first lesson to demonstrate their prior knowledge. This assessment of learning will guide the entire unit and allow the teacher to develop areas that need to be concentrated on. |

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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?