EDSS503 LESSON PLAN

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| Class: Stage 3 (Year 6) | Date | Time: 1 hour and 20 Mins |
| Key Learning Area: HSIE - Environments | Lesson Topic: Global Environments: Rainforests. What is a Rainforest? |
| Recent Prior Experience Prior lesson, Ss have understood the course framework over the next remaining 5 weeks. Ss have been working on different Workstations from 1-6. Ss understand over the next 5 weeks Ss will be rotating to the next Workstation. Each workstation has a different objective. Ss in lesson 2 have been field study to ‘Dorrigo National Park’ and completed a worksheet provided by the discovery Rangers. Ss have sound knowledge about the Flora, Fauna and interdependent relationships that co-exist in the Rainforest and covered the different layers in the rainforest. Today is the second rotation group; each S has been provided a Workstation manual explaining their delegated task in specified workstation in previous lesson. |
| Syllabus Outcomes:ENS3.5 Demonstrates an understanding of the interconnectedness between Australia and global environments, and how individuals and groups can act in an ecologically responsible manner.ENS3.6Explains how various beliefs and practices influence the ways in which people interact with, change and value their environment. | Indicators of Learning for this lesson:Cumulous Group: Researchers a foreign rainforest outside of Australia highlighting characteristics and demographics of the Rainforest. Tropical Group: Creates a Terrarium and explain and identify rainforest interdependenceBiomes Group: Ss illustrate the different layers in the rainforest and explain each layers feature.Epiphytes Group: Identify threats to the rainforest and examine solutions to preserve rainforests.Canopy Group: Identify Aboriginals and their relationship with the rainforestTemperate Group: Ss develop sound knowledge about an Australian Rainforest. Ss identifies distinctive features, flora and fauna that co-exist in their unique chosen Australian Rainforest | Assessment:Workstation 1: T examines Ss ability to source information and evaluates their findings during their 5 minute presentation. Workstation 2: T observes Ss working as a group to create a terrarium, During presentation Ss are required to explain and identify rainforest interdependence. T will evaluate Ss based on their worksheet presentedWorkstation 3: Ss present their 3d generic rainforest and labels theirs rainforest layers in correct order, Ss will be assessed based on their ability to explain features of each layer.Work Station 4: Ss address threats and solutions to preserve rainforest on a poster. T evaluates Ss Poster to ensure they have grasped the content. Workstation 5: During presentation T observes Ss response to Native people and their relationship with the rainforest. T evaluates Ss research from their concept map.Workstation 6: T assesses individual S worksheet. |

LESSON SEQUENCE

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| Lesson Content /Indicators of Learning  | Min. | Teaching Strategies / Learning Experiences: | Resources and Organisation: |
| INTRODUCTION |

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| T introduces HSIE lesson and instructs all Ss to begin their next workstations. | 5Mins | * + T advises Ss HSIE workstations are ready, Ss are to commence to their designated stations.
	+ T advises Ss to get their workstation manual out should they be unsure designated workstation.

 | * Ss have already been provided copies of the Worksheet Manual.
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| DEVELOPMENT |
| -Workstation 1: T examines Ss ability to source relevant information from the internet. In workstation 6, Ss have worksheet to evaluate and compare the difference between foreign and Australian Rainforest. -**Workstation 2**: T observes Ss ability to work as a group to create a terrarium. Ss worksheets help T identify Ss sound knowledge about interdependent relationships that exist in the rainforest.**Workstation 3:** Ss integrate creative arts into this lesson. Ss demonstrate their knowledge learned from field study at Dorrigo National Park. Ss differentiate each layer and define characteristic of each layer.**Workstation 4**:Ss research different threats rainforest are faced and need to reflect on their personal views. T evaluates Ss ability to address threats and identify various strategies to preserve rainforest.**Workstation 5**: T incorporates a student centred learning. T identifies Ss ability to research and addressing benefits of rainforest in respect to native people and global community. Ss analyse strategies native people and global community implemented to minimised human impactWork Station 6: T provides worksheet for Ss to identify the different between Australian rainforest and a foreign Rainforest. Ss will complete half of the exercise and the other half in workstation 1. | 1Hr/ perAct | Workstation commences Lesson 3- 8Work Station 1 Finding your unique Rainforest outside of Australia: Cumulous Group (Lesson 4)Aim: Each group researches a particular Rainforest of their choice and investigates the characteristics and demographics of nominated rainforest. Ss provided access to the internet to conduct researches. Ss are to illustrate their findings on Butcher Paper to present to class upon completion with their map locating their unique rainforest. (Please refer to Appendix for the Workstation Instruction Manual)*Ss need to compare their findings from workstation 1 and 6*Work Station 2 Building your own Terrarium: Tropical Group (Lesson 4)Aim: Ss group are to build their own terrarium, instructions found in the workstation instruction booklet found in the Appendix. Group will present their terrarium at the end of the class. T will provide worksheet for Ss explain how rainforest are interdependent Work Station 3 Creating 3d Rainforest Layer: Biomes Group (Lesson 4)Aim: Ss are to create a 3D rainforest from resources provided. Ss are to label each layer of the Rainforest with a brief caption highlighting each layer characteristic. Group will present to class at the end of the lesson.Workstation 4 Create a Poster Illustrating Rainforest Threats and Solutions to sustain our rainforest: Epiphytes Group (Lesson 4)Aim: Ss research different types of threats rainforest and species face. Poster should highlight threats and justify their answer with implications caption. Anyone who looks at the poster will be able to understand threats and affects.Workstation 5:People and their Rainforest: Canopy Group (Lesson 4)Aim: Ss research and analyze native people relationship with the rainforest. Ss create a concept map highlighting rainforest features that provide needs to native people and how native people maintain and manage the rainforest. Ss will gather information from prescribed text:* Aborigines of the rainforest and survival in the rainforest
* Encyclopedia of Aboriginal Australia

Workstation 6 Research an Australian Rainforest: Temperate Group(Lesson 4)Aim: Each Ss is to research about an Australian Rainforest and identify the following; Animals, Plants, People, Issues and Solutions Each Ss will be provided a worksheet to fill in. Ss will have access to computers and other materials. Ss are required to use information gathered from this workstation and make a comparison with Workstation 1: Finding your unique rainforest outside Australia.  | * 5 Laptops with internet access
* Butcher Paper
* Markers
* Global map
* Workstation Instruction Manual
* 2 Litre empty container
* Soil
* Various Plants
* Scissors
* Sticky Tape
* Separate Worksheet
* Colour Cardboard
* Toilet tissue cardboard rolls
* Crepe Paper
* Glue
* Sticky Tape
* Scissors
* Markers
* National Geographic Magazine
* Coloured Cardboard
* 5 Laptops/I pad with internet access
* Coloured Markers
* Butcher Paper
* Marker
* Prescribed text sources
* Worksheet Prepared by T
* Pens
* Laptops with Internet Access
* Non- fiction Books
* Encyclopedia
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| CLOSURE |
| Ss will present their work completed in their designated workstation every lesson.  | 30 mins per lesson | * After completion of each lesson, Ss are to pack away all their materials in designated area.
* After each lesson Ss present their work completed from their designated workstation during the lesson. Each group present 5 for five minutes about what they have discovered in lesson for the day.
* T advises Ss group allocations for next HSIE Lesson.
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