

## Geography Alive: Stage 2 (Topic 2: The Earth's Environment)

Lessons 9, 10 & 11 Inquiry task and presentation		
<p><b>Content focus:</b></p> <p>In this lesson, students have the opportunity to participate in group work. Their task is to investigate a selected environment and to present their findings to the class. In doing so, students develop a knowledge of the selected environment's unique characteristics, its global distribution, and the plants and animals that make their home there. Students develop an understanding of the importance of an environment and how they meet the needs of the animals that live there.</p>		<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Computers/iPads</li> <li>• Butcher's paper or poster-sized paper</li> <li>• Coloured marker pens</li> <li>• A range of resources for students to use when developing their presentations</li> </ul>
<p><b>Key inquiry questions:</b></p> <ul style="list-style-type: none"> <li>• What are the unique characteristics that distinguish one environment from another?</li> <li>• How do different environments support living things?</li> <li>• How have plants and animals adapted to particular environments?</li> <li>• What is the global distribution of the world's main environments?</li> </ul>	<p><b>Outcomes:</b></p> <p><i>A student:</i></p> <ul style="list-style-type: none"> <li>• describes the features and characteristics of places and environments</li> <li>• demonstrates a developing knowledge and understanding of a selected environment and the animal and plant species found in the environment.</li> <li>• acquires and geographical information using geographical tools for inquiry</li> <li>• communicates geographical information using a selected medium.</li> </ul>	<p><b>Lesson sequence:</b></p> <p><b>Step 1:</b> Explain to students that they will be working in groups to research a selected environment.</p> <p><b>Step 2:</b> From the environments studied in class, students work in small groups to create a poster displaying information about a selected environment. Students follow instructions and work together to present their posters to the class.</p> <p><b>Step 3:</b> Students undertaking research using the internet and work on presenting their information. Students can use whatever presentation style they like. They may, for example, develop a poster or diorama. Students are encouraged to be creative. The material presented should include a world map showing the distribution of the selected environment.</p> <p><b>Extending Students:</b> Encourage more capable students to complete their maps without the assistance of the PowerPoint or Resource Sheet images and information.</p> <p><b>Supporting Students:</b> Allow less confident students to complete their posters and map in a small group with the support of the teacher or teacher aide.</p> <p>During Lessons 10 and 11 students will present the findings of their group's work to their classmates. The teacher will use an assessment rubric to assess student's knowledge of different environments and the animals that are found there.</p>