

Lesson Four:

Life in Sharqiya

Objectives

- To understand how different species, including human beings have adapted to life in the Sharqiya Sands region.
- To know the challenges different species face in the Omani desert.
- To be able to design an ultimate Sharqiya species which is adapted to the region's environment

Context and Rationale

Students will be surprised to learn about the amount of plant and animal life that survives in the harsh Sharqiya Sands. This lesson takes a well-used format regarding plant and animal adaptations and makes it specific to species in the Sharqiya region. Students will also realise the important interrelationships that exist between the Wahiba Bedouin people and their environment. This will raise interesting questions in students' minds regarding how their lives and those of people in Oman are both similar and different.

This lesson is also presented as a walk-through PowerPoint presentation ([Lesson Four Walkthrough](#)).

Starter

Using [Desert environment gallery](#) set up around the classroom, students should observe each graphic and create a list of challenges that life faces in the Sharqiya Sands region. Afterwards, going through the gallery images as a presentation ([Desert environment gallery presentation](#)), students can feed in their ideas. It is important that students are precise in their reasoning: ideas such as "no water" should be rejected in favour of "restricted rainfall and accessible water in certain months". These challenges should be recorded, and if possible kept visible on a dry wipe board or flip chart in the classroom for the duration of the lesson.

Body

Students can choose whether they wish to study a Sharqiya plant or animal. For each species, students are given [Sharqiya species](#) and a set of [Adaptation cards](#); one set that lists different adaptations and another that explains how they address the challenges of living in the Sharqiya desert. Students will need to write annotations for different parts of the plants or animal on the worksheet, using one colour pen for an adaptation description and a different colour pen for an explanation.

Ideas for successful adaptations should be shared around the classroom and adaptational features common to both plants and animals can be noted. Students should then design their 'ultimate Sharqiya species'. Teachers can decide on the level of permissible fantasy in the design, but it is recommended that students try to keep their ideas within the realms of natural possibility. Drawing their design on A3 paper and including descriptions and explanations of the adaptations they have included creates great

display material for classroom walls. Each adaptation the students include should link to one of the challenges created by the Sharqiya environment as already noted.

Plenary

Photos of the Wahiba Bedouin people, their transport and their homes from [Wahiba Bedouin people](#) should be circulated to each person around the class. Students should be allowed two minutes to study their photo and think about what it shows. Two sets of photos, to allow duplicates in larger classes can be used. The photographs can open lots of areas of discussions as seen in [Human life in Sharqiya questions](#). Each question might be posed to the class and individuals who have corresponding photos (that wholly or in part answer that question) should be given the opportunity to speak. Teachers can use [Wahiba Bedouin people presentation](#) to highlight on an IWB the photos to which students are referring.

Homework or Extension / Enrichment Tasks

Students can read [Bedouin Agony Aunt](#) and write a reply to Hassan, giving him advice about what he should do next.