| **Lesson:** | 5.2 Research and implementation |
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| **Focus of the lesson:** | Students will focus on effective research, and spend the majority of the lesson designing their projects with their groups. |
| **Prior knowledge:** | Students will build on all of the knowledge they have accrued throughout this unit and apply it to creating their own projects. |
| **Learning Objectives:** | To understand how to effectively research your projects and begin to design them. |

| **Lesson Outline** | **Description** |
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| **Starter** | Task:What does effective research look like? Make a mind map as a group.Write down 3 points you need to research in today’s lesson.How would you know if your information source is reliable? | As students are now beginning to research and design their projects, they must be made aware of how to effectively research.By completing a series of questions about effective research and sourcing reliable information, students will be more aware of the sources of information they are using for their projects, making them more accurate. |
| **Main** | * Lesson 2 targets
 | * Students will be reminded of the success criteria for their projects.
* The targets for this session ask students to explain the global issue they have chosen and why it is important to address, making links to the SDGs. By being able to explain the issue and the links to the SDGs, students will have a clear focus of the necessary outcome of their projects.
* By considering the most appropriate way of presenting their project, students will be encouraged to think about more innovative ways of presenting information, such as in ArcGIS StoryMaps or by creating a map to illustrate their project.
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| **Plenary** | Review your work so far - what have you achieved today? What are your goals for the next lesson?Make sure you write them down so you don’t forget them! | By asking students to summarise their work so far, they are holding themselves accountable to the targets I set them and are considering how to manage their time. They will have a clear picture of where they left off for the start of next lesson so they are able to immediately pick it back up again and no time is wasted rehashing what they had previously done.As they are completing this summary, I will circulate the room and check individual projects to get an idea of timings and ensure students are on the right track. |
| **Homework** | Spend half an hour working on your projects at home | In order to ensure students have sufficient time to complete their projects, they will be allotted 30 minutes of homework time to work on it. As part of their plenary, they will divide the tasks they want to achieve at home so all members of the group have a clear vision. |