

### Lesson 3:

<b>Lesson Title:</b>	<b>Islands at Risk</b>
<b>Learning Objectives:</b>	To understand how islands might be impacted by natural hazards and climate change.
<b>Homework</b>	Climate graphs (this homework is optional depending on how frequently the schools set work).
<b>Quote</b>	<i>"You have stolen my dreams and my childhood with your empty words"</i> ~ Greta Thunberg
<b>Geographical Skills</b>	Map/ locational skills, graph analysis, enquiry questions, evaluation, climate graphs
<b>Resources/ Equipment</b>	Map handout, rising sea level worksheet, news article
<b>Geographical Vocabulary (Tier 3)</b>	Latitude, longitude, archipelago, climate, precipitation, biodiversity, acidification, displacement, hazards
<b>Pupils Prior Knowledge</b>	Climate change, natural hazards, geographical locations, map skills, global warming
<b>Careers Link</b>	Environmental scientist, climate change analyst, meteorologist, urban planner, disaster risk manager, aid worker, civil engineer, policy advisor, teacher.
<b>Useful Websites</b>	<ul style="list-style-type: none"> <li>• <a href="#">Stop Disasters Game   UNDRR</a></li> <li>• <a href="#">Climate change: The Panama community that fled its drowning island - BBC News</a></li> <li>• <a href="#">Small Island Developing States</a></li> <li>• <a href="#">Island Vulnerability</a></li> <li>• <a href="#">Sea level rise, facts and information   National Geographic</a></li> </ul>

<b>Lesson Plan:</b>			
<b>1.</b>	<b>Time/Duration:</b> 5 minutes	<b>Activity</b>	<b>Purpose of task</b>
	<b>Task:</b> Starter Activity	<b>Pupil activity:</b> The important information has been removed from the graph, which provides pupils with the challenge of trying to determine what they think the graph might be representing.  <b>Teacher activity:</b> Encourage pupils to use their own knowledge, combined with previous lesson content, to help assess what the graph might be showing.	Encourages pupils to link different ideas together & to think more broadly around certain geographical content.  Discussing the trend of the graph and what it is showing, is a particularly useful tool in geography.
	<b>Any additional notes:</b>		
	<b>Time/Duration:</b>	<b>Activity</b>	<b>Purpose of task</b>

2.	5 minutes		
	<b>Task:</b> Introduction <b>Any additional notes:</b>	<u>Pupil activity:</u> Use the image to generate a list of questions that they might want to find out, in regard to both the picture and the enquiry question for the lesson itself too.  <u>Teacher activity:</u> Outline how the aim of the lesson is to answer the enquiry questions.	An effective way to implement the geographical skill of questioning and enquiry. Pupils might infer their own knowledge to help with forming some questions. It is an effective way to involve them in discussions of how to answer the overall enquiry question.
3.	<b>Time/Duration:</b> 10 minutes <b>Task:</b> Where does Delfino live? <b>Any additional notes:</b>	<b>Activity</b>  <u>Pupil activity:</u> 1. Describe the location of the Gardi Sugdub island. Use the map handouts and the map images on the screen. 2. Work out the distance between Panama city and Gardi Sugdub.  <u>Teacher activity:</u> 1. Explain the different points to consider when describing the location of a place (e.g. continent, bordering countries, latitude longitude). Lead a discussion as a class about what this might include, before the pupils writing it in their books. 2. Facilitate a class discussion on how to work out the distance. Using the visualiser will help demonstrate this, as pupils are likely to find it more challenging.	<b>Purpose of task</b>  1. Locational knowledge is a crucial component of geography. Explaining the location includes a variety of different key geographical skills that can be implemented.  2. Scale and distance links to the map skills topic in geography. This is likely to be a skill they have studied before, so revisiting it is useful. It should be noted that this is likely to need some brief re-teaching.
4.	<b>Time/Duration:</b> 5 minutes <b>Task:</b> Climate change effects <b>Any additional notes:</b>	<b>Activity</b>  <u>Pupil activity:</u> 1. Link to previous topics taught in geography & information they may have seen on the news etc, to consider the different impacts of climate change.  2. Discuss the impacts that rising sea levels might have on islands.	<b>Purpose of task</b>  Sharing ideas with one another, provides them with the opportunity to expand on their ideas and develop their understanding. This discussion helps deepen their understanding of previous content taught in geography.

		<p><u>Teacher activity:</u> Facilitate class discussion to begin with. Ensure that pupils are linking back their knowledge to what they already have studied.</p> <p>Use probing questions to encourage pupils to expand on their answers. E.g. can they name specific place examples?</p>	
5.	<b>Time/Duration:</b> 10 minutes	<b>Activity</b>	<b>Purpose of task</b>
	<b>Task:</b> Impacts of Rising Sea Levels	<p><u>Pupil activity:</u></p> <ol style="list-style-type: none"> <li>Using the information box worksheet, pupils need to consider the impacts of rising sea levels on islands, linking to the previous discussion. These should be sorted into social, economic, environmental &amp; political factors. This could be completed using colour coding, symbols, or writing the words to represent the different factors.</li> <li>Rank the different impacts in order of importance/ impact.</li> <li>Explain the reasoning behind the most and least impactful choices. Make sure to write in detail.</li> </ol> <p><u>Teacher activity:</u></p> <ol style="list-style-type: none"> <li>Recap with pupils, the differences between social, economic, environmental &amp; political factors.</li> <li>Choose a few people to discuss what they think the most important/ impactful reason is &amp; why.</li> <li>Encourage pupils to implement the PEEL structure to their written responses.</li> </ol>	<ol style="list-style-type: none"> <li>It is a useful geographical skill to be able to categorise different factors. Categorising the information boxes ensures that pupils are reading and considering the information in front of them.</li> <li>Deciding on the order to put the factors in allows scope for evaluation. Pupils will need to consider the wider scope of impacts, as a result of this,</li> <li>They then apply literacy skills by justifying their choices in writing.</li> </ol>
	<p><b>Any additional notes:</b> This often evokes a discussion about whether or not the different boxes can be categorised into more than one factor.</p>		
6.	<b>Time/Duration:</b> 10 minutes	<b>Activity</b>	<b>Purpose of task</b>
	<b>Task:</b> News article	<p><u>Pupil activity:</u></p> <ol style="list-style-type: none"> <li>Read the news article.</li> <li>Create a heading for the news article.</li> </ol>	<p>Utilise reading skills. Creating a heading ensures that they read the whole article. This is because a heading often provides a summary of</p>
	<b>Any additional notes:</b>		

	Some of the tier 3 vocabulary in the article might need explaining to some pupils.	<p>3. Highlight/underline any key geographical words or terms.</p> <p>4. Using the information, write at least 3 comprehension questions relating to the article, which could be used if somebody else was to complete this activity.</p> <p><u>Teacher activity:</u> Useful to use a visualiser to point out where to write the heading &amp; to do the first paragraph as a class, so that they know how to present their work. Make sure to provide an example of what a comprehension question might look like, to provide clarity for what is expected.</p>	<p>the article itself. This is a useful English skill, enhancing their cross-curricular abilities.</p> <p>Highlighting key terms will utilise tier 3 vocabulary. Pupils can see how these terms can be effectively implemented into sentences and can contribute to their overall understanding of this vocabulary too.</p> <p>In order to write the comprehension questions, they will need analyse the article in detail. This also develops their questioning abilities, in a more independently creative way.</p>
7.	<b>Time/Duration:</b> 5 minutes	<b>Activity</b>	<b>Purpose of task</b>
	<b>Task:</b> Main question <b>Any additional notes:</b>	<p><u>Pupil activity:</u> Return to the main enquiry question of the lesson. By combining all of the information that has been considered in the lesson, pupils should write a few sentences to explain opinion.</p> <p><u>Teacher activity:</u> Lead a class discussion about their thoughts surrounding the question, before pupils write in books.</p>	<p>Links the information from throughout the lesson and previous knowledge. It's an effective way to bring the lesson to a close.</p> <p>Some people might have different perspectives, so it is a useful opportunity to discuss ideas &amp; encourage pupils to develop the reasoning behind their answers, in further detail.</p>
8.	<b>Time/Duration:</b> 10 minutes	<b>Activity</b>	<b>Purpose of task</b>
	<b>Task:</b> A3 Sheets <b>Any additional notes:</b>  Slide 24 – “Want to know more?”. Pupils will have access to this slide digitally. For those pupils who are wanting to extend their learning further, they can access this information. It helps broaden their knowledge, purpose	<p><u>Pupil activity:</u></p> <ol style="list-style-type: none"> <li>Return to their ‘islands’ spider diagrams, completed on A3 sheets. Encourage them to add any information that they have learned during the lesson.</li> <li>Homework.</li> <li>Discussion on quote of the day.</li> </ol> <p><u>Teacher activity:</u></p> <ol style="list-style-type: none"> <li>Explain A3 spider diagram task.</li> </ol>	<ol style="list-style-type: none"> <li>A3 sheets – allows pupils to consolidate their knowledge from the lesson.</li> <li>Homework – links to the lesson, as it considers the climate in the studied location. It provides pupils the opportunity to recall a skill that had been taught previously. They can then develop this geographical skill of graphs – with the focus being a climate graph.</li> <li>Incorporating a quote at the end of the lesson is a useful tool for</li> </ol>

	for learning & helps inspire them further.	<ol style="list-style-type: none"> <li>2. Recap climate graphs. This content is likely to have been covered before, so it should require a quick recap. Explain the homework task &amp; provide graph paper to help with the completion.</li> <li>3. Facilitate the discussion of the quote of the day.</li> </ol>	consolidating learning. Pupils are able to combine their knowledge from the lesson, to their own opinions the opinions of others. It also encourages cross-curricular connections to English. It leaves pupils with something to think about as they leave the lesson.
--	--	--	--