

Lesson 4

Lesson Title:	The Island Life
Learning Objectives:	To understand how lifestyles may vary on islands around the world.
Homework	N/A
Quote	"The power of ingenuity would always outmatch that of demand." ~ Esther Boserup
Geographical Skills	Map skills, plotting graphs, analysing data, critical thinking & decision making
Resources/ Equipment	Mini-whiteboards, factors affecting the economy of an island worksheet, graph paper, A3 sheets
Geographical Vocabulary (Tier 3)	Tourism, economy, climate change, natural resources, sea level rise, displacement
Pupils Prior Knowledge	Links to previous lessons (during mini-whiteboard quiz), economics, tourism, graph skills.
Careers Link	Tour guide, travel agent, hospitality, policy advisor, civil engineer, urban planner, flight attendant, environmental scientist, economist, travel journalist, cultural heritage officer, civil engineer, teacher
Useful Websites	<ul style="list-style-type: none"> • Island tourism: past, present, and prospects • Tourism - BBC News • Tourism and COVID-19 – unprecedented economic impacts UN Tourism • 16 Islands That Are Home to Entirely Unique Cultures • travle • City Guesser

Lesson Plan:			
1.	Time/Duration: 5 minutes	Activity	Purpose of task
	Task: Starter Activity	<u>Pupil activity:</u> Use the image to form enquiry questions. Consider what they can see and therefore what judgements they can reach from this. <u>Teacher activity:</u> Lead class discussion. Encourage pupils to think outside the box. Use probing questions to allow pupils to deepen understanding.	A useful opportunity for pupils to expand on their ideas. They can link knowledge from the previous lessons to consider how this might relate to the image. Questioning is a useful and important geographical skill, so this provides good opportunity to practice it.
	Any additional notes:		
2.	Time/Duration: 5 minutes	Activity	Purpose of task

	Task: Mini-whiteboard recap quiz	Pupil activity: 1. Pupils to decide what they think the correct answer to the multiple is, and then write it on their mini-whiteboards, before showing the teacher. 2. Make a guess of how many people live on islands. Teacher activity: Lead questions. Provide countdowns/timings for how long they have to choose their answer & write it down.	1. Formative assessment, allows a quick opportunity to assess any information that pupils have not understood & whether there are any pupils who are struggling more than others. Following on from this, it can then be retaught in a different way if needed, or further support & guidance provided to particular pupils. Completing this task on mini-whiteboards is effective as being low-stakes, results in greater likelihood of whole class participation. It's also an easy and clear way for the teacher to quickly analyse understanding. 2. Adding a competitive nature to the lesson can encourage pupil engagement. Furthermore, pupils are likely to try to implement some maths skills in order to help them with reaching their conclusions.
	Any additional notes: It is worth preparing the whiteboards & pens before the lesson, for efficiency.		
3.	Time/Duration: 10 minutes	Activity	Purpose of task
	Task: The economy Any additional notes:	Pupil activity: 1. What do we mean by the term economy? 'Think, pair, share'. 2. Draw a spider diagram of the possible economic opportunities found on islands. Teacher activity: 1. Facilitate discussion. Encourage pupils to expand on their answers and use specific terminology. For example, they aren't allowed to just say "money". 2. As pupils are sharing their ideas, copy out the spider diagram on the board & write down the different answers.	'Think, pair, share', provides pupils with the opportunity to expand on their initial ideas & develop their understanding of what an economy is. This is an effective task for increasing their understanding around islands & how they might contrast with landlocked places. Additionally, it helps deepen their initial understanding of what the economy is, by acknowledging the breadth of examples. As a teacher, copying the spider diagram on the board, as they also write it in their books, is effective because it keeps pupils engaged, helps those who might be slower at processing & allows pupils to refer back to it throughout the lesson too.
4.	Time/Duration: 5 minutes	Activity	Purpose of task
	Task: Lifestyles & Tourism Any additional notes:	Pupil activity: 1. Discussion surrounding how lifestyles might vary between the different places.	This is a useful opportunity to combine understanding of the economy, to information of islands and other prior knowledge.

		<p>2. Discussion about how tourism opportunities might vary between the different places.</p> <p><u>Teacher activity:</u> Facilitate discussions.</p>	Having whole class discussions is a really good opportunity to challenge and develop ideas & understanding.
5.	Time/Duration: 10 minutes	Activity	Purpose of task
	Task:	<u>Pupil activity:</u>	<p>1. Class discussions are an effective way to increase understanding & broaden ideas. These discussions will also help facilitate the worksheet task.</p> <p>2. This task requires pupils to link various geographical knowledge to their understanding, including economics, tourism, population & physical landscapes. Completing the first box under the visualiser is effective, as it clearly demonstrates to pupils the amount of detail they are expected to use in their work & a clear guideline for the remainder of the task.</p> <p>3. Ranking them in order of importance encourages pupils to consider the value of the information that they are presented with & evaluate their judgement behind it. This is a really useful geographical skill to implement. Explaining their judgement helps with improving their literacy skills, in particular, with a focus on answering essay questions.</p>
	Any additional notes:	<p>1. Brief class discussion on why tourism is important and the different factors that might impact the economy of an island.</p> <p>2. Complete the worksheet determining <i>how</i> and <i>why</i> the different factors might have an impact on an islands economy.</p> <p>3. Rank the different factors in order of which they think might have the biggest impact, to the least impact.</p> <p>4. Explain their reasoning behind their most and least answer. Write in full sentences in their books.</p> <p><u>Teacher activity:</u></p> <p>1. Facilitate discussions</p> <p>2. Encourage considerations of why it impacts an island specifically in that way. It is worth going through at least the first one together as a class. Use a visualiser to do this.</p> <p>3. End the activity by having a class vote on which factor they think has the most impact and why.</p>	
6.	Time/Duration: 15 minutes	Activity	Purpose of task
	Task: Line graph	<u>Pupil activity:</u>	<p>Being able to create a graph is a crucial geographical skill.</p> <p>It's cross curricular, linking to maths. It also helps demonstrate their understanding of tourism by implementing their use of a geographical skill.</p>
	Any additional notes: Pupils are likely to have lots of questions regarding the significant changes in the data.	<p>Using the data on the board, pupils need to plot a line graph showing the number of tourists that visited Bali, each year, between 2013 & 2023.</p> <p><u>Teacher activity:</u></p>	

	Use this as an opportunity to encourage them to link back to their own knowledge e.g. Covid-19 pandemic.	Make a professional judgement - It is worth considering whether a discussion about how to lay out a line graph is sufficient, or whether the visualiser should be used, to ensure that all pupils know exactly how to complete their graphs.	Plotting the data themselves, will develop with their overall processing of the information, additionally enhancing their analysis in the next task.
7.	Time/Duration: 5 minutes	Activity	Purpose of task
	Task: Graph analysis	<u>Pupil activity:</u> Using the graphs that they have just produced, pupils should now analyse what it they show and explain this clearly, writing it in their books. <u>Teacher activity:</u> Check pupil understanding of analysing graphs. Each school might have a different technique/strategy they use. Allow chance for discussion & use cold calling to ask pupils for the information they are able to establish from what they are presented with.	This allows pupils the chance to fully understand the information that they have just used to make their graph. It is an important geographical skill & provides them with an opportunity to practice this.
	Any additional notes:		
8.	Time/Duration: 5 minutes	Activity	Purpose of task
	Task: A3 sheets	<u>Pupil activity:</u> 1. Return to their 'islands' spider diagrams, completed on A3 sheets. Encourage them to add any information that they have learned during the lesson. 2. Discussion on quote of the day. <u>Teacher activity:</u> 1. Explain A3 spider diagram task. 2. Facilitate the discussion of the quote of the day.	1. A3 sheets – allows pupils to consolidate their knowledge from the lesson. 2. Incorporating a quote at the end of the lesson is a useful tool for 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.
	Slide 23 – “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 for learning & helps inspire them further.		