**Lesson Plan Sample Template – Vancouver Island University**

**Name:**

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| Grade | 6 | Topic | SCIENCE: Extreme Environments |
| Date | TBA | Allotted Time | 60 min |
| Cite sources used to develop this plan: BBC HUMAN PLANET | | | |

1. **Rationale**: *Why is this lesson relevant at this time with these students?*

This lesson explores several of the extreme environments on Earth and gives the students an idea of what might be required in order to survive in the environments. This encourages them to look into the scientific backgrounds of the regions, such as climate, inhabitants, altitude, humidity, oxygen supply, etc. It also encourages students to think geographically and appreciate that our temperate climate is not always typical.

1. **Provincial Learning Outcome(s)**: *What IRP outcome(s) does this lesson develop?*

* Explain obstacles unique to exploration of a specific extreme environment

- Assess technologies used for extreme environments

1. **Assessment**

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| Lesson Outcome What will students learn? | Sources of Evidence What product or action will show what students have learned? | Criteria What will you look for in this evidence? |
| -What transportation looks like for some people living in the Himalayas  -What types of obstacles humans face in extreme environments  -How one might survive in extreme environments | -The students will watch the video clip  -Students discuss and research the characteristics of their environments  -Students make a packing list for a visit to their extreme environment | -The students will give valuable comments on the video clip  -Students make a packing list relevant to the characteristics of their extreme environment  -Students’ packing lists reflect their understanding of their environment, and discussion shows that they have done the work and thought it through. |

1. **Resources, Material and Preparation:** *What resources, materials and preparation are required?*

Pictures of environments, poster paper, netbooks for research.

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| 1. **Lesson Development** | Pacing |
| * **Introduction:** *How will you introduce this lesson in a manner that engages students and activates their thinking?*   I DO: Remind students of their introduction to extreme environments earlier in the day and show them a video clip from BBC’s Human Planet about a father who walks his children to school through the Himalayas, taking 6 days over a frozen river each way.  THEY DO: watch the clip   * **Teaching/Learning Sequence:** *What steps and activities are you going to use to help students acquire and practice the knowledge, skills* *and/or attitudes needed to m*eet *the outcome?*   WE DO: After the video is over, invite thoughts on the content.  I DO: Ask some questions such as:  -How do you feel about walking to school in Comox after watching that video?  -Would you walk for 6 days to go to school?  -How physically fit do you think the children have to be to survive the walk?  -How much food do you think they needed to put in their bags?  I DO: Present the students with a scenario: They are going to an extreme environment for a week. They must make a packing list of 10 of the most important items they would take with them. Assign students to 6 groups and hand out pictures of their extreme environment (Amazon rainforest, Death Valley desert, arctic circle, Himalayas, Er Wang Dong cave, International Space Station). They must also comment on the climate and conditions, as well as elevation. They are allowed to use a computer or iPad, but only ONE per group.  THEY DO: Come up with their lists and discuss the characteristics.  WE DO: Discuss findings and plans as a class and back up rationale for the packing list items. I will write the lists on the smartboard so everyone can see.   * **Closure:** *How will you solidify the learning that has taken place and deepen the learning process?*   WE DO: As part of the discussion, other students can comment on whether they agree or disagree with the answers of each group AFTER they are finished presenting. | 15 min  7-10 min  20 min  7 min |

1. **Accommodations** (adaptations, extensions, other)**:** *How will you plan for students who have learning/behaviour difficulties or require enrichment?*

The lesson will be conducted in groups, so peer monitoring will be helpful. I can also monitor the groups and assign tasks to people who seem to be struggling (for example, someone having trouble coming up with ideas could be the Google searcher or the scribe).