Lesson Plan Format

Class: Year 6	Date: 02/10/2010	Time: Start: __10:00____ Finish: __11:00_____

Key Learning Area: HSIE	Lesson Topic: Social Systems and Structures - How can I make a difference?

Recent Prior Experience *(specific relevant concepts, skills and values the school students have experienced prior to this lesson):* **Lesson 3 of an 8 Lesson unit of work**. Ss previously taught what a government is, the roles and responsibilities of each level of government and of citizens, groups that influence decision making, and how they can be informed members of the community and influence decisions made.

Syllabus Outcome(s):	Indicators of Learning for this lesson:	Assessment:
One or two only. Please note the syllabus reference number AND write out in ful..	*Behaviours that contribute toward achievement of outcome(s). Quote syllabus numbers. Must be clear, specific, observable. Curriculum Content Strands may be used as headings.*	*Strategies which will be used to assess learners' attainment of learning outcomes. Should be linked to each learning indicator.*
- SSS3.8 Explains the structures, roles, responsibilities and decision-making processes of State and federal governments, and explains why Australians value fairness and socially just principles.	***By the end of this lesson, the students will:*** - demonstrate an understanding of the process of gathering information, compiling and organising and forming an opinion - demonstrate an understanding of the process of working in a group including participation and consensus. - demonstrate the ability to present ideas - describe the means by which citizens influence the decisions and actions of their governments, - show an interest in, and a willingness to provide opinions about, community issues	**Detailed schedule of assessment in Webquest.** Includes: - Observe notes taken in Ss notebooks from resources and from brainstorming. - Observe group dynamics while walking around the class - Observe methods of presentation of ideas.

Any safety issues to be considered:	Resources: *List resources you used in preparing the lesson AND those used in the lesson implementation.*

• Working in groups, sharing computers, and moving around classroom - ensure Ss are aware of others and use and leave furniture in safe position.
 • Ensure no trip hazards in room including laptop cables.
 • Check laptops are in safe, working order.
	- Minimum of 5 laptops (allowing 1 per group)
	 - Webquest http://questgarden.com/148/57/9/120929074340/
	 - Current newspaper clippings relating to issue in Australia and locally.
	
	 In case groups are ready to begin preparing presentation include following:
	   - Cardboard for posters
	   - Sets of coloured markers, paints etc
	   - Writing paper and envelopes
	   - Video camera

LESSON SEQUENCE

Lesson Content / Indicators of Learning (*What* is Taught): Note key skills, concepts and values addressed in each section. Link to your Indicators of Learning.	Timing (mins)	Teaching Strategies / Learning Experiences: (*How* it is taught) Write detailed steps showing what the teacher (T) will do and what students (Ss) will do.	Resources and Organisation:
INTRODUCTION			
Revise what has been learnt so far focusing on our Guest Speakers talk in the previous lesson. **Revision questions:** What were some of the roles and responsibilities of the government Mr/Ms Speaker's mentioned last week? What sort of issues have they needed to make decisions on recently? How did Mr/Ms Speaker's say that citizens could influence these decisions? Why is it important for citizens to be informed and active? **Student Expectations** 'Today you will be investigating a current issue and explore how you can all make a difference. Firstly we will look at the process of gathering and compiling information to help in making an informed decision and how you will present the ideas to the relevant people. In next lesson you will finalise and present your ideas.'	5 mins Revision 5 mins Expectations & groups	- T ensures Ss have HSIE notebooks with them - T revises learning's from previous lessons by using Revision questions ensuring Ss raise their hands to answer. - T introduces what the Ss will be learning today giving a brief overview of Student learning expectations. - T explains that Ss will be working in groups of 5 or 6 and divides the class into groups ensuring a mix of abilities. The method of forming groups – T will display on the whiteboard the preorganised groups which will be numbered from 1. - T asks Ss to listen to instructions and move into groups only when they are instructed. - T will allocate each group to a learning area and ask the Ss names who appear first in each group to retrieve a laptop for their group. Then instruct Ss to pick up books and pens and move into groups as quickly as possible.	Ensure classroom is setup to facilitate group work with the use of a laptop. If setup is required try to complete before lesson commences. Classroom Management resources: - Clear instruction on expectations at beginning of lesson - Use of existing class reward system e.g ClassDojo - Monitoring by T as walking around room - Bell if noise is too excessive Special Needs: Consider options for Ss with restricted movement when allocating work areas.

DEVELOPMENT			
Webquest – How it works: Gives Ss - Summary of task - Step by step instructions, which include resources to be used at each step. - Outcome required including assessment structure. - Ss work both online and offline. **Group work – Expectations** Each Ss should - Actively participate and contribute - Be allocated a role - Listen to other members and their opinions - Co-operate - Reach consensus - Work in timely matter - Stay on task.	5 mins Explanation 40 mins Task	- T displays web address for Webquest and asks Ss to go to the site. T walks around the room to ensure all groups are able to access the Webquest. - T asks if anyone has used a Webquest before. (Even if they have continue to walk them through the steps) - T explains how the Webquest works by walking Ss through the site on a Smartboard and asking Ss regularly if they can access and see the same screen on their laptops and if there are any questions. (If no Smartboard available T should use own laptop and move through class to ensure groups are keeping up) - T ensures Ss understand how the Webquest works and the expectations of what needs to be completed for this lesson. (If lesson is running on time Ss need to complete at least up to Step 4. Otherwise adjustments may need to be made to expectations) T explains that the tasks will be spread over 2 lessons - T also advises Ss of the expectations of each S when working in a group - T asks Ss to start the Webquest. - T will walk around the room to monitor Ss understanding of the tasks and equality of participation in the group. - T should ask groups for their team name and update it on original group listing.	Webquest address http://questgarden.com/148/57/9/120929074340/

CLOSURE				
Reflection Questions What are the steps in the process of dealing with a community issue? What are some of the interesting points you discovered about the issue you are dealing with? What are some of the positives of using Webquest? What are the negatives?	5 mins	- T asks students to switch off laptops ensuring Ss save any work that needs to be saved. - T asks if all groups have completed the tasks required for this lesson. If not check to see how far behind group may be and decide whether they need to do extra work outside of lesson. Otherwise advise Ss that the remaining tasks will need to be completed in the next lesson - T asks reflection questions - T asks Ss to pack away laptops, reminding them to put them on charge. - T dismisses class or moves on to next scheduled class.	