



**learning
by doing**

Experiential Learning in Formal School Education

Project Result 2: Development of Repository with Training Material & Activities of Experiential Learning

Geography

Project Information

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Learning by Doing

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Annex 2: General Plan Of Course Thematic

Course thematic	Geography
Type of Activity	Learning through games and experiences
Key Words	Geographical map, Planet Earth, Sustainable development, Natural resources of the planet, Natural hazards

OVERALL DESCRIPTION

Geographers investigate the geographical dimensions of natural and artificial events on Earth, as well as their interactions with one another. By focusing on the spatial dimension, he develops methods for representing and studying the spatial aspects of occurrences. Its unique contribution to scientific advancement stems from its spatial perspective on Earth's phenomena, which draws on the discoveries of other sciences to produce a synthesis of new knowledge, interpretations, and assessments. As a result, it includes the study of natural phenomena in space (the physical dimension), anthropogenic phenomena in space (the social, political, economic, medical, cultural, and so on dimension), and environmental phenomena in space (man's interaction with the natural environment), as well as methods and techniques for representing and analysing these phenomena (such as maps, digital globes, and geographic information systems) (such as special spatial information processing techniques).

OVERALL DURATION

10 teaching hours

LEARNING OBJECTIVES

This course aims to:

- O1 To equip students with the knowledge and skills necessary to act as conscientious citizens, whose actions help shape a productive and peaceful community.
- O2 To acquire and apply geographic understanding for long-term sustainability.
- O3 To aid in bringing about mutual respect, tolerance, and collaboration among people of all nations, races, and cultures worldwide

LEARNING OUTCOMES

By the end of the course, a student will be able to:	Link to objectives
LO1: Comprehension of basic spatial relationships and knowledge of a geographical environment	O2
LO2: Understanding the interactions of Earth's major surface natural systems, including geological events and processes, landforms, soil types, hydrographic characteristics, climate, flora and fauna forms, and distribution.	O2
LO3: The impact of the natural environment on human activities, as well as the mechanisms and methods for producing distinct habitats and civilizations.	O1
LO4: The diversity of peoples and societies on the planet, in order to understand humanity's cultural wealth.	O3
LO5: Knowledge of and respect for other peoples, cultures, beliefs, and ways of life, including local differences; and respect for all people's rights to equality, regardless of gender, religion, nationalism, racism, or other distinctions.	O3
LO6: The need for people and the natural environment to coexist in a sustainable way, as well as the protection of natural and cultural elements of the environment; and	O1
LO7: The formation of active, responsible, and informed citizens to participate in the search for solutions and decision-making for local, regional, and global problems.	O3



OVERALL STRUCTURE OF COURSE

Topic

Lesson 1: Mapping the Classroom

Description

Students' linguistic and spatial thinking develop together as they learn to read and make maps. Students need to develop spatial thinking so that they can make sense of the world around them and make connections between disciplines like geography, earth science, and history based on the context of specific locations. Knowing and understanding spatial concepts and relations, as well as how we represent those concepts and interactions in different ways, and also being able to reason with spatial information, are all aspects of spatial thinking that are positively connected with performance in mathematics and science. Students who develop strong spatial thinking skills will be better prepared to analyse environmental issues and difficulties in today's increasingly interconnected and technology world. Specifically, by practicing with maps of familiar areas like the classroom, students in elementary school and secondary school can get a jump start on understanding spatial concepts like position, identity, and direction.

Duration

1 teaching hour (or more. It depends on the teacher)

Materials

- Construction paper
- Markers
- Small objects to hide, such as plastic animals
- Removable tape or glue
- Scissors
- Sticky notes
- Laptop, tablet, PC, or smartphone



Topic

Lesson 2: Freeze Dance

Description

In this activity, participants dance to the music. When the music stops, each player must immediately freeze and remain in place until the music resumes. If a player does not immediately freeze, the teacher assigns them another task, such as writing the mountain of the country, at the beginning of the next round, after which they re-join the dance.

Duration

1 teaching hour (or more. It depends on the teacher)

Materials

- Music through tablet, laptop, computer or mobile phone
- Paper
- Markers



Topic

Lesson 3: Food Investigation

Description

Students will examine how our own cultural norms and prejudices shape our reactions to new foods. An example of how a "strange food" can be both a cultural expression and a product of its geographical context is provided in this lesson. Using data gathered from a variety of thematic maps, students will investigate and debate the links between specific regions of the world and particular cuisines. The objective of this lesson is to have students synthesize the ways in which food tells the history of a people or place.

Duration

1 teaching hour (or more. It depends on the teacher)

Materials

- Maps
- Markers
- Sticky notes
- Printer
- Whiteboard or chart paper
- Paper
- Laptop, tablet, PC, or smartphone



Topic

Lesson 4: Guess who, think well, and inquire well.

Description

Students use questions and maps to guess the name of a city, country, or major physical feature in a continent of their choice.

Duration

1 teaching hour (or more. It depends on the teacher)

Materials

- Index cards
- Transparent tape Markers, paint, or crayons
- Paper
- Laptop, tablet, PC, or smartphone
- Printer



Topic

Lesson 5: Natural wonders

Description

This unit provides an overview of the most important natural resources found on Earth and where they are located. Several resources are cotton, copper, iron ore, gold, diamonds, coffee, wheat, oil, uranium, and natural gas. Depending on your institution's availability of technology, you can either use a Geographic Information System (GIS) to complete the mapping exercise included in this lesson or you can use traditional paper and pencil maps.

Duration

1 teaching hour (or more. It depends on the teacher)

Materials

- Paper
- Maps
- Post it
- Laptop, tablet, PC, or smartphone
- Printer
- GIS



Topic

Lesson 6: Treasure Hunt

Description

In order to solve a classroom mystery, students use maps and clues to search for "treasure". They only need to follow the map until they reach the end, where gold is supposedly buried, and they will be happy. Then, they generate their very own treasure map and trail.

Duration

1 teaching hour (or more. It depends on the teacher)

Materials

- Map
- Compass
- Digimap
- Paper
- Marker



Topic

Lesson 7: Utilizing Land

Description

Using compiled data, students investigate the many ways in which humans have altered the landscape of our planet. Human development on agricultural lands is studied, and experts look at maps showing the distribution of farmable land.

Duration

1 teaching hour (or more. It depends on the teacher)

Materials

- Laptop, tablet, PC, or smartphones
- Whiteboard
- Projector



Topic

Lesson 8: Where the water is

Description

The lesson introduces students to the concept of water as a valuable resource and investigates how water is used both at home and in other countries where it is scarce. Pupils can prepare questions to learn as much as they can about water around the world and how WaterAid can help communities get what they need.

Duration

1 teaching hour (or more. It depends on the teacher)

Materials

- Online game: Water family
- Post it
- Laptop, tablet, PC, or smartphone
- Printer



Topic

Lesson 9: Examining the Predictions of Maps

Description

Students investigate the effects of transforming a 3-D surface into a 2-D surface using oranges. Following this, they compare the globe's representation of land and ocean to those of various map projections in order to investigate the latter's inherent distortions.

Duration

1 teaching hour (or more. It depends on the teacher)

Materials

- 4-6 navel oranges, or other easily peeled oranges
- Globes or beach ball globes (1 per group or 1 per two groups)
- Permanent markers (optional)
- Scissors
- Transparent tape
- Projector
- Laptop, tablet, PC, or smartphone



Topic

Lesson 10: Choreography

Description

Choreography is the art of creating dances; it is the collection and arrangement of movement into a pattern. Even when a plot or piece of music dictates the overall structure of a piece, movement typically develops organically. Through improvisation, this procedure helps students express their emotions and develop their sense of self and general space.

Duration

1 teaching hour (or more. It depends on the teacher)

Materials

- Music through tablet, laptop, computer or mobile phone

ASSESSMENT METHODS

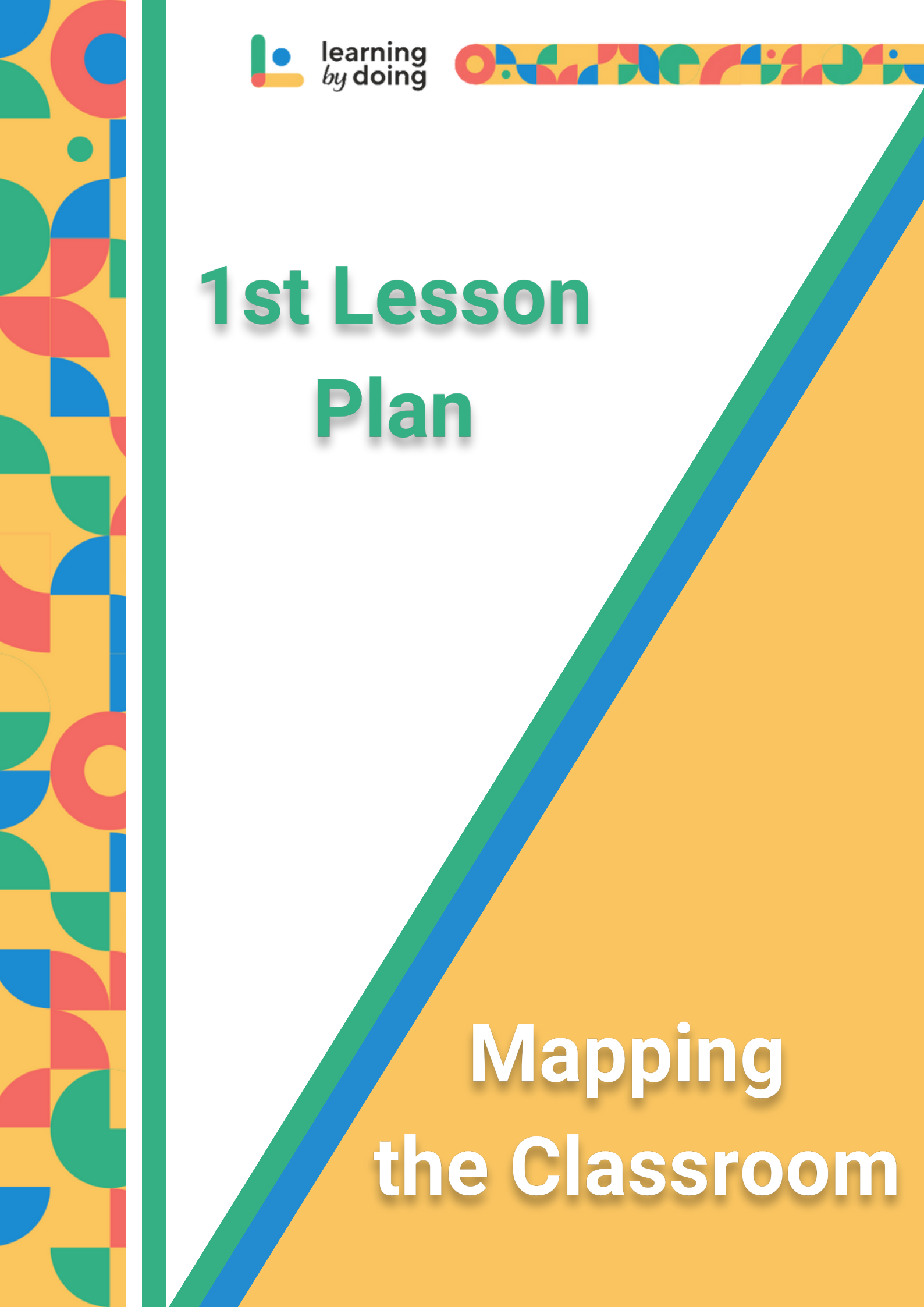
Quiz, questions through game

LIST OF REFERENCES ADDITIONAL RECOMMENDED READING

1. Atkins C. L. (1981), Introducing basic map and globe skills to young children, *Journal of Geography*, 80, 228–233 *Atlas of global development*, 2nd ed.
2. European Commission (Rocard M., Csermely P., Jorde D., Lenzen D., Walberg-Henriksson H. & Hemmo V. eds.) (2007), *Science Education NOW: A Renewed Pedagogy of the Future of Europe*, European Commission/Directorate-General for Research/Directorate L - Science, Economy and Society, Unit L4, Brussels, EUR 22845.
3. Lambert D., Morgan G. (2010), *Teaching Geography 11–18. A Conceptual Approach*, Open University Press
4. THE WORLD BANK (2009), *World development report 2009, Reshaping Economic Geography*, The World Bank
5. UNECE (2003), *Statement on Education for Sustainable Development by the UNECE Ministers of the Environment*, Kiev, Ukraine, 21-23 May 2003, ECE/CEP/102/Rev.1
6. UNEP (2002), *Synthesis - Global Environment Outlook (GEO) 3, Past, Present and Future Perspectives*, UNEP (United Nations Environment Programme), Division of Early Warning and Assessment (DEWA)
7. UNEP (2005), *One planet, many people. Atlas of our changing environment*, UNEP/DEWA
8. UNESCO (2005), *UN Decade of Education for Sustainable Development 2005-2014, Draft International Implementation Scheme*, Paris, UNESCO, ED/2005/PI/H/1



1st Lesson Plan

The page features a vertical decorative border on the left side with a repeating pattern of colorful geometric shapes. A diagonal stripe, composed of parallel green and blue lines, runs from the bottom left towards the top right, separating the white background from a large yellow triangular area.

Mapping
the Classroom



Course Category

Geography

Title of Lesson

Mapping the Classroom

Type of Activity

Learning through game

Key Words

Map, location, classroom, position, identity, direction.

Lesson Description

Students' linguistic and spatial thinking develop together as they learn to read and make maps. Students need to develop spatial thinking so that they can make sense of the world around them and make connections between disciplines like geography, earth science, and history based on the context of specific locations. Knowing and understanding spatial concepts and relations, as well as how we represent those concepts and interactions in different ways, and also being able to reason with spatial information, are all aspects of spatial thinking that are positively connected with performance in mathematics and science. Students who develop strong spatial thinking skills will be better prepared to analyse environmental issues and difficulties in today's increasingly interconnected and technology world.

Specifically, by practicing with maps of familiar areas like the classroom, students in elementary school and secondary school can get a jump start on understanding spatial concepts like position, identity, and direction.



Lesson Duration

1 teaching hour (or more. It depends on the teacher)

Learning Objectives

This lesson aims to:

- O1 Students improve their ability to think spatially through activities.
- O2 The "why of where" in geography helps students grow as they make connections between concepts.
- O3 The students describe their location, the locations of things on the map, and the locations of things in the classroom using the language of location.

Learning Outcomes

By the end of this lesson, a student will be able to:

LO1 Visualize themselves standing above the room's furnishings and looking down on them

LO2 Know the proper way to use maps

LO3 Develop their knowledge with the language of location as they describe where they are, where objects are on a map, and where items are located in the classroom

LO4 Make a map of the classroom by identifying significant landmarks and other elements.

Link to objectives

02

01

03

All



Structure of lesson

1st Step

Introduction

Materials – Face to Face

- Construction paper
- Markers
- Small objects to hide, such as plastic animals
- Removable tape or glue
- Scissors
- Sticky notes

Materials – Online

- Laptop, tablet, PC, or smartphone

Duration -(minutes)

10 minutes

Notes - Description of step – Explanations

Before the classroom

In order to be ready for class, sketch the perimeter of the classroom on a large sheet of butcher paper, and then cut a hole in the paper to represent the door (s). Design forms that mimic the major furniture, rugs, and other fixed things in the classroom by using the Classroom Cutouts worksheet that is supplied as a reference to create the shapes in colors that are as near to their actual colors as possible. A note with each student's name should be affixed to the board. In order to get the map ready for assembly, have the students draw on it using markers and then attach it to the board with repositionable tape.

2nd Step

Duration -(minutes)

20 minutes

Next step for face to face procedure

Get the kids to form a circle and space out their arms. Instruct them to make eye contact with the classmates on either side of them. Find out if they may say that they are "next to" their neighbour. Then, you may assist them get comfortable with the idea of close and far by having them describe their immediate neighbour as "near" and the students across the circle as "far." Next, pick two kids who are not standing next to one other, and ask who is "between" them. Then, define terms like "within," "next to," "between," "near," and "far." Seek clarification by posing questions.

Give an example of how a map can be used to show where something is. A map typically depicts an area from above. Get the kids to pretend they're butterflies with wings and can soar to the top of the classroom.

- What can you see from that vantage point?
- What contours do you make out?
- Have pupils look at the butcher paper you've drawn into the shape of the classroom.
- What do you make of these lines?
- What are these holes for? (walls, entryways, window(s), etc.)
- You should stress that a basic classroom map is just a representational model for a much wider reality. Discuss and tally up the number of different classroom fixtures (such as tables, seats, carpets, and bookcases) that may be put on the map. Alternately, you might create or place cut-outs of other features on the map. Use phrases like "next to," "near," "far," and "between" when deciding what to include on the map. Get the pupils to repeat phrases using these words or come up with their own phrases utilizing the language of place.



- Click your finger on the ground. Other than the floor, what else do you notice in the area?
- The four cardinal points of a map. Each of the cardinal directions (north, south, east, and west) is one of them. Student can learn the location of things by following the directions given. They're useful for understanding maps. Find the classroom's north side and move there.

3rd Step

Duration -(minutes)

20 minutes

Next step for online procedure

Maps are seen from above, while in a 3D classroom, you can move around freely. A map, in its simplest form, is essentially a representation of a real-world place, making it easy to replicate on a computer or mobile device. This map features a classroom setting.

- Point anywhere you like; other than the ground, what else do you see? Locating one of the four corners of a map. One can be found in every one of the four cardinal directions (north, south, east, and west). By following the supplied instructions, students can learn where things are situated. It's quite similar to a hidden object game.



4th Step

Duration -(minutes)

20 minutes

Prompts:

- What's the distance between the door and the bookcases?
- How far away (or close) to the floor is the teacher's desk?
- Can you tell me if the table is on the left or right side of the restroom?
- A good place to start is by pointing to the south wall of the room.
- Where do you go and what do you see on the southern side?
- Where is your classroom's north wall, south door, east window, and west door?
- Follow the prompts to compose a two-sentence essay describing the features of the classroom map.
- Debris Disposal (if required)

Assessment Methods

Descriptive: If they are successful in utilizing the map, they will be able to locate the hiding items.

List of References/ Additional Recommended Reading

Adapted from National Geographic's Map Essentials: A Comprehensive Map Skills Program

Differentiation

Depending on the requirements of each individual student



What is the worst that could happen with this lesson?

Students may have difficulty comprehending the map because the only symbols used to represent the positions of features are geometric shapes.

Some of your pupils could be under the impression that the entirety of your classroom needs to be portrayed on a map. Help them identify the names of the classroom fixtures and other things that have a fixed location in the classroom.

What will you do to correct it?

You may assign students to decorate basic black-and-white photos of classroom items and then glue them onto the map as part of this activity.

One possibility is to ask them to come up with a tiny symbol that they believe should be included on the map, and then to have everyone else place the symbols in the appropriate locations on the map.



2nd Lesson Plan

Freeze Dance



Course Category

Geography

Title of Lesson

Freeze Dance

Type of Activity

Learning through game

Key Words

Self-space/non-locomotor movement, General space/locomotor movement

Lesson Description

Participants dance to the music. When the music stops, each player must immediately freeze and remain in place until the music resumes. If a player does not immediately freeze, the teacher assigns them another task, such as writing the mountain of the country, at the beginning of the next round, after which they re-join the dance.

Lesson Duration

1 teaching hour (or more. It depends on the teacher)



Learning Objectives

This lesson aims to:

- O1 Exercise can reduce the effects of stress while also stimulating brain activity and improving concentration on geographical concepts and activities.
- O2 Reviewing core-aligned geographical concepts through enjoyable physical activity aids in the retention of information.
- O3 Improvise a way to discover oneself and the world around one.

Learning Outcomes

By the end of this lesson, a student will be able to:

- LO1 Exhibit the initiation and termination points of a motion in three dimensions.
- LO2 Exhibit spatial direction changes
- LO3 Display a series of spatial motion patterns.
- LO4 Integrate a key and consistent symbols into a map to tell a comprehensible "story."
- LO5 Figure out the dance by reading a map.
- LO6 Discover who you are and the world around you by improvising.

Link to objectives

O3

O3

O3

O2

O2

O1



Structure of lesson

1st Step

Introduction

Materials – Face to Face

- Music through tablet, laptop, computer or mobile phone
- Paper
- Markers

Materials – Online

Music through tablet, laptop, computer or mobile phone

Duration -(minutes)

5 minutes

Notes - Description of step – Explanations

You should clarify that dancers make use of both public and private spaces.

When dancers use locomotor motions to navigate the shared environment, they are said to be in general space. In "self-space," dancers move about the stage without really walking.



2nd Step

Duration -(minutes)

5 minutes

Notes - Description of step – Explanations

Have students begin class with a brief period of free movement about the classroom. If you want everyone to stop moving, just shout "freeze." The moment they hear the cue, all the kids stop what they're doing and stand perfectly still.

3rd Step

Duration -(minutes)

10 minutes

Notes - Description of step – Explanations

Step up the challenge by interspersing periods of freezing with commands to gallop, skip, or march through space.

4th Step

Duration -(minutes)

10 minutes

Notes - Description of step – Explanations

Make it more challenging by incorporating swaying, jumping, marching, and stretching into your routine in between periods of freezing.



5th Step

Duration -(minutes)

10 minutes

Notes - Description of step – Explanations

When you yell "freeze," have the pupils freeze in creative formations to up the ante.

6th Step

Duration -(minutes)

10 minutes

Notes - Description of step – Explanations

Have students increase the challenge by choosing more challenging actions to perform both in place and while moving about the classroom.

Consideration: Brainstorm a vocabulary of kinetic nouns and verbs to use in your group discussion. Both the terms you prompted the students to use and the ones they used to describe their own actions can be utilized here. Determining which actions are best performed in self-space, which are best performed in general, and which can be performed either way is a group decision.



Assessment Methods

Mobility exercises and quiz

List of References/ Additional Recommended Reading

- <https://support.gonoodle.com/article/208-about-freeze-it-gonoodle-plus>
- Videos through platforms

Differentiation

Depending on the requirements of each individual student

What is the worst that could happen with this lesson?

The problem is that the students may not have understood how the lesson is played. They must understand the steps. Here are some quick play instructions

What will you do to correct it?

1. Instruct students to stand and prepare to move.
2. Choose your freeze category.
3. When students hear music, they begin to dance. A question appears on the screen when the music stops.
4. Allow students to respond or react, then click Continue (online) or say it to resume dancing.
5. After one minute, go over the questions and prompts that appeared in that session. Then play some more, choose a new freeze, or get back to teach!



3rd Lesson Plan



Food
Investigation



Course Category

Geography

Title of Lesson

Food investigation

Type of Activity

Learning through game

Key Words

Food, culture, ingredients

Lesson Description

Students will examine how our own cultural norms and prejudices shape our reactions to new foods. An example of how a "strange food" can be both a cultural expression and a product of its geographical context is provided in this lesson. Using data gathered from a variety of thematic maps, students will investigate and debate the links between specific regions of the world and particular cuisines. The objective of this lesson is to have students synthesize the ways in which food tells the history of a people or place.



Lesson Duration

1 teaching hour (or more. It depends on the teacher)

Learning Objectives

This lesson aims to:

O1 to clarify how a region's cuisine reflects its culture and history.

O2 to learn how to read maps in order to establish links between traditional food ingredients and the geographical conditions required to cultivate those products.

O3 to admit to having preconceived notions about foreign cuisines, proving that one's upbringing can shape one's worldview.

Learning Outcomes

By the end of this lesson, a student will be able to:

LO1 Find out where your food comes from.

LO2 Explain what the term "food miles" means.

LO3 Explain why some foods are imported from other countries.

LO4 Make recommendations for mitigating the environmental and social impacts of global food production.

LO5 Consider potential solutions and the roles of consumers, farmers, retailers, and scientists.

Link to objectives

O1

O2

O1

O3

O1



Structure of lesson

1st Step

Introduction

Materials – Face to Face

- Maps
- Markers
- Sticky notes
- Laptop, tablet, PC, or smartphone
- Printer
- Whiteboard or chart paper
- Paper

Materials – Online

- Maps
- Laptop, tablet, PC, or smartphone
- Printer

Duration -(minutes)

10 minutes

Notes - Description of step – Explanations

Begin by having students engage in a Think-Pair-Share activity regarding a special meal or family favourite food. Discuss with a companion. The examples are then distributed to the entire group. As students share, draw their attention to recurring patterns of celebrations, holidays, or everyday practices. On a whiteboard or chart paper, begin classifying these themes.

Describe your family's traditional favourite dish, demonstrate how to prepare it, and share an image of it with the class. Describe how this relates to your family and its cultural importance.



2nd Step

Duration -(minutes)

10 minutes

Notes - Description of step – Explanations

Inquire of the students as to whether they think the foods they consume reveal anything about their personality. Students should be given blank paper or directed to an online forum to respond to the following prompt: "Tell me what you eat and I will tell you who you are." Have you considered the possibility that he was correct? Why do you think that?

- a. Pose this question to the class, and then have students discuss it in smaller groups. Participate in these conversations to keep an eye out for misunderstandings or new topics to bring up in subsequent conversations.
- b. Make sure your students know that there's a backstory to every bite they take. The foods our ancestors ate can shed light on where they lived and how they developed as a culture.



3rd Step

Duration -(minutes)

10 minutes

Notes - Description of step – Explanations

In this exercise, students will select ten of the twenty-seven images and write about their initial reactions before comparing and contrasting the depicted food culture with their own.

Students with limited exposure to other cultures will likely find many of the pictures from this activity to be novel. The primary goal is for students to recognize parallels between their own food culture and those depicted in the images. A man in Pakistan, for instance, is preparing crepes in a manner that most students are unlikely to be familiar with, but she is using Nutella, which is a spread that is familiar to most.

Students can use this exercise as a resource for practicing their ability to identify human characteristics of place. Just what is it that sets this case apart? Exactly what is it about this that applies to everyone?

4th Step

Duration -(minutes)

10 minutes

Notes - Description of step – Explanations

Here, we'll focus on a single type of food.

Talk about this with your class: Who is the first person to try this dish? Which of you finds it appealing? Who can say for sure what goes into it?



5th Step

Duration -(minutes)

10 minutes

Notes - Description of step – Explanations

Put a different ingredient from the food recipe into each slot. In this activity, students are instructed to consult multiple (online) maps to learn more about the geography and climate of the region from which their assigned ingredient originated.

The cultural connections between the countries in that area will also be examined by the students. Some students may need extra help drawing the necessary inferences, making connections, or using the websites, so be sure to tailor your assistance to each student's unique needs.

Assessment Methods

Students can recreate the collaborative inquiry and complete it individually for the list of ingredients from their family food.

Students can create maps that depict the origins of food and how/when it spread to other locations.

The teacher can challenge students to try new foods and reflect on their experiences.



List of References/ Additional Recommended Reading

1. <https://www.nationalgeographic.com/travel/article/your-shot-photos-food-culture-around-world>
2. https://docs.google.com/document/d/1Jak2ykUZPhOgXUdIVk4CM28yu7e8lnn_H_jrvja2Nb8/edit?usp=sharing
3. https://docs.google.com/document/d/1jjHYgRADRJuxaFmDrYQVGqNjb07b3BleqnD_jQQqVJs/edit?usp=sharing
4. https://docs.google.com/document/d/1MZ6S2usdlTRLPEUrFZ6-t2E_3o6uc0HxXGfO966FCw4/edit?usp=sharing
5. https://docs.google.com/document/d/1fQxvhruSMN9XbpMW_lo-ENDZjOajF379WRBCl3nnFXU/edit?usp=sharing
6. https://docs.google.com/document/d/1xfoBIWW5rJdyPLzQP-hbQ1_eYX5s3HXTBgpTeh1iO-w/edit?usp=sharing

Differentiation

Depending on the requirements of each individual student

What is the worst that could happen with this lesson?

Students should have a solid foundational understanding of climate zones, landforms, bodies of water, and land use.

What will you do to correct it?

This means that educators need to be very specific in their explanations of geographical concepts if they want their students to grasp them.



4th Lesson Plan

Guess who,
think well,
& inquire well



Course Category

Geography

Title of Lesson

Alterations to the Natural World

Type of Activity

Learning through game

Key Words

Continent, country, physical features

Lesson Description

Students use questions and maps to guess the name of a city, country, or major physical feature in a continent of their choice.

Lesson Duration

1 teaching hour (or more. It depends on the teacher)

Learning Objectives

This lesson aims to:

- O1 Help someone identify a city, country, or physical feature by asking and answering "yes" or "no" questions about the features of the place in question.
- O2 Correctly answer questions about a city, state, country, or physical feature, consult a large map.



Learning Outcomes

By the end of this lesson, a student will be able to:

Link to objectives

LO1 Discover the characteristics of a city, country, or physical feature.

O1

LO2 Identify a city, country, or physical feature in a large map

O2



Structure of lesson

1st Step

Introduction

Materials – Face to Face

- Index cards
- Transparent tape Markers, paint, or crayons
- Paper
- Laptop, tablet, PC, or smartphone
- Printer

Materials – Online

- Laptop, tablet, PC, or smartphone
- Printer

Duration -(minutes)

10 minutes

Notes - Description of step – Explanations

Create a set of index cards for each continent map, and label them with the names of cities, states, countries, and major physical features. Create one index card for each student. Attach an index card to the back of each student with tape.



2nd Step

Duration -(minutes)

5 minutes

Notes - Description of step – Explanations

Pick a person to go first and have them take the spotlight. Pick a starter and see who goes first. The location on the player's card is hidden from view, but the other students can see it.

3rd Step

Duration -(minutes)

10 minutes

Notes - Description of step – Explanations

Get the rest of the class acquainted with the area by having them study a map. To determine the location of the item on the player's index card, have them consult one of the large maps you are using. Students will need access to the map in order to correctly answer the player's questions, but the player should be prevented from seeing the map.



4th Step

Duration -(minutes)

10 minutes

Notes - Description of step – Explanations

The player must identify the location indicated by the card. The goal of the game is to identify the location by asking yes/no geographical questions.

5th Step

Duration -(minutes)

10 minutes

Notes - Description of step – Explanations

After a set amount of time, if the student has not correctly identified their place, the rest of the class may offer clues. Dole out a time limit, say, three minutes. Then, the group can use the map to give the player hints until he or she makes a guess or is stumped.

6th Step

Duration -(minutes)

5 minutes

Notes - Description of step – Explanations

Continue playing the guessing game. If time allows, have each student take a turn as the player.



Assessment Methods

quiz

List of References/ Additional Recommended Reading

1. https://education.nationalgeographic.org/?ar_a=1
2. <https://www.battelleforkids.org/networks/p21>

Differentiation

Depending on the requirements of each individual student

**What is the worst that
could happen with this
lesson?**

If you only have a few minutes

**What will you do to
correct it?**

have students play the guessing
game in pairs or small groups



5th Lesson Plan

**Natural
Wonders**



Course Category

Geography

Title of Lesson

Natural Wonders

Type of Activity

Learning through game

Key Words

GIS, natural resources

Lesson Description

This unit provides an overview of the most important natural resources found on Earth and where they are located. Several resources are cotton, copper, iron ore, gold, diamonds, coffee, wheat, oil, uranium, and natural gas. Depending on your institution's availability of technology, you can either use a Geographic Information System (GIS) to complete the mapping exercise included in this lesson or you can use traditional paper and pencil maps.

Lesson Duration

1 teaching hour (or more. It depends on the teacher)

Learning Objectives

This lesson aims to:

- O1 Introduce locational and place knowledge
- O2 Identify human and physical geography
- O3 Develop geographical skills and fieldwork

Learning Outcomes

By the end of this lesson, a student will be able to:

LO1 Find out where things are, like the whereabouts of the world's natural resources.

LO2 understand the significance of natural resources in various regions.

LO3 find out where the most important natural resources are located.

LO4 map is an exercise that requires spatial data presentation skills. GIS has the potential to be used to display the distribution of natural resources.

Link to objectives

O1

O1

O2

O3



Structure of lesson

1st Step

Introduction

Materials – Face to Face

- Paper
- Maps
- Post it
- Laptop, tablet, PC, or smartphone
- Printer

Materials – Online

- GIS
- Laptop, tablet, PC, or smartphone
- Printer

Duration -(minutes)

10 minutes

Notes - Description of step – Explanations

Begin by jotting down and ranking the importance of five different types of natural resources on post-it notes. Natural resources are something you and your classmates can talk about and give examples of in class.



2nd Step

Duration -(minutes)

10 minutes

Next step for face to face procedure

The importance of natural resources, where they can be found, and how much they are worth are all covered in this lesson. Oil, coal, iron ore, gold, diamonds, copper, coffee, wheat, cotton, and natural gas are the primary commodities covered in this lesson, though there are many others that could be investigated.

Discovering the functions of the various natural resources is a priority. Some natural resources can be put to numerous different purposes.

The world's natural resources are not distributed fairly. This includes metals and minerals (like gold and copper), fossil fuels (like coal, oil, and natural gas), plants (like trees and water, and animals like fish), and soil and water.

3rd Step

Duration -(minutes)

15 minutes

Next step for online procedure

Thus, the primary objective of this lesson is to have students identify the most valuable natural resources in each geographical area. Take a look at the maps that show which countries have the most valuable exports. The class as a whole can benefit from having each group investigate a different continent and then discuss the uneven distribution of the world's natural resources. To further analyse the selected map:

Determine which items are natural resources (as opposed to manufactured or processed ones) and discuss the distribution of natural resources across various categories.



4th Step

Duration -(minutes)

15 minutes

Next step for online procedure

Download the data set on the top producing countries. This gives you information on the top ten producing countries for a variety of natural resources (Cotton, Copper, Iron Ore, Gold, Diamonds, Coffee, Wheat, Oil, Uranium, and Natural Gas). You should make a key for natural resources and then draw a map of the top natural resource producers. A blank outline map is provided, but if GIS software is available, this could be completed on a computer as well

Assessment Methods

quiz

List of References/ Additional Recommended Reading

<http://www.theguardian.com/environment/blog/2011/oct/31/six-natural-resources-population>

<http://www.materialflows.net/visualisation-tools/gapminder>

Differentiation

Depending on the requirements of each individual student



What is the worst that could happen with this lesson?

What will you do to correct it?

It's possible that they require the teacher's assistance in downloading the data set consisting of the top producing countries.



6th Lesson Plan

Treasure
Hunt



Course Category

Geography

Title of Lesson

Treasure Hunt

Type of Activity

Learning through game

Key Words

Treasure, clue

Lesson Description

In order to solve a classroom mystery, students use maps and clues to search for "treasure". They only need to follow the map until they reach the end, where gold is supposedly buried, and they will be happy. Then, they generate their very own treasure map and trail.

Lesson Duration

1 teaching hour (or more. It depends on the teacher)

Learning Objectives

This lesson aims to:

- O1 Learn how to use a map and how to read directions.
- O2 Use the Grid Reference tool



Learning Outcomes

By the end of this lesson, a student will be able to:

Link to objectives

LO1 Learn to use maps for identification and location.

O1

LO2 Follow the directions provided by the compass.

O2

LO3 recognize the significance of Grid Reference numbers for pinpointing locations

O2

Structure of lesson

1st Step

Introduction

Materials – Face to Face

- Map
- Compass
- Digimap
- Paper
- Marker

Materials – Online

- Map
- Digimap

Duration -(minutes)

10 minutes

Notes - Description of step – Explanations

First, plan your route by selecting approximately six consecutive locations. Each location must have a hiding spot (such as behind a picture frame or under a chair) where a small piece of paper with a clue can be concealed. In the form of a grid reference number, a "secret code" helps adventurers locate the trailhead of each path. Students can work independently or in pairs to decipher the clues and locate their way around the map. They should give some serious consideration to whether they are facing north, south, east, or west.



2nd Step

Duration -(minutes)

10 minutes

Notes - Description of step – Explanations

Create a starter clue that will lead your students to the first location. The next step is to provide students with written directions that lead them from point A to point B, and so on. It should be challenging to quickly deduce the meaning of some clues.

3rd Step

Duration -(minutes)

15 minutes

Notes - Description of step – Explanations

Carefully conceal the clues in the appropriate spots. Assign each group of one or three to four students the first clue and let them read, discuss, and try to find the next one as they follow your trail in class.

4th Step

Duration -(minutes)

5 minutes

Notes - Description of step – Explanations

If there are more than three or four students, divide them into separate groups with a five-minute break between each.



5th Step

Duration -(minutes)

10 minutes

Notes - Description of step – Explanations

Let the students create their own treasure map to show where they went in search of the hidden treasure. Using the Digimap annotation features would allow them to do this.

Encourage students to use the same structure to create their own treasure mystery trail.

Find a different route between the treasure trail's starting and ending points and describe it using clues.

6th Step

Duration -(minutes)

1 minutes

Notes - Description of step – Explanations

An example:

Proceed to the very end of the hall. Then, check what's hiding behind the Acropolis poster. The window in the classroom slides open. Outside, you never know what you might find. Finding what you need can be difficult if you. Look in the back of the book your teacher uses.



Assessment Methods

The questions in the game can be used as a form of evaluation.

List of References/ Additional Recommended Reading

1.National Grid FAQs

<http://www.ordnancesurvey.co.uk/support/the-national-grid.html>

2.Using grid references, interactive guide

<https://www.ordnancesurvey.co.uk/mapzone>

Differentiation

Depending on the requirements of each individual student

**What is the worst that
could happen with this
lesson?**

If the students don't understand the
elements

**What will you do to
correct it?**

it might be better to provide
additional information, such as
having them answer a simple
question, so they don't feel bad and
can enjoy the game.



7th Lesson Plan

Utilizing
Land



Course Category

Geography

Title of Lesson

Utilizing Land

Type of Activity

Learning through game

Key Words

forests, agricultural land, human development

Lesson Description

Using compiled data, students investigate the many ways in which humans have altered the landscape of our planet. Human development on agricultural lands is studied, and experts look at maps showing the distribution of farmable land.

Lesson Duration

1 teaching hour (or more. It depends on the teacher)



Learning Objectives

This lesson aims to:

- O1 Give some examples of the negative outcomes that can result from diverting land (forests, farmland) for other uses (human development).
- O2 Justify the asymmetry in the distribution of farmland across Earth's continents and oceans.
- O3 Describe the alterations that humans have made to the Earth's terrain.

Learning Outcomes

By the end of this lesson, a student will be able to:

LO1 Learn about forests, farmland human development

LO2 Learn to recognize the impacts that humans have on the natural world

LO3 What effect human has on the environment.

LO4 Identify the differences in the farmlands

Link to objectives

O1

O1

O1

O2



Structure of lesson

1st Step

Introduction

Materials – Face to Face

- Laptop, tablet, PC, or smartphones
- Whiteboard
- Projector

Materials – Online

- Laptop, tablet, PC, or smartphone

Duration -(minutes)

10 minutes

Notes - Description of step – Explanations

Explore the historical land use of the world to introduce the concept. Display a picture of an anthropogenic transformation of the terrestrial biosphere. These maps show where human alterations to the landscape have taken place. Let the students know that the Earth's landscapes have been drastically altered due to human activity. Teach students to look at the map models for evidence of change. So, you must inquire:
Where have humans made the most lasting modifications? What ways do you think people have altered the landscape?



2nd Step

Duration -(minutes)

10 minutes

Notes - Description of step – Explanations

Discuss how uncertainty plays a role in the scientific process. Explain to students that scientists don't have all the "right" answers when they begin investigating a question because science is an ongoing process of learning about how the world works. Students can observe real-world examples of the uncertainty with which scientists approach crop yield predictions. Explain to students through a picture, which shows the projection of crop yields in France (<https://onlinelibrary.wiley.com/doi/10.1111/gcb.12069>), the graphs in this image by analyzing the average daily precipitation, the number of hot days, and the yield of maize. The predicted crop yield due to technological advancements is depicted by the line. The forecasted yield in pink reflects the effects of temperature and precipitation. The outermost red lines in the pink area represent the full extent of our lack of certainty. Ask:

Can we trust the line representing technological progress to foretell future harvests?

Even after taking into account the variations in precipitation and temperature from year to year, do you still think there is uncertainty in the crop models? Prepare students for questions about the degree of certainty they have in their predictions by having them consider the strength of the available scientific evidence. In order to determine how confident they can be in their predictions, have students discuss the scientific evidence with one another.

3rd Step

Duration -(minutes)

10 minutes

Notes - Description of step – Explanations

Explain stocks and flows in a system.

Communicate to the class that materials enter and leave systems in a continuous cycle. There are a lot of moving parts and variables that can affect how the material flows over time.

Researchers consider the ripple effect that changes in one variable may have on the whole system. Explain the concept of stock and flow in a system using the example given below.

Water is being introduced via the faucet and then removed via the drain in a bathtub. Ask:

To what extent does water accumulate in the tub when the drain is clogged?

When you turn off the water supply, what happens to the water level in the tub?

How can I maintain a constant depth of water in the tub? Instruct students that they will be tracing the movement of substances, specifically, topsoil and nutrients, as they move through a given system. Tell the class that they will be investigating the influence of both natural and anthropogenic factors on soil quality shifts in a simulated system.



4th Step

Duration -(minutes)

10 minutes

Notes - Description of step – Explanations

Build the Land Use Simulation.

Give them access to the Using the Land interactive. Students should work in groups of two or three, with two being the optimal number so that each group can use one computer. Warn students that they will be answering questions on multiple pages based on information found in the interactive. Instruct students to work together in small groups to complete the interactive, discussing and answering questions as they go.

5th Step

Duration -(minutes)

10 minutes

Notes - Description of step – Explanations

Talk about the issues.

Gather the students back together after they have finished the activity and facilitate a discussion using the following prompts:

How have human activities altered the planet's natural settings?

What are the ramifications of converting forestland into uses other than forest, such as farmland or housing?

Since 1950, how has the country's proportion of farmland changed?

Why isn't farmland dispersed evenly across the globe?



Assessment Methods

Ask the following questions through a quiz or essay to see if the students have grasped the material:

Has agricultural output increased at a rate proportional to global population growth?

What are some of the results of urbanizing formerly rural areas?

What are some negative outcomes associated with clearing forests for use as farmland, residential areas, or urban centers?

So why isn't every piece of land optimal for farming?

List of References/ Additional Recommended Reading

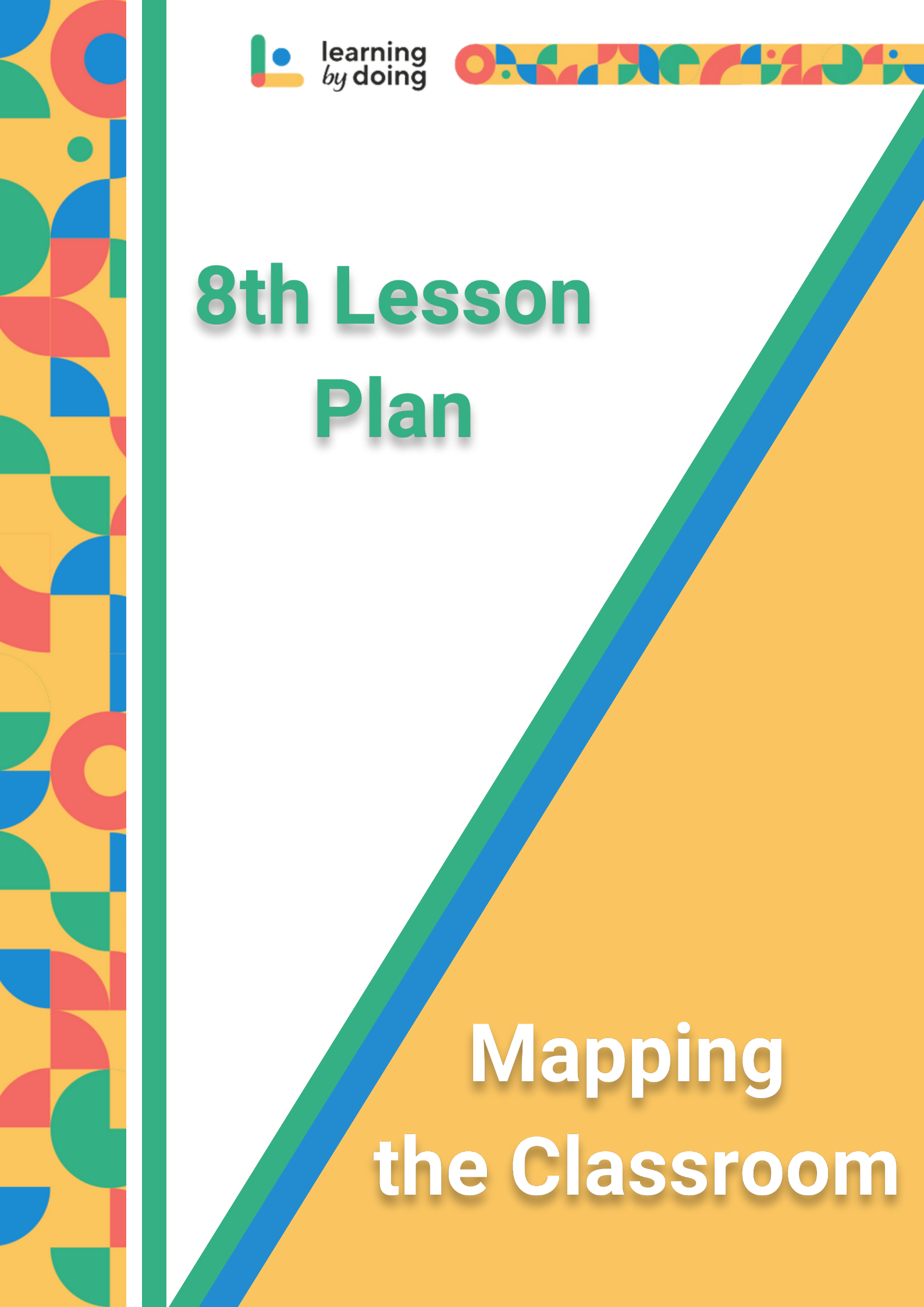
1. ERLE ELLIS, ADAPTED FROM E. ELLIS, PROCEEDINGS OF THE ROYAL SOCIETY A, 369:1010 (2011) From the Science article "A global perspective on the anthropocene" DOI: 10.1126/science.334.6052.34.
<http://kelsocartography.com/blog/>
2. Hawkins, E., Fricker, T. E., Challinor, A. J., Ferro, C. A. T., Ho, C. K. and Osborne, T. M. (2013), Increasing influence of heat stress on French maize yields from the 1960s to the 2030s. Global Change Biology, 19: 937–947.
doi: 10.1111/gcb.12069.
<http://onlinelibrary.wiley.com/doi/10.1111/gcb.12069/full>
3. <https://onlinelibrary.wiley.com/doi/10.1111/gcb.12069>

Differentiation

Depending on the requirements of each individual student



8th Lesson Plan

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Mapping
the Classroom



Course Category

Geography

Title of Lesson

Where the water is

Type of Activity

Learning through game

Key Words

Water, WaterAid, scarcity

Lesson Description

The lesson introduces students to the concept of water as a valuable resource and investigates how water is used both at home and in other countries where it is scarce. Pupils can prepare questions to learn as much as they can about water around the world and how WaterAid can help communities get what they need.

Lesson Duration

1 teaching hour (or more. It depends on the teacher)

Learning Objectives

This lesson aims to:

- O1 appreciate water's value as a limited resource
- O2 provide the opportunity to explore solutions to water problems faced by various nations



Learning Outcomes

By the end of this lesson, a student will be able to:

Link to objectives

LO1 learn about its domestic applications and to compare and contrast regional water conservation practices

O1

LO2 Understand the importance of water as a basic human right

O1

LO3 Recognize that water is a universal need

O1

LO4 comprehend how access to water varies around the world

O2

LO5 discover solutions to water scarcity

O2



Structure of lesson

1st Step

Introduction

Materials – Face to Face

- Online game: Water family
- Post it
- Laptop, tablet, PC, or smartphone
- Printer

Materials – Online

- Online game: Water family
- Laptop, tablet, PC, or smartphone
- Printer

Duration -(minutes)

10 minutes

Notes - Description of step – Explanations

Bring up the topic of water scarcity in the country and the issues that students may be familiar with from other countries. Visit the Water Aid website (www.wateraid.org/uk) for more details. Communicate with one another and compile data as a team. To help kids grasp who exactly is thirsty (home, industry, agriculture). Is it possible to imagine a world without water? How should the water look like? (Clean, for example)



2nd Step

Duration -(minutes)

20 minutes

Notes - Description of step – Explanations

Participate in a round of "Water Family", an online water conservation game where kids make their own digital family and figure out how to use less water indoors and out with a classmate or three. Students will develop their own fictitious naming conventions for their own families. After a round of playing the game (this could be done in pairs or individually). The class should talk about the following issues:

Tell me about the room you found most fascinating in the house and why.

What did your "water family" do with the water in this space?

Were there any special water-saving measures taken in this space?

Why is water conservation so crucial? Consider causes associated with where you live, your immediate surroundings, and the world at large.

3rd Step

Duration -(minutes)

20 minutes

Notes - Description of step – Explanations

Ask the students to come up with as many ways to save water as they can. Make a list on the board. They should try to remember what they learned from the 'Water Family' game.



4rth Step

Duration -(minutes)

10 minutes

Notes - Description of step – Explanations:

This is an excellent opportunity for students to conduct research on the benefits of conserving water, and they could use their findings and the 'Water Family' game to create a water-saving display or put on an assembly for their peers.

Assessment Methods

quiz

List of References/ Additional Recommended Reading

1. <https://www.morethangreen.es/en/the-water-family/>
2. http://www.wateraid.org/uk/~media/Files/UK/Schools/peoples_stories_solomon.ashx
3. http://www.wateraid.org/uk/~media/Files/UK/Schools/peoples_stories_vasanthi.ashx

Differentiation

Depending on the requirements of each individual student



What is the worst that could happen with this lesson?

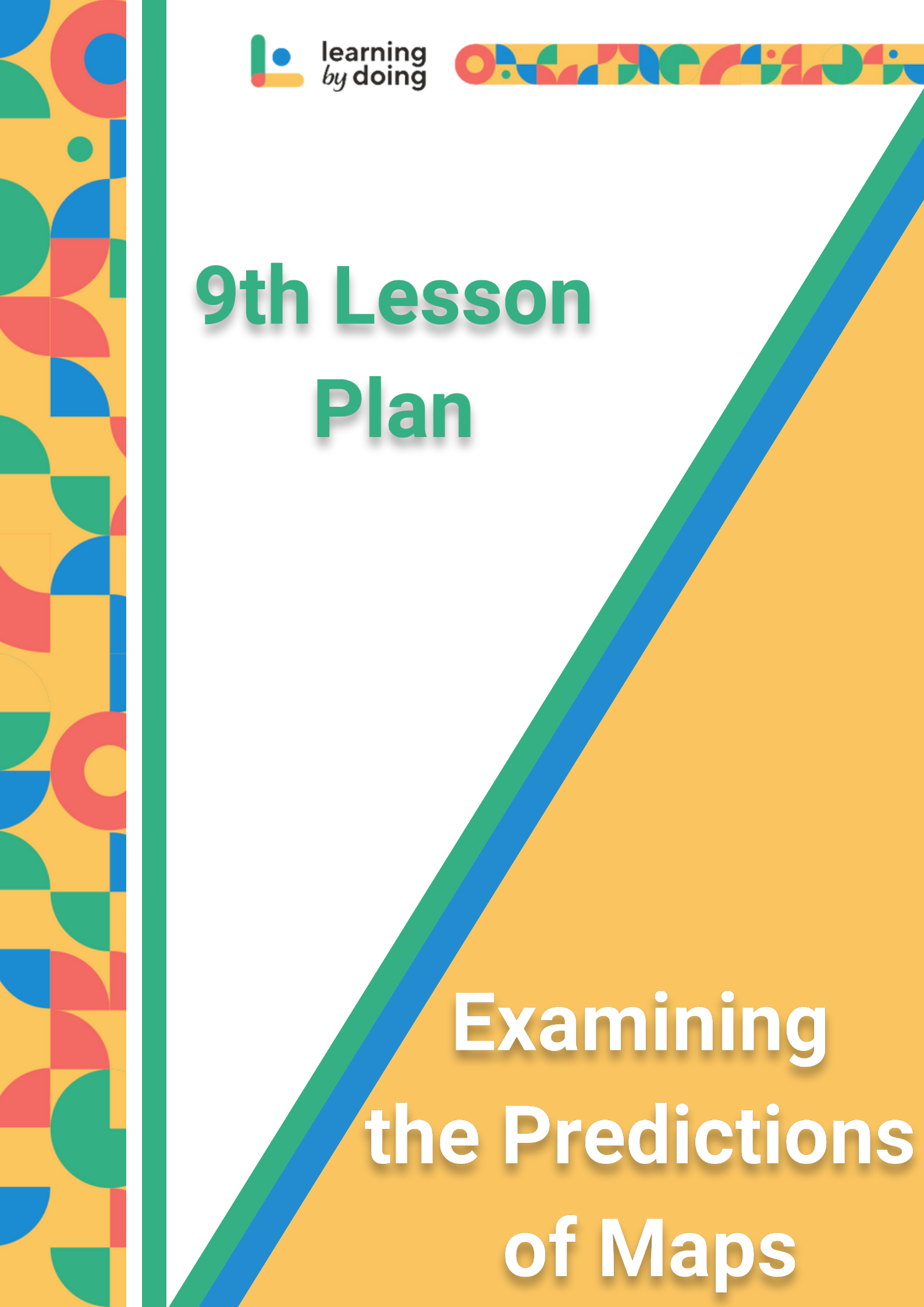
The difficulty arises from the fact that it is frequently difficult for students to find time to participate in the game on their own.

What will you do to correct it?

This is why we need to know how many students will be in the classroom so that we can divide them into groups.



9th Lesson Plan

A vertical decorative border on the left side of the page, featuring a repeating pattern of colorful geometric shapes. A diagonal stripe in blue and green runs from the bottom left towards the top right, separating the white background from a large yellow triangular area.

Examining
the Predictions
of Maps



Course Category

Geography

Title of Lesson

Examining the Predictions of Maps

Type of Activity

Learning through game

Key Words

Map Projection, 3-D surface, 2-D surface

Lesson Description

Students investigate the effects of transforming a 3-D surface into a 2-D surface using oranges. Following this, they compare the globe's representation of land and ocean to those of various map projections in order to investigate the latter's inherent distortions.

Lesson Duration

1 teaching hour (or more. It depends on the teacher)



Learning Objectives

This lesson aims to:

- O1 study the transition from three-dimensional to two-dimensional surfaces.
- O2 reconstruct a three-dimensional shape from a two-dimensional map
- O3 compare the effects of various map projections to the globe's representation of Earth's land and water in order to clarify their meaning.

Learning Outcomes

By the end of this lesson, a student will be able to:

- LO1 comprehend the effect on a 3-D and 2-D surface
- LO2 construct and reconstruct a 3-D surface from a 2-D map
- LO3 discuss the implications of various map projections
- LO4 examine the effect on a surface of switching from a 3-D to a 2-D surface

Link to objectives

O1

O2

O3

O1



Structure of lesson

1st Step

Introduction

Materials – Face to Face

- 4-6 navel oranges, or other easily peeled oranges
- Globes or beach ball globes (1 per group or 1 per two groups)
- Permanent markers (optional)
- Scissors
- Transparent tape
- Projector
- Laptop, tablet, PC, or smartphone

Materials – Online

- Laptop, tablet, PC, or smartphone

Duration -(minutes)

10 minutes

Notes - Description of step – Explanations

The teacher shows the class the difficulty of moving a sphere to a flat plane.

Explain how it has always been difficult to depict Earth, a three-dimensional sphere, on a flat, two-dimensional plane, despite the fact that cartographers and others who need flat maps for practical uses have done so for a very long time. Invite four to six students to the front of the room and give each one a navel orange or another type of orange that is easily peeled to illustrate the difficulty of transitioning from three dimensions to two dimensions with a sphere.



Have them peel the orange while trying to keep the peel intact as much as possible. Display the peels one by one on an overhead projector while the class discusses their various shapes. Get them to visualize this as the Earth's surface or the face of a globe. When the Earth is squashed in this way, what happens to it? (Students' answers will vary; they should be aware that it's tricky to flatten it without creating multiple pieces or a cluster of finger-like projections at its core.) Explain the Cartographer's problems to get students thinking about the difficulties of making an accurate map of Earth on paper. Instruct students that they will next try the inverse, going from a flat map to a 3-D one.

2nd Step

Duration -(minutes)

20 minutes

Notes - Description of step – Explanations

Get your students to make globes using various maps. Organize the class into threes. Distribute a copy of the three-page Map to Globe: 2-D to 3-D worksheet to each group. Scaled-down versions of things, some sharp scissors, and some see-through tape. Form groups to investigate these alternate Earths. Inquire: How do the black lines (cuts) on the map relate to the lines of longitude? (All of the slits are made perpendicular to the longitude lines.) In what way does this connect to the equator? (The Equator serves as the bottom limit for cutlines.) In small groups, have students use one map each to create a globe model out of construction paper and tape. Ask:

- Exactly how close to a sphere are these?
- Which one most closely approximates a sphere?
- Which one offers the most accurate depiction of topographic features?
- Which one provides the most accurate portrayal of the sea?



3rd Step

Duration -(minutes)

10 minutes

Notes - Description of step – Explanations

Engage students in a comparison of various map projections. Draw attention to the variety of map projections that have been developed by cartographers by projecting the three maps (Mercator, Mollweide, and Robinson). Look at the descriptions in the captions. When comparing these map projections, what do you notice about the longitude lines? (Some have curved lines of longitude that don't meet at the north and south poles; others have parallel lines of longitude that do. Instruct students to compare the globe to each of the three projections and to make note of any distortions they may observe. In addition to comparing the sizes of land and water, have students compare the shapes of the land and water on the maps with what they see on the globe to ensure that area is proportional.

4th Step

Duration -(minutes)

10 minutes

Notes - Description of step – Explanations

Play a clip describing the various methods of map projection. The Selecting a Map Projection video will give students insight into the mapping choices National Geographic has made for its media (<https://education.nationalgeographic.org/resource/selecting-map-projection/>). This video could be useful to play more than once. Let them reevaluate their conclusions in light of this new information.



5th Step

Duration -(minutes)

10 minutes

Notes - Description of step – Explanations

Challenge students to argue for their preferred projection. Display the globe inverted and centred on the Pacific Ocean next. Have students break into small groups to debate the merits of each map and the discrepancies between them. Do you think it makes a difference if a continent is located at the "top" or "bottom" of the map? Does it matter if a continent is big or small when compared to others? Invite them to discuss which map they think is best for use in schools and the media at large, including news reporting. Inquire: Is there a map that everyone can trust? For educational institutions, what suggestions do you have?

Assessment Methods

Instruct students to compose arguments in favour of a specific world map projection through a quiz or an essay

List of References/ Additional Recommended Reading

1. Mitchel, Lucy S. Young Geographers. 1934. Reprinted by Bank Street College of Education, 1991.
2. <https://education.nationalgeographic.org/resource/selecting-map-projection/>

Differentiation

Depending on the requirements of each individual student



What is the worst that could happen with this lesson?

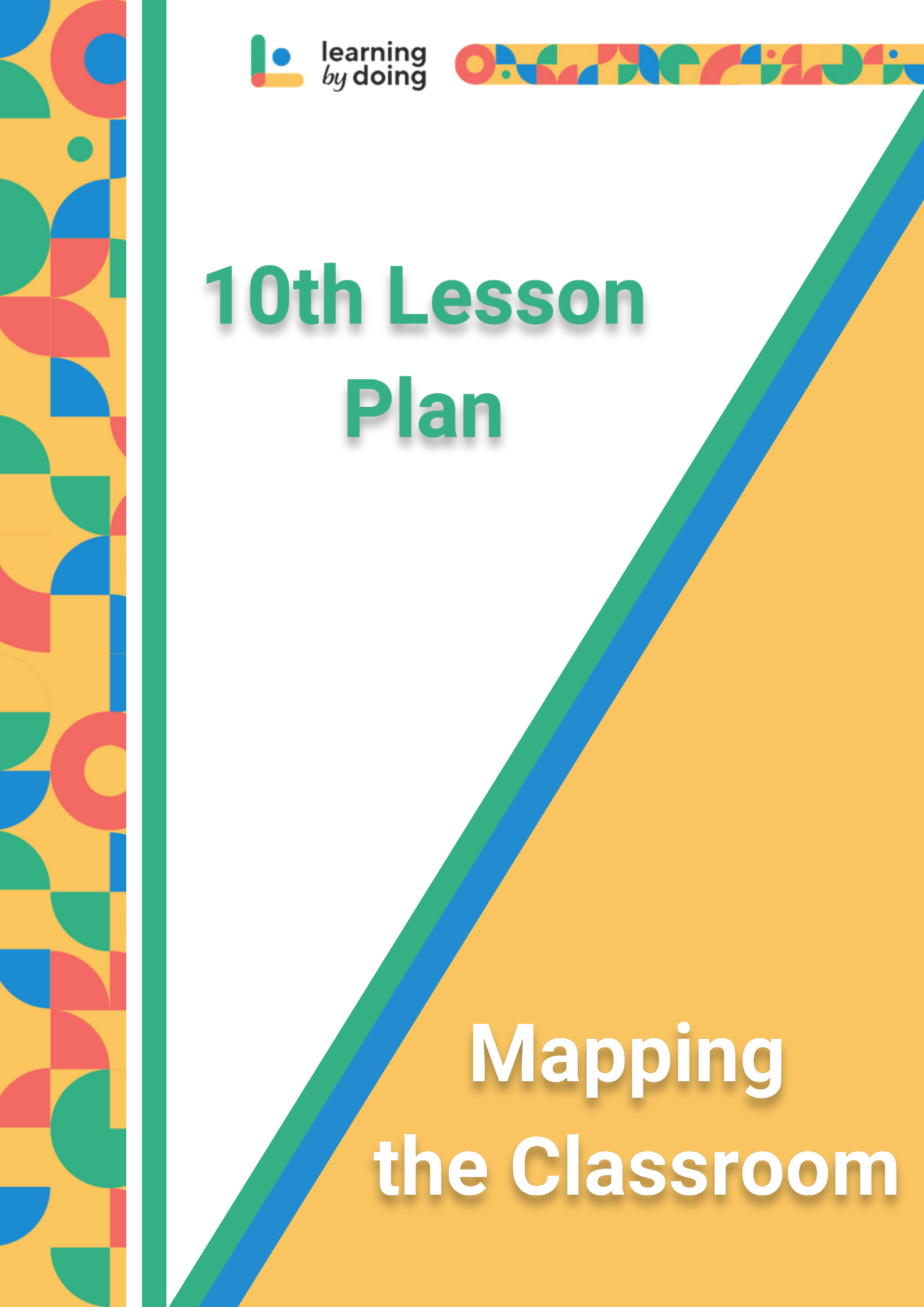
Teachers are responsible for instructing students in the effective use of maps and other geographic representations, geospatial technologies, and spatial thinking in order to comprehend and convey data.

What will you do to correct it?

Further, teachers must help students learn to analyse the spatial arrangement of Earth's inhabitants and their environments.



10th Lesson Plan

The page is framed by decorative borders. On the left is a vertical border with a repeating pattern of colorful geometric shapes. On the right is a diagonal border that divides the page into a white upper-left section and a yellow lower-right section. The diagonal border itself consists of two parallel lines, one green and one blue.

Mapping
the Classroom



Course Category

Geography

Title of Lesson

Choreography

Type of Activity

Learning through game

Key Words

Self-space/non-locomotor movement, General space/locomotor movement

Lesson Description

Choreography is the art of creating dances; it is the collection and arrangement of movement into a pattern. Even when a plot or piece of music dictates the overall structure of a piece, movement typically develops organically. Through improvisation, this procedure helps students express their emotions and develop their sense of self and general space.

Lesson Duration

1 teaching hour (or more. It depends on the teacher)



Learning Objectives

This lesson aims to:

- O1 Investigate the differences between locomotion in general space and locomotion in self-space
- O2 Use dance to express and present geographical ideas and feelings
- O3 Demonstrates and analyses the connections among the arts and other geographical areas

Learning Outcomes

By the end of this lesson, a student will be able to:	Link to objectives
LO1 learn to recognize and work with their own personal and communal spatial boundaries through improvisation.	O1
LO2 make word banks of kinetic vocabulary terms and link them to geographical features.	O1
LO3 come up with a short dance phrase.	O2
LO4 observe the dances of others	O3



Structure of lesson

1st Step

Introduction

Materials – Face to Face

- Music through tablet, laptop, computer or mobile phone

Materials – Online

- Music through tablet, laptop, computer or mobile phone

Duration -(minutes)

10 minutes

Notes - Description of step – Explanations

Put the kids to the test on their knowledge of the "country or a specific region." Which large types of terrain are there? What special environmental characteristics distinguish it? Create a list of everything they come up with.



2nd Step

Duration -(minutes)

10 minutes

Notes - Description of step – Explanations

Students then decide which items on the list can be shown effectively in self-space and which are better shown in general space.

3rd Step

Duration -(minutes)

10 minutes

Next step for online procedure

Have students make up some of the items on the list on the spot. What kinds of motions best portray a river floating across space? In your own personal space, why not build a mountain? Do this as a team.



4th Step

Duration -(minutes)

10 minutes

Next step for online procedure

To develop a short dance based on the theme of "region," students should work in groups of three. Three items from the list must be chosen by each group for demonstration.

- Have a distinct beginning and end.
- Have at least one movement that takes place in "self-space" and one that takes place in "universal space" (to illustrate the difference).

5th Step

Duration -(minutes)

10 minutes

Next step for online procedure

After this, you can either break the class up into smaller groups or move on to the next option (three groups per section). The class as a whole will serve as an audience as different groups take the stage. Once they've finished, have the listeners reflect on what they heard. Were they obedient to your instructions? Were their conclusions straightforward? Has there been both individual and communal use of space? Which geographical features do you think they were highlighting?



Assessment Methods

dance

List of References/ Additional Recommended Reading

Dancing video in platforms

Differentiation

Depending on the requirements of each individual student

**What is the worst that
could happen with this
lesson?**

**What will you do to
correct it?**

There are some terms which the teacher should define before the class so that everyone can understand them. Words like "walk," "run," "gallop," "skip," "jump," "march," "turn," "leap," "tiptoe," "burst," "float," "rise," and "lunge" are examples of motion words.

The teacher must assist students in comprehending and applying dance concepts, as well as developing dance skills and techniques.