Stewards Pooi Kei College
Lesson Plan

A. Basic information			
1. Date	28/3/2019	4. Teacher	Lam Tsz Wai, Peggy
2. Time	12:45-13:25	5. Subject	S.2 IH (2F)
3. Duration	40 minutes	6. Room	502

B. Teaching and learning area	
1. Topic	➢ Water problems in China – Flooding
2. Study field	➢ The impacts/ effects of flooding in China
3. Objectives	➢ Analyzing the different effects of flooding ➢ Applying the concepts and knowledge to the situations in China ➢ (For elite class) Classifying/ Categorizing the impacts of flooding (e.g. positive VS negative; environmental/ social/ individual, etc.)

C. Macro-teaching and learning cycle		
Process	**Content**	**Duration**
1. Setting the context	- Q & A: Checking the prior knowledge : The "6-wh" Questions: e.g. What is flooding? Where does flooding usually occur in China (map) ? Why does it happen? When does it commonly occur? (mind-map) - Stating the lesson objectives e.g. Enquiry question: Is flooding only a bad thing?	5 min
MINI-CYCLE 1 **2. Setting the context**	- Q & A: Using everyday life & experience in Hong Kong e.g. Is flooding common in Hong Kong? Where & When does flooding usually occur in HK? How does flooding affect you/ HK? - Think-pair-share: Asking students to share a piece of news about flooding with peers (pre-assigned task) - Compare & Contrast: Using photos/ videos to compare the effects of flooding (before VS after) (e.g. using typhoon Mangkhut)	2 min 2 min

Comment [ГП1]: I think this should be the last question because this is specific to a location whereas the other questions are generic. Maybe you could guide the students by giving them the number of causes, eg "What are 3 causes of flooding?" (or whatever the number is)

Comment [ГП2]: You're going to answer this at the end of the lesson, aren't you, or now at the beginning? **This is a good question – I wish you could spend several lessons on just this topic!** For example, in Australia this year there has been incredible flooding in the north of the country – those who are in the flooded area (both farmers and town people) complained bitterly but those whose farming lands are not directly affected are happy because the floodwaters are filling up the underground water in the huge aquifers that exist and also because the floodwaters are providing the flow for the many intermittent rivers to start flowing again, bringing marine and bird life etc back to desert areas.

Comment [ГП3]: I like this as Setting the Context but 5 mins is nothing – I'm not sure you will be able to achieve all of this in the time. Could you direct students to watch/look at the photos and videos you want them to look at – give them the URLs – as part of the pre-assigned task so that this 5 mins is more the students reporting what they have found according to a series of questions you have given them. So, no think-pair-share – it's more a focus on comparing and contrasting what they have already seen.

Comment [ГП4]: Good question.

Comment [ГП5]: This is a good task to set beforehand because it is possible for any student to achieve it successfully – see my comments above.

			1 min
3.	**Modelling and deconstruction**	- Discussion: Identify the different effects of flooding (Using photos/ text/ news article) e.g. Case study 1: Bad effects + Asking sub-questions e.g. Case study 2: Good effects + Asking sub-questions	5 min
4.	**Guided Construction**	- Practice: Discussing one question together - "Flooding causes great damages, but also brings benefits. Why?" - Introduce the structure of an answer (Describing the situations and explaining the outcomes) - Nominalization	5 min
5.	**Independent Construction**	- Q & A: Asking students to identify the effects of flooding in China (Case study 3) - Task force: Ask students to write down the answer on the WS - Checking answers	5 min
MINI-CYCLE 2 6.	**Setting the context**	- Task force 1: Collaborative learning: Classify and explain the effects of flooding (using table) - Q & A: Checking students' understanding	2 min
			3 min
7.	**Modelling and deconstruction and Guided Construction**	- Task force 2: Direct teaching: Teaching students how to explain the answers, as well as classifying effects into different aspects - Q & A: Asking small questions to help students finish the task	3 min
8.	**Independent Construction**	- Task force 2: Practice exercise: Allowing students to analyze the effects of flooding (Case 3) - Feedback: Using projector to show a few students' answers and giving feedback for students	5 min
9.	**Summary**	- Summarizing the various effects of flooding. - Using popplet: Asking students to draw a mind-map to consolidate their learning outcome.	2 min

Comment [ΓΠ6]: Remember that if this is M&D then you are "in charge" and you are showing them how to analyse the geographical data so I am not sure "discussion" is appropriate.

Comment [ΓΠ7]: I see you are asking this question now. If this is the inquiry question then it makes the other question about the bad effects not focused on inquiring. It feels as if "bad effects" is assumed and boring while "good effects" is not assumed and exciting. I'm not sure that is a good teaching strategy – I think each case study should give the students the expectation and possibility of inquiring – as a good geographer would do.

Comment [ΓΠ8]: If you do the M&D as I mentioned above, then this would be successfully achieved by the students, with you starting this by asking eg: How should I answer this question? What is the first thing I should do (or ask or think about)?

Comment [ΓΠ9]: This writing activity is new. This hasn't been modelled yet so I think you should put it back in the M&D part. Then in this GC part, you can answer that question and also ask the students how to write the answer.

Comment [ΓΠ10]: Good. If they have done the M&D and GC with you, then this should be able to be answered by the students.

Comment [ΓΠ12]: Pls see my comment for this table.

Comment [ΓΠ11]: I feel this is building up the students' knowledge with no input (until the discussion part, I expect) from the teacher.

Comment [ΓΠ13]: Yep, you have combined M&D and GC in a couple of small activities – that is absolutely fine the way you have organised. "Direct teaching" is always M&D – "asking small questions" is always GC.

Comment [ΓΠ14]: Good. And I like the feedback BUT you won't do it all in 5 mins.