

### Introductory activities (engage)

(10 minutes each)

As a class group discuss the meanings of **decision** and **hindsight**.

Use scenario examples and prompt questions to understand your student's current knowledge level.

Can you finish the sentence "in hindsight, I should have..."

Decision	Hindsight
A choice you make after thinking about several possibilities	The ability to understand an event or situation only after it happens.
Choose what should be done	Ability to see, after the event, what should have been done.

### Lesson 2 (explore)

(10 minutes)

Resume watching the online video resource *The Restoration of Lagoon of Islands*

<https://www.youtube.com/watch?v=TYTyn8Jqtgw>

at 1:16 minutes (end of Lesson 1) until 2 minutes

(Pause or stop the video at 2:00 minutes, Professor Tyler is exiting a black 4WD vehicle to greet Dr Carolyn Maxwell).

*It is recommended that the video is set up prior to class or student viewing.*

Lesson 3 will be based on the remainder of the video and other written resources.

In this lesson students will meet Mr Andrew Scanlon, former Hydro Tasmania employee. Mr Scanlon reflects on the history of Lagoon of Islands and the benefit of hindsight.

Ask your students to look and listen for key dates or the words decision and hindsight.

- Students volunteer one of the 'look and listen' items they noticed for discussion or recording.
- How were the words 'decision' and 'hindsight' used?

Materials	Quantity
Smart board or projector	1
Internet connection	1
YouTube video <a href="https://www.youtube.com/watch?v=TYTyn8Jqtgw">The Restoration of Lagoon of Islands</a>	
KWL Chart from last lesson.	

### Options for assessment and extension

Learning Area	Option/s
<b>HASS and Geography</b>  <b>Inquiry and skills</b>  <b>Individual exercises that continue lessons 1–3</b>	Students continue their KWL chart.  Students review section 2 'what do I want to know'  <ul style="list-style-type: none"> <li>• Do they have any new questions to add?</li> <li>• Have any of their questions been answered?</li> </ul> Begin to complete section 3 'what have I learnt?'
	Students continue their timeline from the key dates they have identified in the video  <b>Extension</b>  Add quotes, facts, figures, images or other research pieces to the timeline

Learning Area	Option/s
<b>HASS and Geography</b> <b>Inquiry and skills</b> <b>Group Activity (4 people)</b>	Reconvene the same groups of four students <ul style="list-style-type: none"> <li>• Examine Mr Scanlon’s narrative and explore any views expressed.               <ul style="list-style-type: none"> <li>– What was his view on building a dam?</li> <li>– What did he express about hindsight?</li> <li>– What was his view of Professor Tyler?</li> </ul> </li> <li>• Each group to collate their own list               <ul style="list-style-type: none"> <li>– Identify any similarities between Professor Tyler and Mr Scanlon’s viewpoint.</li> <li>– Identify any differences.</li> </ul> </li> <li>• Each group to present back to the class.</li> </ul>
<b>HASS and Geography</b> <b>Knowledge and understanding</b>	Q&A (written piece or discussion) <ul style="list-style-type: none"> <li>• What was the human influence on the environmental characteristics of Lagoon of Islands?               <ul style="list-style-type: none"> <li>– Building the dam.</li> <li>– Flooding the area.</li> <li>– Changing the natural water course/flow.</li> </ul> </li> </ul> <p><i>“The water level submerged the Baumea reeds to such a depth so that they could no longer survive, so the reed mat died and then the islands sank deeper and deeper, they became water logged and they died” – Professor Tyler</i></p>

## Elaborate and review

As a class group review:

### 1. Making decisions

**Mr Andrew Scanlon commented that in hindsight building the dam at Lagoon of Islands was a mistake.**

- In what ways might Hydro Tasmania learn from this experience?
- What could be done to make better business decisions in the future?
- Create your own checklist to make better decisions.