Year 5: HASS, Geography and Mathematics

Lesson Plan 3: Working towards a sustainable future

Introductory activities (engage)

(10 minutes each)

As a class group discuss the meanings of ***collaboration*** and ***monitoring***.

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

Collaboration	Monitoring
Cooperate, join forces, team work, work jointly	Check progress, examine, keep a record of, note, observe, scan

Lesson 3 (explore)

(10 minutes)

Resume watching the online video resource *The Restoration of Lagoon of Islands* https://www.youtube.com/watch?v=TYTyn8Jqtgw at 2:00 minutes (end of Lesson 2) until the end.

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

Materials	Quantity
Smart board or projector	1
Internet connection	1
YouTube video *The Restoration of Lagoon of Islands*	
Activity – Monitoring the Lagoon of Islands.	1 each
KWL Chart (from previous lesson).	

In this lesson students will meet Dr Carolyn Maxwell, Senior Aquatic Scientist, Hydro Tasmania. Dr Maxwell introduces the rehabilitation program being undertaken at Lagoon of Islands, the ongoing data collection and monitoring and shares her hopes for the future sustainability of the site.

Ask your students to look and listen for:

- Key dates
- How science is being used
- Examples of collaboration or team work

Students volunteer one of the 'look and listen' items they noticed for discussion or recording

Options for assessment and extension

Learning Area	Option/s	
HASS – **Inquiry and skills** **Individual exercises that continue lessons 1–3**	Students continue their KWL Chart. • Have any of their questions been answered? **Extension** Research any remaining questions.	Students complete their timeline from the key dates they have identified in the video. **Extension** Add quotes, facts, figures, images or other research pieces to the timeline.

Learning Area	Option/s
HASS – **Inquiry and skills** **Group Activity (4 people)**	Reconvene the same groups of four students • Examine Dr Maxwell's narrative and explore any views expressed. – What was her view on Lagoon of Islands? – What were her hopes for the area? • Each group to collate their own list – Identify similarities between Professor Tyler, Mr Scanlon's and Dr Maxwell's viewpoints. – Identify any differences. • Each group to present back to the class.
HASS / Mathematics – **Data representation and analysing** **Individual exercises that continue**	Students work through the Activity – Monitoring the Lagoon of Islands. They explore and analyse some of the data collected from the various monitoring programs Dr Maxwell introduced in the video. Students will: • Review and analyse the data provided to look for patterns, create simple column graphs and answer questions. • Interpret a graph to answer questions and create a number line. • Compare photos and record any observations. **Extension** Create digital column graphs.

Elaborate and review

As a class group review:

1. **What you have learnt about Lagoon of Islands**
   – How can we use science to make decisions?
   – Why is it important to collaborate (work jointly, work together) with other people?
2. **What were the environmental and human influences on Lagoon of Islands**
   – How did the drought affect turbidity?
   – How did removing the dam affect turbidity?
   – What did building the dam do to water levels and the ecosystem?
   – How are Hydro Tasmania correcting past actions?
3. **Is there anything else about Lagoon of Islands that you would like to know?**
   – How can you research this?