

Geography Alive: Early Stage 1 Geography (Unit 3)

Lesson 1: Why is the Q Station an important place?		
<p>Content focus:</p> <p>In this lesson students explore factors contributing to the importance of a place. This is achieved through responding to questions about a place featured in an introductory story and also about places they know, such as the school. The lesson's focus then shifts to applying this knowledge to visual representations of Sydney's Q Station. Students identify possible reasons why this is considered to be an important place. The lesson concludes with a review of captured responses that can be added and referred to throughout the unit.</p>		<p>Resources:</p> <ul style="list-style-type: none"> A story-book about an important place that can be read to the students at the beginning of the lesson to prompt discussion and ideas about the factors that make a place important or special. Possible examples of such stories include: My Farm (Alison Lester); Magic Beach (Alison Lester); or Give Me A Home Among The Gum Trees (Bob Brown, Wally Johnson, Ben Wood). Resource Sheet 1: Photographs of Sydney's Q Station YouTube clip: Coast Australia Clip #4: The Quarantine Station https://www.youtube.com/watch?v=OfNA2ouD_7E YouTube clip: Q Station Sydney Harbour National Park – Manly (music and moving images, no dialogue, 2min 29sec) https://www.youtube.com/watch?v=WRb4Pfc9U A facility to capture and store student responses during the lesson so they can be added to and referred to throughout the unit. This could be achieved through digital and/or non-digital means.
<p>Key inquiry questions:</p> <ul style="list-style-type: none"> What makes a place important? What is an important place to me? Why might the Q Station be an important place? 	<p>Outcomes:</p> <p><i>A student:</i></p> <ul style="list-style-type: none"> identifies at least one factor/reason that makes places important identifies at least one place that is important to them identifies at least one reason why the Q Station might be an important place. 	<p>Lesson sequence:</p> <ul style="list-style-type: none"> Step 1: Introduce students to the key words ('place' and 'important') and ask students to identify one factor/reason why the school might be an important place. This could also be discussed using a visual representation of the school (a photograph or Google Earth image) to prompt responses. This will refresh and build on learning from Early Stage 1 about place. Step 2: The focus in this part of the lesson is – What makes a place important? Select a picture book featuring an important place. Read the story to the students and invite them to respond to questions. For example: <ul style="list-style-type: none"> <i>What type of place is it?</i> <i>Why this place is important?</i> <i>Who is this place important to? Or This place is...?</i> <i>It is important because...?</i> <i>It is important to (names of people or types of animals)...?</i> The responses can be verbal and/or written. Step 3: What is an important place to me? Students are encouraged to share information in response to questions about a place that is important to them. For example: <ul style="list-style-type: none"> <i>What is name of the place?</i> <i>Where is this place? How often do they visit this place?</i> <i>What activities do they do when they go there?</i> <i>In 1 - 3 words identify why this place is important to you? Or This place is ...?</i> <i>It is important to me because...?</i> <i>When I go there I like to...?</i> This information could be shared verbally as part of class discussion, and/or individually as a drawing, picture or photograph (their own or found through a web search).

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		<p>Teachers need to ensure the responses are captured and stored so that they can be added and referred to throughout the unit. For example, the drawing, picture or photograph could be pinned to the wall or noticeboard; the verbal responses could be captured by the teacher in a table as indicated below to promote further discussion and categorisation and stored electronically:</p> <table border="1" data-bbox="833 312 2063 496"> <thead> <tr> <th data-bbox="833 312 1227 371">Name or type of place</th> <th data-bbox="1227 312 1639 371">Number of students who say this is an important place for them</th> <th data-bbox="1639 312 2063 371">Words used to identify why it is an important place</th> </tr> </thead> <tbody> <tr> <td data-bbox="833 371 1227 435">For example, The park</td> <td data-bbox="1227 371 1639 435">(Complete as a tally)</td> <td data-bbox="1639 371 2063 435">Play games; see friends;</td> </tr> <tr> <td data-bbox="833 435 1227 496">For example, A family member's house such as an aunty or grandparent</td> <td data-bbox="1227 435 1639 496">(Complete as a tally)</td> <td data-bbox="1639 435 2063 496">Safe; have nice food; granny lives there</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li data-bbox="792 544 2033 592">• Step 4: Why might the Q Station be an important place? Introduce the Q Station as an important place to be investigated over the next few lessons. Use the YouTube clip: Coast Australia Clip #4 The Quarantine Station [https://www.youtube.com/watch?v=OfNA2ouD_7E] to facilitate this introduction. <li data-bbox="792 719 2063 882">• Step 5: Divide students in to groups of 2–4 and give each group access to the four photographs featured on Resource Sheet 1. Using the photographs, each group is to respond to the question: <i>Why might the Q Station be an important place? or This place is...? It might be important because...?</i> Students are also invited to pose questions they have about the Q Station in response to seeing the photographs. Once the photograph interpretation activity is completed, students will watch the short YouTube video clip: Q Station Sydney Harbour National Park – Manly, to add any further responses or questions about the Q Station. <li data-bbox="792 930 2063 1007">• Step 6: Groups share the responses and questions so that similarities and differences in ideas can be identified and discussed. The teacher ensures that the students' responses are captured and stored so that they can be added and referred to throughout the unit. For example, the responses could contribute to one collaborative brainstorm (digital or paper). <li data-bbox="792 1054 2063 1102">• Step 7: As a conclusion to the lesson students complete the following sentence in verbal or written form: <i>The Q Station might be an important place because...</i> 	Name or type of place	Number of students who say this is an important place for them	Words used to identify why it is an important place	For example, The park	(Complete as a tally)	Play games; see friends;	For example, A family member's house such as an aunty or grandparent	(Complete as a tally)	Safe; have nice food; granny lives there
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