

## Geography Alive: Early Stage 1 Geography (Unit 3)

Lesson 6: How is the Q Station being cared for?		
<p><b>Content focus:</b></p> <p>In this lesson students draw on their understanding of past and current activities occurring at the Q Station, and locate them in the different spaces of the site. Focus then shifts to an examination of the ways in which the Q Station is cared for. This lesson concludes with students applying information about caring for the Q Station to further develop their own representation about the Q Station from Lessons 3, 4 and 5.</p>		<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Q Station website: <a href="https://www.qstation.com.au/">https://www.qstation.com.au/</a></li> <li>• <a href="#">Resource Sheet 1: Q Station map</a></li> <li>• <a href="#">Resource Sheet 2: Photographs</a></li> <li>• A facility to capture and store student responses during the lesson so they can be added to and referred back to throughout the unit. This could be achieved through digital and/or non-digital means.</li> </ul>
<p><b>Key inquiry questions:</b></p> <ul style="list-style-type: none"> <li>• Where do different activities occur around Sydney's Q Station?</li> <li>• What activities are being completed to care for the Q Station?</li> </ul>	<p><b>Outcomes:</b></p> <p><i>A student:</i></p> <ul style="list-style-type: none"> <li>• identifies where at least one activity occurs at the Q Station</li> <li>• describes at least one way in which the Q Station can be cared for.</li> </ul>	<p><b>Lesson sequence:</b></p> <ul style="list-style-type: none"> <li>• <b>Step 1:</b> Introduce students to the key words and ideas ('space', 'caring for places') and discuss how a space in the school, such as the playground, can be used for different activities (for example, assembly, playing games, outdoor learning etc.). Extend this discussion in to identifying the things students do to care for their school (for example, put rubbish in the bin). This discussion could be prompted by using a visual representation of the school (for example, a photograph) to prompt responses.</li> <li>• <b>Step 2:</b> Shift the focus of the lesson to where different activities occur around the Q Station. Begin by reviewing the Think-Pair-Share and Post-It note task from Lesson 5 to refresh students' recall of the different types of activities that occur around the Q Station (past and present).</li> <li>• <b>Step 3:</b> Display the PDF Q Station map on a large screen (or equivalent) and discuss where certain activities occur. It should be noted that some activities can occur in more than one space (e.g. tours), and that some spaces have more activities occurring in them than others. Students are encouraged to move Post-It notes of chosen activities over to the corresponding area of the Q Station map.</li> <li>• <b>Step 4:</b> Provide students with a copy of <b>Resource Sheet 1</b> (Q Station map) and ask them to annotate the map with different activities.</li> <li>• <b>Step 5:</b> The focus of the lesson then moves to caring for the Q Station. Provide students with access to the Resource Sheet 2 and the Q Station website [<a href="https://www.qstation.com.au/">https://www.qstation.com.au/</a>]. Working in small groups (of up to four students) ask students to choose five caring for place activities taking place at the Q Station and rank them from 1 – 5 in order of importance. Students also need to provide reasons for why they chose the five activities and why they ranked them in the chosen order. Students are encouraged to share their responses with the class. Teachers ensure the responses for the activity are captured and stored so that they can be added and referred to throughout the unit.</li> <li>• <b>Step 6:</b> Representing the location of the Q Station (continued from Lessons 3, 4 and 5). Students are directed to use the balance of the lesson to decide how they are going to apply their learning about caring for the Q Station to the representation they started in Lesson 3 and then continued in Lessons 4 and 5. The representation should be ready for presentation in Lesson 8. Time will also be available in Lesson 7 to work on this activity. This can be an individual or small group task.</li> <li>• <b>Step 7:</b> Ask students to complete the following sentence in verbal or written form: <i>The Q Station can be cared for by doing ... (and encourage students to provide some descriptive information about the chosen activity(ies)). One of the most important caring for place activities occurring at the Q Station is ... because...</i></li> </ul>