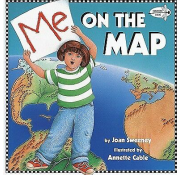


Geography Alive: Stage 1 Geography (Unit 3)

Lesson 1: Personal places and me		
<p>Content focus:</p> <p>In this lesson, students identify and describe the features of a personal place (focusing on their home) and why is it important to them. They also consider the circumstances under which people might go somewhere else and change homes.</p>		<p>Resources:</p> <ul style="list-style-type: none"> • The book 'Me on the Map' by Joan Sweeney or use the link https://www.youtube.com/watch?v=b0cjSXC2rHE • A3 copy of the girl's 'Me on the Map' house map (floor plan) • Paper on which to draw 
<p>Key inquiry questions:</p> <ul style="list-style-type: none"> • What are the places that are important to us? • How are people connected to places? • How can we represent our places on a map? 	<p>Outcomes:</p> <p><i>A student:</i></p> <ul style="list-style-type: none"> • describes features of places familiar to them and the connections people have with such places • communicates geographical information and uses geographical tools for inquiry. 	<p>Lesson sequence:</p> <ul style="list-style-type: none"> • Step 1: Introduce the unit of work 'People and Places' to students by posing the questions: What is a person? & What is a place? • Step 2: Read the book " " by Joan Sweeney. This is also available on YouTube. https://www.youtube.com/watch?v=b0cjSXC2rHE. While this is an American sourced resource it is an excellent introduction to the concept of a map. The teacher can readily recontextualise the story to an Australian context. • Step 3: Discuss the pictures that the child in the story 'Me on the Map' drew of her house. What does her home look like? What rooms are there? Does it look big or small? What might be in her house? Leave these pictures up as a stimulus for students' independent work. • Step 4: Students are asked to draw the front of their own home, and a map (floor plan) of what it looks like inside their home. Stress that someone's home is a personal place. • Step 5: Students share their drawings in small groups and discuss what their home looks like, who lives there, and what can be found on the map (floor plan) of their home. • Step 6: Come together as a class and reflect upon the homes of people in the class. Ask: Why are homes important to people? <ul style="list-style-type: none"> • Why might people need to leave their home to go somewhere else? • Why might someone move and change homes?