

## Geography Alive: Stage 2 (Topic 2: The Earth's Environment)

Lesson 1: Environments and animal habitats		
<p><b>Content focus:</b></p> <p>In this lesson students explore different environments and the animals that are found there. In doing so, they investigate how the environment meets the needs of the animal. They also identify the factors that distinguish one environment from another.</p>		<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">PowerPoint 1: Animals and Habitats</a></li> <li>• <a href="#">PowerPoint 2: – Images of seven environments found on earth</a></li> <li>• iPads/computers</li> </ul>
<p><b>Key inquiry questions:</b></p> <ul style="list-style-type: none"> <li>• How do different environments support living things?</li> <li>• What are the distinguishing characteristics of different environments?</li> <li>• What animals are found in different environments?</li> <li>• How have animals and plants adapted to different environments.</li> </ul>	<p><b>Outcomes:</b></p> <p><i>A student:</i></p> <ul style="list-style-type: none"> <li>• identifies key features and characteristics of places and environments</li> <li>• identifies the different types of environments in which animals live</li> <li>• distinguishes between different types of environment</li> <li>• describes the characteristics of different environments</li> <li>• acquires and communicates geographical information using geographical tools for inquiry.</li> </ul>	<p><b>Lesson sequence:</b></p> <ul style="list-style-type: none"> <li>• <b>Step 1:</b> Introduce students to the topic and explain that we are going to be looking at different types of environments and the animals found in each.</li> <li>• <b>Step 2:</b> Display <b>PowerPoint 1</b> to students. Discuss each slide with students. See if they can identify the animal and then describe the environment that the animal is pictured in. Does the environment look cold, wet or Dry? Do you think this animal can survive in other environments? Go through the whole slide show with students and discuss all the different features that they can see.</li> <li>• <b>Step 3:</b> Working with the students, compile a list of all the different types of wild animals they can recall.</li> <li>• <b>Step 4:</b> Ask students if they can categorise these animals. What types of categories could they place them in? Some students may suggest listing by type, by size, the countries where they are found or whether they are carnivore or herbivore. Some may even classify them by type of environment in which they are found. The latter form of classification pre-empts the next activity.</li> <li>• <b>Step 5:</b> Display <b>PowerPoint 2</b> to students and note that one way we could categorise these animals is by looking at where they are found and the type of environments in which they live. Go through the seven slides with students and try to identify what kind of environment they think they are. For example, a picture of a sandy, dry landscape might be considered a desert environment. The other environments shown are: forests, wetlands, cold, mountainous, river-based environments and grasslands.</li> <li>• <b>Step 6:</b> Split students into seven different groups. Each group is designated a different environment. Students are asked to think of as many animals they can that can be found in the allocated environment. Once students have identified as many as they can think of, they may use an iPad or computer to add more animals to their list. Display these in the classroom to refer to at a later date.</li> </ul>