Lesson Plan for G6 Post ODS Experience - Systems Inquiry **Grade(S):**  6

# Duration: 45 mins

**Context/rationalle:**

To extend the students’ environmental learning experiences at ODS through a lens of systems.

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| **Lesson Focus and Big Idea** |
| In Gr. 6, a focus on systems provides the conceptual framework that ties together the 5 different field studies that students experience during their 4 day program. The systems concept is also explored through other student-centred activities throughout the week. The Big Idea connecting these field studies is that ‘*organisms rely on systems to survive, reproduce, and interact with their environment.’* |
| **Curriculum Connections**  |
| Organisms rely on systems to survive, reproduce, and interact with their environment. |
| **Specific Lesson Objectives (SLO’s)** – **I can …** |
| * Reflect on personal and shared experiences of place
* Experience and interpret local environment
* Demonstrate curiosity about the natural world
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| Materials and Resources – what does the teacher need and what do the learners need |
| * Outdoor School Slideshow
* Learning journal and pencil
* Outdoor School Program Reflection Grade 6
* Leaf shaped pieces of paper for students to record reflections on
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| Key Question Set – a set of questions building toward higher-order thinking |
| * “What did you notice?”
* “What did you think might happen if...?”
* “What does this make you wonder about?”
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**INTRODUCTION:** How will the lesson begin and engage learners? How will you connect to and activate learners’ prior knowledge?

* It could be quite fun to show your students a copy of the Outdoor School slide show to remind them of the different things they experienced at Outdoor School
* Knowledge building circle to talk about experience of systems at ODS (in order to assess what students know/did)

**DEVELOPMENT:** What will you do and what will the learners do? Remember to incorporate key questions throughout the lesson development.

* Introduce the Outdoor School Program Reflection. See the Curriculum Hub for a copy of this document.
* Read the objective out to the students and brainstorm some ideas together as a group. Then ask each student to record their responses and ideas on a leaf.

You can also have students take more time to fill in observations and reflections into their Learning Journal.

**CLOSURE:** How will the lesson end in a meaningful way?

* Document questions and theories that arise in discussion. What did you notice? What did you know about... ? What did you wonder about...?
* Ask students to share aloud one of their Acts of Green with the class. You could even stand in a circle for this activity and have everyone take turns to share one Act of Green. This should feel quite encouraging for students and teachers alike to hear all of these Acts of Green at one time. Together we CAN make a difference.
* A nice touch is to create a tree or some branches somewhere in your school hallway or entrance and then put up all of the leaves with the Acts of Green ideas to inspire the whole school.

**ASSESSMENT:** How will you know that the learners met/learned/understood the SLO’s?

Use nature journals as a portfolio of a learner’s thinking and research process over time - teacher can see developmental growth.

Pre: recording initial questions/theories/concerns

During: Observational sketches of, and reflections on experiments/notes and/or drawings from field experiences

Post: New questions/theories and assess the content and quality of a students’ questions

**Assessment AS and OF Learning** (How will learners show their understanding of concepts/lesson learning?)

They will record their reflections and ideas on a leaf and hand it in to the teacher.

**Analysis/Reflection of Lesson:** What worked well? What didn’t? Did the learners ‘get it’? Why or why not?

* Reflect on students’ shared questions and ideas and how they could be used to inform subsequent planning.