

Google Earth Education

LESSON TITLE-Forest and Wildlife(India)

TIME [150 minutes]

OVERVIEW Students will explore various forest types and its wildlife of India using the Goggle Earth Voyager tool and geographically locate the areas using Google Maps.

SUBJECT/TOPIC- Environmental Studies	AGE LEVEL-8-9yrs old
 Learning Objectives SWBAT- a)identify and list the various forest types of India b)differentiate and describe characteristics of forest types c)associate and correlate diversity of animal life with specific forest types d)relate to human activities in forest degradation e)analyse and appreciate forests as biodiversity reservoir 	Inquiry-What are Forests and why there are different forest types? How does forest act as a "biodiversity reservoir"? How are human activities affecting forest and wildlife? What can we do to conserve and protect forests
Materials Needed- Access to Google Earth, Textbook, Map slate Ppts, Videos and quiz from National Geographic , One Planets Academy resources and AMP box https://earth.google.com/earth/rpc/cc/drive?state=%7 B%22ids%22%3A%5B%221N6vdjQIJkIHiDxpOSWZjRM YfhFJ57RcP%22%5D%2C%22action%22%3A%22open %22%2C%22userId%22%3A%2211461048591193155 7213%22%7D&usp=sharing	 Lesson Summary Engage students in quiz to check previous knowledge Explore: After introduction of topic, students explored the forests and wildlife through google voyager Explain: The reasons for various forest types were taken from the students after the presentation and further elucidated by the teacher Revise: Forests as habitat for animals and as resource as class discussion Apply: Suggest ways to combat habitat loss and deforestation
Sustainable Development Goals- Goal no 15 Life on land Goal no12-Sustainable consumption and production Goal no -Climate Change	Culminating Task/Assessment Integrated project work involving -Fact file , Quiz and PPT presentation, Roleplay, Speaking Activity

Textbook Chapter -Forest and wildlife is a EVS chapter in the class IV grade.,

Engage (5 minutes)

- 1. Activate prior knowledge and prepare students for new concepts, skills or processes.
- 2. Introduce the essential question that will guide the inquiry investigation.

Explore (25 minutes)

- 1. Teachers introduce the first source of information using an Earth story or *Voyager Story*.
- 2. Students record observations or evidence as it relates to the inquiry.
- 3. Students identify relationships or patterns and form a hypothesis based on information gained.

Explain (20 minutes)

- 1. Teachers organize students into small groups or partners.
- 2. Students share the first "hypothesis" with a small group or a partner.
- 3. Teachers facilitate whole group discussion in which students share their hypotheses and evidence.
- 4. Students test hypotheses and record findings (for science/math based inquiries).

Revise (10 minutes)

1. Students will make adjustments to their hypothesis based on information gained in discussion or test findings.

Next, repeat the process with a second source of information.

Explore (25 minutes)

- 1. Teachers introduce the second source of information.
- 2. Students record observations or evidence as it relates to the inquiry.
- 3. Students identify relationships or patterns and form a hypothesis based on information gained.

Explain (20 minutes)

- 1. Teachers organize students into small groups or partners.
- 2. Students share the first "hypothesis" with a small group or a partner.
- 3. Teachers facilitate whole group discussion in which students share their hypotheses and evidence.
- 4. Students test hypotheses and record findings (for science/math based inquiries).

Revise (10 minutes)

1. Students will make adjustments to their hypothesis based on information gained in discussion or test findings.

(Option to repeat this process with additional sources of information, each time resulting in an updated hypothesis.)

Apply (80 minutes)

- 1. Students reflect on outcomes and communicate findings.
- 2. Students use findings to draw conclusions and generate a solution to a problem.

Evaluate: Exemplar Response and/or Rubric

• Tools for assessing mastery of learning objectives to be used by teachers or students for self or peer assessment.

Additional Resources

• Links to texts or websites that relate to the topic and/or lesson.

Options for Differentiation

• Possible modifications, adaptations or extension activities specific to this lesson.

Credits

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