

Museums & Schools Lesson Plan

Workshop Title: Global Island Digital Explorer Quiz	Venue: In school.	Key Stage: KS3 Class Size: N/a
Length of Session: 60 mins	Support Staff Required: N/a	Arrival Details / Risk Assessment: N/a

Curriculum Links and Skills

Citizenship	<ul style="list-style-type: none"> The ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities
Geography	<ul style="list-style-type: none"> Understand how human and physical processes interact to influence, and change landscapes, environments and the climate Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Eastern Asia (including China and India), and Western Asia (the Middle East) Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field Use Geographical Information Systems (GIS) to view, analyse and interpret places and data
Science	<ul style="list-style-type: none"> Interactions and interdependencies – the interdependence of organisms in the ecosystem Earth as a source of limited resources and the efficacy of recycling The production of carbon dioxide by human activity and the impact on the climate

Pre-Session

Prior Learning Required	No prior learning is necessary
Resources Required	<ul style="list-style-type: none"> Global Island Introductory Film Global Island Digital Explorer (interactive map) Global Island Digital Explorer Quiz KS3 (activity sheet) <p>Access to up-to-date computer hardware, with up-to-date browser, and good broadband/ WiFi connection. (This exercise can be undertaken individually or in groups)</p> <p><i>Card game and physical map version for settings without digital access (pick a card and find the places on a map, undertaken as a class) – from end May 2021</i></p>

Learning Objectives / Outcomes

ALL students	<ul style="list-style-type: none"> Be able to describe examples of how people on the Isle of Wight have connected with the wider world throughout history
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	<ul style="list-style-type: none"> • Experience working with digital maps and GIS software
MOST students	<ul style="list-style-type: none"> • Understand the impact of some of these connections on people and environments in other parts of the world, with reference to United Nations Sustainable Development Goals
SOME students	<ul style="list-style-type: none"> • Explain how this historical understanding can help us reflect on our connections today.
Differentiation / Extension Activities	<p>Have a go at developing their own short quiz using the map for other students to use</p> <p>Research and propose other items to add to the map, and prepare content for 'pop-up windows'</p>
Provision for Students with Additional Needs:	<p>This lesson plan has been designed to provide active learning that combines both individual and collaborative engagement. Students can work at individual pace and take an active role in small group/ class-based work. Use of technology supports adjustments for visual and hearing impaired. Duration of digital engagement time is focused.</p>
Assessment Strategies	<p>Individual completion of activity quiz sheet</p> <p>Drawing upon their research and observations about the object, write an exhibition label about what the global connection it represents and the impact it had on people and places there. (200 words)</p>
Learner Activities / Questions & Class Organisation	
Starter 10 mins	Play the introductory film to the Digital Explorer and Quiz
Activities 40 mins	<p>Explore the Digital Explorer and answer the Quiz about the history of these global connections</p> <p>Choose one of the objects on the map and research online to discover more about its global story. Think about this story with reference to the UN Sustainable Development Goals – what is it made from, who made it, where did it come from, what social events is it associated with – use these to frame your research questions</p>
Plenary 10 mins	<p>The word they have to find in the quiz is</p> <p>Solidarity: this word means 'unity or agreement of feeling or action, especially among individuals with a common interest; mutual support within a group. The United Nations regards solidarity and cooperation as the foundation upon which its Sustainable Development Agenda sits. This Agenda is centred on people and planet, underpinned by human rights and supported by a global partnership determined to lift people out of poverty, hunger and disease. The UN regards Solidarity as one of the fundamental values of international relations in the C21st, wherein those, who either suffer or benefit least deserve help from those who benefit most.</p> <p>Encourage discussion about what they think this word means in practice</p> <p>Discover more here: https://www.un.org/en/observances/human-solidarity-day</p>