<table>
<thead>
<tr>
<th>MONDAY</th>
<th>ACTIVITIES</th>
<th>ICT CAPABILITIES</th>
<th>e5 MODEL</th>
<th>NATIONAL</th>
<th>CURRICULUM</th>
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<tbody>
<tr>
<td>(120 mins)</td>
<td><strong>First 20 mins:</strong> Students will watch a Global Warming YouTube video and work on activity 1. <a href="http://www.youtube.com/watch?v=oJAbATjICups">http://www.youtube.com/watch?v=oJAbATjICups</a></td>
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<td><strong>Activity 1:</strong> After watching a YouTube video on Global Warming, and discussing this issue as a class, students will draw a labeled diagram of the ozone layer.</td>
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<td><strong>Next 50 mins:</strong></td>
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<td><strong>Activity 2:</strong> Students will use the computers/laptops to research a recent article/text/song/video which is an example of global warming – They will then complete a worksheet evaluating their piece and display the information and a printed copy of the piece onto a small poster.</td>
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<td><strong>Last 20 mins:</strong></td>
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<td><strong>Activity 3:</strong> Students will come back together as a class and discuss what is happening in today’s world and on the news by sharing some of the texts found.</td>
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<td><strong>Last 30 mins:</strong> Teacher will inform students that at the end of the week they will be creating their own multimodal text on what they have learnt about Global Warming throughout the week, and each day the teacher will give them examples of presentation programs and formats they could use. Teacher will briefly recap how to create a PowerPoint presentation using the IWB to show the students.</td>
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<td><strong>Resources:</strong> YouTube video on a laptop, projected onto the IWB. Computers/Laptops for research using Google as a search engine. IWB to explore PowerPoint.</td>
<td>Engage</td>
<td>English Reading and viewing</td>
<td>Language Understand how authors often innovate text or play with language features to achieve particular persuasive purposes (ACELA1518). Identify and explain how analytical images contribute to our understanding in factual and persuasive texts (ACELA1524). Investigating how knowledge about the effects of using the Earth’s resources has changed over time. Placing key events, ideas and concepts in chronological order. Understanding how Global Warming has come about due to past actions. Identify questions to inform an historical inquiry (ACHHS119). Identify points of view in the past and present (ACHHS123) Use a range of communication forms (graphic, written) and digital technology (ACHHS125).</td>
<td>Science History Science as a Human Endeavour Historical Knowledge and Understanding Historical Skills</td>
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<td>Time</td>
<td>Activity</td>
<td>Resource</td>
<td>Explore</td>
<td>English</td>
<td>Reading and viewing</td>
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<td>TUESDAY</td>
<td>First 20 mins:</td>
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<td>Activity 1: The class will brainstorm as many effects of global warming as they can use a mind map on the IWB with teacher assistance.</td>
<td>Resource: IWB for creation of mind maps.</td>
<td>Explore</td>
<td>English</td>
<td>Reading and viewing</td>
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<td>Next 60 mins:</td>
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<td>Activity 2: Students will then use the computers/laptops to go to <a href="http://environment.nationalgeographic.com.au/environment/global-warming/gw-effects/">http://environment.nationalgeographic.com.au/environment/global-warming/gw-effects/</a> to look at effects up close, including the history of polar ice caps, history of temperatures, history of sea temperatures and sea levels and the effects that these changing environments have on wildlife and humans. Students will be given a double-sided worksheet. On one side, students will fill in the table showing how much these have increased/decreased over time and how much they are predicted to increase/decrease in the future. On the other side of the worksheet, for each changing environment listed, students will write a summary on how these changes may affect wildlife/humans.</td>
<td>Resource: IWB for creation of mind maps. Computers/Laptops for research using the links provided. IWB to explore ‘prezi’.</td>
<td>Explore</td>
<td>Science</td>
<td>Science inquiry skills</td>
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<td>Last 40 mins: Teacher will use the IWB to show the students how to create a ‘prezi’.</td>
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WEDNESDAY
(120 mins)

First 20 mins:
Activity 1: The class will create a mind map titled ‘Causes of Global Warming’ – with 3 subheadings of ‘individual scale’, ‘national scale’ and ‘international/global scale’.

Next 20 mins: Teacher will explain in detail the multimodal project they will be working on over the next three days to present in class on Friday. It is a group presentation where the class will be split into 3 groups of 8. The first group will be presenting ‘individual causes’ and ‘individual solutions’, the second group will be presenting ‘national causes’ and ‘national solutions’ and the third group will be presenting ‘global causes’ and ‘global solutions’. Each group will have approximately 8 students, 4 students will orally present causes and the remaining 4 students will orally present the solutions. All 8 students in a group must work together however.

Next 20 mins: Teacher will use the IWB to show the students how to create a ‘glog’.

Remaining hour: Students will be split into their groups and start on activity 2.

Activity 2: Students will begin working on the ‘causes’ part of their group presentations.

Extension activity: If students finish their ‘causes’ part of their presentation and are happy with it, they may use computers to research information for the ‘solutions’ part of their presentation.

Resource:
- IWB
- Computers/Laptops/Cameras to create a multimodal text using such programs as PowerPoint, Prezi, Glog, Blog etc.
- IWB to explore ‘glog’.

Explain:
- English
- Science
- Speaking and Listening
- Language
- Language
- Literacy
- Scientific
- Knowledge and Understanding

Understand how ideas can be sharpened through careful choice of words (ACELA1523).
Understand that strategies for interaction become more complex as levels of formality increase (ACELA1516).
Participate in and contribute to discussions, sharing and evaluating information and opinions (ACELY1709).
Investigating how knowledge about the effects of using the Earth’s resources has changed over time (ACSHE220).
Students research an issue using a range of resources including electronic media.
Understand that people work together as citizens to participate in appropriate actions as environmental stewards.

THURSDAY
First 45 mins:
Activity 1: Teacher will work with the students to create a mind map titled ‘Solutions to Global Warming’ – with 3 subheadings of ‘individual scale’, ‘national scale’ and ‘international/global scale’.

Teacher will then conclude this discussion and run

Resource:
- IWB
- Computers/Laptops/i Pads and cameras to work on their multimodal

Elaborate:
- English
- Reading and viewing
- Writing
- Speaking and Listening
- Science
- Science as a Human Endeavour
- Civic knowledge and understanding
- Science as a Human Endeavour

Select, navigate, and read texts for a range of purposes (ACELY1712).
Plan, draft and publish informative, persuasive texts (ACELY1714).
Develop supportive arguments, contribute to discussions and clarify ideas (ACELY1709).
**FRIDAY (120 mins)**

| First 60 mins: | Activity 1: Students will work on the ‘solutions’ part of their presentation, and polish off their multimodal text to be ready for presentation in the second half of the class. |
| Last 60 mins: | Activity 2: Student group presentations and discussion. Presentations will be marked according to a set rubric. |

**FRIDAY (150 minutes)**

| through the structure of a debate and how a debate works. Class will be split into 4 groups. Two groups will debate “Are humans responsible for Global Warming?” and the other two groups will debate “Can individuals make a difference in combatting Global Warming?” |
| Next 30 mins: | Activity 2: Groups will gather their information points and determine speakers and order etc. The debates will then take place one at a time. Open discussion will be held after each debate. |
| Remaining 45 mins: | Activity 3: Students will work on their multimodal group presentation they started on Thursday. |

**Resources:**
- IWB
- Computers/Laptops to work on their multimodal presentation.
- Projector

** Evaluate**
- English
- Science
- Civic Citizenship

** Literacy**
- Literacy
- Communicating

**Plan, draft and publish informative, persuasive texts (ACELY1714).**
- Participate in and contribute to discussions, sharing and evaluating information and opinions (ACELY1709). Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816). Suggest improvements to the methods used to investigate a question or solve a problem (ACSI108). Present a point of view on a significant current issue and include recommendations about the actions that individuals and governments can take to resolve these issues.

**Civic Citizenship**
- Human Endeavour
- Science Inquiry Skills
- Community engagement

**Evaluating**
- Communication
- Community engagement

**Discussing the conservation of sources.**
- Suggest improvements to the methods used to investigate a question or solve a problem (ACSI108).
- Use a variety of communication modes, such as reports, explanations, arguments, debates and procedural accounts, to communicate science ideas.
- Present a point of view on a significant current issue.