



Impact of an extreme environment, an introduction (KS3, two lessons).

Learning Aims:

To be aware of the impact an extreme environment (Antarctica) has on humans.

Resources:

Picture Questions ppt

Weather data

Computers

Blog entries available at www.fuchsfoundation.org

Clothing sort cards

Notes:

The lessons have not been tested.

Aimed at KS3.

Assumption: Students know where Antarctica is and a little bit about the conditions found there.

Lesson One:

Starter: Introduction to Antarctica.

Students are taken through the Picture Questions ppt, answering the questions as they go. At the end they are asked to:

- summarise what they've learnt from the photos in no more than three sentences
- what else they would need to bear in mind if they were going to Antarctica

(Skills: summarisation, use of previous knowledge, empathy)

Main part: A look at the weather.

Students (in groups) complete the clothing sort cards. They then create a number of simple graphs to show the weather conditions we experienced using the weather data (I suggest 'experienced temperature' and 'wind speed'). Then, by reading through the blog entries, they answer the following:

- what is the weather of Antarctica like?
- how did we cope with the weather?
- what effect did the weather have on us? (From the blog entries)

(Skills: graph drawing, empathy, use of evidence)

Students peer review each others notes and time is given to improve work.



(Skills: use of evidence, peer review)

Plenary: Students create a kit list for heading to Antarctica.

(Skills: using knowledge)

H/W: Students research why people go to such an extreme place as Antarctica (e.g. expeditions, science and tourism).

Lesson Two:

Starter: Photo story

Put a photo of me on the exercise bike (at the end of lesson one's starter activity) and they have to work out where, why, when on the photo.

(Skills:)

Main: 'Race to the Pole' game.

(Skills: lateral thinking)

Plenary: Summarise learnings

Summarise what you've learnt by playing the game.

(Skills: summarisation)

H/W 1: Research on one area of Antarctica that interests you

For example: life on a science base, the animals or historical expeditions.

(Skills: independent research)

H/W 2: Look at how our experiences fitted with the game

Read the blog at www.fuchsfoundation.org and see how many of the problems you faced in the game we faced.

(Skills: independent research)