

## 3 Lesson plan: The study of the Nepal Earthquake - April 2015

Subject and Grade Level: <b>Geography</b> (2 lessons)	Date:
<b>Learning Outcomes of the Lesson/Competences:</b> <ol style="list-style-type: none"> <li>1. Develop independent investigation skills and analyze information about the earthquake in Nepal in 2015.</li> <li>2. Apply critical thinking skills when analyze provided information.</li> <li>3. Predict possible outcomes of person being there.</li> <li>4. Distinguish between causes and consequences.</li> </ol>	Topic: <b>The Nepal earthquake April 2015</b>
<b>Learning Objectives of the Lesson: To find out about the causes and effects of the earthquake that struck Nepal and the Himalayas</b>	
<b>Previous Knowledge of Students: Why earthquakes happen? Where earthquakes happen?</b>	
<b>Educational Tools, Aids, and Materials:</b> web resources, media, textbook, atlas and work booklet  work_booklet_nepa_l_earthquake.docx	
<b>Starter:</b> Getting Started Phase: Challenging	This lesson is based on case study from Nepal. Students will independently work on their workbook to find out what really happen and what are the consequences of earthquake for low income country. <i>You, like many other tourists, are visiting Kathmandu, the beautiful capital city of Nepal. You are on a roof terrace filming the general hustle and bustle of a city of 700,000 inhabitants when all of a sudden, and without warning, the ground beneath you starts to shake violently. You drop to your knees and hold on for dear life.</i> <b>Creating situations for inquiry</b> Students have to write tweet about their emotions and inform family what happens.
<b>Working Phase:</b> Understanding	Using provided sources of information students fill their work booklets independently developing their investigation skills and developing ability to organize notes, to imagine what it would be like to be in “someone’s shoes who happen to be at that time at that place”. Students must recall geographical knowledge when annotate photos. Students develop their observation skills by watching videos and recognizing survival skills people used to survive earthquake in Himalayas.
<b>Consolidation Phase:</b> Discussion and Feedback	<b>Providing feedback and analyzing</b> Teacher would read though the booklets and analyze the answers to gain an understanding of ability of students to do the task. Teacher start discussion on the consequences of the earthquake. Q: Can country prepare for earthquake? Is it possible to predict earthquakes? Could the damage of earthquakes be decreased? Could people be protected more in base camp? <b>Correcting incomplete assumptions and mistakes</b> Q: How would you plan correcting incomplete assumptions and mistakes together with students?

	<p>The best way would be that students correct or advice their classmates during discussion.</p> <p><b>Reflection: self-evaluation, analyzing learnt experiences</b></p> <p>Q: Which questions can students ask to make self-evaluation and analyze newly acquired experiences?</p> <p>Did I have any problems filling booklet?</p> <p>Do I understand what happened in Nepal?</p> <p>What were the reasons why death rate was so high?</p> <p>Do I need to investigate more resources?</p>
<p>Post- lesson box for teacher:</p>	<p>Did everything worked well?</p> <p>Was enough time allocated?</p> <p>Were there any problems in filling the booklet?</p> <p>Could be another way to do the job if there are some issues with access to internet? Maybe some videos could be downloaded before? Booklets could be printed out and copied for filling in.</p> <p>Were students engaged in work?</p>