

LESSON PLAN

Topic/ Title: *Hurricanes - Hazards of Climate*

Class: 11 A

Subject: Geography

Teacher: Florin Iancu

School: "C. Negruzzi" College, Iasi – Romania

Motivation:

Hurricanes, like any other hazards of climate, are extreme manifestations of some atmospheric phenomena, which affect people's lives, the economy of countries and the environment. They are among the most destructive climate hazards, hence the importance of studying them in order to be able to plan and take the necessary steps towards, on the one hand, diminishing their effects and, on the other hand, rebuilding the affected parts as soon as possible.

Lesson Objectives:

By the end of the lesson the students will be able to:

- define the notion of "hurricane"
- explain how hurricanes emerge
- locate on the map the areas most affected by hurricanes

Specific skills developed:

By the end of the lesson the students will be able to:

- identify the elements of environmental damage and the problems of our contemporary world attributed to hurricanes
- notice and understand the formation and evolution of hurricanes, together with the processes related to the damage of the environment
- coherently explain the effect of hurricanes on the environment, by using the appropriate technical terminology
- accurately identify /locate hurricane areas on the map
- work in teams in order to achieve the final product

Evaluation criteria:

- the students' involvement in achieving the task (how they negotiate the stages of the task, if they observe the time limit, the range, quality and quantity of information included in the final product)
- the scientific quality of the final product
- the aspect /layout of the final product
- the originality of the final product

Resources:

- **Human:** students (with a high degree of interest and motivation)
- **Material:** documentary film, world physical map, flipchart sheets of paper, DVD-player, LCD-TV
- **Approaches:** “Think – Work in pairs – Share”, “Brainstorming”, “Categorize”, “One stays, three move around”
- **Time: 30 min.**

Lesson Development:

I. EVOCATION/ REACTIVATION:

Method: “Think – Work in pairs – Share” (time: 5min.)

- The students are asked the question: “What do you know about hurricanes?” (individual work: brainstorming, writing notes).
- They compare their notes in pairs.
- Three pairs will report their answers to the class.
- The teacher selects and writes on the board the parts of their answers which make up the definition of hurricanes; the students copy it in their copybooks.

II & III. GETTING THE MEANING AND REFLECTION

Method: “One stays, three move around” (time: 25 min.; group work)

- The students get into 5 groups of 4 students each; each group gets a number (from 1-5) and each student within a group also get a number (from 1-4). **(2 min.)**
- Each group produces a poster which illustrates the answer to the question: “How are hurricanes born, where do they appear and what are their effects?” **(8 min.)**
- At the teacher’s signal, the students rotate (each number will move to another group by skipping a number of groups corresponding to their own number, e.g. ones move to the neighbouring group, number twos move to every second group, number threes move to every third group, number fours remain “home”, i.e. in their initial groups). **(2 min.)**
- The “host” students (i.e. number four) explain to the “guests” the product/poster of the team; the guests ask questions and write down notes, so as to be able to report back in their initial groups. They should also make comments on the presentation and thank the host. **(4 min.)**
- The students go back to their “home” groups:
 - a) the student who remained “at home” reports to his group the comments made by the “guests”
 - b) the other students report what they have seen in the other groups and point out the **similarities and differences** between their product and the others. **(2 min.)**
- The students watch a fragment from a documentary about hurricanes. **(5 min.)**

COMENIUS PARTNERSHIPS

- The students discuss and systematize the new information /knowledge acquired, which they will use in **improving the final product.** (2 min.)

IV. ENDING (EVALUATION)

The students produce the improved version of the final product.

V. EXTENSION / HOME ASSIGNMENT

For the next class, the students will produce a final product for their **personal portfolio**: poster with graph, collage, video-clip, PPP.