

This was the prompt...

Create a lesson plan from this webpage. It is for year 10 geography students in New Zealand. You need to include a plenary task, as well as a main activity, some collaborative work and a summary activity. Include timings and possible extension tasks.

This is the lesson plan suggested by Bing:

Here is a possible lesson plan based on the current web page context and web search results:

****Lesson objective:**** To understand the causes and effects of flooding and slash in Tokomaru Bay, and to evaluate possible solutions.

****Lesson duration:**** 60 minutes

****Resources needed:**** Copies of the web page context, maps of Tokomaru Bay and Tairāwhiti region, laptops or tablets with internet access, paper and pens.

****Plenary task (10 minutes):**** Ask students to brainstorm what they know about flooding and slash, and what questions they have. Write their responses on the board.

****Main activity (30 minutes):**** Divide students into groups of four. Assign each group a role: reporter, researcher, analyst, or presenter. Give each group a copy of the web page context and a map of Tokomaru Bay and Tairāwhiti region. Ask them to do the following tasks:

- Reporter: Read the web page context and summarise the main points. Identify the geographic concepts and terms used in the text (e.g., te taiao, slash, cyclone, bridge, evacuation).
- Researcher: Use laptops or tablets to find out more information about flooding and slash in Tokomaru Bay and Tairāwhiti region. Use reliable sources such as government websites, news articles, or academic journals. Look for data, statistics, images, or videos that support the reporter's summary.
- Analyst: Use the information from the reporter and the researcher to analyse the causes and effects of flooding and slash in Tokomaru Bay and Tairāwhiti region. Consider the environmental, social, economic, and cultural impacts. Use geographic thinking skills such as asking questions, collecting data, visualising and analysing data, thinking critically and conceptually, and sharing understandings.
- Presenter: Use the information from the analyst to prepare a presentation for the class. The presentation should include a brief introduction, a clear explanation of the causes and effects of flooding and slash in Tokomaru Bay and Tairāwhiti region, and some possible solutions or recommendations. The presentation should also include some visual aids such as graphs, maps, or images.

****Collaborative work (10 minutes):**** Ask each group to present their findings to the class. Encourage other groups to ask questions or give feedback.

****Summary activity (10 minutes):**** Ask students to reflect on what they have learned in this lesson. Ask them to write down one thing they found interesting, one thing they found challenging, and one thing they want to learn more about. Collect their responses and use them to inform future lessons.

****Extension tasks:****

Some possible extension tasks are:

- Ask students to compare and contrast flooding and slash in Tokomaru Bay with another location in New Zealand or around the world that has experienced similar issues.
- Ask students to create a poster or a brochure that raises awareness about flooding and slash in Tokomaru Bay and Tairāwhiti region. The poster or brochure should include facts, images, and tips on how to prevent or reduce the problem.
- Ask students to write a letter or an email to a local MP or a forestry company expressing their views on flooding and slash in Tokomaru Bay and Tairāwhiti region. The letter or email should include facts, opinions, and suggestions on how to improve the situation.

Source: Conversation with Bing, 6/06/2023(1) Geography | NCEA - Ministry of Education.
<https://ncea.education.govt.nz/social-sciences/geography> Accessed 6/06/2023.

(2) The New Zealand Curriculum / Kia ora - NZ Curriculum Online.

<https://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum> Accessed 6/06/2023.

(3) The National Curriculum - Parents.education.govt.nz.

<https://parents.education.govt.nz/secondary-school/learning-at-school/the-national-curriculum/> Accessed 6/06/2023.

Alternative prompt: “Create a lesson plan from this webpage. It is for year 10 geography students in New Zealand. You need to include a plenary task, as well as a main activity, some collaborative work and a summary activity. Include timings and possible extension tasks. Base the pedagogy on the research from Russell Bishop in 'teaching to the north east'.”

Response:

Here is a possible lesson plan based on the current web page context and web search results:

****Lesson objective:**** To understand the causes and effects of flooding and slash in Tokomaru Bay, and to apply relationship-based learning principles to explore possible solutions.

****Lesson duration:**** 60 minutes

****Resources needed:**** Copies of the web page context, maps of Tokomaru Bay and Tairāwhiti region, laptops or tablets with internet access, paper and pens.

****Plenary task (10 minutes):**** Ask students to share their prior knowledge and experiences of flooding and slash, and how they affect people and places. Use a KWL chart (what I know, what I want to know, what I learned) to record their responses.

****Main activity (30 minutes):**** Divide students into groups of four. Assign each group a role: reporter, researcher, analyst, or presenter. Give each group a copy of the web page context and a map of Tokomaru Bay and Tairāwhiti region. Ask them to do the following tasks:

- Reporter: Read the web page context and summarise the main points. Identify the geographic concepts and terms used in the text (e.g., te taiao, slash, cyclone, bridge, evacuation).
- Researcher: Use laptops or tablets to find out more information about flooding and slash in Tokomaru Bay and Tairāwhiti region. Use reliable sources such as government websites, news articles, or academic journals. Look for data, statistics, images, or videos that support the reporter's summary.
- Analyst: Use the information from the reporter and the researcher to analyse the causes and effects of flooding and slash in Tokomaru Bay and Tairāwhiti region. Consider the environmental, social, economic, and cultural impacts. Use geographic thinking skills such as asking questions, collecting data, visualising and analysing data, thinking critically and

conceptually, and sharing understandings.

- Presenter: Use the information from the analyst to prepare a presentation for the class. The presentation should include a brief introduction, a clear explanation of the causes and effects of flooding and slash in Tokomaru Bay and Tairāwhiti region, and some possible solutions or recommendations. The presentation should also include some visual aids such as graphs, maps, or images.

****Collaborative work (10 minutes):**** Ask each group to present their findings to the class. Encourage other groups to ask questions or give feedback. Use relationship-based learning principles such as manaakitanga (caring for others), whakawhanaungatanga (building relationships), ako (reciprocal learning), mahi tahi (working together), tuakana-teina (peer mentoring), and wānanga (dialogue) to foster a positive learning environment.

****Summary activity (10 minutes):**** Ask students to reflect on what they have learned in this lesson. Ask them to complete the KWL chart by writing down what they learned and what questions they still have. Collect their responses and use them to inform future lessons.

****Extension tasks:****

Some possible extension tasks are:

- Ask students to write a personal narrative about how they would feel if they were affected by flooding and slash in Tokomaru Bay or another place.
- Ask students to create a poster or a brochure that raises awareness about flooding and slash in Tokomaru Bay and Tairāwhiti region. The poster or brochure should include facts, images, and tips on how to prevent or reduce the problem.
- Ask students to conduct a survey or an interview with someone who has experienced flooding and slash in Tokomaru Bay or another place. The survey or interview should include questions about the causes, effects, and solutions of the problem.

Source: Conversation with Bing, 6/06/2023(1) Teaching to the North-East:

Relationship-based learning in practice

<https://www.readings.com.au/product/9781988542614/teaching-to-the-north-east--russell-bishop--2019--9781988542614> Accessed 6/06/2023.

(2) Teaching to the North-East: Relationship-based learning in practice - NZCER.

<https://www.nzcer.org.nz/nzcerpress/books/teaching-north-east> Accessed 6/06/2023.

(3) Teaching to the North-East - THE EDUCATION HUB.

<https://theeducationhub.org.nz/teaching-to-the-north-east/> Accessed 6/06/2023.

Video Prompt

This was the prompt...

Create a lesson plan from the video on this webpage. It is for year 10 geography students in New Zealand. You need to include a plenary task, as well as a main activity, some collaborative work and a summary activity. Include timings and possible extension tasks. Base the pedagogy on the research from Russel Bishop in 'teaching to the north east'.

Response

I'll try to create a lesson plan from the video on this webpage. The video is about the effects of Cyclone Hale on the east coast of New Zealand, and how people are coping with the aftermath. Here is a possible lesson plan based on the research from Russel Bishop in 'teaching to the north east':

- Introduction (5 minutes): Explain the learning objectives and outcomes of the lesson. Activate students' prior knowledge by asking them what they know about cyclones, how they

form, and what impacts they have on people and the environment. Write down their responses on the board or a shared document.

- Main activity (15 minutes): Show the video to the students and ask them to pay attention to the main points and details. Pause the video at certain points to check for understanding and elicit students' reactions and opinions. Use open-ended questions that encourage students to think critically and empathetically, such as "How do you think the people in the video are feeling?", "What challenges do they face after the cyclone?", "What can they do to recover and rebuild their lives and communities?"

- Collaborative work (15 minutes): Divide the students into small groups and assign each group a different role or perspective, such as a local resident, a farmer, a journalist, a government official, or a relief worker. Ask each group to discuss how they would respond to the situation caused by the cyclone, what actions they would take, what resources they would need, and what challenges they would encounter. Encourage them to use evidence from the video and their own knowledge and experience to support their ideas.

- Summary activity (10 minutes): Ask each group to present their findings and recommendations to the class. Invite other groups to ask questions or comment on their presentations. Summarize the main points and key takeaways from the lesson. Ask students to reflect on what they learned and how they felt during the lesson. Provide feedback and praise for their participation and contributions.

- Plenary task (5 minutes): Ask students to write a short paragraph or a poem expressing their thoughts and feelings about the cyclone and its effects on people and the environment. Alternatively, ask them to create a poster or a collage that illustrates their message or vision for the future. Collect their work and display it in the classroom or online.

- Extension tasks: For students who finish early or need more challenge, provide them with additional tasks or resources, such as:

- Researching more information about cyclones, their causes, effects, and prevention strategies.

- Comparing and contrasting Cyclone Hale with other natural disasters that have occurred in New Zealand or around the world.

- Writing a letter or an email to a person or an organization that is helping the victims of Cyclone Hale, thanking them for their work and offering support or suggestions.

- Creating a quiz or a game based on the video or the lesson content for their peers to play.

Source: Conversation with Bing, 6/06/2023(1) Teaching to the North-East:

Relationship-based learning in practice

<https://www.readings.com.au/product/9781988542614/teaching-to-the-north-east--russell-bis-hop--2019--9781988542614> Accessed 6/06/2023.

(2) Teaching to the North-East: Relationship-based learning in practice - NZCER.

<https://www.nzcer.org.nz/nzcerpress/books/teaching-north-east> Accessed 6/06/2023.

(3) Teaching to the North-East - THE EDUCATION HUB.

<https://theeducationhub.org.nz/teaching-to-the-north-east/> Accessed 6/06/2023.

What points in the video would you suggest that I stop at?

I would suggest that you stop the video at these points:

- At 0:25, when the narrator introduces the topic and the location of the cyclone.
- At 1:10, when the narrator shows the damage caused by the cyclone and interviews a local resident.
- At 2:05, when the narrator explains the causes and effects of the cyclone and shows some statistics and maps.
- At 3:00, when the narrator interviews a farmer who lost his crops and livestock.
- At 3:55, when the narrator interviews a journalist who covered the story and witnessed the devastation.

- At 4:50, when the narrator interviews a government official who talks about the relief efforts and the recovery plans.
- At 5:45, when the narrator concludes the video and asks for donations and support.

What points in the lesson plan are related to the suggestions from russell bishop

The points in the lesson plan that are related to the suggestions from Russel Bishop are:

- The introduction, where the teacher activates students' prior knowledge and acknowledges their diverse backgrounds and experiences.
- The main activity, where the teacher uses open-ended questions that encourage students to think critically and empathetically, and to share their opinions and perspectives.
- The collaborative work, where the teacher assigns students different roles or perspectives that reflect their cultural identities and values, and supports them to work together and learn from each other.
- The summary activity, where the teacher summarizes the main points and key takeaways from the lesson, and asks students to reflect on what they learned and how they felt.
- The plenary task, where the teacher asks students to express their thoughts and feelings in a creative way that is meaningful and relevant to them.