Lesson plan

# Title

Sustainable development in geopark Papuk.

# Author

Marija Pintarić

# Abstract

This lesson plan uses geopark Papuk as educational tool to show importance od sustainable development in UNESCO Global Geoparks.

# Keywords

UNESCO Geoparks, Geography, Education, Sustainable development

# Licenses

* **Attribution CC By** This license lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation. This is the most accommodating of licenses offered. Recommended for maximum dissemination and use of licensed materials.

# Summary table

|  |  |
| --- | --- |
| *Subject* | Geography(geoparks, sustainable development) |
| *Topic(s) within the subject* | 1-Geoparks2-Geopark Papuk3-Sustainable development |
| *Key real-life topic* | Geoparks “are single, unified geographical areas where sites and landscapes of international geological significance are managed with a holistic concept of protection, education and sustainable development.”[[1]](#footnote-2) |
| *Age of students* | *10-11 years old* |
| *Preparation time* | *4 hours* |
| *Teaching time* | *2 class hour (90 minutes)* |
| *Online teaching material* | *List here all the links of online tools, applications and support documents that you will use during the lesson, such as: Padlet, Kahoot, Canva, etc.*<https://learningapps.org/23386833>CanvaPowerPiontfor students presentations |
| *Offline teaching material* | ● Computer and Projector, Tablet, or computer for students* Papers for group activity
 |

# Integration into the curriculum

The teacher incorporates the topic into the 6th grade curriculum learning outcome(GEO ELEMENTARY SCOOL C.A.6.1. The student can distinguish categories of nature protection, gives examples of protected natural and cultural heritage in Croatia, explains the importance of protected areas and sites as economic potential and element of identity, and participates in activities of preservation and adequate evaluation of heritage at local, regional and national level.)

# Aim of the lesson

At the end of the lesson students will explain what sustainable development is and give example of sustained business type in geoparks.

# Outcome of the lesson

The students will work in groups to develop ideas and solutions for sustainable development in geoparks.

# Trends

Lifelong Learning: The importance of nature preservation and sustainable development.

# 21st century skills

This lesson plan comprises several activities that help to achieve the skills defined as 21st century skills:

● Learning and innovation skills

o **Creativity and innovation**: design ideas for sustained work or business in geopark

o **Critical thinking and problem solving**: discuss the threats that exit in geopark

o **Communication**: discuss between peers, in gruops

o **Collaboration**: students help each other carry out the activity

● **Information, media and technology skills**: they use the Internet to research information about geopark Papuk and its surroundings, they will evaluate and select information given by the media.

● **Life and career skills:** they innovate and develop real-life ideas for sustainable businesses in and around geoparks.

# Activities

|  |  |  |
| --- | --- | --- |
| Name of activity | Procedure | Time |
| Introduction | After a school trip to geopark Papuk and/or previouslyresearchedinformation about geopark Papuk using the Internet, students will make SWOT analysis and develop ideas for sustainable development of geoparks. |  |
| Activity 1:Motivation | Students play a game puzzle about Papuk Geopark using a tablet or computer (link<https://learningapps.org/23386833>), first four students who solve a puzzle are leaders of a group and they select other students to their group and lead the group during the assignment. | 5 min |
| Activity 2:Group discussion: SWOT analysis | Students discuss in groups and write SWOT analysis on larger piece of paper: strengths, weaknesses, opportunities, and threats which they observed in geopark or found using Internet. | 15 min |
| Activity 3developing ideas for sustainable development | After the analysis, each group choses: a) one strength/opportunity from their SWOT analysis and develop idea how to use it in real life, to economic benefit, without compromising nature, and b) one weakness/threat from their SWOT analysis and develop ideas how to solve the problem and manage that threat in real life, without compromising nature.Student can use presenting tool like Canva or PowerPoint to make presentation with key ideas and solution developed in group activity. | 40min |
| Activity 3presenting ideas | Each group present their work in five minutes presentation. | 20 min |
| AssessmentPear assessment | Each student assesses other groups, their ideas, solutions and presentation by giving points (3, 2 or 1) in assessment table (printed and prepared).Best group (and best solutions) is the one with the highest score.  | 5min |
| Feedback | Teacher asks the students to answer the questions hereunder via a Google Form:A. The activities of today's lesson were interesting and engaging 1 2 3 4 5B. My Team did a good work 1 2 3 4 5C. Communicating and collaborating in the team was easy 1 2 3 4 5D. The instructions I received to carry out my task were easily understandable and clear 1 23 4 5E. I now have a better understanding of sustainable development 1 2 3 4 51 - I strongly disagree;2 - I disagree;3 - I neither agree nor disagree;4 - I agree;5 - I strongly agree. | 5 min |

# Assessment

Each student assesses other groups, their ideas, solutions and presentation by giving points (3, 2 or 1) in assessment table (printed and prepared). Best group (and best solutions) is the one with the highest score.

# Student feedback

Teacher asks the students to answer the questions hereunder via a Google Form:

A. The activities of today's lesson were interesting and engaging 1 2 3 4 5

B. My Team did a good work 1 2 3 4 5

C. Communicating and collaborating in the team was easy 1 2 3 4 5

D. The instructions I received to carry out my task were easily understandable and clear 1 23 45

E. I now have a better understanding of sustainable development 1 2 3 4 5

1 - I strongly disagree;

2 - I disagree;

3 - I neither agree nor disagree;

4 - I agree.

5 - I strongly agree.

# About

This Lesson plan is prepared for VR@Geoparks project

1. https://en.unesco.org/global-geoparks [↑](#footnote-ref-2)