


Digital literacy in Geography

Lesson Plan

Subject Area Geography	Topic Appreciation of environment	Age Range Key Stage 3	Time 3 hours
Learning Objectives <i>Green: Digital Literacy objective Red: National Curriculum key concept Blue: National Curriculum Key processes</i> <ul style="list-style-type: none">Students will distinguish between fact and opinion as they consider the attributes of attractive buildings. They will go on to complete an original geographical enquiry.Students will find information by searching for an image of the Bull Ring, Birmingham. The exercise develops geographical imagination and an appreciation of cultural understanding & diversity.Students will be aware of copyright issues and legal downloading.Students will collect evidence and communicate their own findings about “ugly” and “attractive” buildings in their local area by carrying out a geographical enquiry based on fieldwork.Students will explore an issue from different perspectives(PLTS)			
National Curriculum Concept This lesson idea relates to the KS3 Geography National Curriculum key concepts of <i>place</i> (NC1.1) and <i>cultural understanding and diversity</i> (NC 1.7).			
Key vocabulary fact / opinion / urban / architecture / creative commons / aesthetic			
Key questions <i>What makes an attractive building?</i> Appreciation of the built environment is subject to the values and attitudes of individuals. Students will consider their own ideas about what makes an attractive building, and critically examine the findings of a recent survey of the UK’s ‘ugliest’ buildings by distinguishing between fact and opinion. They will move on to search for relevant information to support their views, while being mindful of copyright issues. They communicate their findings and go onto complete an original enquiry, based on fieldwork.			
Pre-learning activity (60mins) It is suggested that students are introduced to the digital literacy resource as a homework activity, prior to embarking on this lesson. In particular they should be directed to complete the following strands, and reflect on the feedback they receive: <ul style="list-style-type: none"><i>Find information</i><i>Follow my hobbies and interests</i><i>Do homework</i><i>Download stuff</i> Students can also complete the “Points of View” activity to reinforce the difference between fact and opinion. Alternatively, the digital literacy resource can be used in the classroom as a preliminary activity. Students could work in pairs, taking turns to ask the questions and providing feedback to their partner. Regardless of which option is chosen, they will be questioned on their learning in the lesson that follows:			
Starter (30mins)  <p>pic source</p> <p>Show the students a picture of the Birmingham Bull Ring – ask students to rate the building out of 10, according to how much they like it (no need to be any more specific at this stage)</p> <p>Hold a discussion about the criteria they used to score the building – is it possible to be subjective? What factors might influence people’s opinions of the building?</p> <p>Show the BBC video clip about the recent survey suggesting that the Bull Ring is the UK’s ugliest building – do students agree? Is the survey outcome a fact or opinion? (Remind students of the homework using the digital literacy resource)</p> <p>Read the short article from The Independent – can students offer a criticism of the survey?</p>			

Main Activity (60mins)

Birmingham Council wishes to create an advertising campaign to balance the views expressed in the survey. As the photo editor, it is your job to find a representative image to use in the campaign poster.

Three steps (teacher will decide on the appropriate amount of guidance)

1. Consider the merits of three sources of images: [Google Images](#) / [Flickr](#) / [Compfight](#)
 - a) Which source is the most useful?
 - b) Hold a discussion to ensure that pupils understand the issue of copyright – start by finding out who was a “dodgy downloader” according to the homework task.
 - c) Demonstrate [Compfight](#), a search tool for Flickr that makes it easy to find Creative Commons pictures. Teachers may also wish to bring [Google Advanced Image Search](#) to the attention of students.)
2. Download an image of Birmingham Bull Ring that must have a Creative Commons license.
3. Present a simple PowerPoint slide including the image and annotation to explain the choice.

Plenary (30mins)

Students take turns to present their PowerPoint slide and justify their choice of image to the rest of the class. This is an opportunity for peer assessment.

Differentiation

More able students will be able to be more critical about the survey – asking questions about the rationale for the research and the size of the sample. They will also be able to find out the meaning of creative commons and their slide will be fully annotated to explain the rationale for their choice of image.

Possible ‘next steps’ for the learning.

Survey results can be collated on a shared spreadsheet. The results can be analyzed using graphs or a survey tool. The findings could be published on a class blog.

If a class blog is used to share the findings, an online poll tool can be used to collect further results and gather responses about the findings.

Students could investigate the most / least attractive buildings in their local area as a fieldwork project. Information could be recorded using digital photos / Flip videos / audio interviews of local area. The results could form the basis of an interactive map of the local area, for example using Google My Maps.

Homework

Students could design and carry out a survey of parents, friends and relations to identify the ugly / attractive buildings in their local area. The results can be placed in a shared spreadsheet.

Resources

[Digital Literacy learning resource](#)

Flickr image <http://www.flickr.com/photos/noeljenkins/4065049256/in/set-72157604642110496/> This has been shared under a CC license.

BBC News clip: <http://news.bbc.co.uk/1/hi/england/7670590.stm>

The Independent article: <http://www.independent.co.uk/news/uk/this-britain/birmingham-named-uks-ugliest-city-963311.html>

Local people / parents / friends can be surveyed for the homework.

Access to ICT suite / multiple laptops / computers