

## Workshop Plan

Teacher name:																					
School:	Mildura Secondary College																				
Presentation Title:	<b>Australia's environment and climate change</b>																				
Name of Mentor	Not required																				
Describe your presentation	This workshop will help students understand the distribution of plant and animal communities in Australia and how this relationship is influenced by climatic conditions. We will investigate how rainfall and temperature play an important role shaping the ecological landscape of our country.																				
Type of Presentation (Please circle/highlight those being used)	<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;"><b>PowerPoint</b></td> <td style="width: 25%;">Song</td> <td style="width: 25%;">Dance</td> <td style="width: 25%;">Quiz Show</td> </tr> <tr> <td>Debate</td> <td>Experiment</td> <td>Craft</td> <td><b>Interview</b></td> </tr> <tr> <td>Models</td> <td>Cooking</td> <td>Physical Game</td> <td>Drama</td> </tr> <tr> <td><b>Role play</b></td> <td>Poem</td> <td>Game</td> <td><b>Mapping</b></td> </tr> <tr> <td colspan="4">Other, please specify: <b>Speech</b></td> </tr> </table>	<b>PowerPoint</b>	Song	Dance	Quiz Show	Debate	Experiment	Craft	<b>Interview</b>	Models	Cooking	Physical Game	Drama	<b>Role play</b>	Poem	Game	<b>Mapping</b>	Other, please specify: <b>Speech</b>			
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Please describe how you would use the above presentation types in your interactive presentation:	<p><b>Introduction:</b> Students role-play TV weather reporters across Australia reporting from locations that represent different vegetative communities, for example; Channel 2: Hobart, Channel 7: Alice Springs, Channel 9: Cains, Channel 10: Katherine, Channel 28: Margret River etc; providing short concise weather reports. For example: <i>'Today in Alice Springs it will be 32 degrees with no chance of rain ,rainfall for the year to date is.....'</i></p> <p><b>Activity 1</b> Students use Australian vegetation, rainfall and temperature distribution maps to determine if there is any correlation between these factors and animal and crop distributions (both farm animals and wild animal distributions can be used). In order to see any relationship between maps of species, vegetation, temperature and rainfall transparent overlays can be used. Some other ways to present this information could include using a PowerPoint presentation or physical models.</p> <p><b>Activity 2</b> Students work in small groups of students and record all raw observations from the group, such as where ecosystems, land use and climatic changes occur.</p>																				

	<p>Students report their observations back to the whole class. Students may comment on why stock or vegetative types are confined to certain areas, what affect altitude plays, what evidence is there for changes in vegetation with changes in rainfall etc. If required student presenters may create a template questions to support the discussion groups prior to reporting.</p> <p><b>Activity 3</b>  Student presenters role-play a television news report on climate change and the CSIRO predictions that in this century there could be a rise in temperature of 1-6°C. The weather reporters from around Australia re-emerge and give same weather reports as before taking onto consideration the CSIRO predictions. Students split into groups and discuss the potential impacts of climate change. Student presenters are assigned to each group to help lead discussion commenting on possible questions such as '<i>what if it gets drier and hotter in this area or hotter and wetter or more storms more weed growth</i>' etc. Students discuss what can be done to minimise the impact of climate change.</p> <p>(Research by the student presenters prior to their presentation should have a sound understanding of the different scenarios of outcomes that may affect different parts of Australia. This will allow them to lead or prompt small group discussions if required.)</p> <p><b>Conclude</b>  Students again report their views back to group as a whole. This can be done in any form the students feel comfortable using, and although simple reporting back is acceptable students are encouraged to be creative in their reports.</p> <p>The workshop concludes with an address to the nation by the Prime Minister of Australia set in 2050. This is of a positive statement about the improvements to the environment and the great actions made by individuals/communities. (Students must be left with a brighter view of the future of our environment through the action they will take). The statement may include something like this;  <i>My fellow Australians 50 years ago when I was a student we became aware of the issues surrounding climate change. Through our collective actions we made the following decisions..... I am pleased to announce.....</i></p>
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**Workshop Aims / What do we want our audience to learn?:**

- Natural systems and disturbances can change the distribution of vegetation and wildlife, and farming areas.
- A small change in rainfall per year can cause a change in the plant communities which may in turn alter animal communities.
- Increases or decreases in rainfall levels can devastate both natural and agricultural systems.

**How will we share the things we've learnt about the topic?**

Present to whole school and classes from neighbouring schools. Invite parents and local council representatives to our workshop.

**What will we need for our workshop? (MENTOR?, Props, models, pictures, computers, tables, cleaning products)**

No mentor required.

**What similar presentations have we done that may help? (public speaking, drama, talking at assembly)**

Inter school conferences and assemblies

**What roles do each of us (presenters) have in our presentation? (time keeper, MC, researcher, multimedia manager)**

All delegates preparing and presenting own activity.