

LESSON PLAN IN GEOGRAPHY WITH GOOGLE EXPEDITIONS

AIM: Integrate technology in the teaching of both English language and Geography (CLIL)

Learning objectives: how to use the device; how to use the cardboard what are the needed skills: to teach content directly; to teach concepts; to provide a context for learning

In this lesson students will explore the geography of Europe; locate some of the most important venues and debate who holds responsibility for the conservation of those places

Learning outcome

* Define the geography of Europe
* Locate Alps, Colosseum, Iceland
* Describe the issues with different natural settings
* Explain the project and list its benefits and challenges

1. Introduction (10 mins)  
    The students can be guided with the following questions: What is Europe? Why is Europe important? How can we protect the natural environment?   
   Students use the map Student Sheet to create a map of Europe and its bounderies.
2. Expedition (20 mins)  
   Students are encouraged to immerse themselves in what they can see. The following questions will be asked: How would it feel to be up in the Alps, Rome or Iceland? Where are you coming from and where are you going? Would you live there? Would you climb the mountains or live in a big town? If you climbed the mountains what do you think you would see? If you were at the Colosseum what do you think you would see? What would the people you meet tell you about their lives?  
   Students work in pairs to develop questions for an interview with .
3. Activity (30 mins)  
   Lead a discussion around the following questions: What should the European Government be doing to stop pollution in those areas? Are the people who live in those areas to be blamed for pollution? What responsibility do we have for pollution?  
   Students work in groups of four to discuss the questions, research online, and produce answers to be shared with the class.  
   Students work in groups of two. One plays the role of an interviewer and one plays the role of a resident in the European areas.
4. Extension  
   Students imagine they are Naturalist experts looking for a project to protect the natural environment, compare the two (list the similarities and differences). Students imagine they are in those places they can see through the cardboard.  
   Write 200 words describing the scene and what it feels like to be there and be able to respect nature and at the same time let tourism develop.