Lesson Plan

Topic: Year 10 Science
Class: 10SCI1 (27 students)
Date: 02/06/17 (Fri W6, Term 2)
Venue/Time: Room 16, P3 (10:45 – 11:45)

Lesson overview

Lesson Topic: Preserving genetic diversity – the Aboriginal kinship system

Relevant AC content:

- Transmission of heritable characteristics from one generation to the next involves DNA and genes (ACSSU184)

Students' prior knowledge:

Students are assumed to be able to:

- Understand the role of DNA
- Understand how genetic traits are passed on from one generation to another

Lesson Outcomes:

Students will be able to:

- Explain how the Aboriginal Australians preserved genetic diversity of the groups

Resources and Materials:

27x worksheet
27x laptops (needs booking)

Lesson Details

Time	Procedures
10:45(5)	**Preparation**
	Wait for students to arrive
10:50(50)	**Main activity**
10:50(5)	**Introduction and revision** Write the question on the board – "Is incest bad?" Discuss – why is it bad? How is it prevented? Introduce the main topic – "how the Aboriginal people avoid incest"
10:55(35)	**Individual investigation** Hand out the worksheets Students to grab laptops from the trolley Students to search for the kinship system and answer the questions
11:30(10)	**Discussion** Topics: • The three kinship terms: moiety, totem, skin (emphasise this differ from one to another culture – two groups, four groups, eight groups, …) • How is this used to avoid incest? • Personal opinions If time allows: more elaborations • How do you think people realised incest is bad?
11:40(5)	**Conclusion**
	Housekeeping • Students to return their laptops

Evaluation

- Were students engaged during the class?
- Were my instructions clear?
- How did I manage the discussions?

Commented [DN1]: The aim of the lesson was for students to learn the scientific reasons behind an important Aboriginal custom (**Descriptors 2.4 and 3.1**).

Commented [DN2]: I planned an individual information search-up activity and a follow-up discussion. The reason for this was that I wanted the students to find relevant information by themselves and develop their own ideas on the kinship system. The discussions were set up to ensure all students are on the same page and listen to their ideas (**Descriptors 3.2, 3.3, 3.4**).

Commented [DN3]: I wanted to link a common concept (incest) with a scientific idea (preserving genetic diversity) here.

Commented [DN4]: The School managed a set of laptops for students to use. Because the students have to grab the laptops from the trolley, try whether they work or not, and replace them if they fail to load, this transition can be quite disrupting. I tried to minimise the chaos by; asking a portion of students to come front at a time; ensuring them to return to their seats as soon as they pick one; and walking around the class to replace the laptops for them (**Descriptor 4.2**).

Commented [DN5]: I realised, after this lesson, that this should have happened before the discussion stage. The laptops on students' desks acted like an additional source of distraction.

Commented [DN6]: The discussions went well, but I thought I could emphasis the role of genetics here more. This was done in the beginning of the next lesson (**Descriptor 3.6**).