LESSON PLAN 3: PREDICTING & PLANNING

RESOURCES AVAILABLE: PowerPoint , Worksheet 3,4,5

Classroom Time: 50-55 mins

Date:

Subject: SESE

Strand:

Class

Scientific Skills: PREDICTING, PLANNING

Learning Objectives	Learning Activities	Resources
Learn about the proposed plan of action	**Presentation of an Outline Plan (5-10 mins)** Having scrutinized all of the children's proposals (and a few ideas of your own) you should be in a position to **present an outline plan to the class.**	
Learn to make a prediction Learn to communicate the basis for making a prediction	**Predicting: (15 mins)** Challenge your class to **make a prediction**. What do they think the answer to the question might be? It is also important to ask them to consider **WHY** they think this. Encourage them to articulate some of their understanding/ideas around the subject you are investigating. Record their predictions on Worksheet 3. Options: Either discuss this as a whole class, asking each individual child to record their own prediction OR return to group work and ask them to agree to a group prediction and an explanation of **WHY**. The discussions can be interesting to listen to! **You do not need to steer their predictions in to being "correct". Applying their own ideas is the most valuable part of this exercise.**	Slide 5 PowerPoint Worksheet 3  Step 3
Learn about developing detailed plans	**Further discussion & development (30 mins)** **For plans that include an experiment:** A lot of experiments are designed to compare several factors, or to see if one factor is the cause of something. If your experiments fall into these categories then you need to discuss the importance of making your experiment a "FAIR TEST" (see notes at the end of the lesson plans). Be aware that not all experimental investigations will lead to "fair tests" (eg. If you are taking measurements of the behaviour of wildlife in the locality). You may need to organize the class to collect materials for an experiment and it may be wise to organize a trial run of an experiment before the class records any data. **For plans that include a survey:** Now is the time for members of the class to discuss which questions should be asked. Will they record open ended or multiple-choice answers? (It is harder to collect data on open ended questions). Who will be asked? Try to estimate how many surveys could realistically be conducted. Stress that the greater the number of surveys the better your investigation. **ESB SCIENCE BLAST does not wish to constrain your classes imagination** to simple experiments or surveys... feel free to branch out and take the investigation wherever their curiosity leads them!	Worksheet 4 Worksheet 5  Step 2
	Preparation for the next lesson: Gather all the materials for any construction or experimental work.	