

## SESSION 2 RADIO PROGRAM PLAN FOR YEAR 9 SCIENCE

POSSIBLE ASPECTS	DESCRIPTION	TIME (mins)
<b>1. Set up</b>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Good morning my good students across the Solomon Islands.</li> <li>• Welcome once again for our session for this morning which is the continuation and final part from Monday's Science lesson</li> <li>• For today's session, once again in the studio, am John Liliu from the Ministry of Education and Human Resource Development who will be your Science teacher for the next 30 minutes.</li> <li>• Before we continue with our lesson, may I ask you to have your pens or pencils, books ready for note taking. Additionally, if you have a recording device, it might be a good idea to make a record of our session.</li> </ul> <p><b>So recapping on our 3 key questions from the introductory session on Monday</b></p> <ul style="list-style-type: none"> <li>I) <b>How do organisms interact with their environment?</b></li> <li>II) <b>Why do organisms interact with their environment?</b></li> <li>III) <b>What are the effects of these interactions in the ecosystem?</b></li> </ul> <p style="background-color: yellow;"><b>Hence, these are the questions that will guide you and by following the instructions in this activity, you should get some findings from your investigation</b></p> <p><b>Now let us set our goal for this session. Please write it in your note book</b></p> <ul style="list-style-type: none"> <li>➔ <b>Make an environmental assessment report on my local ecosystems</b></li> <li>➔ <b>You can use your own style of learning – VISUAL, AUDIO, READING/WRITING, CREATE A ROLE PLAY.</b></li> </ul>	<b>3</b>
	<p><b>Task Outline:</b></p> <ul style="list-style-type: none"> <li>■ <b>This is task will be done over 4 days</b></li> <li>■ <b>Involves RESEARCH, OBSERVATION, INVESTIGATION, DATA COLLECTION</b></li> <li>■ <b>COMMUNICATION, COLLABORATION, CREATIVITY, CRITICAL THINKING.</b></li> <li>■ <b>Involves formative assessment approaches – to monitor your own learning.</b></li> <li>• <b>Use of marking rubric/think-pair-share/KWL Chart.</b></li> <li>• <b>You need to answer the follow up questions. These will be read at towards the end.</b></li> </ul>	<b>2</b>

	<p>As part of our Inquiry base learning approach, you are required to do a RESEARCH and make your summary notes on these KEY WORDS.</p> <p><b>1. Do a Pre- Assessment (Use KWL Chart) – to check how much you know about this topic.</b></p> <p><b>2. Proceed with your RESEARCH.</b></p> <ul style="list-style-type: none"> <li>■ Ecosystem</li> <li>■ Habitat</li> <li>■ Adaptations</li> <li>■ Producers</li> <li>■ Consumers</li> <li>■ Herbivores</li> <li>■ Carnivores</li> <li>■ Omnivores</li> <li>■ Decomposers</li> <li>■ Preys</li> <li>■ Predators</li> <li>■ Food chain</li> <li>■ Food web</li> <li>■ interdependence</li> <li>■ Competition</li> </ul>	3
<p><b>Otherwise, please listen carefully, as I will be now going through the steps for this activity.</b></p>		
<p><b>3. Warm up</b></p>	<p><b>Day 1</b></p> <p><b>Behaviour management</b></p> <p>You must respect nature, both living and non-living things, therefore, do not disturb the organisms in their habitats.</p>	3

	<p><b>Brainstorm steps to follow/make a plan.</b></p> <ul style="list-style-type: none"> <li>i) Seek permission for the use of the area of study from the village leaders. Also seek guidance and clarifications of any restricted or no go zones.</li> <li>ii) Conduct a briefing within the leaders on the purpose and benefits of your study to the community.</li> <li>iii) Work with the leaders to agree on an awareness program to each household in the village. Provide the agreed schedule to each household.</li> <li>iv) Identify and mark <b>TWO</b> local ecosystem areas that you are going to conduct your study (examples – garden, freshwater, rainforest, plantation, beach, reef etc.)</li> </ul>	
<p><b>4. Investigate</b></p>	<p><b>Observation and investigation – Conducting of the study</b></p> <ul style="list-style-type: none"> <li>i) Find a location where you can work without being disturbed. Find a spot where you can do your observation and complete your nature journaling activity.</li> <li>ii) Start your observation by drawing or sketching the area you are doing your study.</li> <li>iii) Observe both living (biotic) and non-living (abiotic) things in the area. Make a <b>T-chart</b> and label one side “living things” and “Non-living things” on the other side; and write their names in the correct column.</li> <li>iv) Observe and write down any living &amp; living and living &amp; non-living things interactions, example, you might see a bird drinking water or a caterpillar chewing leaves or a person brushing in the coconut plantation.</li> <li>v) Observe for any feeding activities in the ecosystems you study. Write down what eats what. Then make a simple food chain using these organisms you have observed.</li> <li>vi) Draw and label <b>TWO animals and TWO plants</b> in each of the ecosystems you study. That is TWO animals and TWO plants for ecosystem <b>One</b>. Do the same thing for ecosystem <b>Two</b>. Just use the common names of the organisms. If you do not know the names, just name the organism as <b>A, B, C</b> etc.</li> <li>vii) Identify and make notes of any adaptation that helps the organism to survive in its habitat. Draw an “Organism observation table consist of THREE columns (Organism, adaptation, diagram)</li> <li>viii) Write down any positive and negative human activities in the ecosystem you studied.</li> <li><b>ix)</b> Present your work in your nature journals/diary book. Use tables and diagrams to present your findings. You will make a presentation to the community. <b>A sample “Ecosystem observation datasheet” will be provided to guide you.</b></li> <li>x) Conduct a self and peer assessment, think-pair-share of your work. Find another form 3, 5, 6, parent or a teacher in or around your community for this activity. Write down your discussion notes in your journals or diary book.</li> </ul>	<p><b>4</b></p>

<p><b>5. Plan</b></p>	<p><b>Day 3. Awareness</b></p> <ul style="list-style-type: none"> <li>i) Draw an awareness plan</li> <li>ii) Presentation of study findings to each household to avoid large group gathering (social distancing)</li> <li>iii) Discuss ways of protecting their environment</li> <li>iv) Make notes of their suggestions/strategies in your journals/diary book.</li> <li>v) Prepare a summary of the suggestions/strategies for your discussion with the community leaders/elders</li> </ul>	<p><b>2</b></p>
<p><b>6. Create and Presentation</b></p>	<p><b>Day 4 – Development of conservation action plan for the community.</b></p> <ul style="list-style-type: none"> <li>i) Work with the community leaders/elders to develop a conservation action plan to address the negative human threats/activities observed in the study area.</li> <li>ii) Form a task force committee and delegate responsibilities for the implementation of the plan.</li> <li>iii) Finalisation of the implementation plan.</li> <li>iv) Socialisation of the action/implementation plan to the community.</li> </ul>	<p><b>3</b></p>
<p><b>7. Reflection</b></p>	<p><b>Formative assessment strategies</b></p> <ul style="list-style-type: none"> <li>i) Self and peer assessment/using rubrics - to monitor your own learning progress</li> <li>ii) Think-pair-share <ul style="list-style-type: none"> <li>- Monitor your own understanding of the concept/questions.</li> <li>- Critical for discussion with your friends/families/elders for the development of the action plan</li> </ul> </li> <li>iii) You can show case your understanding or present your work using your style of learning:  Styles of learning (VARWK) <ol style="list-style-type: none"> <li>1. Visual</li> <li>2. Audio</li> <li>3. Reading/Writing</li> <li>4. Kinaesthetic (create)</li> </ol> </li> </ul>	<p><b>4</b></p>

## Assessment Questions

1. What data was easiest to collect?
  2. What data was hardest to collect?
  3. Compare the plant and animal life you found in each ecosystem. Why do you think there are differences? (Think about the interaction between living and non-living things.)
  4. What data results did you find interesting?
  5. Use the organisms you have observed to draw a diagram of a food chain in each of the ecosystems you have studied. Label your diagram. Draw arrows to show the flow of energy.
  6. Due to continuous negative human activities, you have noted that a plant in your food chain which is the **main source of vitamins is under great threat; and is unable to sustain the population in your community.** What will happen should there be an outbreak of Covid -19 in your community?
  7. Describe TWO things about the two ecosystems you have studied, such as the types of plants, animals, and weather conditions.
  8. What are some threats to your ecosystem?
  9. Suggest some ways you can protect your ecosystem?
- iv) **Self-Reflection – to monitor your own learning on this topic.**  
After completing this task and answering the questions, you can use KWL chart to monitor your own learning
- Use KWL Chart – K = What do you think you KNOW about this topic
  - W = What do you WANT to know about this topic
  - L = What did you LEARN about this topic?

- For accessibility to the radio program materials, please contact our communication officer

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