



Word stock image

Using Scaffolds, Frameworks & Templates

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SCAFFOLDING: AN EXAMPLE

Scaffolding involves breaking down larger tasks into small steps. This strategy is helpful for all learners and is effective method of differentiation in the classroom.

The example below illustrates how the question “*How was Queenscliff Beach formed?*” could be scaffolded by breaking down the question into small steps to assist students in writing a news report on the topic. This is a good way to incorporate primary and secondary research. A possible lesson sequence is to introduce the concepts of weathering and erosion, include a lesson of local fieldwork, followed by 2 lessons to follow up and complete the activity.

Example: Landscapes and Landforms – Queenscliff Beach

Outcomes

GE4-1 – locates and describes the diverse features and characteristics of a range of places and environments

GE2-2 – describes processes and influences that form and transform places and environments

Scaffolded activities

• How was Queenscliff Beach formed?

You are working for [Geoscience Australia](#) and your task is to update their website on Australian Landforms by writing a short article on “How Queenscliff Beach was formed.”

The length of the article is 300 words. Include your own annotated photos and annotated sketch map and screenshot from Google Earth in your article.

In your article include the following information:

1. Describe the nature of the landscape near Stella Maris College. Include:
 - a. the area’s topography (shape of the land)
 - b. natural vegetation

- c. the extent of the constructed environment (housing, transport, infrastructure, industry, commercial buildings and recreational spaces).
2. Include a Google Earth image of Queenscliff Beach and the surrounding environment.
 3. Describe the location of Queenscliff Beach.
 4. Include a field sketch / annotated photos to assist with your description. In the field sketch and photos, label the following:
 - a. natural and cultural features
 - b. features of erosional and depositional coastlines
 5. Include annotated photos
 6. Write your article for Geoscience. The title for the article is “How Queenscliff Beach was formed.”

A PDF worksheet for this activity is on the GTA website with this edition.



PHOTO INTERPRETATION: SEE THINK WONDER

Photos are valuable stimulus in Geography lessons. Photographs are readily available on the internet from people all over the world to facilitate geographical inquiry and they allow for a variety of perspectives to be shown.

The website [Dollar St](https://www.gapminder.org/dollar-street) shows how photos can be used as data to appreciate how people around the world live. It is worth exploring, especially for the Human Wellbeing Unit in Stage 5.

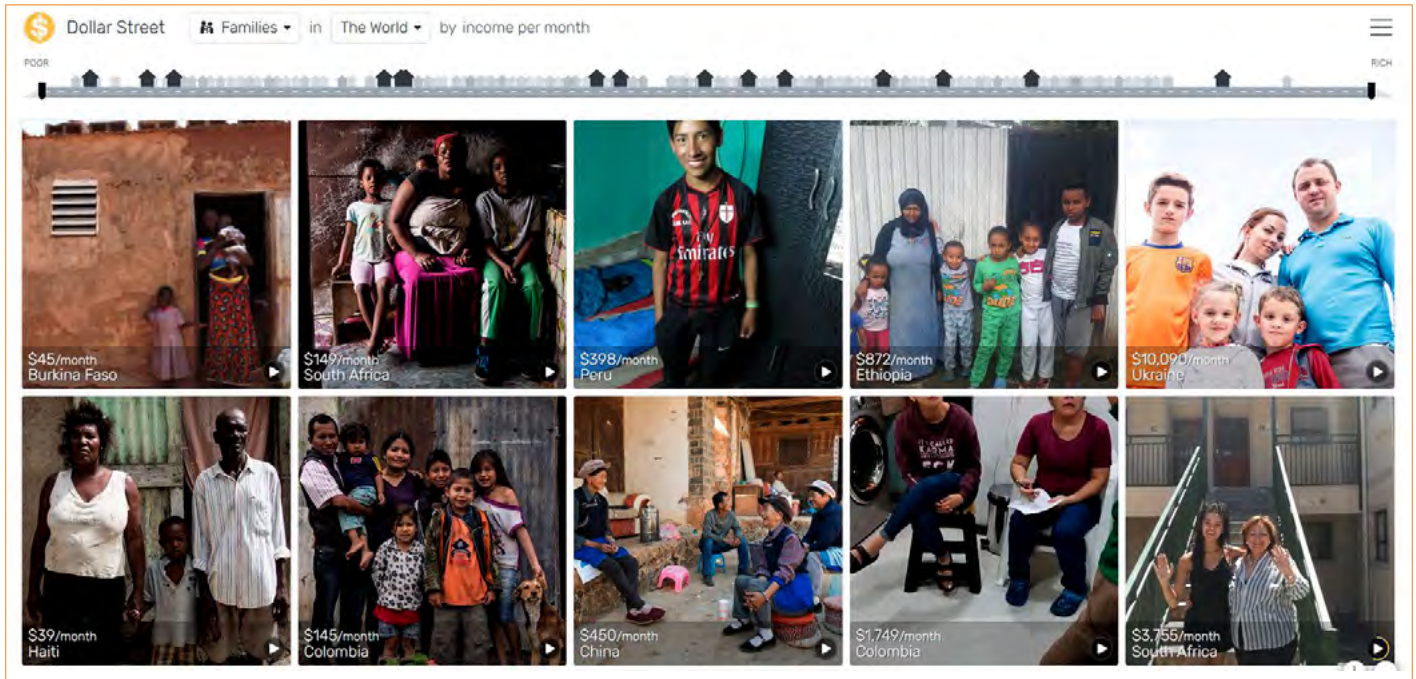


Image Source: <https://www.gapminder.org/dollar-street>

I have incorporated the visible learning strategy of **See-Think-Wonder** as a framework to analyse the photo of the Tropical Rainforest on page 55. Students complete the See-Think-Wonder routine, discuss with the class and then using the internet they can undertake further research to complete the paragraph response.

A THINKING ROUTINE FROM PROJECT ZERO, HARVARD GRADUATE SCHOOL OF EDUCATION

See, Think, Wonder

What do you see?

What do you think about that?

What does it make you wonder?


Purpose: *What kind of thinking does this routine encourage?*
 This routine encourages students to make careful observations and thoughtful interpretations. It helps stimulate curiosity and sets the stage for inquiry.

Application: *When and where can I use it?*
 Use this routine when you want students to think carefully about why something looks the way it does or is the way it is. Use the routine with a relevant object (such as an artwork, image, artifact, chart, video, etc.) at the beginning of a new unit to motivate student interest, or try it with an object that connects to a topic during the unit of study. Consider using the routine with an interesting object near the end of a unit to encourage students to further apply their knowledge and ideas.


Launch: *What are some tips for starting and using this routine?*
 Once you present the object to your students, give them time to observe it. It may be useful to explain that they are first going to describe exactly what they see, not what they think they see. In the second step when students describe what they think about what they're seeing, you could ask them follow-up questions like, "What else is going on here?" or "What do you see that makes you say that?" These questions help move students away from giving unsupported opinions encouraging them instead to use evidence to explain their thoughts. In the third step, help students articulate what they are wondering by asking them what questions remain for them.

The routine generally works well in a group discussion. You may want to document the students' responses and post them in a place where all students can see them to encourage future consideration. When doing this as a group, you may want to ask students to try the routine quietly on their own first (perhaps documenting their own thinking in writing) before discussing in a group.

Share your experience with this thinking routine on social media using the hashtags #PZThinkingRoutines and #SeeThinkWonder



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VISIBLE LEARNING
What Works in Education

This thinking routine was developed as part of the Visible Thinking project at Project Zero, Harvard Graduate School of Education.
 Explore more Thinking Routines at <https://www.projectzero.harvard.edu/thinking-routines/>

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Photo Interpretation

Examine the photo and complete the activities






A photo from a walk in the rain forest, close to the Research station La Gamba, Costa Rica
Image Source: <https://unsplash.com/photos/MU4BrFK4Fo>

1. Identify the Biome in the photo above. _____
2. Examine the image above and complete the See-Think-Wonder activity.

I see...	
I think ...	
I wonder ...	

This example uses See-Think-Wonder for Photo Interpretation. The PDF worksheet is included as Appendix 2 with this edition on the GTA website.

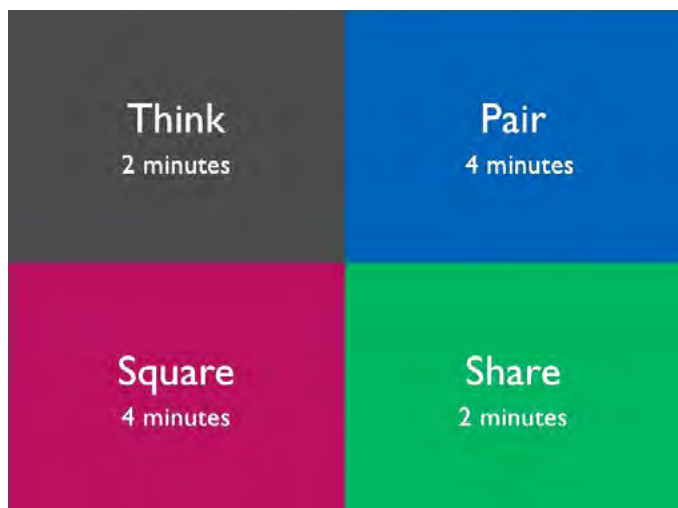
See Think Wonder

 SEE What do you see?	 THINK What do you think is going on?	 WONDER What does it make you wonder?

Adapted by Mike Vogels 2017

This template for See-Think-Wonder can be found on the GTA website with this edition as Appendix 3.

THINK, PAIR, SQUARE



Think-Pair-Square is a variation of Think-Pair-Share

This activity was designed to be used before introducing a new concept or topic to tap into students' prior knowledge. In this instance, it fits in with Stage 5 Changing Places – Causes and consequences of Urbanisation to ascertain how much each student knows about the meaning of the term urbanisation. With slight modification e.g., by incorporating alternate stimulus, it can be used for any geographical concept in all topics.

Image Source: <https://www.pinterest.com.au/pin/385409680588180502/>

Example: Stage 5 – Changing Places

Causes and Consequences of Urbanisation

Step 1

Students have time to think and jot down their initial thoughts. Then they work in pairs to share their thoughts. When pair work is complete, students join with another pair to work in groups of four to share their

discussion. One person from each group can share with the class their findings.

Step 2

Students are given a piece of stimuli – e.g., a composite image of the earth and they note down how their initial thoughts have changed after viewing the stimulus.



Image source: <https://earthobservatory.nasa.gov/images/79765/night-lights-2012-map>

Step 3

Students write a HEAD question which is an inferential question using information from their Thinking Sheet where clues may be in their information, but the answer is not directly available.

NUMERACY

There are many opportunities to embed numeracy activities into the Geography classroom by creating simple templates or frameworks.

The following worksheet created by Christina for the topic Interconnections illustrates a worksheet that embeds numeracy skills. **This worksheet and an answer sheet form Appendix 5 in this edition of the Geography Bulletin on the GTA website.**

Step 4

Students proceed to discuss strategies in how this question can be answered.

Think, Pair Square is an effective strategy as it involves lots of discussion and sharing of ideas.

The worksheet for the activity created by Christina Kalinic forms Appendix 4 with this edition of the Geography Bulletin on the GTA website.

THINKING SHEET - Urbanisation

INITIAL THOUGHTS:

MY THOUGHTS:	
A PAIR OF THOUGHTS:	
A SQUARE OF THOUGHTS:	

CHANGING THOUGHTS (a response to stimuli):

HEAD QUESTIONING (at a square):

Question...

Strategies to respond to this question...

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Watch The COTTON ON Group Story at:
<https://www.youtube.com/watch?v=RQ7MjNeqBu>



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Visit Currency Converter at:
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COUNTRY	COST	CONVERSION (AU\$)
Australia https://cottonon.com/AU/women/womens-jeans/womens-skinny-jeans/		
Hong Kong https://cottonon.com/HK/co/women/womens-clothing/womens-jeans/womens-skinny-jeans/		
New Zealand https://cottonon.com/NZ/co/women/womens-clothing/womens-jeans/womens-skinny-jeans/		
South Africa https://cottonon.com/ZA/co/women/womens-clothing/womens-jeans/womens-skinny-jeans/		
United Kingdom https://cottonon.com/UK/co/women/women-clothing/womens-jeans/womens-skinny-jeans/		
United States of America https://cottonon.com/US/co/women/women-clothing/womens-jeans/womens-skinny-jeans/		