LESSON SCENARIO: NATURAL ENVIRONMENT OF EUROPE

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| **PUBLISHED PART:** |  |
| **SUBJECT:** | □ **NATURE** |
| **TARGET GROUP:** | □ **6th GRADE STUDENTS** |
| **TOPIC:** | **Natural Environment of Europe** |
| **GENERAL PURPOSE** | * indicating the interdependence of phenomena
* the impact of climatic factors on types of climates
* the influence of climate on the natural environment
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| **OPERATIONAL GOALS** | Student* lists geographical factors shaping climate types in Europe,
* utilizes various sources of information,
* interprets and compares data illustrating age structure,
* characterizes different phenomena based on thematic maps,
* understands the necessity of daily physical activity.
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| **METHODS** | * Lecture
* Individual work
* Practical exercises
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| **FORMS:** | * Presentation slides
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| **TEACHING RESOURCES:** |
| ☒ **Presentation** | □ **Individual****Exercise**: | □ **Group** **Exercise:** | □ **Quiz** | □ **Test** |
| □ **Multimedia task on the platform** | □ **Test** | □ **Infographic** | □ **Part of the movie:** | □ **Animation** |
| **downloadable worksheet** | □ **Poster** | □ **Board:** | □ **Other:** | □ **Other:** |
| **DESCRIPTION OF THE LESSON** | Take care of your healthI. Introduction1. Preparation of a large map of Europe - we glue together two sheets of gray paper (a large map is needed), sketching an approximate outline of Europe on it - we use a physical map of our continent for this.
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* cut out small pieces of paper on which we will write the names of mountains, lowlands, and highlands of Europe;
* prepare salt dough or clay (plasticine),

Analysis of the hypsometric (physical) map - determine the location of mountain ranges, plateaus, and plains in Europe.

II. Development

1. On the prepared base - the outline of Europe, in appropriate places, create mountain ranges from salt dough - they must be higher than plateaus, followed by plateaus - they must be higher than plains;

group work,

1. Prepare cards with the names of individual mountain ranges, plateaus, and plains, as well as the names of seas, bays, and straits that surround Europe
* use a physical map,
1. Place the cards with geographic names on our map, glued with salt dough (if conditions allow, dry such a map, paint it with colors), in the appropriate places,
2. Try to memorize these names - map orientation exercises.
3. Climate of Europe - consolidation of knowledge about climates
* indicate on our model of Europe how climatic zones are distributed
1. Where are the largest population centers in Europe? - individual work with a computer
* characteristics of the population of Europe
* population density in Europe
* do climate and terrain have an impact on human life? provide examples and justify your answer, (for example, in cold climates, plants cannot be cultivated, skyscrapers are not built in the mountains)
1. The population of Europe is aging, meaning that more people are dying than being born,
* how can we help older people on a daily basis? what can we do to improve their quality of life? (e.g., help with shopping, cleaning, picking up prescriptions at the pharmacy, reading a book, keeping them company)
* find out if older people need a special diet, or if they can eat everything - various sources of information.
1. Butterfly - art project.
2. Develop a weekly plan of physical activity for yourself.

Prepare a set of outfits - for rain and for sunny weather.

Remember about a healthy drink.

Person Work woekwork.

III. Summary.

1. Various herbs are cultivated on good soils in Europe.

Insects are an integral part of field and meadow landscapes.

* Familiarize yourself with arthropods, representatives of invertebrates.

2. Flying butterfly - experiment.

* Cut out a butterfly from thin colored paper (about 6 cm in size), glue its body to a stiff card; then inflate a balloon, rub it against a woolen scarf, and bring the balloon close to the butterfly; the wings should rise.

3. Movie - nature of Europe.