

## **Approaches to using Geoinvestigation: Fiji**

The broadsheet is rich in data to support the teaching of the Pacific at VELS Level 5 and to develop the knowledge and understanding of one Pacific nation – Fiji.

The set of questions provided in the *Class activities* section are designed to encourage students to interpret each piece of information provided. The *Class activities* section can be reproduced for distribution in the classroom.

A wide range of questions is provided. It is unlikely that a student would be expected to develop a written response to every question provided.

### **Possible approaches**

- Teachers can differentiate for the abilities of the individuals in the class by selecting specific questions requiring a written response.
- Teachers can identify a skill/s to be a focus of the activities.
- Groups within the class can make an in-depth analysis of a particular section and report to the class using the “communicate the ideas” task found at the end of each section to highlight the key aspects of the section.
- Teachers might like to use scenarios and have the class teams utilising each section of data working toward a scenario response. All students should complete the introduction on location and topography (figures 1–6) before contributing to a scenario response. Two examples of scenarios follow:
  - a. The family had a wonderful holiday in Fiji and your parents have decided to undertake a “sea change” and move there to live. In a group of six, take a section of the data each and complete an extensive PMI chart to express your understanding of the country that is about to become your home. Identify the Pluses about daily life in Fiji (things that would be better for you); the Minuses (things that are likely to take you out of your comfort zone) and Interesting (things that you have an open mind about). Make sure that the ideas are expressed to show your geographic knowledge and understanding.
  - b. In a group of no more than seven students, you are to work as a team to produce a written report for the World Bank on Fiji’s current status and comment on its level of need for ongoing funding support. Each team should provide a paragraph toward the report. The team consists of a geologist (physical hazards), meteorologist (climate), demographer (population); agronomist (agriculture), economist (industry); sociologist (contrasts); aid worker (future). Each team member must support any claims for ongoing funding on the basis of the factors involved – social, historical, economic, environmental, political, technological.

## The use of scenarios and VELs

<b>Strand</b>	<b>Domain</b>	<b>Dimension</b>
Physical, Personal and Social Learning	Interpersonal Development	<ul style="list-style-type: none"><li>• Working in teams</li></ul>
	Personal Learning	<ul style="list-style-type: none"><li>• Managing personal learning</li></ul>
Interdisciplinary Learning	Communication	<ul style="list-style-type: none"><li>• Listening, viewing and responding</li><li>• Presenting</li></ul>
	Thinking Processes	<ul style="list-style-type: none"><li>• Reasoning, processing and inquiry</li><li>• Creativity</li></ul>