

Resource Checklist

- 1 Collaboration PowerPoint
- 1 per pupil Flood Protection Scheme Discipline Grids and Data sheets Grids printed on acetate
- 1 per pupil Map symbols

Learning Intentions

We are learning the different career disciplines involved in a Flood Protection Scheme.

We are learning how different disciplines must collaborate to complete a task.

Success Criteria

- ✓ I can use grid coordinates to identify a location.
- ✓ I can work as an individual to gather information.
- ✓ I can identify map symbols associated with flood protection schemes.
- ✓ I can work as an effective member of a team by collaborating.
- ✓ I can name 4 career disciplines who might work as part of a flood protection scheme.

50 mins-
1hr

Collaboration Task

AC: Additional Challenge
AS: Additional Support

- Go over the Learning Intentions and Success Criteria.
- Give Grangemouth Flood Protection Scheme Overview.
- Introduce why collaboration is an important skill in a project like this.
- Pupils to be split into teams of 4. Each pupil in that team to be given a career role: Flood Engineer, Ecologist, Town Planner and Archeologist.
- The career specialists will then gather in groups, ie all the Engineers at one table.
- Issue pupils with the grids and the data sheets for their specialism. Pupils need to place the map features on their grids as indicated by the data sheets.
- Each specialism should check that their sheets all match by placing them on top of each other. Corrections should be made before moving to the next step.
- Specialists then return to their original groups with their grids.
- In turn the specialists place their grids on top of each other in one pile.
- Pupils are then asked to look at the complete picture and discuss as a group what they can see. Ask them: Are there any clashes on the map? Can the specialists explain what the symbols represent so they can discuss any issues arising? As a group, pupils should note down any issues before reporting these back to the class as a whole. Facilitator to ask for one issue recognised from each group.
- Explain to pupils that this is one way that career disciplines may need to collaborate in a project.
- Ask pupils to reflect on why it is important for different disciplines to be able to collaborate on a project like this? Think, pair, share.
- Ask pupils what they need to do to be good at collaborating?

AS: Pupils will complete grids as a group so pupils can support each other with this task.

Teacher may want to issue data sheets with symbol names on, so they can interpret the full map without having to memorise the symbols.

AC: Pupils could write a meeting report about the issues they discovered when joining the grids.

Pupils could take minutes of the meeting to record the issues highlighted and list any actions required before the next meeting.