



SKATEISTAN LESSON PLAN

“Population”

Curriculum	People of the World	Date	Q1
Author / Site	First Name / City Name	Series	1 Lesson / 60 Min.

Students experience how population and crowding impacts space and safety.



LEARNING OBJECTIVES

1. Students become more familiar with population, and how crowding impacts how we can use space.
2. Students link limited resources with population and crowding.
3. Students will observe how social status impacts population
4. Students learn about how population growth and crowding impact their local community

PREPARATION

1. Educators have adapted the lesson for local community needs. All local research is completed and resource links have been added into the lesson plan. All lesson feedback has been shared with supervisors within lesson plan comments.
2. Educators have picked an open space for the activity
3. [1-10 people on a motorcycle](#) activity can be printed prior to class if a projector isn't available
4. Educators have experienced the full lesson and are familiar with topic and activities. Educators are familiar with all vocabulary and resources before the lesson.
5. Before the lesson, consider your local community and be ready to answer questions for them to emotionally process the activity. The activity could be a time to talk about experiences the students have in crowded homes, living in the 'Have Nots' group.
6. Research general population growth and crowding in your area. How many people live in your country? In your city? How fast are the numbers growing? large are families in your country?

ASSESSMENT

1. The Nods and Shakes
2. Population Review

VOCABULARY

Population, Crowding,

MATERIALS

REQUIRED	(OPTIONAL)
Skateboards Safety Equipment Chalk	Laptop Projector

RESOURCES

- [National Geographic Society: Population](#)
- [Khan Academy: Population](#)
- [3D Geography: Population](#)
 - [Where Can We Live Activity](#)
- [1-10 people on a motorcycle](#)

LESSON 1:

ORIENTATION

15 Min

Trauma-Informed

These examples might reveal real-life challenges students are living with: overcrowded classrooms, overcrowded homes, overcrowded cities, bad traffic, etc. Be prepared for all answers, even if they sound shocking to you.

If another student laughs at someone's living situation - what will you say?

How can you set up a safe space where students want to share their ideas?

Population and People

Go around the room, and ask the students the following:

- *How many people are in this lesson right now?*
 - *This is the population of the class!*
 - *How many more people could we fit?*
- *How many people live in your house?*
 - *This is the population of your house!*
 - *Is there space for more people? How many?*
- *What would it feel like to live in a house that had too many people?*
 - *How about learning in a classroom with too many people?*

Motorcycle Game

Use the activity sheet below to have students

- [1-10 people on a motorcycle](#)

Local / Global

- *How many people live on your street?*
- *How many live in your city? Your country?*
- *How many can live in the world at the same time?*
- *What happens to a city if it has too many people?*
 - *What about the world?*



ACTIVITY

30 Min

Creating 'The Big City'

Put an obstacle in the middle of the space as a focus point for the city.

If there is no space to skate, the same activity can be done without skateboards. Even outside, a space can be made using string on the ground. 'The Have Nots' groups in 'The Big City' sit back to back with their arms interlocked and try to walk around while 'The Haves' walk around freely and make sure they stay within the city.

The Haves and Have Nots Activity


Take the class to the activity space and split students into groups with 2 students in each. Using chalk, mark a small space on the floor as 'The Big City'.

- Pick one group as the 'Haves' group. Give each of the students in 'The Haves' group their own skateboard.
 - 'The Haves' own the city, but they live in 'The Countryside' outside. They can skate everywhere in the activity space and make sure everyone else stays within 'The Big City'
- All the other groups are the 'Have Nots' groups. Each group of 2 shares a skateboard.
 - 'The Have Nots' groups all moved to the city to skateboard. They all must stay in the city, with two people on a board at the same time.




Give the students a few minutes to skate, before changing groups.

Chalk
Skateboards
Safety Gear



TIME	TEACHING STRATEGY	STUDENT ACTIVITY	MATERIALS	EXAMPLES
		<p>Pick a new group as 'The Haves'. Continue until all the students have had a turn.</p> <p>Understanding Crowded Living Explain that people live in large numbers in some places and in small numbers in other places. Tell students that the reasons why people live in large numbers can include access to:</p> <ul style="list-style-type: none"> • Water • Food • Jobs • Transportation <p>What are other reasons the kids can think of? Why do people move from the countryside to the big cities of the world?</p>		

REFLECTION

<p>15 Min</p>	<p>Creative Expression Options for the Reflection</p> <ul style="list-style-type: none"> • students have paper and pencils to draw answers to these questions. • Educators choose one question to focus on. • The class draws their feelings. <p>Make sure to leave time at the end for students to share their work in an open discussion.</p>	<p>The Nods and Shakes <u>Agree</u> - Nod head <u>Disagree</u> - Shake head <u>Not sure</u> - Raise a hand</p> <p><i>What was it like to skate in 'The Big City'?</i></p> <ul style="list-style-type: none"> • Was there more traffic? • Was it noisier and busier? • Was it more difficult to skate in 'The Big City'? <p><i>What was it like to skate in 'The Countryside'?</i></p> <ul style="list-style-type: none"> • Was is more fun to have more space? • Was it more safe to skate with less people? <p>Follow up after class with students who raised their hands ("not sure") to find out how to improve the lesson.</p> <p>Population Review</p> <ul style="list-style-type: none"> • What was the population of 'The Big City'? <ul style="list-style-type: none"> ◦ And the population of 'The Countryside'? • What happens when more people live in the same amount of space? • Can you think of places you know that feel divided like 'The Big City' and 'The Countryside'? • Do you ever feel like you live in the 'Have Nots' group in real life? <ul style="list-style-type: none"> ◦ What does that feel like? 	<p>Paper Writing Materials</p>	  
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