

Date	Class level Fifth Class and Sixth Class	Subject Geography
Strand Human Environments	Strand Unit People living and Working in the local area.	
Title Learning about Fishermen and Farmers Working in My Local Area		
Objective(s) The aim of the lesson plan is for children to explore and investigate especially through practical studies one or more of the important economic activities of people in their locality - such as the work of fishermen and farmers.		
Skills Required Observing and Analysing.		
Learning objectives : Enter a discussion about the economic activities of Ireland. Draw upon prior knowledge to form an opinion on the positives and negatives of fishing or farming in Ireland. Identify locations in atlases. Use industry publications to fill in questionnaires about fishing and farming. Develop empathy for fishermen and farmers. Form an opinion about which industry they would prefer to be in.		Learning activities Talk and Discussion: Begin the lesson with a discussion with the students about the economy of Ireland. This could be narrowed down to a discussion of the local area. Elicit from the children the main economic activities in the local area- elicit vocabulary such as fishing, farming, tourism and industry. Discuss with the children how these activities are all intrinsically linked together. Talk and Discussion: Explain to the children that the basis for today's lesson is a comparison between the life of a farmer and the life of a fisherman in modern Ireland. On the board, make a list of what the pupils would consider to be the positives and negatives of each job. The students will refer to this list again later after they have conducted further research. Talk and Discussion/Story/Maps, Globes and Atlases: Divide the students into small groups. Prior to the lesson, have written fisherman or farmer on small pieces of paper. It would be extremely beneficial to accompany each with a Geographic location in Ireland e.g. sheep farmer in Wicklow or mackerel fisherman in Donegal. A member of each

	<p>group will come up and choose one of the pieces of paper from a hat. This is the person who that group will look into in greater depth. Have an equal amount of fishermen and farmers to present a balanced comparison between the two for the class.</p> <p>The pupils could locate the location of their person on the map.</p> <p>Group work: Explain to the students that you wish for them to fill out a questionnaire on the professions which they have chosen. This questionnaire should encompass: How they make their living? Their daily life? Threats to their livelihood? Opportunities to their livelihood? The future of their professions?</p> <p>The pupils could use agriculture or marine relating publications such as the Farmers Journal, The Irish Skipper, Inshore Ireland and the Marine Times as the basis for their comparison. The pupils could also research web online publications.</p> <p>Talk and Discussion: Each group comes forward and presents what they have learned about each profession. This can be compared to the list earlier elicited from the class. The lesson could be concluded by a short writing activity in which each child decides whether they would prefer to be a farmer or a fisherman and gives three reasons to justify their decision.</p>
	<p>Resources Laptops Map Of Ireland Sample Questionnaire (attached) or Questionnaire compiled by the teacher</p>

	<p>and/or class.</p> <p>Copies of the Marine Times and the Farmers Journal.</p> <p>Professions written on pieces of paper (sample attached).</p>
<p>Differentiation Higher and Lower Order Questioning. Mixed ability groupings.</p>	
<p>Assessment Teacher Observation and Questioning.</p>	
<p>Linkage and Integration SPHE: Myself and Others, Media and Citizenship: The pupils develop empathy for farmers and fishermen in Ireland through study about their work and challenges they face. Oral Language: Talk and discussion about the topic. English Writing: The pupils write a short piece about which job they would prefer.</p>	

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Sample Questionnaire

Which Profession are you? Please Circle	
Fisherman/Fisherwoman	Farmer
How do you make your living?	
Describe your average working day?	
Are there any threats to your livelihood? If yes, please describe what these threats are.	
What do you think is the future for your profession in Ireland?	

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Sample Cards. Insert the type of fishing and farming and geographical location.

_____ fisherman/fisherwoman from _____	_____ farmer from _____
_____ fisherman/fisherwoman from _____	_____ farmer from _____
_____ fisherman/fisherwoman from _____	_____ farmer from _____
_____ fisherman/fisherwoman from _____	_____ farmer from _____
_____ fisherman/fisherwoman from _____	_____ farmer from _____
_____ fisherman/fisherwoman from _____	_____ farmer from _____
_____ fisherman/fisherwoman from _____	_____ farmer from _____
_____ fisherman/fisherwoman from _____	_____ farmer from _____
_____ fisherman/fisherwoman from _____	_____ farmer from _____
_____ fisherman/fisherwoman from _____	_____ farmer from _____
_____ fisherman/fisherwoman from _____	_____ farmer from _____
_____ fisherman/fisherwoman from _____	_____ farmer from _____
_____ fisherman/fisherwoman from _____	_____ farmer from _____
_____ fisherman/fisherwoman from _____	_____ farmer from _____
_____ fisherman/fisherwoman from _____	_____ farmer from _____

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_____	_____
_____ fisherman/fisherwoman from	_____ farmer from
_____	_____