<table>
<tr><th colspan="3">LESSON TITLE: PROFILING</th></tr>
<tr><td>T:2 WK:1 SUBJ: Geog</td><td>GR: 5</td><td>LESSON 1 OF 8</td></tr>
<tr><td rowspan="2">Lesson Objectives:
• Understand and work with a range of sources
• Communicate ideas and information
• Develop practical intelligence
• Develop geographical terminology</td><td colspan="2">Resources:
• RES1: Africa from Space
• Video1: Landform terminology
• DWS/WS1: Cross-section of SA & MEMO
• RES2: Creating an elevation profile on Google Earth.</td></tr>
<tr><td colspan="2">Equipment:
• A3 size paper: could be recycled as long as it's blank on one side.</td></tr>
<tr><th colspan="3">LESSON OUTLINE</th></tr>
<tr><td colspan="3">Question hook: Could you identify someone just from their side-view profile?</td></tr>
<tr><td colspan="3">NB: Discuss with learners that all notes, drawings, etc that they make this term, will be available for them to use for the open-book assessment later in the term i.e. their own work will be the basis for the formal, source-based assessment task. This encourages learners to take responsibility for their notebooks, note-taking and their attention and participation in class.
1. Begin the lesson with the question hook. Encourage learners to think about their own side-view profile and what makes them distinctive. For example the shape of the nose, the length of the face, the chin, etc.
2. RES1: Africa from Space: Recap last term's work on maps and how we showed differences in height above sea level - using different colours on a map. (TechLoaded) Learners could use Google Earth to relook at this concept.
3. Another way to represent height above sea level is by drawing a cross-section of a country, or a side-view profile. But how is this done?
4. Learners work with a partner. Using a non-permanent marker, one learner marks dots along a centre-line down their partner's face. The dots must be 1cm apart. (Approximately 20 dots starting from a point where the neck and head meet under the chin and ending at the top of the head.) The partner with the dots on their face now lies on their back on the floor. The other learner uses a ruler to measure the height from the floor to the approximate height of the dot. This is a vertical measurement, perpendicular to the floor. The heights should be plotted</td></tr>
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onto A3 paper starting on the left-hand side of the page with the height of the dot on the chin. Heights must be plotted 1cm apart on the paper.

5. Once all the dots are plotted, the learners will carefully join the dots to create a profile. This will be a cross-section profile. Learners can compare their recorded cross-section with the actual profile of the face. Discuss what features are easy to see and which are hidden. Also, discuss why it is not very accurate. (The closer the dots, the more accurate the profile.)
6. **Video1:** Watch the video discussing the various terms used to describe a cross-section profile of a country's physical features.
7. **DWS/WS1**: Learners complete their own definitions for each of the terms and complete the labeling of the cross-section profile of South Africa.
8. **RES2: (TechLoaded)** This pdf (teleskola.mt) explains how to create an elevation profile between two points using Google Earth Pro. This is the desktop version of Google Earth and must be downloaded from an app store onto the desktop/laptop. Learners can then create cross-sections of South Africa passing through their local area.

ZED TECH	TECH LIGHT	TECH LOADED
• RES1: Africa from Space • Video1: • WS1: Cross-section profile of SA	• RES1: Africa from Space • Video1: • WS1: Cross-section profile of SA • RES2: Cross-section on Google Earth in the Computer Lab.	• RES1: Africa from Space/ Google Earth • Video1: • DWS1: Cross-section profile of SA • RES2: Cross-section on Google Earth.

Assessment opportunities: DWS/WS1: 10 marks

REFERENCES UTILISED

Images:

- www.pixabay.com
- Wikimedia: South African Central Plateau: By Oggmus - Own work, CC BY-SA 4.0, https://commons.wikimedia.org/w/index.php?curid=40624573
- Coastline: https://www.vecteezy.com/free-vector/coastline"
- Coastal Plain: https://www.vecteezy.com/free-vector/vector
- Plateau: https://mapio.net/images-p/18372987.jpg
- Wikimedia: Coastline: By Diliff - Own work, CC BY-SA 3.0, https://commons.wikimedia.org/w/index.php?curid=26365563

- Wikimedia: Drakensberg: By jumblejet - Flickr, CC BY 2.0, https://commons.wikimedia.org/w/index.php?curid=27541612
- Wikimedia: Physical Map of South Africa: South Africa location map.svg by NordNordWestderivative work by Htonl - File:South Africa location map.svgSRTMETOPO1, CC BY-SA 3.0, https://commons.wikimedia.org/w/index.php?curid=23589007
- Wikimedia: Rough diamond: By Unknown author / U.S. Geological Survey - USGS "Minerals in Your World" Public Domain, https://commons.wikimedia.org/w/index.php?curid=110080
- Wikimedia: Cederberg: By LBM1948 - Own work, CC BY-SA 4.0, https://commons.wikimedia.org/w/index.php?curid=75289451
- Wikimedia: Farms next to the sea: By Hansueli Krapf This SVG file was uploaded with Commonist. - Own work: Hansueli Krapf (User Simisa (talk · contribs)), CC BY-SA 3.0, https://commons.wikimedia.org/w/index.php?curid=22775042
- Wikimedia: Harmony Gold mines: By Bruce Paulmac at English Wikipedia, CC BY-SA 3.0, https://commons.wikimedia.org/w/index.php?curid=48227490

Sources:

- Teleskola.mt: Creating an elevation profile on Google Earth: https://teleskola.mt/creating-an-elevation-profile-or-cross-section-on-google-earth/

Videos:

- Video1: Coach in the Class: Landform terminology: https://youtu.be/PlSR5_3zmHY