

5E's Methodology

Each teaching and learning activity of the 10 themes is aligned with the “Five (5) E’s” teaching framework approach devised and used in the *Primary Connections* resources:

<http://www.science.org.au/primaryconnections/>

The instructional model is based on constructivist learning theory. This theory suggests that students learn best when they are allowed to work out explanations for themselves over time through a variety of learning experiences structured by the teacher. Students use their prior knowledge to make sense of these experiences and then make connections between new information and their prior knowledge. To help them make the connections between what they already know and new information, teachers will organise each *Primary Connections* unit into five phases – **Engage, Explore, Explain, Elaborate** and **Evaluate**.

Engage

This lesson mentally engages students with an activity or question. It captures their interest, provides an opportunity for them to express what they know about the concept or skill being developed, and helps them to make connections between what they know and the new ideas.

Explore

Students carry out hands-on activities in which they can explore the concept or skill. They grapple with the problem or phenomenon and describe it in their own words. This phase allows students to acquire a common set of experiences that they can use to help each other make sense of the new concept or skill.

Explain

Only after students have explored the concept or skill does the teacher provide the concepts and terms used by the students to develop explanations for the phenomenon they have experienced. The significant aspect of this phase is that explanation follows experience.

Elaborate

This phase provides opportunities for students to apply what they have learned to new situations and so develop a deeper understanding of the concept or greater use of the skill. It is important for students to discuss and compare their ideas with each other during this phase.

Evaluate

The final phase provides an opportunity for students to review and reflect on their own learning and new understandings and skills. It is also when students provide evidence for changes to their understandings, beliefs and skills.

The lesson activities are provided as opportunities for students to discover information for themselves, and learn to mentor their family and peers about readiness, responding, resilience and recovery. The lessons are not sequential but provide a culminative approach to understanding the issues when dealing with natural disasters. Teachers can adapt the teaching activities to suit the level of their own classes.