# Fierce Earth – Deserts

**ABC ME screening details: Tuesday** 19 May, 2020 at 12:45pm

This episode can also be viewed on [ABC iView](https://iview.abc.net.au/show/fierce-earth) after the scheduled screening time.

**Key learning areas: HSIE, science**

**Level:** secondary

**About:** This Fierce Earth special takes viewers on a journey to Morocco, North Africa and to the Sahara Desert - the biggest hot desert in the world.

## Before the episode

1. Identify two deserts and their key environmental features.
2. Draw a diagram of a house that is suited for living in a desert. Annotate the key features of the house to survive in a desert.

## During the episode

1. How are deserts defined?
2. How are deserts formed?
3. How does the distance from water affect the Sahara and the vegetation in the area?
4. What is the size of the Sahara?
5. Describe the process through which sand dunes are formed.
6. Why do sand dunes increase and decrease in size?
7. Describe the destructive forces of winds in deserts. Use specific examples from the video.

## After the episode

1. Explain the process of desertification and the effects of desertification on people.
2. What are the basic rules for surviving a sand storm?
3. Using the drawing from the ‘before the episode’ activity and the families in the video, compare your diagram of the house to the families that have adapted to and live in the desert. The response should use specific examples of similarities and differences from the drawing and the families from the video. Provided below is a Venn diagram to scaffold the comparison.

**Follow-up activity:** Department of Foreign Affairs and Trade and the Smart Traveller website has commissioned you to develop an informative travel brochure that advises tourist of the dangers of traveling to and living in a desert.

# NSW teacher notes

This is an optional standalone resource that could supplement student learning. The activities align with syllabus outcomes across stages and can be modified to meet the needs of your students. Students can complete the activities while learning at home and in the classroom. All activities can be completed without access to the internet or a device. Teachers could collect student work to offer feedback and as evidence of learning.

## Learning intentions

* Identification of the key features and characteristics of deserts.
* To examine the changing interactions between people and the harsh environment of a desert

## NSW Geography K-10 Syllabus outcomes

|  |  |
| --- | --- |
| Stage 4 | Stage 5 |
| locates and describes the diverse features and characteristics of a range of places and environments (GE4-1) | explains the diverse features and characteristics of a range of places and environments (GE5-1) |
| explains how interactions and connections between people, places and environments result in change (GE4-3) | analyses the effect of interactions and connections between people, places and environments (GE5-3) |

## NSW Science 7-10 Syllabus outcomes

|  |  |
| --- | --- |
| Stage 4 | Stage 5 |
| appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them (SC4-1VA) | appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them (SC5-1VA) |
| explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management (SC4-13ES) | explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues (SC5-13ES) |

[NSW Geography K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10) © 2015 and [NSW Science Years 7-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science/science-7-10-2018) © 2018 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales. See the [NESA website](https://educationstandards.nsw.edu.au/wps/portal/nesa/mini-footer/copyright) for additional copyright information.