<table>
<thead>
<tr>
<th>Elementary STEM</th>
<th>Science: Climate Zones</th>
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<td><strong>Objective</strong></td>
<td>The students will be divided into groups and will use Flokio to better understand climate zones and to prepare for their final presentation. Each group will be given a specific climate zone and they will create a private group on Flokio dedicated to the study of this specific area. The students will find media relevant to their topic online and post this to their Flokio page. The students will learn the importance of planning and public speaking when they present information regarding their topic to the class.</td>
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<td><strong>Learning Environment</strong></td>
<td>Students will be given time to create their Flokio group and research their topic in a computer lab. Once the research stage is completed, students will work in their normal classroom and make a colorful poster that exemplifies their findings.</td>
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<td><strong>Types of Students</strong></td>
<td>The students will be at the elementary level, specifically 3rd and 4th graders</td>
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| **Standards** | Science: (The Nature of Science and Technology) : 3.1  
Science: (Scientific Thinking) : 4.2 |
| **Materials** | Students will need a computer lab with internet access, Flokio, a printer, poster board, markers, scissors, and glue to complete this project. |
| **Procedures** | 1. The teacher will discuss the following major climate zones:  
Polar, temperate, arid, tropical, Mediterranean, and mountains. A brief description along with examples of where these climate zones are located should be given to the students. The teacher should explain different types of plants and animals that are found in each of the respective climate zones.  
2. The teacher will divide the class into six groups, one group for each climate zone listed. Allow students to begin initial discussion about their climate zone and any possibilities for their final presentation. The group should designate a group leader for ensuring all parts of the project are completed.  
3. The teacher will take the class to the computer lab and have them sit next to members of their group. Next, help the students create Flokio account, walking the students through the process step by step. |
4. Once each student has an account, instruct the group leader to create a private group for this project, walking them through each individual step. Once the Flokio group is created, help all the students obtain access to the correct group. (Note: The teacher should be a member of each group in order to view progress and facilitate as necessary.)

5. The students will begin initial research, posting useful links, pictures, and videos on their respective Flokio group page. Topics to research include a description of the environment, native plants, native animals, where the climate zone is found, any reoccurring natural disasters, and any other environmental factors. Students are required to have a least five postings, but are not limited to this number. One of the posts must be a unique educational video that provides information about an aspect of their climate.

6. Allow students to work on this project over the course of a few days in order for them to effectively use Flokio and gain sufficient research.

7. Students will combine and interpret data on their Flokio group page as they begin to plan their presentation. Students need to create a poster with information and pictures for their presentation. Each group will give a five minute presentation on their climate zone.

8. Following the presentations, students will write a summary of the project. This summary should include information about the research process, the advantages and disadvantages to using Flokio as a means of communication, information regarding their assigned climate zone, and responses to presentations from other groups.

**Evaluation**

The teacher will be able to evaluate the students based upon their uses of Flokio, as the teacher will be a member of the groups. The quality and quantity of the research posts by each individual as well as the level of communication using this application should be included. Also, the teacher can evaluate student learning based upon the poster the group created and the effectiveness of the presentation. A possible grading rubric is included below.

- Posted minimum of five times – 10 points
- Posts provide helpful information and are not repeated – 10 points
- Quality of information and pictures on the poster – 10 points
- Group presentation – 10 points
- Creativity and teamwork – 10 points
- Total: 50 points