**Geography in the News Edition 15**

**Cruise ships, Fracking new Oil and gas reserves and News about Iran**

**Lesson plans/Teachers’ Notes Key stage 3**

**Overview of the resource**

Geography in the news is designed to give teachers a topical and entertaining online information and activity source. It will help to support the National Curriculum’s requirement for the flexible inclusion of current global and Welsh issues into pupils’ geography lessons in addition to more formalised schemes of work, and/or may be used to stimulate extended work within schemes or work. This edition contains a main theme and linked articles related to important current news events. Each of these can form the focus for lesson activities. In addition on this edition, a global current events screen gives some national and international news that can be used as stimuli for lesson starters. The ‘Brainbox’ links may form interesting wider geography discussion points, for instance, as end-of-lesson activities. In this edition they are directly linked to the theme of energy and fuel resources.

Each edition will be archived to allow repeated access and use in the future, they are fully downloadable to allow storage and re-use in classrooms without internet connection.

The activities will offer learners opportunities to:

* Use ICT to be informed of current and relevant geographical relevant information and events.
* Develop both knowledge and informed opinions on a range of issues and suggested solutions to current geographical problems.
* Develop investigating skills related to current issues.
* Work independently and cooperatively.
* ‘Analysing and evaluating ideas and evidence’ – ‘assessing bias and reliability of geographical evidence’

**Main article 1 - Good *and Bad News about the Geography of Cruise Ships***

**Range - pe**ople as consumers *and links to* threatened environments, living sustainably and the responsibilities of being a global citizen

**Skills -** explain the spatial patterns of features, places and environments at different scales and how they are connected

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| **Aims:** Following the wreck of the Costa Concordia, there has been increased awareness of the scale and potential issues of the cruise ship industry. This resource summarises the size, locations and environmental impacts of this industry.  |
| **Objectives:** 1. There are 3 sections in the resource :-

1. An introduction - the nature and scale of the industry and the individual ships2.The global distribution of the cruising industry pin-pointing the main concentrations of activity 3. A summary of the actual and potential environmental impacts of the industry |
| **Activity type:** The resource uses maps text, statistics and images to achieve the above objectives. The information will be novel to most student though some will have direct experience of locations and ships and may well contribute effectively to the presentation | **Suggested time:** The time needed to use this resource will vary in relation to the levels of pupil response generated. A one-hour hour lesson may be used when the teacher wishes to use the opportunities for developing structured dialogue on both characteristics and issues.  |
| **Lesson introduction:** The approach to the activity is very much to reinforce what many will have seen in the news in January. A ‘How much do you know already? Approach would be ideal as there could be a full range of levels of knowledge evident in most classrooms. Following this, the presentations form a logical sequence and allow for appropriate questioning and discussion on the issues of conservation and tourism management**.**  |
| **Further activity opportunities** A role-play involving the creation of a management plan for sustainable tourism by cruise ships might be possible. The study of holiday adverts for cruises will quickly enhance both the activity. A really useful research structure is to find and use the published itineraries of the voyages, then to use atlases, the internet and world maps to produce both a cartographic and written account of a selection of voyages. Of particular interest are several companies that offer round the world cruises with information of latitude and dateline crossing as well as over 100 ports visited.  |

**Linked article 1:**

**Possible National Curriculum links are:-**

**N. C. Range -** Tomorrow’s citizens and issues in Wales, the wider world of living sustainably and the responsibilities of being a global citizen.

**N. C. Skills-** Explain the patterns of feature. Places and environments and how they are interconnected.

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| **Aims:** The focus for this resource is to introduce the news and controversy about oil shale and underground coal gasification exploitation, in terms of the environmental concerns over extraction processes, the potential extension of the use fuels with high carbon emissions and also the clouding of the debate over the promotion of renewable energy as the dominant future viable energy source in the UK |
| **Objectives: The focus of this resource introduces the new terminology and technology associated with hydrocarbon extraction form oil shales and coal measures.** **It then locates examples of potential development within the UK and then focuses in on a South Wales case study for evaluative consideration.**  |
|  | **Suggested time: 30 minutes to 1 hour plus an opportunity to develop a role-play opinion based activity**  |
| Lesson summarySection 1 - Develops the concept of ‘Peak Oil’ and how recent exploration and technological development has potentially extended the availability of hydrocarbon fuels.Section 2 - Explains the nature of shale oil and fracking technology both in the USA and in Lancashire. Section 3 - Introduces the recent proposals to use UCG under Swansea Bay Section 4 - Provides a chart of advantages and problems with the proposals |
| **Activity opportunities** The last section suggests a list of people who will have some opinion about the fracking debate. A class evaluative exercise can be developed from this.  |

**Linked article 2:**

**Activity** Why is Iran in the News?

**Range -** Tomorrow’s citizens -issues in the wider world - the responsibilities of being a global citizen.

**Skills-** explain the spatial patterns of features, places and environments at different scales and how they are interconnected.

Explain how and why places and environments change and identify trends and future implications.

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| **Aim:** To develop learners’ awareness of current economic conditions in their home region. |
| **Objectives:** The focus of this resource is to summarise the increasingly uncertain national and multi-national relationship with Iran due to its alleged nuclear development programme. |
| **Activity type:** Information presentation and quiz  | **Suggested time:** From 15 minutes to 1 hours depending on level of detail and consequent discussion. |
| **Lesson introduction:** This activity provides a worrying summary of the way in which the Iranian international crisis is developing. Section 1 provides a quiz to improve learners’ awareness of the basic Iranian geographical facts. Section 2 is in the form of a detailed interactive map that shows the diverse and often confrontational relationships that Iran has with other key countries around the world.  |
| **Activity opportunity :** This is an issue that will create serious discussion in any mature class environment. Teachers can expect questions that indicate concern and even fear. There is a serious need for both teachers and learners to be kept up-to-date about the way in which this regional flash-point may develop into a conflict with serious global consequences.  |