**Brazil – The Road to Rio in the news**

**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.

Each edition contains a main theme and 2 linked articles each of which forming the focus for lesson activities. In addition, a Global current events screen can be used on a regular basis as a home page or lesson starter stimulus. The ‘Brainbox’ links may form entertaining wider geography discussion points, for instance, as end-of-lesson activities.

Key Words are highlighted within the resources and have been defined in a glossary. Website links are included at key points in the resources to facilitate further research on selected topics.

Each edition will be archived to allow repeated access and use in the future. They are fully downloadable to allow storage and reuse in classrooms without internet connection.

**Main Theme**

The principle National Curriculum links are:-

Range

* ‘Living in Wales: their local area\* and an investigation of at least one aspect of the geography of the whole of Wales’,
* ‘Describe the causes and consequences of how places and environments change, *e.g. by season; from past to present; the need for sustainability’*

Skills

* *‘explain the causes and effects of physical and human processes and how the processes interrelate, e.g. causes and consequences of tectonic activity, impacts of migration in Europe’*
* ‘explain how and why places and environments change and identify trends and future implications, *e.g. population increase,* *climate change, globalisation.’*
* **‘carry out:**
  + at least one group investigation and one independent investigation into a geographical question or issue
  + investigations into ‘geography in the news’, topical events and issues in the locality and the wider world’.
* **‘ask and answer the question -** what are the geographical issues for people living in this location? How and why do people’s views on issues differ and what do I think?’

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.

**Suggested Learning Activities**

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| **Aims:** to introduce the development process in Brazil. | |
| **Objectives:** The activities are intended to give pupils the opportunity to investigate how Brazil is changing from an LEDC to an NIC. It introduces the concepts of the emerging BRIC nations and introduces the upcoming football world cup and Olympic Games. | |
| **Resources required:**   * **Online resource** * **Access to G.I.S. such as Google Earth/Maps with street view.** | |
| **Resource** | **Suggested time:** |
| **Road to Rio 1**  This activity is used as a teacher class starter *before* pupils read the resource. The students then select a number of photographs using GIS to illustrate the concepts raised. They are encouraged to look at the rainforest, drought areas, giant mines, deforestation for charcoal, ship building, car factories etc.  They then paste these images into a series of slides on PowerPoint so that they can talk their teacher through them as they come around to see what they have found out. | This activity is designed to take a one hour lesson and possibly a follow up homework to complete the exercise. Alternatively this could be finished in class. |
| **Living in Rio**  Following on from the previous activity; students visit Rio de Janeiro virtually to look at some of the issues facing LEDC cities in general and Rio in particular. They look at Favelas, overcrowding, traffic jams and the way in which the hills and ocean ‘bottle’ Rio up.  They should then look at Barra as an edge city. They should build on their previous work from Road to Rio 1. This is envisaged as a group based activity to encourage oracy and discussion skills. | This is envisaged as a 10-15 minute research activity followed by groupwork/discussion to reach a consensus.  Using evidence from G.I.S. the groups need to describe what they have discovered to their peers or the teacher. |
| **Curitiba**  Pupils should use the resource by reading and watching/listening to the video. This could be watched as a whole class. They then build again on their previous work to use GIS to show the differences between Rio and Curitiba.  Whole class discussion/plenary should be to look at the importance of city planning and how Jaime Lerner ‘got it right’ and planned for the rapid growth in Curitiba, whereas Rio’s development/urbanisation was largely unplanned . | This activity is designed to take a one hour lesson and possibly a follow up homework to complete the exercise. Alternatively this could be finished in class. |
| **Notes:** | |