**2012 Olympics & Wales**

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 by rollover annotation. 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.

**Main article: London 2012 – How Can Wales Benefit?**

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| **Aims:** to introduce the London 2012 Olympic Games and to look at the potential impacts on Wales. | |
| **Objectives:** The activity is intended to give pupils the opportunity to weigh up the pros and cons of an event (The Olympic Games) and make a balanced judgement on its impacts on a chosen location (Wales). | |
| **Resources required:**   * **Online resource** * **Access to desktop publishing such as MS Word.** | |
| **Activity type:**  Initially the resource can be displayed for a whole class discussion. Then using the resource pupils should engage in a group discussion on ‘what are the positive impacts for Wales and what are the negative impacts?’ There is an opportunity to look at party political positions in the UK and more specifically in Wales. There is also an opportunity for discussion on the wider issues of devolution and funding. The main focus however is to weigh up the different impacts and make a balanced judgement on the issue. | **Suggested time:**  This activity is designed to take a one hour lesson and possibly a follow up homework to complete the table and possibly write up a formal response such as a letter or press statement.. This of course could be done in class. |
| **Lesson introduction:**  After the initial discussion as outlined above the students should read the resource. They should either open a DTP application and design a table or a handwritten table can be created in their exercise books. Pupils should identify positive impacts and negative impacts from the resources before being challenged to identify some of their own if they can. The fibal part is to identify whether the Olympics are a good or a bad thing for Wales. | |
| * **Further activity opportunities 1:**   A useful plenary tool would be for pupils to form a line up. At one side of the room pupils should stand if they think the Olympics are excellent for Wales. At the other side of the room students should stand if they think it is a total disaster. Pupils need to place themselves along a straight line between these two extremes. They will need to go to roughly where they think they should be and then ask and answer questions to position themselves relative to other with a similar opinion. The teacher should focus on different students along the line asking them why they have chosen their location in the line-up.   * **Further activity opportunities 2:**   There is an opportunity to examine political positions and possibly even devolved funding and the Barnett formula. After the line-up above the class can divide into different sides and hold a role play debate on the Olympics and Wales. This can even be used to bring in ideas relating to politics within Wales. | |
| **Notes:** | |

**Linked article 1:** Where do events take place?

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| **Aims:** pupils should learn that different factors influence the places which are good for different events. | |
| **Objectives:** The activity is intended to reinforce the concepts of physical factors and human factors in influencing locations, activities and change. The resource looks at the factors that make the Millennium Stadium an ideal sporting and entertainment venue and why it was therefore chosen to ‘open’ the 2012 Olympic Games. This is then contrasted to the disappointment of Wales not hosting the mountain biking competition despite having a vastly superior location than the one chosen as the Olympic venue. | |
| **Resources required:**   * **Online resource** * **Access to desktop publishing such as MS Word** * **G.I.S. such as Google Earth/maps** | |
| **Activity type:**  An initial class discussion should focus on the pictures a starter and defining the concepts of Physical and Human geography. Pupils need to read both this and the linked Olympic article before attempting the interactive quiz. Using a G.I.S. to help them pupils should identify an area close to home that they could develop. It should relate to an interest from shopping to fishing or from equestrianism to surfing. | **Suggested time:**  This activity will probably require one one hour lesson but a follow up homework could also be set to develop the written activity of promoting a local location as a potential venue. |
| **Lesson introduction:**  An initial class discussion should focus on the choice of the Millennium Stadium to host Olympic football and the choice not base the mountain biking in Wales. Pupils need to clearly identify human and physical factors involved in these decisions.  After reading the articles and completing the quiz they should identify somewhere in their home location that they feel could be developed into a venue. Pupils should be encouraged to look at somewhere they already use or an activity that interests them. They should identify the human and physical factors that are influencing their decisions. They should be reminded to look at negatives as well as positives.  A letter or press statement should be written to outline their findings. | |
| * **Further activity opportunities 1:**   Pupils could carry out market research into whether others agree with them on their chosen venue/activity and graph their findings.   * **Further activity opportunities 2:**   Students could pitch their ideas to a group and select the best before working collaboratively to produce a group ‘pitch’ for Dragons Den. | |
| **Notes:** | |

**Linked article 2: Size of Wales Project**

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| **Aims:** pupils should learn about The Size of Wales Project and be encouraged to join in. | |
| **Objectives:** The activity is intended to deepen understanding of the role that forest play in helping to mitigate against the impacts of climate change. Pupils should also learn that Wales is very active in its fight against climate change and that the Size of Wales Project is one of the strategies being used. | |
| **Resources required:**   * **Online resource** * **Presentation software such as MS PowerPoint.** | |
| **Activity type:**  An initial class discussion should focus on the video which should form part of starter activity. Discussion should focus on the students from Wales who travelled from Wales to Uganda last year for the launch of the TACC in Uganda and to help raise awareness of the importance of tree planting. Pupils should then work on authoring campaign materials to encourage others to get involved. | **Suggested time:**  This activity will probably require an initial one hour lesson but the consequent activities if pupils do join in could run almost continuously. |
| **Lesson introduction:**  An initial class discussion should focus on the video which should form part of starter activity. Discussion should focus on the students from Wales who travelled from Wales to Uganda last year for the launch of the TACC in Uganda and to help raise awareness of the importance of tree planting.  Pupils should read the resource before following the link to the Size of Wales website and reading about the different projects that the initiative is helping.  They need to design campaign materials to encourage schoolmates and families to get involved. | |
| * **Further activity opportunities 1:**   Pupils should register their class or school as a tribe and devise an event to raise funds to contribute to a project.   * **Further activity opportunities 2:**   Pupils should be encouraged to identify an area in their school or local environment where more trees can be planted. The woodland trust will supply free tree whips for groups such as schools to plant. Maybe the class can organise a school tree planting event. | |
| **Notes:** | |