**Geography in the News, Edition 7**

**Waste management**

**Lesson plans/teachers’ notes**

**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 two 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.**

**A link is also provided to the recent events and news from the Environment Agency.**

**Some Key Words are highlighted within the resources and have been defined by rollover annotation.**

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 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’

**Activity 1 – Water Waste Woes!**

**The principle National Curriculum links are:-**

**Key Stage 2**

**Key Stage 3**

**Skills**

**Locating places and environments**

**Communicating skills concerning the environment and current geographical issues.**

**Range**

**Threatened environments and tomorrow’s citizens – issues in Wales and the wider world –**

**Issues in Wales and the wider world of living sustainably and the responsibilities of being a global citizen.**

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| **Aims:** to provide pupils with global scale examples of current river pollution case studies | | |
| **Objectives:** The activity is intended to show memorable and contrasting examples, only some of which reached the UK news headlines but all having an opportunity for empathetic impact | | |
| **Activity type:**  An interactive map provides locations of five pollution issues with, collectively, a global distribution. Sub-questions focus on when the conflict is taking place, what is involved, why the pollution is taking place and what are the potential consequences. | **Suggested time:**  The time needed to use this resource will vary in relation to the levels of pupil response generated. A full one hour lesson may be used when the teacher wishes to use the opportunities for developing structured dialogue on each of the sub-questions; or a brief 10 minute review of the event might suffice when the resource is used as an ‘in the current news’ filler activity. |  |
| **Lesson introduction:**  It is possible that some children will have prior knowledge of at least one of the pollution events identified through watching the news or through family experience. The Hungarian case study has been the most publicised event. An appropriate way to start the lesson would be to create a collation of their prior knowledge of any river pollution incidents that they remember.  The key questions of ‘Where?’ ‘When?’ ‘Who?’ and ‘Why?’ used to format the resource can also be used in the classroom as a framework for pupils’ questioning, discussion and, where appropriate, reporting/follow-up work. | | |
| * **Further activity opportunities 1:**   Each incident provides a possible focus for group or individual internet based research to extend the knowledge of the causes and consequences of the river and coastal pollution incidents. Beyond this introductory and summary resource, a focused report could be developed to the geographical skills of location. Recognition of the causes and consequences of the similarities and differences between places are important KS3 themes   * **Further activity opportunities 2:**   A further stage of planning and evaluation of pollution management options could be added to the activity through the inclusion of the further question ‘So what can be done about it?’ | | |

**Activity 2 - How does Wales manage its old industrial waste.**

**The principle National Curriculum links are:**

**Key Stage 2**

**Key Stage 3**

**Skills: Understanding places - the impacts of people on the environment - causes and consequences - sustainable opportunities.**

**Range: Threatened environments and sustainable development. Issues in Wales.**

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| Aims: To give a Wales focus to case study illustration of how large-scale industrial waste can be managed. | | |
| Objectives: To raise levels of general and geographical knowledge of pupils who will not have knowledge of the history and pollution legacy of primary industrial activity in Wales. | | |
| Activity type: Introductory quiz, interactive map information sourcing and case study presentation. | Suggested time: 30 minutes |  |
| Part 1  Lesson introduction:  The introduction to the topic is provided by a simple but informative and entertaining quiz that identifies some key terminology and facts associated with primary resources and industry in Wales. | | |
| Part 2  Specific examples of industrial activity are located and briefly described using an interactive map of Wales. Two of the examples provided are then also available on an additional resource.  Activity opportunities:  The resource is seen both as a useful stand-alone summary and also as a stimulus for a focussed research activity on specific local industrial waste management issues.  The geographical locations and contexts of the examples will allow a focus on how places are similar or different and how they have either created or resolved the conflicts.  A Class discussion opportunity forms an ideal extension on the following question:  Imagine you lived close to this man-made hill of waste? What would you say should happen? Should it stay or should it go? | | |
| **Resources needed: Internet access** | | |

**Activity 3 – Wales - Recycling waste? We’re out in front! - And it’s also good news for school kids!**

**The principle National Curriculum links are:-**

**Key Stage 2**

**Key Stage 3**

**Skills**

**Investigating - opportunity to develop all aspects of the investigation skill**

**Communicating -How can my actions and those of other people make a difference , locally, nationally?**

**Range**

**Tomorrow’s Citizens: Issues in Wales - living sustainably**

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| Aims: To provide positive and topical information on recycling policies in Wales. | | |
| Objectives: To raise levels of general interest and geographical knowledge of pupils and to initiate interest and action to promote recycling from national to individual scales. | | |
| Activity type: Information sheet followed by extensive activity options. | Suggested time: 30 minutes to multiple lessons, dependent on the number and scale of the choice of extension activities. |  |
| Part 1  The National strategies and targets waste recycling are outlined. The timescales referred to are of great relevance to pupils and should be contextualised and emphasised in class. National and individual responsibilities are merged in the strategies, giving opportunities for pupils to both recognise and voice opinions on their own contributions to recycling targets. | | |
| Part 2  Six activities are suggested as options for related activities.   * In groups of 4 design a questionnaire to find out what people recycle and how they feel about it. You may want to compare older and younger people’s attitudes or boys and girls. * How could you design you lifestyle to help Wales achieve the 70% recycling target. Try making a check list with 6 key lifestyle features listed in order of importance. * Create a PowerPoint presentation to convince people that recycling is essential. * Check on how well waste in your school is organised for recycling and start a campaign to improve the recycling system! * If you have a copy, use the Atlas of Wales Page 51 (Oxford Press) to discover where you Council was in 2005 in the highest to lowest list of recycling in Wales. Contact your local council to see if their % has improved. And find out what they are doing to increase the recycling rate. * Present your opinion of your council’s progress in the last 5 years as a written letter to them, a cartoon poster or a PowerPoint presentation to the class.   They contain opportunities to develop a wide range of key skills contributing both to geographical and the wider skills framework: particularly those related to enquiry, communication and citizenship. | | |
| Resources needed: Internet access | | |

**Linked**

**Linked article 2:** Environmental conflict – the Gulf of Mexico oil spill

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| **Aims:** to provide opportunities for coverage of National Curriculum components:  Skills –  Explain the causes and effects of human processes  Explain how and why places and environments change  Range –  Threatened environments: characteristics of, and possibilities for, their sustainable development  Asking and answering questions –How do environments and people interact? | | |
| **Objectives:**  Stimulus for discussion and evaluation of a current environmental issue | | |
| **Skills:**  Explain the causes and effects of human processes  Explain how and why places and environments change | | |
| **Activity type:**  Information presentation and map data comparison | **Suggested time:**  From 15 minutes |  |
| **Lesson introduction:**  This activity provides a summary statement and map resource to allow the comparison of the extent of the recent US oil spill with the local example of the Sea Empress, near Milford Haven in 1996. | | |
| **Activity opportunity 1:** The consequences of the oil spill are likely to be long term for some communities and environments around the north coast of the Gulf of Mexico (though the rhetoric related to the scale of the impact is already being softened as natural dissipation processes take place). This was also a characteristic of the 1993 Braer oil disaster in Shetland. Monitoring the progress of the recovery could be an ongoing news project as a classroom display, maintained by teams of pupils.  **Activity opportunity 2:** The spill has opened up a debate about who is to blame. Beyond the precise commercial responsibilities, the class might consider whether blame lies with:  a.) The oil industry for drilling such a deep and apparently risky source of oil  b.) Users of oil, like consumers in the United States or the UK, for demanding all the oil we can get whatever the economic and environmental cost  This could take place in the form of a debate with proposers & seconders, and opposers & seconders around a suitable motion; for example, ‘This class believes that the global demand for oil justifies the search for oil in technically and environmentally risky areas.’ | | |
| **Notes:** | | |