**Geography in the News, Edition 5**

**Are you a global citizen?**

**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 formalized 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.**

**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.**

**Main Themes**

**Activities 1 and 2 – Conflict and its resolution**

**Activity 3 – Environmental issues – oil spills**

The principle National Curriculum links are:-

Key Stage 2

Skills

Describing the causes and consequences of how places and environments change – the need for sustainability.

Range

Investigations of ‘geography in the news’, topical events and issues in the local area and the wider world.

‘Living in my world: caring for places and environments and the importance of being a global citizen’

Key Stage 3

Skills

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

Range

Threatened environments: characteristics of, and possibilities for, their sustainable development

Tomorrow’s citizens: issues in Wales and the wider world of living

Sustainability and the responsibilities of being a global citizen

(How can my actions and those of other people make a difference locally, nationally and globally?)

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’

**Main article:** Are you a global citizen? Where are conflicts happening in the world?

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| **Aims:** to inform pupils of the locations of and key causes and protagonists of current conflicts throughout the world  |
| **Objectives:** The activity is intended to provide a step-by-step introduction to and summary of current conflicts, some of which are long term and rarely mentioned, while others are given considerable media exposure.  |
| **Activity type:** An interactive map provides locations of six conflicts with, collectively, a global distribution. Sub-questions focus on when the conflict is taking place, who is involved and why the conflict is occuring.  | **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 conflicts identified through watching the news or through family or travel experience. An appropriate way to start the lesson would be to create a collation of their prior knowledge on a whiteboard. Most pupils may already be aware of the context of the conflicts active in 2010, but nevertheless will benefit from clarifications. 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 conflict provides a possible focus for group or individual internet based research to extend the knowledge of the causes and consequences of the conflict beyond this introductory and summary resource. The geographical skills of location and recognition of the causes and consequences of the similarities and differences between places are important KS3 themes that could be developed in a focused report. * **Further activity opportunities 2:**

Each of the conflicts has local, regional and global links, implications and consequences. Some of these extend to the pupils’ home location through the strands of family or acquaintance involvement, national security, economic implications or at least personal concern for Global stability. The production of a linkage (spatial or mind) map would be a powerful and highly differentiation-friendly activity. Cultural, economic, demographic and environmental strands could be identified or used as an initial frame to initiate the activity.  |
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**Linked article 1:** Europe – Living together, living apart

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| **Aims:** To give a more Euro-centric and Europe-wide focus to conflict and conflict resolution  |
| **Objectives:** To raise levels of general and geographical knowledge of pupils who will not have historical knowledge of the current conflict issues in Europe and may perceive the continent as without current conflict |
| **Skills:** ‘Using maps to identify locational information: identifying causes and consequence of change’  |
| **Activity type:** Introductory quiz, interactive map information analysis | **Suggested time:** 30 minutes to 1 hour depending on the level of discussion generated |  |
| * **Activity 1:**

 **Lesson introduction:** The introduction to the topic is provided by a simple but informative quiz that identifies some European conflict case studies and terminology.  |
| * **Activity 2:**

Specific examples of conflict with a balance of peaceful and violent resolution are provided on an interactive map – updates on these examples are also available on an additional interactive activity. * **Activity opportunities:**

The resource is seen both as a useful stand-alone summary and also as a stimulus for a focused research activity on specific conflict issues. The geographical locations and contexts of the examples will provide an opportunity to focus on how places are similar or different and how these have either created or resolved the conflicts.  |
| **Resources needed:** Internet access  |

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

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| **Aims:** to provide a scale comparison of current and past oil spills and to stimulate discussion on energy demands and policies that have environmental impacts. |
| **Objectives:** To stimulate 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: i) The oil industry for drilling such a deep and apparently risky source of oil ii) 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 and opposers 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.’   |