THINKING THROUGH
CLIMATE CHANGE

CHANGING PLACES

Teachers' Notes

In this section learners drawn on a range of images and scenarios to explore how climate change could impact on people in four different places. It introduces the idea that climate change impacts may be different in different situations, and that there is uncertainty about which scenario is likely to come into effect.

Activities offer opportunities to develop thinking skills at a range of levels, using image manipulation and verbal skills. A focus on particular people introduces a personal element, encouraging learners to empathise with them and reflect on how their own actions have a wider significance.

Hot spot map

The section begins with an interactive map, which takes learners through to four contrasting locations:

- Banjul, The Gambia;
- Kolkata, India;
- Shrewsbury, England;
- Paris, France.

A parallel sequence of three activities is based around each place. Learners may wish to go through the sequence for more than one place, or to move between places – comparing and contrasting their responses.

We do not expect individual learners to complete all three activities for all four places, but teachers may wish to group learners so that the entire spectrum is covered within a working group or whole class [or so that a particular topic is addressed]. This would then lead on to a group discussion, based on what has been learnt.

Some learners may want to integrate work on these places with an exploration of other locations: their own area, for example, or some of the places looked at in the interactive map or introductory section.

Manipulating images

The first activity for each place is accessed via the hot spot map, and involves image manipulation. It opens with an image of the place and some basic information about it.

As learners scroll down, they have the opportunity to use drawing tools to amend that image on the basis of two possible climate change scenarios: a hotter, drier climate and a warmer, wetter climate.

We suggest that the first image could be changed by a teacher working with a whole class [eg using an interactive whiteboard]. Subsequent manipulations could then be more independent. Amended images can be saved to learners' personal folders, but learners should have the opportunity to feed-back their visions of the future to a wider group.

Extension opportunities

- There is scope to use a drawing programmes to carry out this activity with other images, including learners' own [eg a digital photo from a field trip].

- Geograph British Isles has a digital image for every grid square in the UK: useful for investigating local areas and considering future scenarios
  > www.geograph.co.uk

- The Kolkata example may bring up issues about the language and images we use when describing "Third World" settings. There is a need to be sensitive to this, not least in working with children of distant heritage. An exploration of key terms is part of QCA KS3 Geography Unit 16 *What is development?*

- The BBC offer an excellent interactive urbanisation map, which links data on growing cities to questions about climate change
  > www.news.bbc.co.uk

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How will climate change affect people?

This second activity focuses in on four particular people, who offer a variety of perspectives on the possible impacts of climate change for them:

- **Lamin**, a groundnut farmer in the Gambia;

- **Meena**, mother of a large family in Kolkata, India;

- **Shofiq**, a restaurant owner in Shrewsbury, England;

- **Abdoulie**, a souvenir seller in Paris, France.

Learners are given some information these people, their work and their family. Some learners will notice that this includes connections between Western Europe, West Africa and South Asia, and that these too may have an affect.

Learners are invited to imagine what the consequences of climate change might be for each character. They then complete a speech bubble for that person. An initial discussion, role play or hot seating activity could take place before learners complete the task on-screen. Speech bubbles can be saved to personal files.

Extension opportunities

- Learners could write their own speech bubbles before or after this activity. What would they say? How would they describe themselves?

- As a stimulus to start a lesson, or as a focus for discussion/literacy work, ecology.info offers poetry and photos from people who are experiencing ecological crises [including climate change]. It could be used with more able or confident learners to extend thinking beyond the four case studies www.ecology.info

- The characters' links to other places could be used as a starting point for looking at learners' own links [eg through family connections, culture, holidays, buying and consuming]. This supports work on QCA Primary Citizenship Unit 5, Living in a diverse world and sustainable development key concept 1, *Interdependence* www.nc.uk.net

Hotter, wetter, cooler, better?

In the third activity, learners drag and drop statements about each place, twenty years into the future. They match these to two potential climate change scenarios for that place. There are no "right" answers for this activity, although learners will need to call on evidence to support their decisions.

This broadens out possibilities from the first activity, and connects learners' imagined ideas about change to the more concrete and personal stories involved in the second activity.

This activity can be set up as an individual, paired or whole class activity [eg using an interactive whiteboard]. There are opportunities for discussion of the positive as well as negative effects of climate change. Teachers or learners could go on to devise their own scenarios.

Extension opportunities

- The drag-and-drop activity stands alone, or could be used as a starter activity for more able learners. They could then complete a mind map, to help them develop and organise their ideas.

- The mind map could be used to help write an assessment report on likely Climate Change impacts in the chosen place, using the following headings - **Social** [stress, health, family, quality of life]; **Environmental** [plants, animals, landscape, housing]; **Economic** [jobs, industry, wealth].

- We offer an example as a starting point only, and learners will need to draw up their own. They could use drawing tools in MS Word, as we have, or use an online mind-mapping tool.

Sample mindmap

> Mindmap

> Mindmapping online

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Assessment blue/black

We imagine many learners at KS2 and most at KS3 will be able to do these activities without significant support. We do, however, advise that some whole class or group exploration takes place before independent completion of activities [see suggestions above]. Some of the extension ideas are more complex and would require significant support for less confident learners.

Curriculum

Geography
This activity strongly supports work on sustainable development and [particularly] environmental change at both KS2 and KS3. It can also be used to support QCA KS3 Unit 16 *What is development?*

ICT
The image manipulation and online mindmapping activities develop skills at both KS2 and KS3 for *Developing ideas and making things happen* and *Exchanging and sharing information*.

There are opportunities in other areas, especially Citizenship [see above] and Literacy.

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Links

> The Gambia - sea level rise impacts

> The Observer Newspaper, Gambia

> Cities and wildlife at risk

> Calcutta Web

> Shropshire responds to climate change

> Heatwaves on the increase – Paris and worldwide

Next

This is one of five sections which explore particular aspects of climate change. We imagine that learners will look at two or more of these before going on to the final section, where they report back.

> Final Task

Learners can access the final task from the learners' logs, while teachers can also access it from the site map.

To return to introductory teachers' notes

> Introductory Notes

> Teachers' site map