



## Scotland Lights up Malawi

### Second level adventure – campaign making skills

#### Introduction

Scotland Lights up Malawi will be the vehicle for pupils to create a media campaign to raise awareness of the issues surrounding solar lighting and climate change in Malawi. Pupils will demonstrate their campaign making skills by presenting their campaign in a 'Dragons' Den' style competition. The success criteria for the competition will measure the quality and content of the campaign and the pupils' effectiveness at presenting their campaign making skills.

#### Prior learning

##### Technologies – learners should:

- Throughout all my learning, I take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment. **TCH 1-02a**

##### Literacy and English – learners should:

###### Tools for Listening and Talking

- I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn. **ENG 1-03a**
- I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required. **LIT 1-10a**
- I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. **LIT 1-29a**

#### Technologies

- Having analysed how lifestyle can impact on the environment and Earth's resources, I can make suggestions about how to live in a more sustainable way. **TCH 2-02a**
- I can investigate the use and development of renewable and sustainable energy to gain an awareness of their growing importance in Scotland or beyond. **TCH 2-02b**
- I can create, capture and manipulate sounds, texts and images to communicate experiences, ideas and information in creative and engaging ways. **TCH 2-04b**

#### Literacy and English

###### Tools for Listening and Talking

- I can recognise how the features of spoken language can help in communication, and I can use what I learn. I can recognise different features of my own and others' spoken language. **ENG 2-03a**
- I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. **LIT 2-10a**
- I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. **LIT 2-29a**

### Stimulus

The topic can be introduced using the story of SolarAid in Malawi.

<http://www.keepsotlandbeautiful.org/malawi-resources>

In Units 1, 3 & 5 the focus is on climate change in the context of Social Studies at Second Level/Third Level.

There are also lots of case studies and PowerPoint presentations to use as stimuli for discussion, research, critical thinking and group activities.

### Skills

- Curiosity and problem-solving skills, a capacity to work with others and take initiative.
- Planning and organizational skills in a range of contexts.
- Creativity and innovation, for example through ICT and computer aided design and manufacturing approaches.
- Skills in using tools, equipment, software and materials.
- Skills in collaborating, leading and interacting with others.
- Critical thinking through exploration and discovery within a range of learning contexts.
- Discussion and debate.
- Searching and retrieving information to inform thinking within diverse learning contexts.
- Making connections between specialist skills developed within learning and skills for work.
- Evaluating products, systems and services
- Presentation skills.

### Suggested key learning

*Learning intentions and success criteria should be established through dialogue with learners.*

Learners can:

- Analyse how lifestyle can impact on the environment and the earth's resources.
- Suggest ways to live in a more sustainable way.
- Investigate the use of renewable and sustainable solar energy in Malawi.
- Discuss the current use of kerosene lights in Malawi.
- Identify possible problems with the use of kerosene lamps in Malawi.
- Discuss and debate the benefits of the use of solar lights in Malawi.
- Contribute ideas to raise awareness of the benefits of solar energy in Malawi.
- Work effectively as part of a team to promote the use of solar energy in Malawi in an innovative manner.
- Collaborate and participate in learning activities which lead to the creation of a campaign to promote solar lights in Malawi or that address climate change issues.
- Create a campaign using preferred medium to convey the campaigns message.
- Contribute to a blog on the campaign process.
- Write a leaflet explaining the campaign process.
- Present a campaign in a competition environment.

### Suggested learning activities:

- Pupils gain full understanding of climate change through investigative activities.  
<http://www.keepsotlandbeautiful.org/malawi-resources>
- Investigate the use of solar lights in Malawi through discussion in small groups of case study cards.  
<http://www.keepsotlandbeautiful.org/malawi-resources>
- Brainstorm effects of kerosene lights in terms of health, family, education, money and safety.  
<http://www.keepsotlandbeautiful.org/malawi-resources>
- Discuss and debate the benefits of the use of solar power in Malawi.
- Work collaboratively in a team to create a campaign to promote the use of solar lights in Malawi. Identify key message of campaign and effective methods for conveying the message. Learning activities and resources for the campaign competition can be found in the competition pack.
- Create campaign using selected medium (animation, movie, radio show, stand-up comedy routine, poetry performance, pop up exhibition) ensuring all team members have a role in the campaign.
- Write a leaflet describing the campaign process ( to be submitted as part of the competition).
- Watch and evaluate presentations on 'Dragons' Den' to identify effective communication strategies and ways to engage with an audience when presenting  
<https://www.youtube.com/watch?v=Nv9ZSUaduXo>
- Present campaign in competition environment.

## Reflecting on learning

*Use the following pointers to discuss with your children what they have learned.*

### **Breadth**

Can you talk about what you have learnt and which curricular areas have been explored? Can you apply what you have learnt to real life and /or school life?

### **Personalisation and choice**

Did you choose how you carried out investigation and recording of information?

### **Depth**

Have you shown and explained what you have learnt to others? Did you lead learning for others in any way?

### **Coherence**

Are you able to discuss the knowledge, understanding and skills you have developed and explain how you have used these? Can you relate these to other curricular areas and /or to real life?

### **Progression**

Did you already have any skills or knowledge of the subject and have you been able to develop these?

### **Relevance**

Are you able to identify a real life opportunity to use your knowledge, understanding and skills?

### **Challenge & enjoyment**

Can you talk about whether or not you have enjoyed the learning and explain your reasons? Did you find the learning challenging, and can you suggest ways to achieve your next learning goals?

## Evidence of learning

*Possible methods of assessment are listed below. Select as appropriate or devise your own.*

**Say:** discuss benefits of solar lights and problems with kerosene lamps in groups. Create an effective campaign through discussion in groups. Present campaign.

**Write:** storyboard for campaign, song, movie script, stand-up comedy script, poetry, blogs for Glow.

**Make:** Props to support campaign.

**Do:** launch campaign. Present campaign to peers. Film presentation to peers and evaluate effectiveness.

## Taking learning further

*Find ways to deepen and extend learning through dialogue with learners.*

Suggestions to challenge learners:

- Present campaign to whole school in preparation for 'Dragons' Den' competition.
- Start a new campaign in the school identifying an area for action.
- Investigate another country where solar energy could make a significant difference to daily life.