



Scotland Lights up Malawi

Second level adventure – climate justice

Introduction

This learning journey explores climate justice in the context of the Scotland Lights up Malawi Project. Through exploring and investigating different sources of evidence pupils will be able to compare and contrast Scotland with Malawi to develop reasoned and justified views on issues surrounding climate justice.

Prior learning

Social Studies

- By exploring climate zones around the world, I can compare and describe how climate affects living things. **SOC 1-12b**
- I can consider ways of looking after my school or community and encourage others to care for their environment. **SOC 1-08a**

Technologies

- 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**

Experiences and outcomes

Social Studies

- By comparing my local area with a contrasting area out with Britain, I can investigate the main features of weather and climate, discussing the impact on living things. **SOC 2-12a**
- By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences. **SOC 2-19a**
- I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. **SOC 2-08a**

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**

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.

Social Studies Skills

- Observing, describing and recording
- Comparing and contrasting to draw valid conclusions
- Exploring and evaluating different types of sources and evidence
- Development of curiosity and problem solving skills and capacity to take initiatives
- Interacting with others and developing an awareness of self and others
- Planning and reviewing investigation strategies
- Developing the capacity for critical thinking through accessing analysing and using information from a wide variety of sources
- Discussion and informed debate
- Developing reasoned and justified points of view
- Developing and using maps in a variety of contexts
- Developing and applying skills in interpreting and displaying graphical representation of information
- developing an awareness of sequence and chronology
- presentation skills –oral, written, multimedia

Suggested key learning

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

Learners can:

- Investigate local weather and climate and identify the impact they have on living things.
- Compare the local area with a contrasting area out with Britain.
- Discuss the impact of weather and climate on living things.
- Identify the similarities and differences between lifestyles and cultures in Malawi and Scotland.
- Explore and evaluate the impact of human activity in Scotland and Malawi on the environment and suggest ways to live in a more sustainable way.
- Understanding how solar power is used around the world and its importance as an energy source.
- Present reasoned and justified views on climate change and issues surrounding climate justice to peers/parents/local community.

Suggested learning activities

- Examine how everyone around the world is affected by extreme weather in different ways, with the poor being the most vulnerable. SolarAid Sunny Schools **Unit 1**- Climate Change(video footage of floods in Mauritius) <http://www.keepsotlandbeautiful.org/malawi-resources>
- Identify and discuss causes and effects of climate change. Using photo cards 3-15 as stimulus.
- Plan and review energy saving measures within the local community suggesting ways to live in a more sustainable way. See SolarAid Sunny Schools **Unit 3**- Carbon Footprints <http://www.keepsotlandbeautiful.org/malawi-resources>
- Research lifestyle and culture of people in Malawi. Analyse and use information gathered to compare and contrast the lives of pupils in Scotland with pupils in Malawi. <http://solar-aid.org/sunnyschools> (Light the Way Lesson Plan)
- Analyse and think critically about the realities faced by people who have no access to electricity. Reflect on the impact that solar lights have on daily life in Malawi. SolarAid Sunny schools **Unit 5**. <http://www.keepsotlandbeautiful.org/malawi-resources>
- Identify on a world map countries who have no access to electricity <http://www.keepsotlandbeautiful.org/malawi-resources>. **Card 22** possible stimulus.

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: Oral presentation of similarities and differences between pupils in Scotland and Malawi. Discuss in groups the effects of climate change. Participate in a debate on climate change. Present an assembly for the school on solar power and its benefits to those countries who have no access to electricity.

Write: A Report on the causes and effects of climate change. A Poem or rap about solar power. A Letter to pupil council and the Eco committee sharing energy saving measures that could be taken forward in the school. A Health poster highlighting detrimental effects of using kerosene lamps.

Make: A Model of homes in Malawi using clay and straw. Create a model of a village in Malawi. A display of knowledge on climate change.

Do: Suggest energy saving activities in school and the local community. Using acquired knowledge suggest ways to live in a more sustainable way. An awareness campaign highlighting the benefits of solar power and the impact that the lights have on people's daily lives.

Taking learning further

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

Suggestions to challenge learners:

- Examine how the interdependence of countries affects levels of development and how this affects people's lives.
- Research climate justice issues in other areas of the world.
- Encourage pupils to reflect on actions they can take to promote climate justice in their own communities.