



Scotland Lights up Malawi

Third 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:

- 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 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 – learners should:

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**

Technologies

- From my studies of sustainable development, I can reflect on the implications and ethical issues arising from technological developments for individuals and societies. **TCH 3-02a**
- I enhance my learning by applying my ICT skills in different learning contexts across the curriculum **TCH 3-04a**
- When participating in a collaborative enterprise activity, I can develop administrative and entrepreneurial skills which contribute to the success of the activity. **TCH 3-07 a**

Literacy and English

Tools for Listening and Talking

- Having explored and analysed the features of spoken language, I can use these, adopting an appropriate register to suit my purpose and audience **ENG 3-03a**
- 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 3-10a**
- I can persuade, argue, evaluate, explore issues or express an opinion using a clear line of thought, relevant supporting detail and/or evidence. **LIT 3-29a**

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 organisational 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:

- Reflect on the ethical issues arising from the problems with the use of kerosene lamps in Malawi.
- Investigate the issues surrounding climate change.
- Investigate the use of renewable and sustainable solar energy in Malawi.
- Discuss the alternatives to being used 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.
- Work collaboratively to create a campaign to raise awareness of the benefits of solar lights in Malawi.
- 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 campaign's message.
- Write a leaflet explaining the campaign process.

Suggested learning activities:

- Discuss in groups why the use of kerosene lamps as opposed to solar power is an ethical issue.
- 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 using case study cards as stimulus
<http://www.keepsotlandbeautiful.org/malawi-resources>
- Brainstorm effects of kerosene lights in terms of health, family, education, money and safety.
- 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, and blogs for Glow.

Make: Props to support campaign.

Do: Launch campaign. Present campaign. 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.