



Scotland Lights up Malawi

**SCOTLAND
LIGHTS UP
MALAWI**

Third level adventure – climate justice

Introduction

This learning journey explores climate in the context of the Scotland Lights up Malawi Project. Climate Justice recognises that decision-making, especially about how we manage our natural resources, promote economic growth and accelerate global development, must be undertaken with human rights and social justice in mind.

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**

Experiences and outcomes

Social Studies

- I can describe how the interdependence of countries affects levels of development, considering the effects on people's lives. **SOC 3-19a**
- I can investigate the relationship between climate and weather to be able to understand the causes of weather patterns within a selected climate zone. **SOC 3-12a**
- I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact. **SOC 3-08a**
- By investigating renewable energy sources and taking part in practical activities to harness them, I can discuss their benefits and potential problems. **SCN 3-04b**

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**

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:

- Describe how the interdependence of countries affects levels of development.
- Think critically about the effects that different levels of development have on people's daily lives.
- Investigate the relationship between climate and weather.
- Understand the causes of weather in different climate zones.
- Discuss the consequences of an environmental issue and contribute reasoned and justified views on how to manage the impact of these issues.
- Investigate the use of renewable energy sources.
- Discuss the benefits and potential problems of renewable energy sources.
- Reflect on the implications and ethical issues arising from technological development for individuals and society.
- Present orally using multimedia tools investigations into climate justice issues.

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. (Light the Way Lesson Plan) <http://www.keepsotlandbeautiful.org/malawi-resources>
- Analyse and think critically about the realities faced by people who have no access to electricity. Reflect on the impact that solar light as an energy source can have on daily living 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 on how the interdependence of countries effects development. Discuss in groups the effects of climate and weather. Participate in a debate on benefits and potential problems of renewable energy sources.

Write: A Report on the causes and effects climate change. Poem or rap about solar power. Letter to pupil council and Eco committee sharing energy saving measures that could be done in the school.

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

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.

Taking learning further

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

Suggestions to challenge learners:

- Investigate how the expansion of power and influence of countries or organisations may impact on the cultures, attitudes and experiences of those involved.
- Identify threats facing main climate zones and analyse how these threats impact on the way of life.
- Research the sustainability of key natural resources and analyse the possible implications for human activity.