

KS3-4 GCSE LESSON PLAN

‘WHOSE WORLD IS IT ANYWAY?’ INTERDEPENDENCE & SUSTAINABILITY (double lesson – 2 hours; could be done as two 60 minute lessons)

KEY SKILLS

- Develop a sense of place and an appreciation of the environment, as well as awareness of the ways in which people and environments interact, the importance of sustainable development in those interactions, and the opportunities, challenges and constraints that face people in different places;
- Understand the significance and efforts of people’s values and attitudes, including their own, in how decisions are made about the use and management of environments and resources, in relation to geographical issues and questions;

(from AQA 2010 Geography GCSE syllabus)

KEY CONCEPTS

This lessons links particularly to the following key concepts that underpin the study of geography.

1.4 Interdependence

- a. Exploring the social, economic, environmental and political connections between places.
- b. Understanding the significance of interdependence in change, at all scales.

1.6 Environmental interaction and sustainable development

- a. Understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change.
- b. Exploring sustainable development and its impact on environmental interaction and climate change.

1.7 Cultural understanding and diversity

- a. Appreciating the differences and similarities between people, places, environments and cultures to inform their understanding of societies and economies.
- b. Appreciating how people’s values and attitudes differ and may influence social, environmental, economic and political issues, and developing their own values and attitudes about such issues.

(From National Curriculum Geography KS3 – <http://curriculum.qca.org.uk>)

“WHOSE WORLD IS IT ANYWAY?”

KEY QUESTIONS:

- Do we realise our dependence on healthy ecosystems?
- Whose world is it anyway?
- How do we value Ecosystems?
- How do we ensure that our prosperity does not damage opportunities for the poor, for future generations and for wildlife?

LESSON PLAN

1. Start with watching the DVD section on ‘The Planet’ **(15 minutes)**
2. Summarise key points:
 - It’s not just Climate Change – CO₂ emissions are only one way in which human beings today are causing problems for the natural environment. See which others students can remember from the DVD (deforestation, the food crisis, population growth, waste, pollution, over-consumption) **(5 minutes)**
3. Interdependence (*building on work in KS2 Science, where interdependence in terms of food-webs is examined, this takes the concept a stage further in terms of our human interdependence upon the planet and upon healthy ecosystems*)
 - Divide pupils into small groups. Describe a situation where each group is in a small plane that has crash-landed in a remote rainforest. Nobody is badly injured but you have no food, water, shelter, medicines, weapons, suitable clothing etc. The plane itself caught fire and is totally destroyed. You expect to be rescued in three-seven days time if you stay where you are. What resources would you look for, how would you gather them, and how would you plan to use them? Write answers on large sheets of paper **(15 minutes)**
 - Groups feed back to whole class **(10 minutes)**
 - Change the scenario to our lives here in 21st century Britain. Where do we get our food, water, shelter, medicines, clothing etc from? Where do the raw materials come from ... encourage pupils if necessary to follow the production chain back to raw materials. This could be drawn as a diagram on the whiteboard. **(10 minutes)**
 - Make the key point that all people, and all living creatures, are ultimately dependent on healthy ecosystems. All life is interdependent. **(5 minutes) Total 60 minutes to this point.**
4. Sustainability PowerPoint
 - Show PowerPoint presentation, starting with the interdependence of all living things, moving through current human impacts on ecosystems and their consequences, and looking at the key questions – Whose world is it? How do we value ecosystems? How do we value the non-human creation? **(15 minutes)**

5. Group Work

- Use the group work situations on the Case Studies worksheet. There is plenty of material here for several lessons, but we suggest giving this ½ hour in groups of c.6 pupils, with no more than 15 minutes on one issue. There may be some need for teacher explanation or facilitation with some pupils. Make sure pupils are clear that they need to come up with agreed suggestions and be prepared to present these to each other's groups. **(30 minutes)**

6. Feedback & Conclusion **(15 minutes)**

- How do our values affect our choices and decisions? Do religious and non-religious value systems place different values on e.g. the importance of protecting wildlife that isn't of immediate economic value, or of the need to think of future generations? End with slide of sign in Indian bird reserve (last slide in PowerPoint presentation).