

ACTIVITY 2:

Outcomes: Learners to recommend ways in which individuals can contribute to the quality of life in their home, local ecozone, province, nation and the world. To evaluate solutions to environmental problems proposed by climate change.

Links to CAPS:

Making decisions and judgements
Working cooperatively and independently
Collecting and structuring information
Processing, interpreting and evaluating data)

Core Text: See the above core text

Teaching practice:

Discuss with your class and reflect on how your everyday actions and the community around you can impact climate change. Ask students to examine their daily actions and identify minor adaptations they can make in their lifestyle that can make a difference.

Students or learners will complete a climate change self-awareness audit and take a community walk to identify natural, human, and built systems that impact climate change. They will look for evidence of systems of features that have been adapted and/or mitigated to climate change.

Form of Assessment: Audit of Home and group work

Conducting fieldwork, recording and interpreting findings; drawing, analysing and interpreting graphs; working with data.

Activity:

Step 1: Individual Activity

Climate Change Home Audit

a) As a home assignment, ask students to complete the Climate Change Self Awareness Audit. *See Appendix 1*

Students must choose morning routines, during school hours, after school activities, or nighttime routines.

b) In a small group, ask students to share their results.

Discuss the combined impacts of over 59 million people living in South Africa. Ask students or learners if they can quantify the impacts and adaptations? e.g. A regular flush toilet uses 13 litres of water X 1 million people versus a low flow toilet which uses 4 litres X 1 million people.

Step 2: Whole Class Activity

Climate Change Tour on your school grounds

Pre-tour activity:

- ❖ Ensure there are enough digital cameras/cell phone cameras for the students (or sketching materials)-recommend ways in which individuals can contribute to the quality of life in their home, local ecozone, province, nation and the world.
- ❖ Evaluate solutions to environmental problems proposed by various groups and make recommendations for sustainable resource use

Step 3: The Tour.

a) In groups of three or four, students take a walk on the school grounds and take pictures or make sketches of natural, human, and built systems or features that can cause climate change and affect climate change. Possible stops could include:

- ❖ · Bike paths/and or symbols
- ❖ · Cooling Centers (Library/Community Centres)
- ❖ · Cars/School Buses
- ❖ · School office with or without cooling systems
- ❖ · School vegetable garden
- ❖ School urban garden
 - Natural Landscaping
- ❖ · Parking Lots
- ❖ · School Yard (with or without urban trees)
- ❖ · Tuck shop (Local Products)
- ❖ · Water Ways (Water conservation)
- ❖ · Clothes Lines
- ❖ · Storm sewers

b) Individually, students are required to take two pictures or draw a picture in each of the three categories (natural, human, built).

Step 4: CONSOLIDATION and CONNECTION

a) After the walk, students will individually reflect on how these features can be adapted and/or mitigated to climate change. Students are to post sticky notes on each photograph or drawing describing how the feature or system positively or negatively affects climate change and has been or can be adapted to climate change.

b) Mapping the interconnections. Create a large foundation map of the community walk. Post on the classroom wall.

c) Students sort photographs and drawings into categories and create map symbols for the categorised features) Students place symbols in appropriate places around the map.

e) Individually ask students to post three of their photographs around the map.

f) After all students have posted, provide each student with three pieces of yarn.

g) Individually, students must find at least three climate change interconnections among the features/systems in the region. Students use strings or markers to create a web of climate change interconnection on the map. Using sticky notes, students must describe their chosen interconnections and post them on the map.

Step 5: Ask the following questions (which can be used for assessment purposes)

1. Name two human systems, two natural and two built features in your community that will be impacted by climate change. How can these features be adapted to deal with climate changes?

2. How do you feel individual people in the community can adapt to the impacts of climate change? How can you adapt your actions?

3. List five essential criteria in planning a community that will help adapt and/or mitigate climate change.

