teachitgeography

# Extreme global impacts

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# Introduction

This teaching unit is a collection of teaching ideas and student resources (all of which were specifically commissioned for the pack), on the theme of *Extreme global impacts* for the support of the KS<sub>3</sub> curriculum.

The unit covers:

- the impacts of people on our cities
- the impacts of tourism on extreme environments
- the impacts of people on the global commons.

It is planned as a six-week unit of work and includes a selection of:

- starter activities
- activities to show students' understanding
- plenary activities
- suggestions for differentiation.

The pack lends itself particularly well to being used in different ways. It could be dipped into on an ad hoc basis, to teach individual lessons or a sequence of two or three, or it could form the basis of a longer unit of work. The resources are all available in adaptable formats, making it easy to differentiate the tasks by ability.

We've included links to each separate PowerPoint resource within this pack so that you can access the resources directly on <u>www.teachitgeography.co.uk</u>. We've included the file number or name for the PowerPoint resources — just pop these into Teachit geography's search box.

Our thanks go to our contributor Laura Brooks who has written the resources for this pack.

We hope you enjoy using this pack. If you have any questions, please get in touch: email <u>support@teachitgeography.co.uk</u> or call us on 01225 788850. Alternatively, you might like to give some feedback for other Teachit geography members — you can do this by adding a 'love heart' and commenting on the relevant page of the resource on Teachit geography (please log in to access).

# Suggested route through

Section A:

**Extreme cities** 



# Lesson 1: Extreme growth

# Lesson PPT: Megacities

# Starter:

Slide 1 of this PowerPoint can be used by the teacher to introduce the students to the concept of millionaire, megacities and metacities along with a YouTube clip:



<u>youtu.be/\_jnMivEZ8gc</u>

This explains what megacities are and how they are projected to change through the next decade.

# Activity 1:

Refer to slides 2 -6 of the PowerPoint presentation to introduce the concept of mapping megacities using longitude and latitude.

# Activity 2:

Name of resource: 1.1 The growth of megacities mapping

Plot the latitude and longitude of each megacity, using the data provided on the resource, ensuring the different data sets are in different colours to highlight the difference.

Students are completing multiple GCSE skills here, plotting the location of places using latitude and longitude and completing a dot map.

# **Extension activity:**

Using their completed data presentation, students should aim to describe their map for both time periods.

- Which continents have the highest values in 2000 and 2100?
- Which continents have the lowest in 2000 and 2100?
- How has the location shifted?
- Can you give reasons for this?

# Plenary:

Use slides 7 – 11 to complete a simple true or false quiz to assess students understanding. You could use mini white-boards or heads down, thumbs up.

# Lesson 2: Extreme living

# Lesson PPT: Dharavi slum

# Starter:

Use slide 1 of this PowerPoint presentation to help students consider push v pull factors affecting why people leave the Indian countryside and migrate to Mumbai.

# Activity 1:

Name of resource: 2.1 Life in Dharavi slum

Refer to slides 2 – 4.

Students are to take notes on their worksheet whilst watching the video.



They should then create a mind map to categorise the issues into SPEED (social, political, environmental, economic and demographic).

Students can use the card sort to add additional information which they may not have noted down from the video.

# Activity 2:

Refer to slides 5 – 8.

Students are to answer a 'to what extent' style question:

# 'To what extent is the growth of slums negative for a megacity?'

They should produce APEEL (adverb, point, evidence, explanation and link back to question) paragraphs to help answer the question. A WAGOLL has been included in the PPT for students to use as an exemplar.

Students could then colour code their answers with either highlighters or coloured pencils to ensure they have used the structure for each paragraph.

Students should come to an overall judgement: are slums good or bad? But still work on a 2:1 ratio (2 points in favour and 1 counterargument or vice versa).

Discuss what the official plans to help Dharavi are. Watch the YouTube clip (lots are available depending on the amount of time you have):



Give students a Post-it to write their opinion on and place it onto the opinion line. Will it work?

# Plenary:

Heads up – place the cards (used in the mind map activity) face down on the table. Students pick up a card and put it on their forehead without looking at it. Their partner has to describe the issue without using the words in bold.

# Lesson 3: Extreme city pollution

# Starter:

Name of resource: 3.1 The worst type of pollution?

What different types of pollution are there? Discuss pollution with the class and make a list of the different types they can think of.

Are some worse than others? Why / why not?

Using the types of pollution worksheet, students should cut out the cards and rank them in order from most polluting to least polluting. They should be ready to feedback for a class discussion.

# Activity:

Name of resource: 3.2 The most polluted cities in the world

Read through the most polluted cities/places cards and rank them from most/worst polluted to least polluted.

How does this compare to how you ranked your starter cards? Do you still agree with this order? If so, why? If not, why not?

# Extension:

Categorise the types of pollution mentioned in each card. Can one type of pollution have a knockon effect?

# Plenary:

Where are the most polluted areas? Does the type of pollution vary by area?

Arrange the eight areas by income of the country. Can you identify any pattern? Why have you found the pattern you have?

Do you think this pattern may change in the future? How / why?

# **2.1 Life in the Dharavi slum** Student task:

Good progress:	to be able to effectively describe Dharavi using a variety of adject	ives (at lea	ast three).
Outstanding progress:	to be able to support these descriptions with factual evidence.		

Facts about Dharavi (nu	mber, %, Statistics)	Key geographical words (words that good geographers use, e.g. poverty)
Adjectives to describe D enlightening – not all ne	haravi (dirty, disgusting, gative!)	Problems in Dharavi (anything that could hurt/harm people)
Have you included:	Self-assessment:	

Have you included:	Self-assessment:	
✓ D - description	WWW:	
✓ A - adjective		
✓ P - problem		
✓ C - connective	EBI:	
🗸 K - key word		
✓ F - fact		

# Student task:

Cut out these cards and sort them into categories to show the different issues faced by people living in Dharavi.

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There are over one million people in one square mile = <b>densely</b> <b>populated.</b>	There are 4000 cases of diphtheria and typhoid per day = <b>rapid spread</b> <b>of disease.</b>	There is one toilet per 1440 people = <i>poor sanitation.</i>	It costs 2p to go to the toilet so <b>open defecation</b> is a major issue.
Water standpipes are on for two hours a day (5 - 7am) = <b>poor access</b> <b>to clean water.</b>	<i>Mahim Creek</i> is a local river used as a toilet, water source and washing area.	90% of buildings are <i>illegal</i> – squatters could be removed at any time.	Up to 15 people live in one small room (12x12ft) = <b>overcrowding.</b>
Many of residents survive on less than \$1 per day = <b>poverty.</b>	Leather tanning and pottery are two of the <i>highest polluting</i> <i>industries</i> .	During the monsoon season Dharavi regularly <i>floods</i> . The water can be up to waist height.	300 new families arrive in Mumbai every hour with nowhere to live. This is massive <b>rural to urban</b> <b>migration</b> .
Quite often workers in Dharavi have to work in dangerous conditions, working long hours for very little pay in <b>sweatshops.</b>	kers in Dharavi dangerous king long hours for <i>sweatshops.</i> Lots of jobs are <i>informal</i> . This means if employees don't work they don't get paid and there are no working conditions bosses have to abide by. Lots of jobs are <i>informal</i> . This means if employees don't work they don't get paid and there are no working conditions bosses have to abide by. Lots of jobs are <i>informal</i> . This means if employees don't work they don't get paid and there are no working conditions bosses have to abide by.		It costs £2 a month to go to school. Many parents can't afford school fees, so their children are <i>illiterate</i> (cannot read and write).
Dharavi is an illegal settlement built on a swamp = <b>unsuitable for</b> <b>building</b> and prone to flooding.	The employment in Dharavi contributes \$500 million to the <i>economy.</i>	Breathing the air in Dharavi is the equivalent of smoking 100 cigarettes per day = <i>health</i> <i>concerns.</i>	



We've included a screenshot of the PowerPoint slides here so you can see the resource. To access this resource please go to the Teachit Geography Extreme global impacts page.

# Extreme tourism

Fancy some free holidays?

Become an Instagram travel writer and visit some of the world's best destinations, get paid to do it and take some amazing photos!

> Sounds like fun? It's a lot harder than it looks/sounds!



www.instagram.com/muradosmann/

w.teachitgeography.co.uk 2019

# Extreme tourism

# How to write the best Instagram caption!

- A great Instagram caption will add context, show off your personality, entertain the audience, and/or compel people to take action.
- Captions can be up to 2200 characters in length, include emojis, and up to 30 hashtags. That doesn't mean your captions should be hashtag-ridden essays stuffed with cryptic emoji messages
- As with any piece of good web writing, your Instagram caption should be attention-grabbing and easy to read and follow. It should also speak to the content and the audience.

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# Extreme tourism

#### Pick one of the extreme tourism destinations below...

1. Where is your destination? How would you get there?

- Attractions why would you go?
  Cost / visitor numbers / facts.
- Threats / dangers.
- 5. Pros/cons of this type of holiday.



# Your classmates will vote if they want more.

Extreme tourism

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Finally, how many 💙 will you get?

Be brave - the life of a travel influencer is never easy... Read out the first three sentences of your caption.



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# Extreme tourism

# 5. Extreme destinations

#### Lesson objectives:

- to research an extreme tourism destination and create the most Insta-worthy caption like the best Instagram travel writers in the business!
- to be brave and promote your destination to the rest of the class see how many 'more's and likes you get!

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# Extreme tourism

# Tips for your Instagram caption

2200 characters in length.	Know your <b>target</b> audience.	For posts in feeds, only the first three lines of a caption will be displayed, then people will have to tap 'more' to read the whole thing.
Place the most important words at the <b>beginning</b> of the caption.	Do <b>several drafts</b> , especially if your captions are more than a few lines long. Great writing takes multiple drafts and edits.	Make sure every word supports the content and message you're trying to convey. <b>Cut out unnecessary</b> words to keep it concise.
Only use <b>hashtags</b> <b>that are relevant</b> to your post and target audience.	Get more comments on your photo is by using the caption to pose a question to your followers.	Invite people to leave a comment, tag their friends, or weigh in with an opinion.

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We've included a screenshot of the PowerPoint slides here so you can see the resource. To access this resource please go to the <u>Teachit Geography</u> <u>Extreme global impacts page</u>.

# Extreme global commons

#### Starter: entry ticket

Use your existing knowledge to answer the questions on the entry side of your ticket.



# Extreme global commons

#### 10. Causes of plastics pollution

# Lesson objectives:

- give reasons why there is so much plastic pollution globally
- be able to explain why we should reduce the amount of plastic pollution we create
- name the biggest plastic polluters globally.

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# Extreme global commons

#### **₽₽₽**₽₽₽₽

#### Match to mine

- Read your card walk around the room and try to find the person that matches your card.
- Stand next to them until we are ready to find out the answers.



# Extreme global commons

# Match to mine: Answers

	How many disposable cups are bought per minute in the UK?	1 million
	How many tonnes of rubbish end up in the ocean every year?	8 million
	How many people globally do not have access to adequate sanitation?	2 billion
	How much is plastic expected to increase by in 2025?	By 50%
,	Which animal is on the brink of extinction due to entanglement in plastic fishing nets?	The North-Atlantic right whale
	The plastic in the Pacific is bigger than	The state of Texas

# Extreme global commons

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Match to mine: Answers

What is the record for the number of bits of plastic found in a shearwater's stomach?	260
How many sea mammals die each year due to entanglements?	300000
The deepest depth plastic has been found at is	7 miles – the bottom of the Marianas trench!
The most remote place plastic has been found is	Lord How island
How many plastic bottles are bought per minute in the UK?	1 million
How many disposable bags are bought per minute in the UK?	2 million

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# Extreme global commons

#### Match to mine: Answers

What's the most common type of plastic pollution found in the ocean?	Cigarette butts, plastic bags, fishing gear, and food and beverage containers
Why do sea animals consume plastic?	Algae grows on it which makes it attractive to fish, some mistake it for fish eggs or carrier bags for jellyfish
What % of plastic is thrown away after just one use?	50%

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# Extreme global commons

Shocking statistics:



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# Extreme global commons

# Skills task: pie chart

Country	Amount of plastic pollution annually (in tonnes)
China	8.82
Indonesia	3.22
The Philippines	1.88
Vietnam	1.83
Sri Lanka	1.59
Thailand	1.03
Egypt	0.97
Malaysia	0.94
Nigeria	0.85
Bangladesh	0.79
South Africa	0.63

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### Extreme global commons

#### Final task: exit ticket

Revisit your entry ticket – do you have any new information to add? Has your opinion/view changed on anything?

# Extreme global commons

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#### Skills task: pie chart

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- 1. Add up the total plastic pollution by tonnes.
- 2. To calculate the percentage, divide the amount of plastic pollution by the total and multiply by 100.
- 3. To calculate the degrees for your pie chart multiply the percentage by 3.6.
- 4. Draw a large circle with a compass.
- 5. Measure the degrees with a protractor and plot your data.
- 6. Add a key (colour code each country)
- 7. Add data labels (what % does each one equate to?)
- 8. Add a title stating what your pie chart shows.

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# Extreme global commons

## Extension:

Describe your data - try to identify patterns (are the main offenders HICs, NEEs or LICs?). Can you explain why you think these countries are the biggest plastic offenders?

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