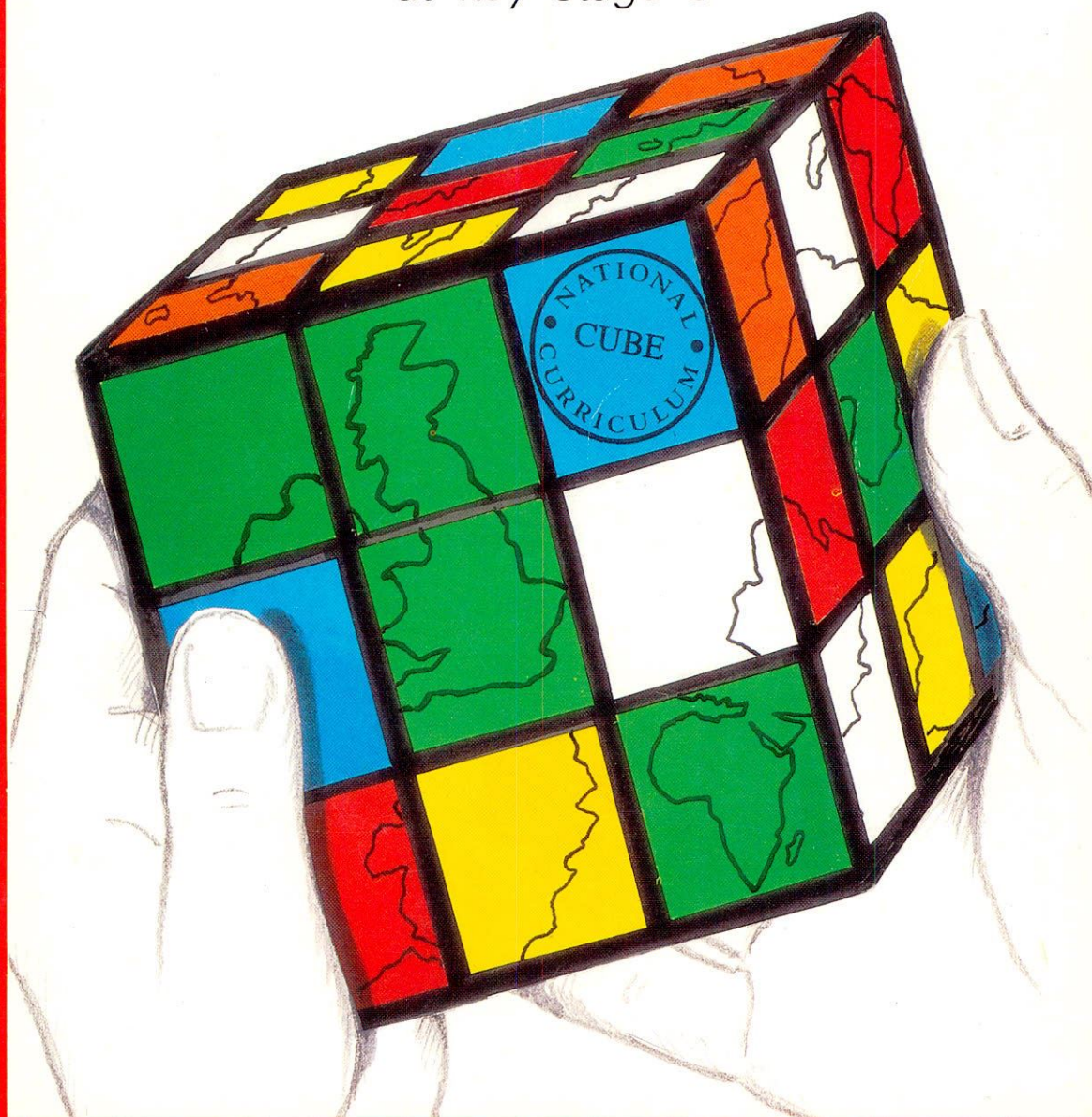


Developing Geography

*a development education approach
at key stage 3*



This book has been produced as a result of a DEC [Birmingham] curriculum project. We would like to thank the following:

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Developing Geography

**- a development education approach
at Key Stage 3**

**Jeff Serf and Scott Sinclair in conjunction with
Paul Archer, Maureen Barwell, Jon Bruton, Ken Ellis,
John Hopkin, Leszek Iwaskow, Keith King, Veronica Lane,
Roger Robinson, David Stanton, Diane Swift,
Wayne Thomas and Nick Webster.**

The aim of this book is to highlight the ways in which development education can contribute to a relevant and stimulating geography that will also encompass the requirements of the National Curriculum.

It is based on the premise that most of our students are interested in the future of our planet and care about other people.

The challenge is to place teachers at the centre of curriculum development and their students at the centre of the learning experience.

A development education approach to school geography offers opportunities to do this.

✓✓✓ MEANS STUDENT RESOURCE

⇨⇨⇨ MEANS INSET STIMULUS

* by title MEANS SEE RESOURCES

Throughout this book we acknowledge the importance of values and attitudes and of raising students' awareness of these. At this point, we would like to share some of the values and attitudes that we identified as being important to us as a group. The process of identifying them caused much discussion and raised many dilemmas.

From the authors: our attitudes and values

Concerning children and learning

A child's own ideas and perceptions are valuable and of prime importance in the learning process.

Children should be encouraged to explore their own values and to discuss their attitudes and feelings.

Children can learn from each other.

Informal discussion with peers is a vital part of learning.

Open and honest debate in the classroom is not incompatible with good control and organisation.

Critical appraisal of assumptions, ideas, opinions and 'facts' is a vital skill.

Concerning the National Curriculum

Development education is essential in delivering the National Curriculum.

Geography now has a common set of objectives, or at least a framework.

The National Curriculum may encourage passive learning.

Cross-curricular links need to be stressed.

The National Curriculum may provide a strategy for managing change.

There is a danger of becoming content-dominated.

Teachers may become intimidated by the National Curriculum.

The National Curriculum should be about preparation for adult life - the ability to respond and act.

The National Curriculum is a minimum entitlement - we must look to enrich the experience of our students beyond that minimum entitlement.

Concerning people and society

Other people's systems of values and consequent attitudes should be treated with the same respect as our own.

Overt anti-discriminatory policies should be supported.

Discriminatory actions should be condemned.

Oppression of persons for economic, social, political or moral gain is immoral, and should be exposed and criticised.

Economic, political and social systems as practiced today involve exploitation.

Inequality is created and sustained by human actions.

Concerning geography

There is no such thing as 'value-free' geography.

There may be no 'right answer' to issues in geography.

Ethnocentricity is unavoidable, but should be explicitly considered and its implications studied.

Every individual has a 'personal geography' through which they interpret the world; the quality of this geography should be of prime concern.

Geographical studies should expose patterns of inequality and exploitation.

Students should be encouraged to be critically aware of inequality and exploitation.

Political decisions commonly change the world and should not be ignored.

Geographical studies should prepare students for an active role in society.

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Exploring Ideas

It is important for teachers, as individuals or group members, to develop an awareness of what development education can bring to the teaching of geography. We feel that a sharing of values is necessary to allow individuals to reach a consensus that will provide the starting point for curriculum planning and therefore we have stressed the process involved in working together during planning.

Many of us believe that some type of networking, either formal or otherwise, will be required to support individual teachers in planning and delivering the National Curriculum.

The sharing of ideas and opinions may be achieved through open discussion. However, it is possible that not all members of the group, such as a department, are confident enough to contribute. It may be necessary to provide the means by which all can express their views.

There are many activities which can help structure this. We found a 'card game' very useful. Everyone has the opportunity of expressing their ideas, and identifying areas of consensus or disagreement which can be followed up in the debriefing of the activity.

It is usual for teachers to begin planning by considering aims and objectives. These more often relate to the teachers' intentions, rather than the student's gain, although they frequently have implications for both.

Aims can be difficult to relate to classroom activities, and as the project group favoured the consideration of the children's ideas, values and perceptions, we found it more appropriate to ask the question:

'What do we hope the students will gain from a development education approach to geography?'

We used a card game to explore this question. It generated much debate, whilst outlining several points of agreement.

CARD GAME

Purpose:

to focus attention on the question:

'What do we hope students will gain from a development education approach to geography?'

Procedure:

- 1 Divide into small groups.
- 2 Give each person four or five blank cards.
- 3 Ask them to write statements in response to the question, each response being written on a separate card.
- 4 Collect cards. Deal three to each person. Leave the remainder on the table, face down.
- 5 Ask everyone to look at their three cards and discard any which they personally wrote, or with which they disagree.
- 6 Give everyone the opportunity to select cards from the table until they each hold about three cards with which they agree.
- 7 Small groups discuss the statements selected.
- 8 A consensus of the groups' opinions is formed and different view points identified.
- 9 Groups come together to share opinions.

Agreement about what we hope that students will gain from a development education approach to geography

- ◆ an understanding that development:
 - means different things to different people;
 - is about people, not just economics;
 - is taking place in their own local environment, not only in the 'developing' countries;
 - is about choice, and that any choice has both positive and negative aspects.
- ◆ an understanding of alternative models and ideologies of development;
- ◆ an ability to:
 - question geographical information and recognise bias;
 - understand other people's points of view;
 - recognise fundamental similarities throughout the world;
- ◆ an awareness of geographical patterns and processes in all continents;
- ◆ an awareness of the interdependence of world communities;
- ◆ an awareness of development debates and opportunities for response;
- ◆ a respect for:
 - human rights and justice
 - the environment
 - other people's values
 - themselves.

This agreement came only after much debate by the project group. In particular discussions addressed:

Terminology

- What do we expect students to understand by such words as 'concern', 'respect', 'tolerance' and 'alternative'?
- How do the words 'rich and 'poor' relate to their own experiences and attitudes?

Action

- Should students be inspired to act rather than passively understand?
- Should students be motivated into what may be considered 'political' actions?

Geography

- What is school geography about?
- Is it/should it be based on a humanist, behavioural, welfare or radical paradigm?

Development

- How do we wish students to view 'development'? As a sociological, political, cultural, economic concept?
- Is the 'usual' approach a limited one?

Our experience of playing the card game suggested that colleagues often express similar views, but in different ways. It is important that such differences are explored at an early stage, and also to remember that students are likely to have a variety of attitudes and values.

Once a consensus has been established there are implications for the learning experiences we present to our students.

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Morrish
Development in the third world

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Bruton et al Whose development?

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Reed The developing world

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Hart Worldwide issues in Geography

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Warn & Wilby Population & development

APPROACHING CONTENT

The Geography National Curriculum is content driven, and therefore it is important that teachers examine the nature of the content they place before their students. In this section, we offer some ideas about the selection of content, and begin the process of analysing the content of the National Curriculum. We also use our initial analysis to indicate where materials in this publication are particularly relevant.

The page opposite illustrates that there is no one definition of development, nor is there any unanimous agreement as to how it should be approached in the classroom....

- there is a range of subject matter
- there is a range of different approaches and assumptions made by authors, and so
- each one of us has to formulate his/her own criteria for content selection.

We found it a useful exercise to take a collection of contents pages from various geography books which dealt with 'development', [the page opposite would do for this activity], and consider them in the light of the criteria below. These criteria were formulated during group discussion.

How do you think the books would cater for.....

- problems of targetting content at a suitable level? We must build on students' existing knowledge and skills.
- dangers of covering development badly? We should avoid presenting people in developing countries as a 'problem', attempting to make the complexity accessible to students and to break out of stereotyping.
- a need for an historical context? Many of the conditions in which people now find themselves, result either directly or indirectly from historical 'events', eg colonialism.
- maintaining the balance between physical and human geography? When emphasizing one aspect there is a danger of distorting the whole picture.
- a concern that the 'more difficult' issues might be avoided? Some teachers feel that they do not have enough knowledge or understanding to deal with contentious issues, eg concerning political power.
- 'faces' being important in human geography, as well as buildings, places of work? Some books ignore individual people.
- the difficulties of concepts and definitions? Some concepts and terms have varying meanings according to the context, eg progress.
- the inter-related nature of the issues? Study of human situations cannot be restricted to a particular discipline. Historical and political aspects are implied. Economic, social, moral and other concerns are likely to play an important role.

Reviewing content - key questions

The aim of this publication is to identify and explore the potential of development education perspectives for geography. As a means to this end we devised a series of key questions for reviewing content.

Four key questions were drawn up and, as shown, a sub-set of questions was derived from each.

In what ways is the environment being used/changed and what resources are being exploited/developed?

1. What relationships between the community and the environment are or were maintained by traditions and indigenous technology?
2. Is the environment being degraded/polluted/exploited/conserved/improved? If so by whom? For whose benefit?
3. Which processes within the ecosystem will be changed/disrupted/improved by the development?
4. Who benefits and by how much during the resource development? Who suffers or fails to benefit?
5. How do outside links affect activities? To whose advantage do they operate?
6. Is the resource development sustainable? If not, what will happen when the resource is exhausted?
7. Are exploitation and conservation mutually exclusive?

What obvious patterns of social/spatial inequality exist?

1. How do you measure inequality?
2. Are there groups who are especially advantaged or disadvantaged?
3. Are there groups who are identified as inferior/superior? By what criteria?
4. How even is the distribution of opportunity, education, services, wealth and resources in the study area?
5. Do outside agencies actively promote changes in economic/social/cultural patterns? Who decides?
6. What processes lead to these social/spatial inequalities?

Who owns and controls the land, buildings and enterprises? Who holds the power?

1. How far is change the result of outside influence, how far due to local initiative?
2. How are new technologies changing the relationship between the community and the environment?
3. How have particular people/groups been affected by change?
4. Are traditional patterns represented as inferior? Is 'west best'? By what criteria?
5. Does change lead to economic or social well-being for a large proportion of the people living in the local area.

1. How far are local people involved in decisions affecting the area?
2. Who is managing/providing capital for the resource development?
3. How is the supply of money, labour and land for enterprises organised and controlled?
4. How do those in power maintain control? Can individuals expect justice?
5. Who controls trade, marketing and distribution of goods?
6. Are alternative power, control and ownership systems acknowledged/considered?

Case study: Health in West Africa

On the following pages is a unit of work looking at health in West Africa. *Health - What kind of service?* was planned without reference to the Key Questions, but the planners had a development education perspective high in their priorities. This unit is offered to provide the opportunity to make use of the Key Questions to review classroom resources and activities.

In 1984 a group of teachers spent four weeks in The Gambia and Senegal as part of a longer term DEC project. After their return, *Whose Development?*, a Key Stage 3 text, was produced as an attempt to share their experiences with students and staff.

It was their intention that the case studies produced should be self-contained, and *Health - What kind of service?* has been used to illustrate the issues involved in health provision.

As presented here the unit would require an introduction, if nothing more than some basic atlas work about The Gambia's location, climate, economy, etc. Again, this is dealt with in *Whose Development?*

We also suggest that some introductory thoughts should be given to the concept of Primary Health Care [PHC]. A stimulus sheet similar to *Doctors on tap, not on top* [page 14] may be of use.

Unit Content	Activities/Methods	Programmes of study at KS3
Health care provision in The Gambia, West Africa.	Data and information representation and interpretation.	"... use maps as an aid to selecting suitable locations for an enterprise..."
	Evaluation of evidence.	"... to compare how goods and services are provided in settlements of different sizes."
	Role play involving decision making.	"... why economic activities may develop in particular locations."
	Written and oral presentation.	"... to compare differences in economic development and welfare in different parts of the world."

Health at home

A strategy worth considering is to use a case study located elsewhere in the world to stimulate the students' thinking about issues in their own locality. [See page 87]

One means to this end, following *Health - what kind of service?*, would be to use the NCET's computer software *Choosing Sites*. One of the simulations in this package engages the students in considering how the opening of a large hospital would affect the health provision in a British city.

Another means to encourage the students to consider local health provision is the series of activities suggested in the teaching notes of the ITV programme *Health* [one of the World Studies series]. Although the programme concentrates on Peru, the introductory activities suggested build on many of the ideas the students would have previously considered.

There are also clear links to the cross-curricular theme of Health Education.

Health - what kind of service?

The Gambia more than 70% of the people live in rural districts. One of the Government's priorities is to provide health care for these people. The kind of health service provided in The Gambia ought to meet the basic health needs of the people in the villages.

The chart below shows the main causes of death in both The Gambia and in Britain.

Present this information in the form of a graph or pie chart.

Discuss with your partner:

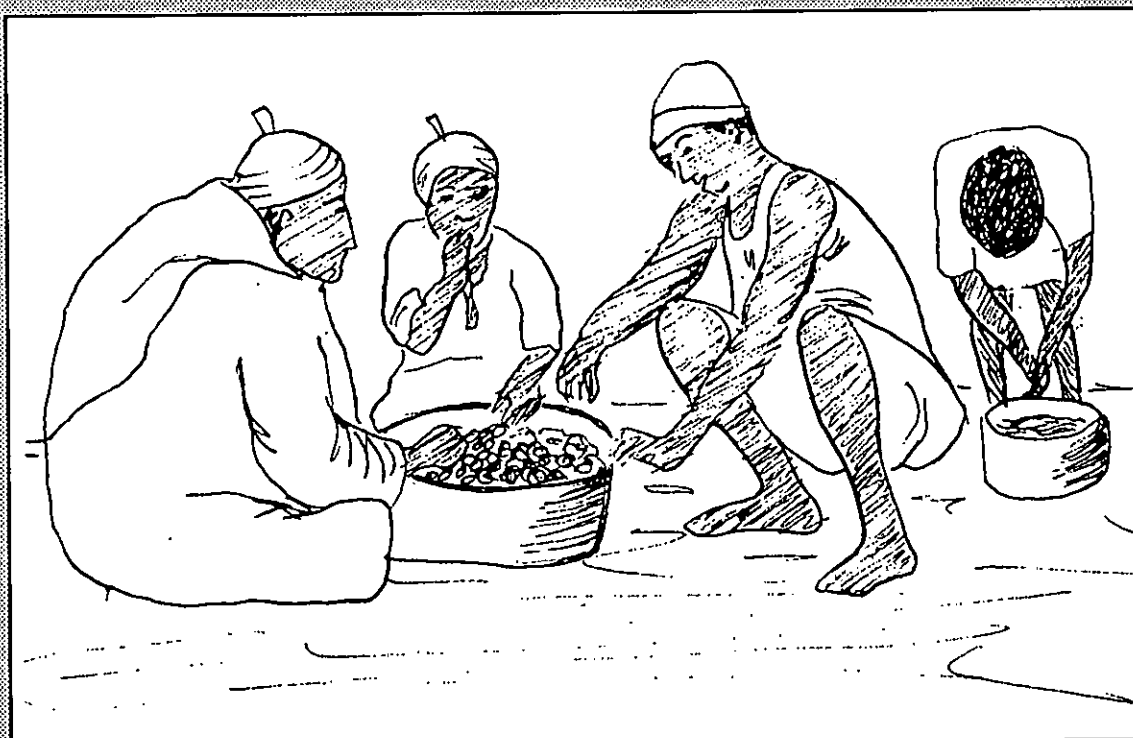
Which of these diseases are linked to urban or affluent living, or heavy pollution of the environment?

Which of these diseases are linked with hygiene, dirty water or malnutrition?

Suggest some reasons why there are differences between the causes of death of people in Britain and The Gambia.

The poster below was drawn for an education campaign to take place in the villages. What is its message? Why is this important to health?

The development of a clear water supply is an important priority in many areas.



CAUSES OF DEATH %	BRITAIN	GAMBIA
Infancy diseases like gastro-enteritis	5	22
Infectious diseases like measles, chickenpox	5	22
Diseases linked to senility	3	15
Respiratory diseases like T.B. and bronchitis	8	15
Heart diseases	40	5
Diseases communicated like tetanus, leprosy, cholera	2	13
Cancer of lungs, breast etc.	18	3
Accidents at home, on the move etc.	6	3
Brain diseases like meningitis	13	2

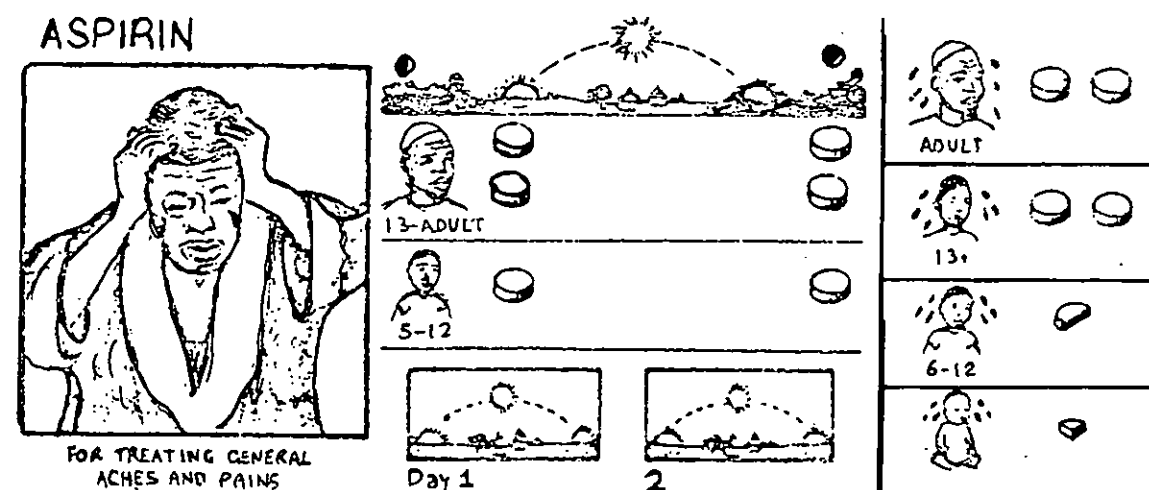
Causes of death in Britain and The Gambia.

This is a "picture label" which gives instructions for taking aspirin.

Write down the instructions it gives. Why is this kind of label useful?

Make up your own picture label for making packet soup.

See if your partner can follow your instructions.



Health care plans - the right road for The Gambia

The Gambian Government wanted to select the most effective form of health care for its people. It has little money to spend so it is important to spend it in the best way.

Imagine you are the Minister of Health in The Gambia. It is your duty to decide how the health budget is spent. Your officials have been working on plans and have proposed two possible schemes. The outlines of these plans are shown on the maps [see page 12].

Carefully study the two schemes.

Discuss them with a partner or group.

Decide which plan you would approve - and why.

How many other groups agree with you?

Outline the effect you feel your choice will have on

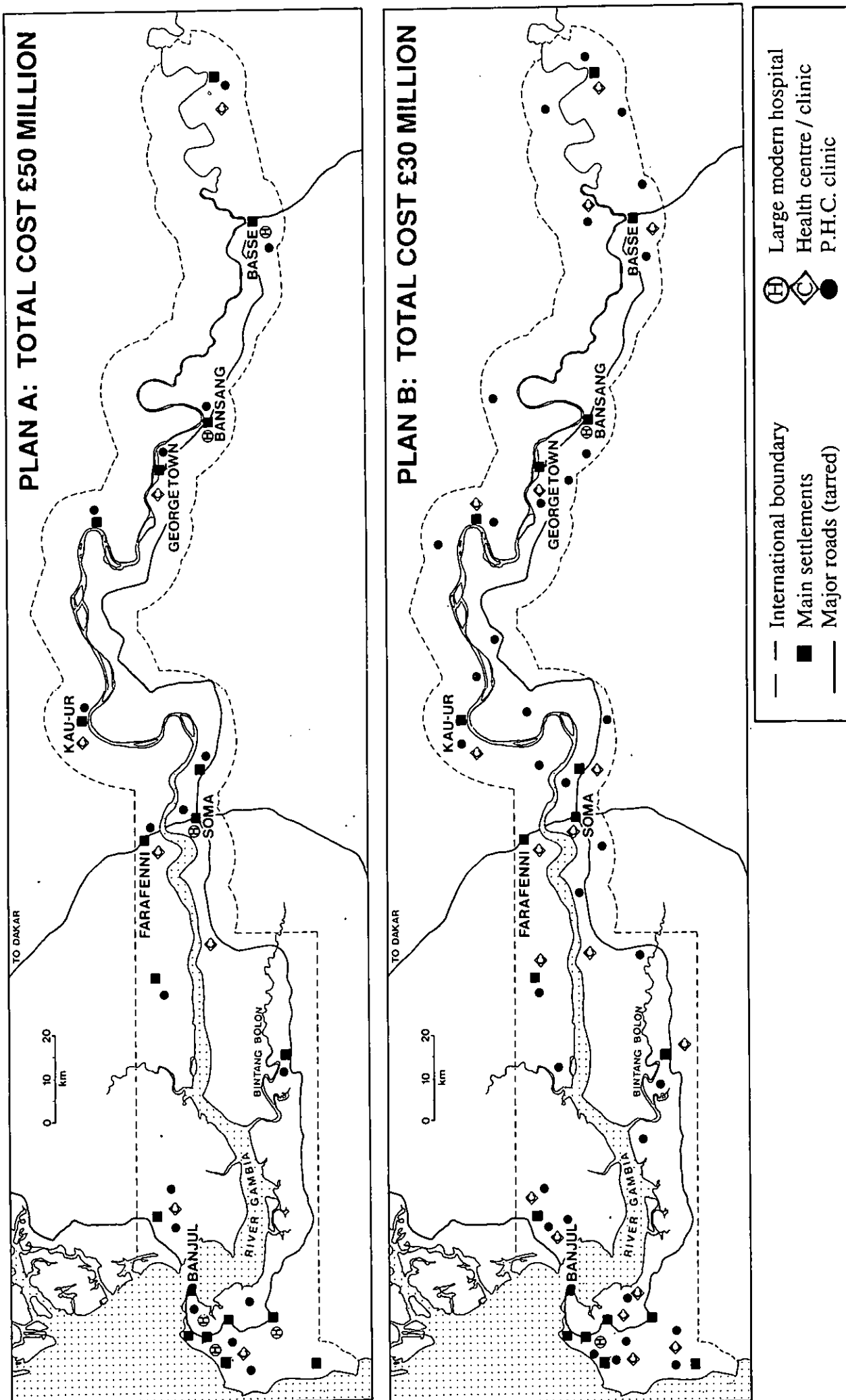
[a] people in towns;

[b] people in villages.

What do you consider the disadvantages of the scheme you did not select?

What possible reasons might The Gambia government have for favouring scheme A?

Health care plans for the Gambia



VILLAGE DEVELOPMENT COMMITTEE SPOKESMAN

My name is Kebba Bayo and I speak for the village of Changai which has had Primary Health Care for the last three years. We are pleased with the ideas and the way in which we can choose and organise our own health care; not always relying on outsiders help and money. The Committee meets every month to discuss ideas and we feel happy that our team are not corrupt like other villages. Our children's health has really improved. We managed to get the government bonus [about £25] for our team and this we used on new pit latrines. We still have difficulties which I think the team members can explain better than me. We would like to thank the people from Bansang regional HQ and those who came to vaccinate our people last month.

Together we can improve our health, people can live and work longer and help each other to prosper.

VILLAGE HEALTH WORKER

My name is Tunka and I was chosen by the committee to be trained as the Village health worker. I was very proud but also surprised, as I am only a farmer and I have had no real training or education. My early training was hard work but I think it was good in as much as it was using pictures and photos. I have many duties here, mainly drug supply, death reports, sanitation checks and other reports about people who need more expert care. I think that I am too busy to try to organise malaria control properly or meet the Community health nurse supervisor as regularly as I should, especially with their transport problems. I'm one of the lucky ones that gets help with money and extra help from my neighbours at harvest times, but still my farmland is suffering.

I want to improve my training and deal with more people here, rather than trying to send them to others, or waiting for advice.

Views on the Primary Health Care [PHC] scheme

COMMUNITY HEALTH NURSE SUPERVISOR

My name is Sarah and I have been trained in both medical and the environmental care. I have a circuit of six local villages near my key village of Demba Kali and give advice to all the village health teams.

I still find it very difficult to improve health and show how we can prevent diseases, not only cure them. I have been working for three years on a low wage of about £20 a month, and I do not have much hope of more training or promotion.

I have difficulties with my little motorcycle when there are the petrol shortages and so I do not visit Bansang or the villages as much as I should.

TRADITIONAL BIRTH ATTENDANTS

My name is Lena and I was chosen to be the person involved with all births and young children in the village. I am not surprised as I have always visited the women at their delivery times. I must admit I found the training at Demba Kali difficult to understand and I know that there's a lot more to learn about antenatal care. Last year I attended thirty three births here. Only a few women now go to the maribu [traditional healer] because I am more successful.

My other duties included links with outside but I wish I had time for more visits to Bansang, or some kind of transport for myself and for any emergencies. I'm also unhappy because I will have to organise the new family planning programme, this will give me less time with my own family and my vegetable garden.

PHC [Primary Health Care] in action

Since 1980 The Gambian government has been implementing a PHC scheme similar to plan B. It is aimed at improving health care in rural communities. Every village with a population of over 200 people will have access to health care by the end of the century. The government claims it is a low cost and effective strategy.

Your group is a committee in the Ministry of Health. You are preparing a progress report on the introduction of PHC, and

you are visiting a number of villages to see for yourself how things are going. You are listening to the views of the health team in the village of Demba Kali near Bansang. Their views are outlined above.

From what you have heard, prepare two lists for the government:

- the successes of the programme so far;
- the areas of concern where changes are urgently required.

"Doctors on tap, not on top"

As so many economically developing countries were ruled by Europeans, their people were educated in western science and medicine. Many governments have spent large amounts on training doctors, only later did they realise that this training did not prepare the doctors for the work that needed doing. Modern hospitals and drugs were too expensive to provide for everybody. Few doctors were prepared to live and work in the difficult conditions of villages and give the kind of treatment people could afford. So while health services in the towns, treating a tiny minority of the population, improved, the vast numbers of people in rural areas were unable to get medical help. And doctors, discontented with opportunities in their own countries, left for Europe or the United States.

Recent years have seen a change of approach. Both governments and voluntary organisations [eg Save The Children Fund] have begun to realise that less highly trained people can treat most day-to-day diseases. [A quarter of the visits to doctors in the United Kingdom are for the common cold, it seems].

Gradually, village clinics are being set up, run by nurses or even village people who have had some training. Only the more serious cases are referred to a doctor or hospital.

Here are some examples of the kind of work village health workers do:-

1. Treat common diseases.
2. Vaccinate children against TB, typhoid, etc.
3. Visit someone who is ill to see he is taking the prescribed medicine and following doctor's advice.
4. Check pregnant mothers, advising them on diet and sending them to a doctor if they are weak or likely to have problems.

In some programmes, health workers teach people some of the causes of disease and how to prevent it. Mothers learn, for instance, what kinds of local food are good for their babies; that drinking water should be boiled, and everything that comes in contact with their babies kept clean. A special check is made on children under five to see they are making good progress.

The best health care programmes encourage people to take responsibility for their own health. For instance, the villagers provide a building for a clinic if it is necessary, and though they are poor, they are asked to pay as much as they can for the services they get. In some areas, villagers, newly aware of the causes of disease, work together to build wells and latrines. In others, vegetable gardens have been started in an effort to give children some variety in their diet.

Do we have something to learn from these programmes?

Working in a group of 3 or 4, draw up a list of how many times in the past year you have visited a doctor, and for what reasons.

1. How many times did your group visit a doctor when a visit to a trained nurse would have been sufficient? [Express your answer as a % of total visitors or visits if you can.]
2. On what occasions do you think you ought to see a doctor rather than a trained nurse?
3. Why do many people prefer to see a doctor rather than a trained nurse?
4. Would you consider becoming
 - i) a doctor,
 - ii) a nurse?
 Give your reasons.
5. Make a list of the reasons why it might be better for the government to train more nurses.

Reviewing key questions

The Geography National Curriculum recognises the value of questioning, on the part of the student, as a learning strategy by advocating an enquiry approach.

We found it useful to structure the questioning of lesson content for ourselves.

The four key questions from page 8 have been used, below, to explore *Health - what kind of service?* and its potential for a development education approach to geography.

Besides providing the students with a study based in an economically developing country, *Health - what kind of service?* has the potential for students to explore their own values and attitudes, and those of others.

In the section on Assessing and Evaluating [pages 98-101], we have used *Health - what kind of service?* to develop our ideas on assessment, evaluation and values.

Health - what kind of service?: A review

In what ways is the environment being used/changed and what resources are being exploited/developed?

How much use is being made of local resources?

How much influence do outside ideas/people have?

Is the system sustainable?

What obvious patterns of social/spatial inequality exist?

Is health care equally available to all - regardless of location, knowledge, wealth?

Will the system increase or decrease inequalities?

Who benefits/loses from the system?

What change has/is taking place?

How far are the changes the result of local/outside initiative?

What attempts have been made to supplement local skills/knowledge with those from outside?

How are the people being affected by the changes? For better? For worse?

Who owns and controls the land, buildings, enterprises? Who holds the power?

What is the role of locals in decision-making?

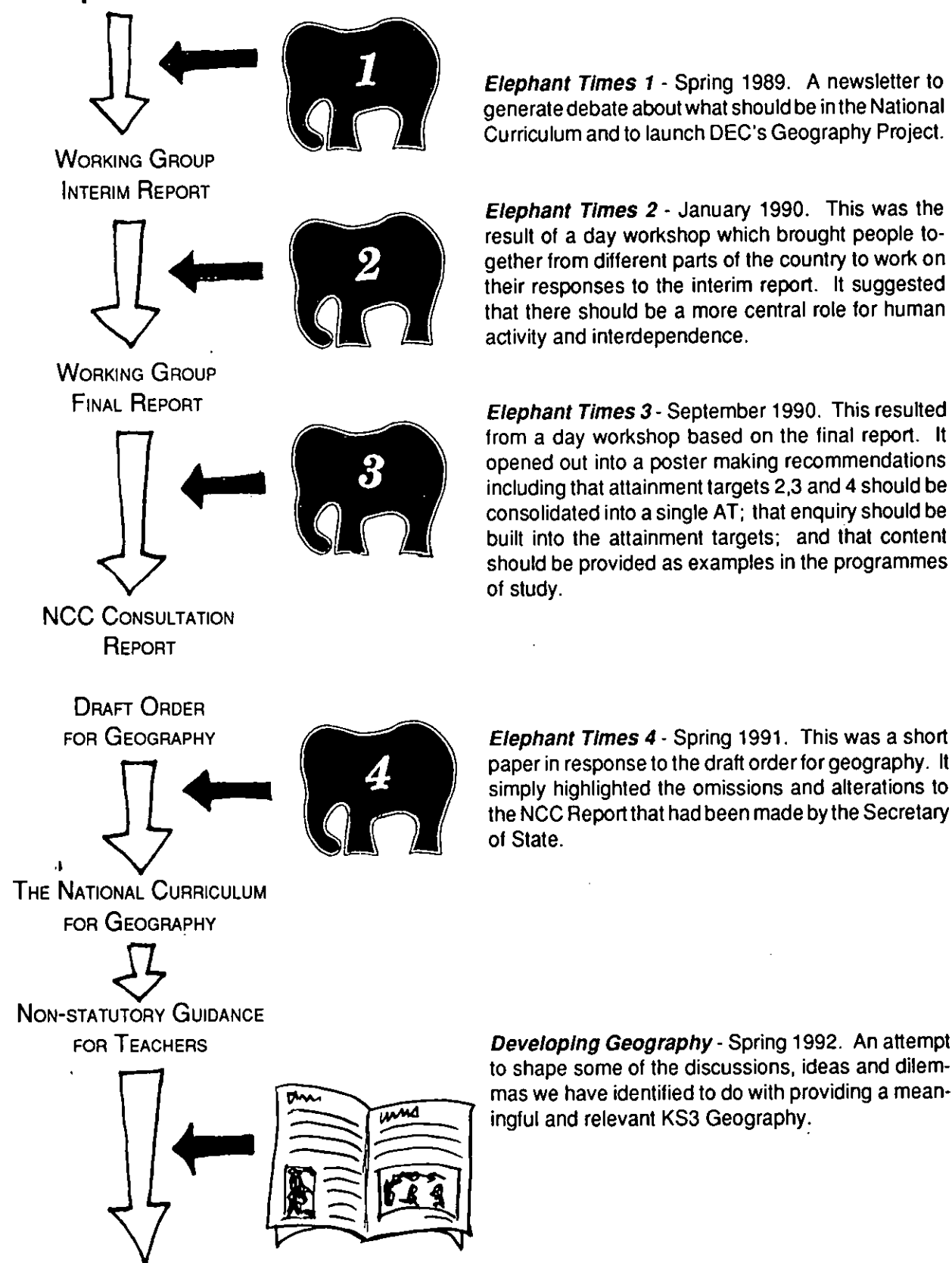
Who controls and organises the resources?

Are the feelings, needs and wants of the locals taken into account?

DEC's Geography Project

National Curriculum process

Project process



THE GEOGRAPHY NATIONAL CURRICULUM

Much of the work for this publication has taken place in a climate of change - much of that change resulting from the development and introduction of the Geography National Curriculum.

It is a challenge to use the Geography National Curriculum in a way that is useful and stimulating. In this section we begin to approach that challenge.

It is a relatively simple task to criticise the *Geography National Curriculum*. However, it is the classroom teacher who has to work with the document and ensure that students experience a geography that:

- has critical enquiry at its centre
- encourages them to question
- encourages them to explore alternatives
- is concerned about development
- fosters an interest in the quality of life experienced by different people
- helps them discuss issues freely and rationally.

As a first step towards these goals we considered the *Programme of Study for Key Stage 3*, identifying where a development education approach could contribute effectively.

On the following pages we provide our initial thoughts, indicating where individual pages of this book are of direct relevance.

Working in groups of 2 or 3, we found this activity a useful way of familiarising ourselves with the document. As an inset activity, it allows teachers to explore the National Curriculum with the support of colleagues.

Exploring Key Stage 3

Page 71+

Page 44-45

See page 66-69

See page 34-39

How do map projections influence/reflect our images of the world?

"Should be taught" - what does this phrase say about the type of education the National Curriculum is offering? What, as teachers, should our reaction be? See pages 4-5 and page 8.

Geographical skills

PROGRAMME OF STUDY FOR KEY STAGE 3 – LEVELS 3 TO 7

- 1 An enquiry approach should be adopted for classroom activities, and work outside the classroom should be undertaken when appropriate. Enquiry should be supported by the use of secondary sources. Pupils should develop skills in interpreting data from statistics, diagrams and maps. Pupils should be given opportunities to use information technology (IT).
- 2 Pupils should be taught to:
 - make accurate measurements of geographical features and conditions;
 - select relevant information from sources, for example, maps, diagrams and statistical tables;
 - identify and describe geographical patterns and explore geographical relationships.
- 3 Pupils should be taught to:
 - measure and record the weather using direct observation and scientific instruments and procedures, for example, maximum and minimum thermometer, rain gauge, anemometer, wind vane and barograph;
 - use letter and number co-ordinates and four-figure and six-figure grid references; use conventional 1:50,000 or 1:25,000 Ordnance Survey map symbols with the aid of a key;
 - find information in an atlas using the index and contents pages; and use longitude and latitude to locate places on atlas maps;
 - follow a route on an Ordnance Survey map and describe what would be seen;
 - determine the straight line distance between two points on a map; and plan routes and measure their distances using maps of appropriate scales;
 - use maps as an aid to selecting suitable locations for an enterprise, for example, with the assistance of a computer model to match locations to criteria specified in advance;
 - use and interpret relief maps and extract information from maps showing distribution patterns;
 - compare the appearance of maps drawn using different ways of projecting the globe onto a flat surface;
 - compare a vertical aerial photograph with a map of the same area, identifying features that are evident on both;
 - make and use maps of short routes and small areas using symbols with keys to show features;
 - draw, to scale, cross-sections of small-scale features using their own measurements taken outside the classroom;
 - draw annotated field sketches to record and interpret landscapes;
 - locate their position and features outside the classroom using a large-scale map;
 - use a map and compass bearings to follow a route.
- 4 Pupils working towards level 7 should be taught to:
 - draw from a 1:50,000 or 1:25,000 Ordnance Survey map an annotated sketch map, showing relationships between human and physical features;
 - interpret synoptic charts and images of cloud patterns obtained from weather satellites;
 - use satellite images to identify and interpret patterns in physical and human geography;
 - interpret topologically transformed maps, for example, maps based on travel time distances, maps with territories drawn to scales that reflect population sizes;
 - interpret and identify geographical relationships between patterns, using appropriate diagrams.

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What balance?

Who decides what is relevant?

PROGRAMME OF STUDY FOR KEY STAGE 3 – LEVELS 3 TO 7 (continued)

Places and themes

- 5 Pupils should acquire knowledge and gain understanding about places and themes, as required for Attainment Targets 2, 3, 4 and 5. Pupils should learn to obtain relevant information, and how to develop forms of thinking and reasoning that enable them to interpret and make sense of that information and to acquire understanding.

The major focus of Attainment Target 2 at Key Stage 3 is on regional and country studies. The choice of places studied should provide contexts in which to develop the thematic studies required for Attainment Targets 3, 4 and 5, but the choice should not be limited to these. A balance should be struck between examples drawn from the United Kingdom and from other parts of the world. Topicality should be a factor in selection.

Places

- 6 Pupils should learn to identify, on globes and maps, local places, places that are frequently in the news, and places they are studying. They should be taught to:
 - identify on globes or maps the points of reference specified on the six maps at the end of the programmes of study;
 - name and locate on a map the constituent countries of the United Kingdom and mark on a map of the British Isles approximately where they live.

- 7 During Key Stage 3 pupils should study:

	Levels				
Localities	3	4	5	6	7
the local area		•	•	•	•
a locality in an economically developing country		•	•	•	•
a locality in a European Community country outside the UK				•	•
Regions					
home region			•	•	•
Countries					
European Community country and theme					
economically developing country					
USA/Japan and USSR				•	•

- 8 Pupils should be taught:
 - that their local area can be considered as part of a region;
 - to identify the main features of the home region and describe how they are inter-related;
 - to use correct geographical vocabulary to identify types of features and activities in the local area;

42

Role of the media in setting the news agenda. See pages 64-67

"Study"? A common study approach? It is important to explore common questions, see page 86.

Locality studies are essential at all scales?

Is the local area "typical" of the region?

The local area and home region

How to define local area/home region?

What about linkages?

See pages 42-43

Exploring Key Stage 3

Good!

1. Places current developments in historical context
2. Explores development processes and their effect on people and the environment, see pages 72-75

See page 85

Danger of stereotyping
see pages 26-33

Role of power
structure?

A lot of potential for
geography as a
challenging subject

I thought Britain was
an economically
developing country!

Why these 12 countries?

Excellent!
Common questions, see
page 8. But we need to
recognise "local views"
see pages 34-39.

Economic - land ownership -
wealth distribution.
See pages 76-79

Spatial/functional/
economic/social

Decision making based on personal values
and attitudes - people's perceptions.
See pages 25-45

What about the
role of profit?

PROGRAMME OF STUDY FOR KEY STAGE 3 - LEVELS 3 TO 7 (continued)

- to explain where economic activities are located in the local area and offer reasons for these locations; and to explain the relationships between land-use, buildings and human activities in the local area;
- to analyse factors which have affected the development of the region and to consider how far the present character of the region is influenced by the past;
- to examine the effects of changes in the region;
- to apply to the region the concepts of formal, nodal and administrative regions.

9 Pupils working towards level 7 should be taught:

- the processes leading to stability and change in the home region, including those resulting from decisions taken at local, regional, national or international levels;
- the criteria which can be used when defining the extent of a region.

European Community

10 Pupils should be taught:

- to investigate the physical and human features of one country in the European Community, selected from France, Germany, Italy or Spain, which give rise to the country's distinctive characteristics, regional variety and sense of identity;
- how the occupations, land-use and settlement patterns of a locality in the country selected are related to the area's environment and location;
- to identify the regions within the country selected and to compare and contrast two of those regions.

11 Pupils working towards level 7 should be taught:

- to undertake a study of one of the following themes in relation to the European Community as a whole:
 - changing patterns of agriculture;
 - patterns of population migration in and between European Community countries;
 - patterns of regional development; or
 - tourism;
- the effect of developments associated with the theme selected on three areas in different parts of the European Community.

12 Pupils should be taught:

- the geographical features and conditions of an economically developing country selected from Bangladesh, Brazil, China, Egypt, Ghana, India, Kenya, Mexico, Nigeria, Pakistan, Peru or Venezuela;
- to describe the features and occupations of a locality in the country selected and compare them with those of the local area; how the locality has changed as a result of human actions; and to investigate recent or proposed changes in the locality;
- to examine the impact of landscape, weather and wealth on the lives of people in a locality in the country selected;
- how the occupations, land-use and settlement patterns of a locality in the country selected are related to the locality's environment and location;
- to outline the distribution of population in the country selected and how this is influenced by the features of and conditions in the country.

13 Pupils working towards level 7 should be taught to:

- evaluate the extent to which the country displays the characteristics of development

43

See pages 6-7

Explore characteristics
of development,
see pages 80-83.

Responses to political/social/
economic/natural factors

Why treat the two groups of countries
differently? Common processes,
common questions, see pages 85-87.

Equal opportunities?
The role of women/minority groups/
children?

Explore our images of
these places.
See pages 28-33

Remember people!
See pages 40-41

How sustainable?
Who controls
exploitation?

Are these the only
important links?
See pages 89-93

Political background
and wealth affects
response,
eg earthquakes in
Mexico and
San Francisco.

PROGRAMME OF STUDY FOR KEY STAGE 3 - LEVELS 3 TO 7 (continued)

USA, Japan and USSR

14 Pupils should be taught to:

- undertake a comparative study of the USA, Japan and USSR at a general level, as regards their comparative area, location, population, economic activities and output, physical features and trade;
- for one of these countries, investigate:
 - the location and development of manufacturing industry; and
 - the development of energy resources and trade in fuels.

15 Pupils working towards level 7 should be taught:

- about environmental problems associated with the development of industry in the country selected;
- how sources of energy have influenced the location and development of manufacturing industry in the country selected.

International trade

16 Pupils working towards level 7 should be taught to:

- analyse the patterns of trade between individual countries, including the types of commodities traded.

Physical geography

17 Pupils should be taught:

- to identify and describe landscape features, for example, a river, hill, valley, lake, beach, with which they are familiar;
- how site conditions can influence surface temperatures and affect wind speed and direction and the effect of different surfaces and slopes on rainwater when it reaches the ground;
- the nature and effects of earthquakes and volcanic eruptions, and how the latter produce craters, cones and lava flows; and to investigate the global distribution of earthquakes and volcanoes and how this relates to the boundaries of the crustal plates;
- the landforms associated with either:
 - river channels and river valleys, for example, valley slopes, spurs, flood plains, channel features, meanders, waterfalls and gorges; or
 - coasts, for example, cliffs, wave-cut platforms, stacks, beaches and spits;
- physical processes which can give rise to one type of natural hazard and how people respond to that hazard;
- the main features of river systems and river basins, the causes and effects of river floods and methods used to reduce flood risk; and to examine evidence that rivers, waves, winds and glaciers erode, transport and deposit materials;
- the main components and links in the hydrological cycle;
- the difference between weather and climate;
- the effects of relief, convection and fronts on rainfall;
- seasonal patterns of temperature and rainfall over the British Isles;
- about weather conditions in different parts of the world;
- to compare the main characteristics and distribution patterns of the British climate with three other types of climate and investigate how these are influenced by latitude, the distribution of land and sea, major relief features and prevailing winds;

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Enquiry approach/skills

Good!
Management of natural systems
Local: micro climate of school
Global: monsoon in Bangladesh

Exploring Key Stage 3

Study processes in context of development issues - eg Aswan Dam, global warming.

Issues linked to land ownership

How can we make this meaningful and useful to pupils? This is the major theme of a development education approach to geography.

Economic/social/political/natural factors

This should also reflect personal reactions to local and global forces and equal access to opportunities.

See page 42-43

A local issue or a global one?

See pages 9-15

Key to local/global food supplies

Impact of human action such as resources development.

PROGRAMME OF STUDY FOR KEY STAGE 3 – LEVELS 3 TO 7 (continued)

- the effects of frost action, chemical and biological weathering, for example, on roads and buildings, and the distinction between weathering and erosion;
- to investigate and compare the colour, texture and organic content of different types of soil;
- the characteristics and distribution patterns of three types of vegetation, for example, coniferous forest, Mediterranean woodland and scrub, tropical desert, savanna grassland or tropical rainforest, and how one of these types relates to environmental conditions and processes, including climate and human actions.

18 Pupils working towards level 7 should be taught:

- the processes which form the features associated with either:
 - a) river channels and river valleys; or
 - b) coasts;
- the factors that influence stream flow in a river basin;
- how the weather of the British Isles is influenced by anticyclones and depressions, using their own observations and simple weather maps; and how weather conditions at a particular time relate to a synoptic pattern;
- the causes and effects of soil erosion, and why some places are especially vulnerable.

19 Pupils should be taught:

- to examine and seek reasons for changes in the population size of regions and countries; to examine the global distribution of population, and to give reasons as to why some regions have high population density whilst others have low population density;
- why people move homes, for example, change of employment, retirement, marriage, to find a bigger or smaller home or a more attractive location, emigration, famine, war;
- why different means of transport may be used for different purposes and how people and goods transfer from one means of transport to another;
- to study a route linking two places and understand why roads and railways do not always take the shortest route between the places they link;
- to compare different transport networks and the effects of changes in these networks;
- to consider the advantages and disadvantages of forms of transport, and how these change as a result of technological and other developments;
- the layout and functions of a small settlement, or part of a larger settlement, and evaluate the impact of any recent or current changes; reasons for the location and growth of individual settlements and the benefits and problems accompanying growth; and how the functions and origins of settlements may be revealed by their features;
- the concept of a settlement hierarchy and to apply this concept to an analysis of the distribution of shopping centres of different sizes in specific places;
- to compare how goods and services are provided in settlements of different sizes;
- to investigate types and patterns of land-use in farming, manufacturing industry and the retail industry;
- patterns of urban land-use and the issues that arise as people's requirements change and settlements age; the reasons for different uses of land and for the location of different types of economic activities; and why economic activities may develop in particular locations and to consider the advantages and disadvantages of locating similar economic activities in the same places;

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Must ensure a global perspective

Role of transnational companies and non-governmental organisations

Local/global/climatic/economic/political

What about differences in power?

Differences between groups in same locality - see for example pages 76-79 on Brazil.

Approach local to global as well as global to local. See pages 85+

PROGRAMME OF STUDY FOR KEY STAGE 3 – LEVELS 3 TO 7 (continued)

- how land is used in different ways and why different amounts of land are required for different purposes; to study a particular issue which demonstrates how conflicts can arise over the use of land;
- to compare differences in economic development and welfare in different parts of the world.

20 Pupils working towards level 7 should be taught:

- to analyse the causes and effects of a recent large-scale migration of population;
- the economic and social consequences of developments in communications and transport systems;
- the processes leading to changes in the layout and function of towns and cities, and their effects on different groups of people;
- to analyse the proportions of the populations employed in primary, secondary and tertiary industries in different countries and how these proportions change over time;
- to analyse changes in the distribution of two types of economic activity; and the effects of such changes.

See pages 62-63

See pages 80-81

See pages 42-43

Topicality

Quality of life/working conditions

Effect/consequences for whom? And how do you measure "effects" anyway?

Ownership?

Who pays?

Local/global effects

Personal action

Where? By whom? Why? Who benefits? [Who loses?]

Environmental geography

21 Pupils should be taught:

- how the extraction of natural resources affects environments, for example, quarries, mining;
- the differences between manufactured goods and natural resources;
- about fresh water sources and means of ensuring a reliable supply; why rivers, lakes and seas are vulnerable to pollution and to investigate ways in which pollution can be prevented;
- the differences between renewable and non-renewable resources;
- the effect on the environment of the development of at least two energy sources;
- ways in which people look after and improve the environment; some of the ways in which damaged environments can be restored and damage prevented; and to consider whether some types of environment need special protection;
- how attempts to plan and manage environments can have unintended effects, using case studies;
- how areas of great scenic attraction can give rise to conflicting demands on them and the issues which arise as a result.

22 Pupils working towards level 7 should be taught:

- the effects of developments in technology on the exploitation of natural resources and the management of environments;
- how some leisure activities can harm areas of great environmental value, and to analyse solutions to this problem;
- about possible causes and potential effects of global environmental change by reference to particular places.

46

What is an issue? See page 71

Equal access to leisure in differing localities

Which places? Links between places? See pages 71+

Scale of case studies

"Here-put this over your head.
It's a new visual non-aid that
will help you study value-free
geography."



EXPLORING ATTITUDES

It is not possible to eliminate the influence of values and attitudes from the classroom any more than it is possible to remove them from the geography curriculum. In this section we discuss the means by which teachers can help students explore their own values and offer a unit of work that puts our ideas into a classroom context.

Teaching is a value-laden activity occurring in a value-laden environment.

The relationship between teacher and student is a reflection of the values that society and its individual members hold.

The organisation of the classroom, the school and the curriculum, is an expression of such values.

Geography cannot be an objective study; even the selection of content is based upon the perceptions of a person or group of people - be that the teacher, an examination board or a DES official.

The means by which content is taught, the resources used and the assessment procedure are similarly 'flawed'.

"Geography is the study of the world as people think it is, a world of viewpoints, values, interpretations, misconceptions. In fact there is no other world for geographers to study."

Patrick Bailey, TES, 29.3.91.

We believe:

- that as teachers we need to recognise our own values and attitudes as a preliminary to assisting students to recognise their own.
- that students should be encouraged to explore their own values and attitudes.
- that it is possible to help students examine assumptions and search for alternatives.
- that teachers inadvertently promote their own values in the classroom.
- that "What is needed is the adoption of values that represent our aspirations for social change; in other words, a fundamental reform of the social and spatial systems in favour of the disadvantaged".
[Eyles in Rex Walford's Signposts for Geography Teaching, Longman 1981]

Brainstorming, photo images and labelling

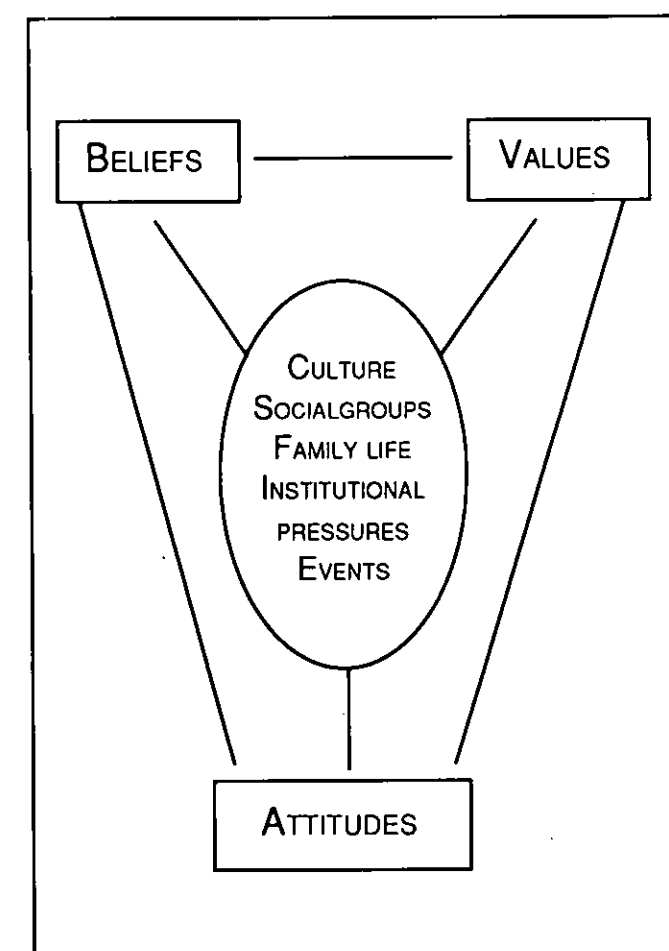
Values are formed as a result of our experiences, both personally and as members of groups within society. The culture into which we are born, major events and catastrophes, our family and friends, and institutional pressures all influence the values that we hold and the assumptions we make.

The Programme of Study for Key Stage 3 requires our students to consider:

- "... the effects of changes" in the home region,
- "... the effects of developments" within an EC country,
- "... the characteristics of development" of an economically developing country.

When looking at change, development and environmental issues, our students will do so in a values framework.

Students and teachers bring knowledge, skills and attitudes to school. We must recognise that they cannot leave part of this package 'at the door', as they can with wet coats. This package will affect what goes on in the classroom.



We have attempted to give some indication of the attitudes we wish to promote [see page 2], particularly concerning people and society, namely:

- all people are of fundamentally equal value and deserve equal life chances;
- empathy is a quality which should be encouraged;
- anti-discriminatory policies should be supported;
- exploitation or oppression of persons for any reason should be exposed and criticised.

However, most, if not all teachers have at some time been faced with a student whose behaviour is in direct opposition to these qualities.

It may be beyond the scope of the individual teacher to cope with an overtly discriminatory action, such as a racist comment directed at a class mate, or a refusal to work in a group, or with a particular group member, on the basis of gender. However, such behaviour must be challenged.

Such instances should be subject to a procedure that is known to all staff and students as outlined in a whole-school equal opportunities document. The operation of the policy protects all involved in the incident, provides the teacher with the confidence to handle the situation, and signals to all that such behaviour is unacceptable. We recognise that not all schools have a procedure to cater for discriminatory action, and that an individual teacher will have to consider how to react.

The opposite page could be used as an Inservice activity, encouraging staff to consider their own reactions to an incident, and perhaps generating discussion about their whole-school approach to such matters.

How would you respond?

1. Following a lesson on an aspect of India, students have taken textbooks so that they can complete their homework. After the books have been collected in, you use them with another class and on distributing them to the second class, one of the students draws your attention, and that of the rest of the class, to one of the books. Several of the pages have been defaced with racist comments, and photos have been annotated in a similar manner.

**How do you react with that class?
What action do you take with the class that had the books for homework?**

4. Close to the school there is an area of open space that has recently become the home for 15 or so travellers. There are some children in these families, but they do not attend your school. You are aware of some bad feeling towards the travellers in your class, and during a lesson on local industry and employment, there are several comments about "dole-dodgers down the field", and "nicking lead off the roof".

What have you to say on the subject?

2. On a residential fieldtrip, you have drawn up a rota of duties - washing up after meals, sweeping dorms, making packed lunches, etc. A group of 3/4 boys make their feelings known about 'women's work', make fun of any other boy they see carrying out duties, and finally refuse to wash up after an evening meal.

What's your reaction?

5. During a lesson on earthquakes, discussion begins as to the role of emergency aid. This soon develops into a much wider discussion about aid in general. Many of the class take the position 'Charity begins at home', arguing that "There are lots of poor people in this country who need looking after", whilst others oppose this idea.

What action do you take?

3. A unit of work involves role playing a public enquiry into a plan to build a hypermarket on a local piece of open space. The class has been working in groups representing different interested parties, and each group has selected one person to present their case to the local planners - also a group of students. The chief planner [elected by the other 'planners'] is black.

As the role play begins, one of the class says, in a loud voice, "That's stupid whoever heard of a black chief planner? Chief of a tribe maybe".

How do you react?

6. You believe that one boy in your class, whose family originates from Greece, has never fully integrated into the class. You think that he is often the butt of jokes, and of late, these jokes are becoming racist. It seems that he is becoming increasingly withdrawn, and that his work is suffering.

What would you do?

Expectations and images

The first step towards recognising attitudes is to provide a structure in which students can express their own assumptions and attitudes. This will help them become aware of their assumptions, as well as enabling the teacher to take them into account when planning.

Outlined on the following pages are a series of activities which illustrate some ideas for attitude exploration.

'Expectations' is an activity giving students an opportunity to express their ideas about an area of the world, eg India, or a topic which is about to be studied. The views that are expressed will give an indication of the attitudes that students may have towards the subject and also any knowledge they have about it.

'Expectations' enable the teacher:

- to find out what the students already know about the subject;
- to gain some indication of the students' attitudes;
- to introduce discussion techniques;
- to establish the idea that students can learn from each other.

It is useful to introduce the topic by using leading questions. These provide a trigger for the students' thoughts. It is important that these questions should enable an open-ended response. For example:

- Has India been in the news?
- What countries have been mentioned particularly, and why?
- What is India famous for?

Brainstorming attitudes

Students work together in pairs. They share their ideas verbally in a short 'brainstorming' session. This requires students to put forward as many ideas as possible about the subject, in a short space of time, without comment or discussion. These ideas can then be shared briefly with the rest of the class, the teacher taking note of any major questions/issues that are raised. These can then be followed up later in the course.

This short 'brainstorming' activity can also be used as an introduction to a questioning 'game' or as a precursor to viewing a film or other visual resource.

IMAGES OF INDIA 12-13 YEAR OLDS

There are some very crowded cities, eg Calcutta, Bombay, Delhi.

Many people live in mud huts in villages. Some live in brick houses.

They probably live in tribes.

They wear sandals, saris and the men wear turbans.

The women have red spots on their foreheads.

India is famous for curry and hot spiced food.

The people eat with their hands.

People mostly travel on foot or on donkeys.

There was doubt as to whether the children went to school.

Health standards are poor. The water is unreliable or non-existent.

People grow their own food and hunt animals. Many are farmers.

There are several different languages.

Christmas must be celebrated sometime, but the religion in India is different to ours.

The weather is hot.

[Students were undecided as to whether there was a lot of, or very little rain. They were also unsure as to whether India contained a lot of desert, and whether they grew trees or not].

Questioning 'game' procedure

For the questioning 'game' students are told that they have been landed by parachute in India. They are asked to discuss with a partner the things that they would want to find out and each writes a list of the questions they would like answered. These are useful for finding out the things that are of concern to the students and for reference at a future date to see whether students' ideas, images and attitudes have altered as a result of the course.

This part of the activity enables students to:

- share ideas with their peers;
- discuss attitudes and opinions informally;
- explore images in more detail.

The final part of the session gives students a chance to share their ideas, attitudes and images of India with the rest of the class. Selected lists are read out and students are allowed to comment on how their questions agreed or disagreed with those that have been read aloud. Students are encouraged to make observations on the comments of their class mates.

The final section of the activity:

- helps participants to discover areas of agreement/disagreement;
- encourages students to listen to each other;
- gives opportunities for students to respond to each others' ideas;
- clarifies the participants' learning needs.

What do you expect?

We are going to look at _____ in our Geography lessons in the next few weeks.

1] Has _____ been in the news papers recently?

What for?

2] Have any particular places been mentioned?

Why, what happened?

3] What is _____ famous/well known for?

Now get into **pairs**. You have a few minutes to get as many ideas or questions about _____ as you can think of! Imagine you have just landed in _____ by parachute, what would you most like to know about the area, and the people?

List of questions

-
-
-
-
-
-

A student prompt sheet for the questioning game.

Where do our images come from?

At a later stage it may be useful to return to these initial images and ask the question - *where do our images come from?*

A useful way of involving a class in discussion about this is to use activities such as those on this page as an introduction to a film.

"I am going to show you a film of life in an Indian village. Imagine, in groups, what it will be like".

Each group may assume a different emphasis. These ideas can be shared, without comment before the film. The film will be received with more 'open eyes'.

After the film the group can consider ways in which it differed from their expectations - and ways in which it was the same.

Photo-images and attitudes

This activity is a technique for becoming aware of how attitudes and expectations affect what we see. It shows how interpretation of visual images can be biased by what we expect to find in the images portrayed.

A slide or photograph can be used. You may feel that a photograph in a set of text books is more manageable than a single image, which may not easily be visible by all of the class, or requires the setting up of equipment.

Ideal images are those which show a contrast between modern and traditional aspects of life, or challenge stereotypes; for example the following selection from a number of photopacks:

- *Water**, DEC No. 20
- *Doorways**, IYSH/Save the Children No. 24
- *Working now**, DEC pack of 16 photos
- *Doing things**, Trentham Books pack of 24 photos
- *Fala Favela**, DEC pack of 24 photos
- *Images of Africa and Britain**, Action Aid
- *A tale of two cities**, WWF
- * *City images**, DEC

The activity enables the teacher:

- to learn more about students' reactions to modern and traditional aspects of life;
- to assess their attitudes towards wealth and poverty;
- to recognise the stereotyping and prejudices to which the pupils have been exposed.

Procedure for activity

Several members of the class [up to six] are asked to leave the room.

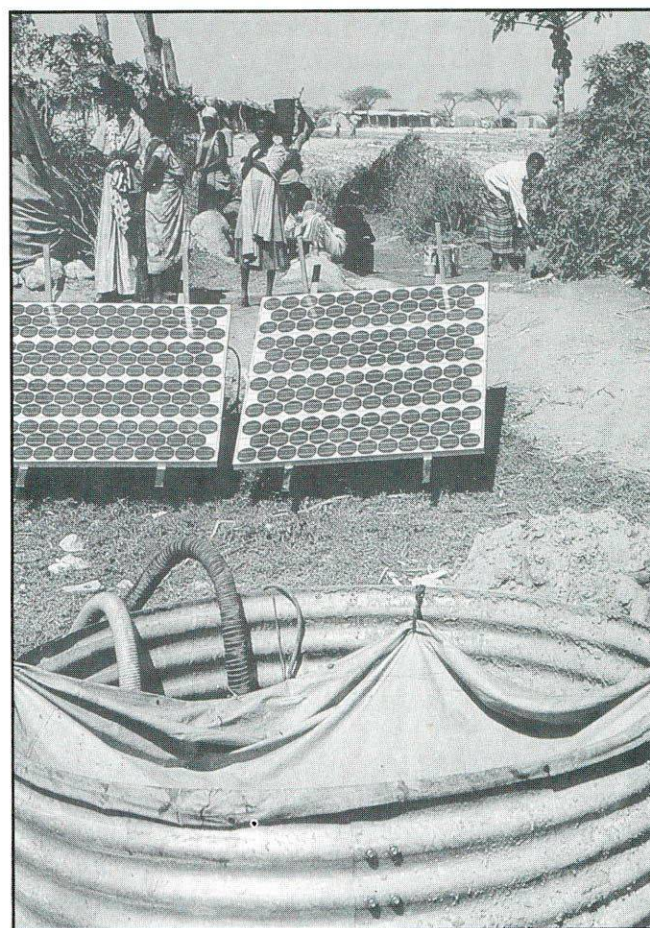
The image is shown to the remainder of the class.

After they have had time to assimilate its content, the image is removed.

One of the pupils is asked to return and the class describe what they have seen.

The second outsider returns and the first describes what s/he has just been told.

This process continues, bringing one person at a time, until the 'image' has been described to all those who had been asked to leave.



From DEC's Water Pack

While the descriptions are being given, the observers [ie the remainder of the class] note which features have been transmitted accurately, which have been changed and the details that have been omitted.

The whole class is then asked to look carefully at the image. Students will probably be amazed by what is actually shown on it. Both what they have remembered, and what has been described may have little relationship to the original photograph.

The activity concludes with discussion about the changes, 'misinterpretations' and differing points that have emerged regarding the original image.

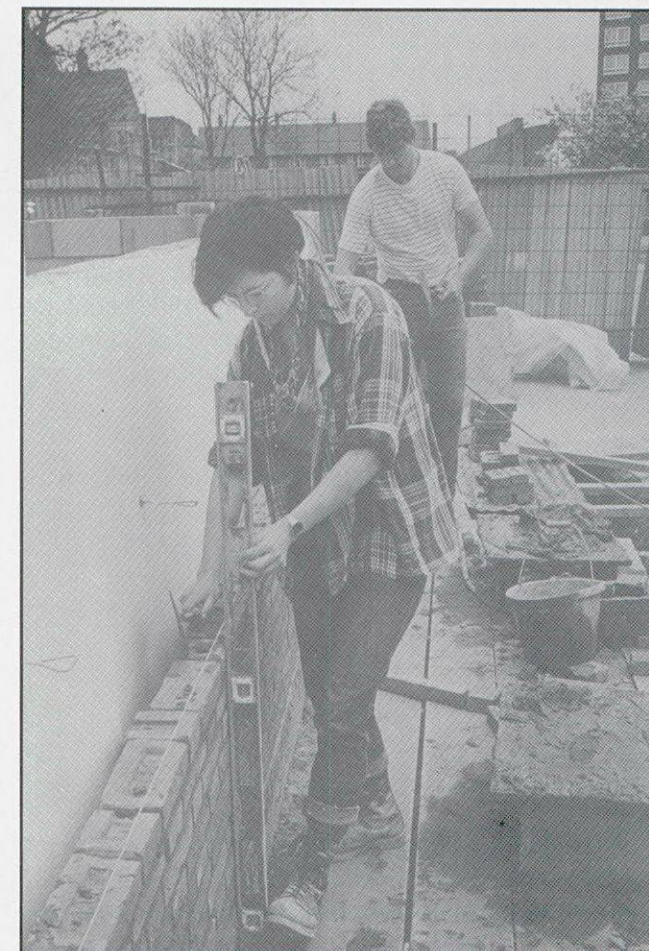
The activity enables students:

- to respond in their own terms;
- to become aware of their own attitudes to the place/issue/people;
- to recognise the different viewpoints expressed by their peers.

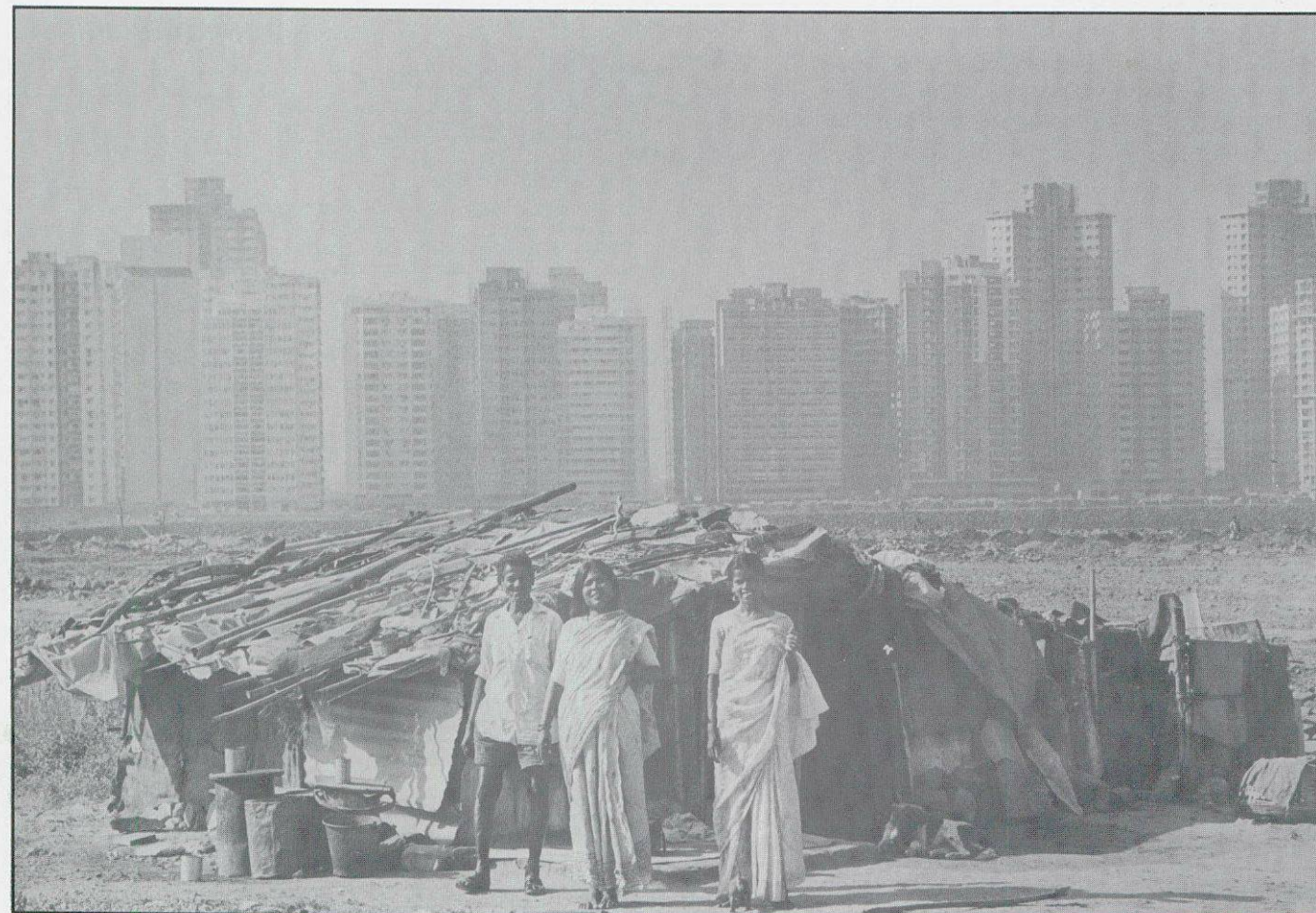
Members of the working group found that students reacted very favourably to the activity described opposite. They enjoyed the 'game' and became very involved and observant. The activity showed how the attitudes of the students were reflected in the details that they selected to pass on. Information which students considered important because they could relate to it in some way was remembered and passed on, but many factors were either consciously or inadvertently ignored.

One teacher varied the game by asking the students to draw the things that were being described. This led to some very revealing and amusing results.

Overall, it was felt that this activity was one which should be recommended, because it was simple to operate, gave opportunities to practice the principles considered important by the teachers involved in the project, and was enjoyed by the students.



From DEC's Working Now



From IYSH/SCF Doorways

Labelling attitudes

An activity which involves offering students labels which they then link to places has the advantage of avoiding the problem of giving the student the idea that you are seeking a particular answer.

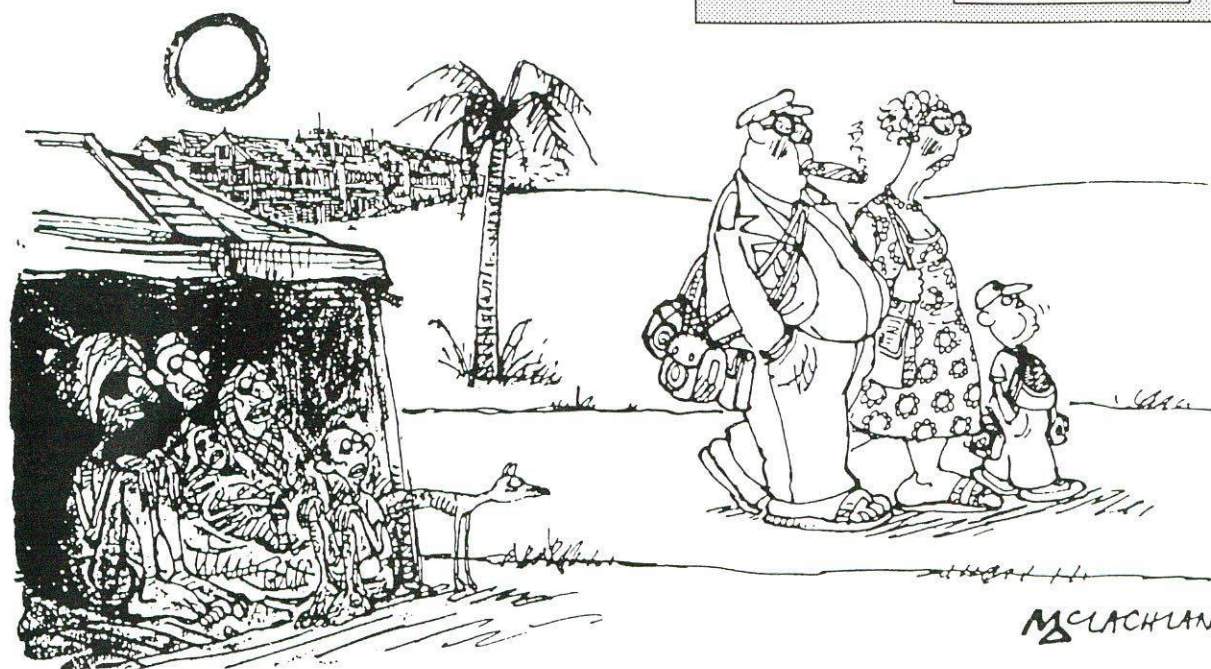
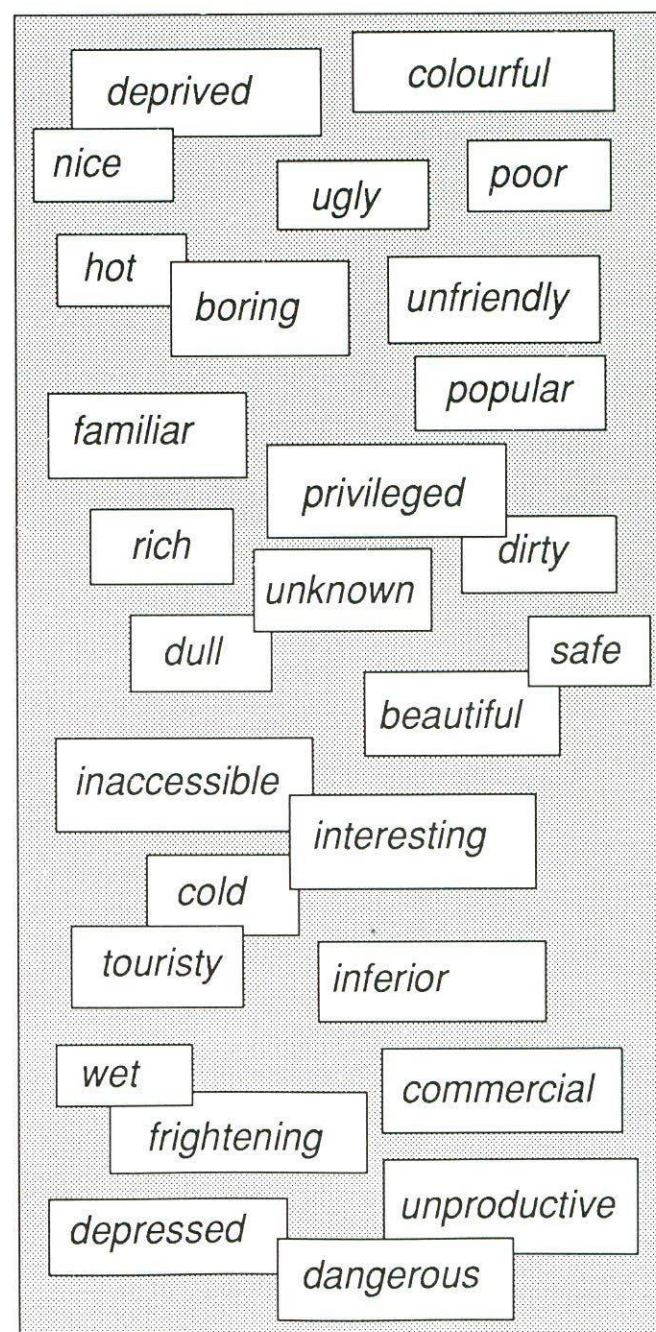
A collection of emotive adjectives, [both positive and negative] such as those on this page, is prepared. This could be done using this list or by brainstorming a list from the students. Each small group could choose ten words which they could write on a scrap of paper and then place on a world map. This could be an outline map or one in an atlas.

This activity has been used by teachers focusing on the students' own area or city, and as a means of generating thought and discussion about more distant places.

Each group is then asked to discuss their map with a view to reporting back to the class:

- which adjectives have they used?
- where have they placed them?
- which labels were difficult to place?
- which places are difficult to label?
- did they think of new words they would add to the list?

The feedback from groups could be put together on one map to review the main patterns. It would then be useful to discuss the differences and similarities. Do any raise strong opinions? Are the views expressed justified? How? From whose point of view? Where do our images come from?



"Poor devils - another year under the threat of nuclear war."

Myth-busting

"Learning begins with unlearning, myths must be unlearned before complexity can be understood."

It is possible that a student may express an attitude the teacher cannot condone; there are likely to be more students who hold beliefs of a similar nature.

Prejudiced views may be countered if the teacher is able to introduce evidence that encourages the student to reconsider - the teacher may well have to become a myth-buster.

Inappropriate labelling and incomplete or false images perpetuate popular myths.

Popular Myth	Comment
All the 'Third World' is overpopulated because it cannot support its people properly.	Much of the Third World has been exploited eg by European/wealthy landowners, so that the people no longer have the resources or land to use for themselves.
People become poor because they have too many children.	Children are needed to support the family and look after the elderly. Many die in early childhood. A large family means that more survive to work.
Birth control would solve the population crisis.	Is it right to restrict a parent's right to decide on the size of their family?
If people in the 'Third World' had fewer children they would have more resources.	The distribution of resources needs to be considered. Who controls the distribution? Each child born in an industrialised country consumes 20-40 times as much as a child in the 'Third World'.
If people had fewer children they would be wealthier.	Evidence shows that the security of a good income, healthy standards of living are necessary before people are ready to reduce family size.
Aid is a 'gift' to countries in need.	In reality over 70% of aid to India, for example, takes the form of loans which have to be repaid. Much aid is tied to being spent in the donor country.
People are hungry because there is not enough food.	This is untrue; there is enough food for everyone; the problem is related to distribution.



Source unknown

Case study: Exploring Brazil

On the following pages we have attempted to use some of the classroom techniques which encourage students to explore their own expectations and preconceptions, in the context of a unit of work presented in *Geography for ages 5 to 16 - The Final Report of the Geography National Curriculum Working Group*.

The authors of the report agree that it is possible to handle the same topic in different ways, using different materials and methods.

Exploring Brazil is offered in the report as an example of a 10 hour unit of study for Key Stage 3 Year 9 students. It is put forward here in the same context, but we suggest a series of activities which we believe illustrate the benefits of a development education approach to geography, whilst losing none of its geographical rigour.

In its original form, in *Geography for ages 5 to 16*, the unit fails to address issues and the role of attitudes in learning about geography. The activities we suggest here go some way towards rectifying this omission.

In the outline on pages 36-37, whilst maintaining the original unit content, we have substituted different Activities/Methods, and replaced the suggested Relevant Statements of Attainment with those from the National Curriculum.

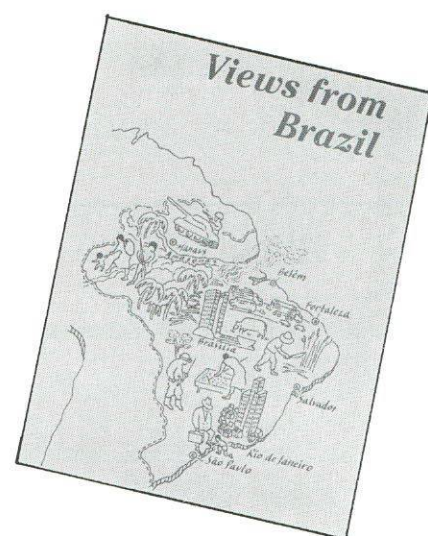
The space available here limits the number of resources we can provide and so a selection of materials for use with some of the activities in the unit can be found on the following pages:

Page 35 Exploring Brazil [Activity 1]
A questionnaire used in an 'Expectations' exercise - see pages 28,29.

Page 35 What would you do? [Activity 3]
Event cards for students to respond to in roles as outlined in the people profiles provided by *Views from Brazil*.

Page 38 Agriculture in Brazil [Activity 4]
Prompt sheet for students' guidance when researching Brazilian agriculture.

Page 39 A final word on Brazil [Activity 7]
An exercise to encourage students to reflect on what they have learned about Brazil and development, and for them to compare their ideas at the end of the unit with what they thought at its onset.



Resources for 'Exploring Brazil' Activities

Activity 1

*Fala Favela** - a pack containing 24 colour photos and support materials dealing with life in Vila Prudente, a favela of Sao Paulo.

Activity 2

*Views from Brazil** - a collection of materials including the personal profiles of 6 individuals forming a cross section of Brazilian society.
Fala Favela photopack.

Activity 3

Views from Brazil, [profiles].
Fala Favela photopack.

Activity 4

Videos *Progress, but who is it for?*, *Amazon Frontier** - 2 programmes from the BBC's Schools Broadcasts series.
*Energy** - an ITV programme in the schools series World Studies.
Views from Brazil, [profiles].

Activity 5

Videos *Progress, but who is it for?*, BBC.
Skyscrapers and Slums, a programme from the BBC's Schools Broadcasts series.
Timelines from *Industrial links** - a DEC publication that looks at the international linkages that occur in modern industry.
Fala Favela photopack.

Activity 6

*Economics for Change 5 - Power and Decision making: Tobacco**.
Video *Progress, but who is it for?* BBC.
*Fighting Back**, Brazil Network.

Activity 1 Exploring Brazil

1. Look at this list of countries.

Brazil U.K. Japan China Greece Egypt

Which of these countries are 'developing countries'?

Explain your answer.

2. Which of these is the odd one out and why?

Brazil Peru South America

3. Has Brazil been in the news recently? If so, why?

4. What is Brazil famous for?

5. What or who are these six 'things'? (All to do with Brazil).

Samba Chico Mendes Pele Copacabana Lambada Amazon

Activity 3 What would you do?

Event card

The City Transport Workers Union calls a 48 hours strike in all Brazilian Cities.

How would this affect ...
the favela dweller?
the plantation owner?
the air traffic controller?

Event card

The price of oil falls on the world market. Petrol and other products, including fertilizer, become cheaper.

How would this affect ...
the plantation owner?
the washerwoman?
the Ticuna Indian?

Event card

After a six month drought, there is very heavy rain in North East Brazil.

How would this affect ...
the settler in the forest?
the air traffic controller?
the plantation owner?

Event card

The Brazilian government begins a major scheme to encourage people to move from the 'overcrowded' areas to 'empty spaces' to farm.

How would this affect the ...
the washerwoman?
the favela dweller?
the Ticuna Indian?

Unit content

What are the characteristics of developing countries? How does Brazil compare with other developing countries?

Activity 1

Where is Brazil? What is it like?

1 1/2 hrs

Activity 2

*[p J denotes a reference to a page in Developing Geography

Activities/Methods

Students complete 'questionnaire' on Brazil/Third World - Brainstorm answers. [15 mins]
Circus of activities [10 mins each]
a) Exercise to generate reaction to/discussion of to 6 photo's of Third World locations. * [p52-57]
b) Structured exercise on 3 indices of development [say, GNP, literacy & Infant Mortality rate]. * [p81]
c) Label world map with selected countries marked and named.

Discussion - "In the Third World....."
"People in some countries....."

[15 mins]

The BBC are to make a film called 'Brazil Today'. The class is split into 4 groups - eg government ministry, tourist board, favela representative and middle class family. Each group is to make a presentation to the BBC about what they believe should be included in the film. Groups to be provided with:

- a) Role card - outlining some 'starter points', concerns, etc.
- b) Access to a bank of resources - atlases, textbooks, photo's and videos.
- Groups to make presentation to BBC [teacher or AOT] and respond to other groups.
- Video presentation?

Relevant Statements of Attainment

Gg 1/4e - use atlases
1/7d - topologically transformed maps
2/7b - characteristics of economically developing countries
6/6f - levels of economic development [part]
1/5d - extract information from thematic maps
1/7e - interpret and identify geographical relationships between variables
2/6c - explain conditions in an economically developing country
4/6f - compare levels of economic development

1/4e - use atlases
1/5d - extract information from thematic maps
2/4e - factors affecting daily life in an economically developing country
2/6c - explain conditions in an economically developing country
2/7b - characteristics of an economically developing country
4/4a - population distribution
4/6f - compare levels of economic development
4/7b - analyse processes which lead to changes in cities and effects

What are the main regional differences in Brazil? How are these regions changing?

1 1/2 hrs

Activity 3

What are the characteristics of tropical subsistence agriculture and tropical plantation agriculture? How and why do they differ?

2 hrs

Activity 4

Why are so many people migrating to Brazil's cities? What are the conflicts over use of land in the cities? What are the issues arising from the growth of shanty towns?

2 hrs

Activity 5

What links does Brazil have with other countries? What are the consequences of these links?

1 1/2 hrs

Activity 6

Should Brazil be classified as a developing country?

1/2 hr

Activity 7

- a) Consider regional differences in UK. [15 mins]
- b) Maps activity - use atlas to compare Brazil to N. Europe and India - images map of Brazil [15 mins]
- c) Atlas exercise re physical/economic/human geog. of Brazil - use of people profiles. [30 mins]
- d) "Event Cards" to generate thinking about how different events affect people from profiles in [c]. [30 mins]

- a) Graph exercise to compare tropical and local climate leading to introduction to crops. [15 mins]
- b) Students [working in groups of 4-6] to prepare wall display comparing tropical subsistence and plantation farming [Proalcoo] using:
 - i) prompt sheet
 - ii) resource bank including extracts from 2 videos, textbooks and profiles. [1 hr 45 mins]

- a) "Why do people move?" - use of timelines and consideration of Push/Pull factors. [15 mins]
- b) Extraction of information from video so as to write:
 - i) newspaper articles headlined "Why people are leaving the countryside in Brazil". * [p65]
 - ii) a letter from a Sao Paulo/Belo Horizonte migrant to her/his family in an outlying rural area re city living. [60 mins]
- c) Captioning photos exercise. * [p53] [15 mins]

Students work in groups using resources to investigate one type of link: foreign investment, aid and trade.

Groups give short reports focusing on - What is the link? [What moves? where? when?] - Who benefits from the link and how? - How would the students like to see the link develop in the future?

- a) Revisit 'questionnaire' to highlight what students have discovered. [10 mins]
- b) Discussion based on "A final word on Brazil". [20 mins]

1/7e - interpret/identify geographical relationships between variables

1/4e - use atlases
1/5d - extract information from thematic maps
2/4b - changing landscape outside local area
2/6c - geographical conditions in an economically developing country
2/7b - characteristics of development
3/6g - natural hazards and people's response
4/6f - variations in welfare

4/4e - conflicts over land use
4/5c - reasons for growth of economic activities
4/7c - effects of transport on development
5/6c - unintended effects of planning
5/7c - global change

4/5a - movement of population
4/4e - conflicts over land use
4/7 - a causes of migration
4/3a - why people change homes
2/4b - changing landscape outside local area
2/4e - factors affecting daily life in an economically developing country

2/7b - characteristics of development
1/7e - interpret/identify geographical relationships between variables

2/7b - characteristics of development

Activity 4 Agriculture in Brazil

Your job

Your group is responsible for an area of the wall display.
You should try to compare subsistence and plantation farming in tropical Brazil.
In other words, how are they similar? How are they different?

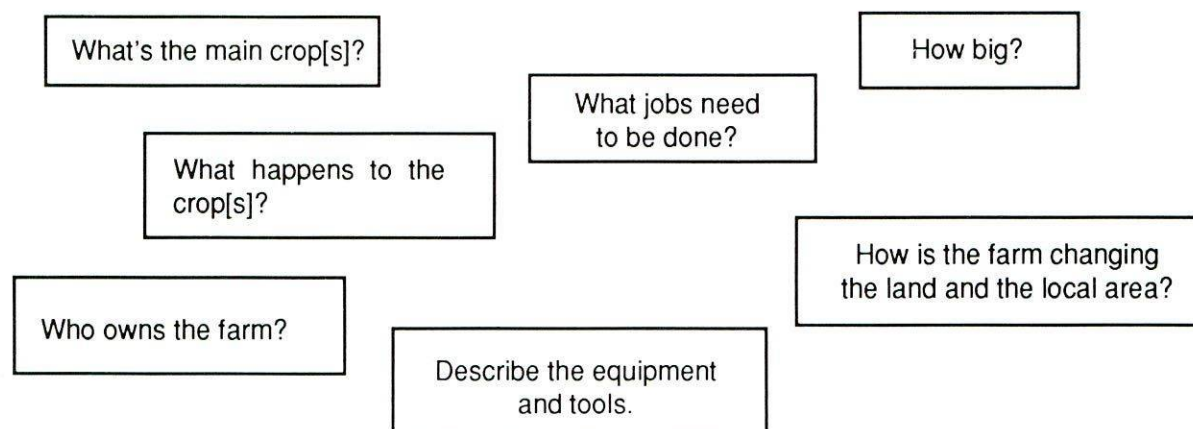
Your resources

1. You will see clips from 2 different videos.
2. You can use any of the books, photos or handouts around the room.
3. You can go, in pairs, to the school library.

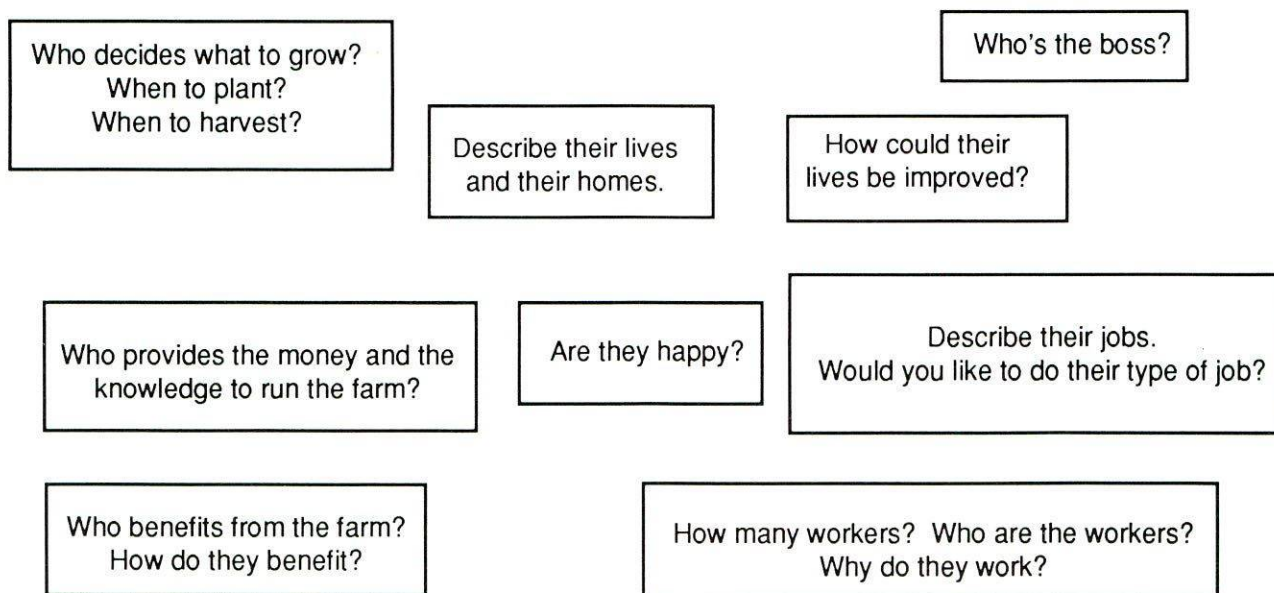
Your presentation

Your presentation should answer these questions.

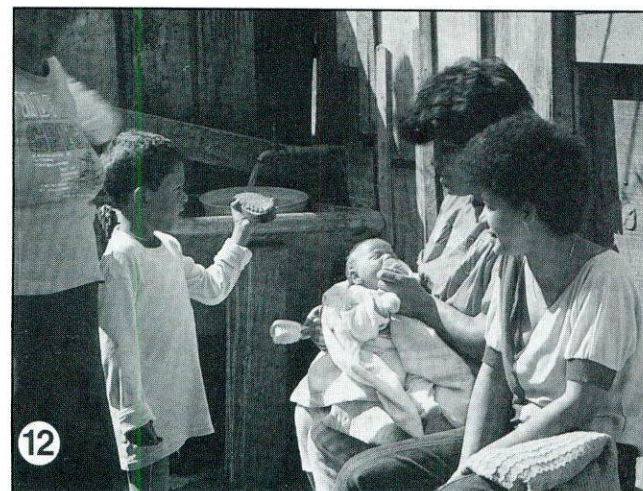
About the farms



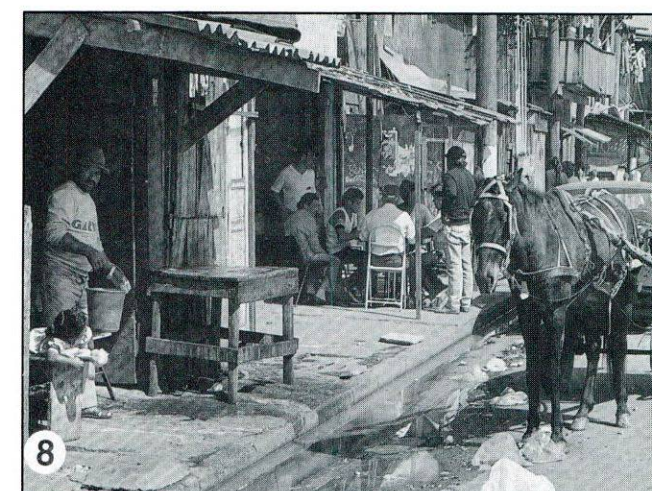
About the people



Try to use diagrams, sketches and graphs as well as the written word.



12



8

From Fala Favela

Activity 7 A final word on Brazil

1. Brazil is often said to be a 'developing country'. Do you agree? Explain your answer.
2. Read 'Vital statistics, Brazil-style'. Does it fit into your ideas about Brazil?

3. Read 'Development'. In your opinion ...

Is there development in Brazil?

Is there development in Britain?

Is Britain a developing country?

In each case, give a reason for your answer.

Vital statistics Brazil-style

Brazil is by far the richest third world country. It is the world's top exporter of coffee, orange juice and soyabeans; the top sugar producer; the second largest producer of beef and cocoa, and the third largest grower of corn. It is also a major producer of iron ore, aluminium, steel, cars and weapons.

Yet amongst this great wealth 2 out of every 3 Brazilians go hungry. About 1,000 children die every day from hunger-related causes. The government estimates 36 million 'needy' children,

including 7 million orphans. Nearly half of school children never get past the first grade.

A major cause of this poverty is a lack of land. In the fifth largest country in the world, most of the land is owned by the few. Very large farms and plantations mean 1% of landowners control 48% of all arable land. In the past 20 years over 24 million farmers have been forced off their plots.

Adapted from New Internationalist Jan. 1988.

Development

Development is about people

Development is about people making choices

Development is about people making choices based on values

Development is about people making choices based on values about the quality of life in the world.

Books, songs and attitudes

While discussing strategies that help students explore their own attitudes towards issues and places, it is worth considering the use of resources less commonly found in the geography classroom.

Extracts from non text books and songs offer students opportunities to reflect on their attitudes and those of others. Such resources also provide the means by which students may gain access to the opinions of others, offering vast potential as we attempt to broaden their understanding of the world, and heighten their sense of place.

An extract from literature can be used to generate discussion in a similar manner as a photograph, either used in passing or making a major input into the lesson.

Buchi Emecheta offers these few words to feed into a lesson on international links, trade and dependency:

"On market days the bags were transported to Asaba, and Ma would follow on foot: she sold the kernels to eastern Ibo traders, who would have them reprocessed and exported to England to be used in the manufacture of famous brand name soaps. The cakes of soap would then be reimported to Nigeria, and women like Ma would buy them. The kernels, thus, made a completely circular journey".

The Bride Price

Recommended reading

Books that have been recommended by teachers included:

The Great Railway Bazaar - Paul Theroux - for short, but very useful, descriptions of the homeless of Bombay [p142], the railway station dwellers of India, [p114-115], and a very interesting discussion of the tourist potential of Vietnam [p273-275].

The Fearful Void - G.Moorhouse - survival in the desert [p129-130].

The Color Purple - Alice Walker - the approach of road towards isolated forest village and the changing relationship between locals and construction workers [short passages from p139-193].

Nectar in a sieve - Kamala Markandaya - this moving story of an Indian family provides insights into rural India.

Stark - Ben Elton - environmental disaster on a world scale

Living on the streets [page 41]

This activity makes use of an extract from Paul Theroux's *The Old Patagonia Express*.

Having considered the role of push-pull factors in generating rural to urban migration in the South, the students are then asked to work through this activity as a link to looking at migration in the UK; especially that to do with homeless youngsters on the streets of British cities.

The unit could finish with a role play concerned with the proposed opening of a shelter for homeless people in the students' local area.

Living on the streets

Read the extract below which deals with a meeting on a street of Armenia, a Colombian town, in the early hours of the morning, and then work with your group to complete the tasks.

Five minutes later, walking back to the hotel, I heard coughing; it came from a dark doorway, and it was the coughing of a child. An adult's cough is frequently an annoyance, a child's is always helpless and pathetic. I peered into the doorway and said, 'Are you all right?'

Three children jumped to their feet. The tallest was black and wore a man's suit jacket which came to his knees; the others, in torn shirts and shorts, were sleepy-eyed Spanish-looking boys. They said hello. I asked them their ages. The black boy was ten, the others were both nine; it was one of the nine year olds - a thin, sickly boy - who had been coughing.

'I was just doing this arithmetic', said the other nine year old. He showed me a scrap of paper with a column of figures written on it; they were neatly done in pencil and covered the paper. 'Look, I made a million'.
'Good for you', I said. 'Your teacher will like that'.
They laughed. The black boy said, 'We don't have a teacher'.
'No school?'
'We used to go'.
'Where do you come from?'

The black boy's village was unintelligible to me. He said his parents were there, but they had sent him away because there were too many children at home. How many? I asked. More than ten, he said. The house was small, there was no food.

The second boy said, 'My mother and father are in Cali. That is where my house is. I have a lot of brothers and sisters. But there was a problem. My father was always hitting me and beating me. I was afraid, so one day I came here to Armenia'.
I said, 'Is this your brother?'
The third boy giggled and began again to cough.
'That is my friend.'
'Look,' I said 'if I give you some money, will you share it?'
'Yes,' said the second boy. He put his arm around the black boy.
'This is my best friend.'
'What about him?' I indicated the third boy.

He was the smallest and the most ragged, he wore no shoes, his arms were thin and dirty; he raised them as he coughed.

The black boy said, 'He is with us, too. He wants to stay with us. He is afraid to be alone'. The black boy was a bit doubtful. I could tell from his tone that this frail boy was considered a burden.

I gave them some money and told them to share it, then I asked [but I knew what the answer would be], 'What are you doing out so late?'

The second boy said, 'We were trying to sleep'.
'Where do you sleep?'

'Here.' They pointed to the doorway, where a rectangle of cardboard, a small flattened box, lay like a doormat next to the sidewalk. It was a damp chilly night and this side street in Armenia - all the shop windows shuttered - was as dark and windswept as a mountain pass..

'Where do you eat?'
'People give us food.'
I said, 'You should go home.'
'That is worse,' said the second boy.
'We can't go home,' said the black boy. 'It is too far and too difficult. We can live here.'
'It is not a good idea to live here, is it?'
'We have to.'

It was past midnight, but their replies were prompt; their intelligence was obvious, for moments, it was possible to forget that they were small children. They were street-wise and alert as adults; but there was nothing in this doorway they inhabited but the piece of cardboard. My Spanish was adequate for me to enquire about the lives of these little boys and every reply broke my heart. Though they spoke about themselves with an air of independence, they could not know how they looked, so sad and waif-like. What hope could they possibly have, living outside on this street? Of course, they would die.

The Old Patagonia Express, Paul Theroux.

1 Why did the boys leave their homes? Were they 'pushed' or 'pulled'?

2 How do you think the writer, [whose name is Paul], feels about

- the boys?
- their families and homes?
- the town of Armenia?

3 Is there anything that Paul could or should have done?

4 How do you think the boys spend their day?

5 What 'dangers' face young people who are trying to survive on the streets of a city? How easy would it be for you to survive?

6 Prepare a short piece of drama in which either:

- a] one of the boys gets in trouble with the police. What would happen to him? How would the other react?
What did he do? Why did he do it? Did he do anything?

OR

- b] a television crew take to the streets of a British city to make a programme called 'Youngsters on our streets'.
Where would they go? Why? What would they record?
How would the youngsters react? Their parents? The government?

Using songs

It can be argued that an aim of the teacher is to make the curriculum accessible to the students, and in doing this we need to use a variety of resources and teaching strategies.

We believe that our task is made easier and more rewarding for the students if we recognise their knowledge, skills and attitudes.

By building on the popular culture that plays such an important role in the students' lives, we offer an opportunity to stimulate their initial interest.

The lyrics of a song, and its mode of delivery, can challenge students' opinions and beliefs, and provide an insight into how other human beings view a situation, or see a particular place.

The following have all been used either by teachers or students in their geography.

Sing our Song - one of UB40's contributions to the debate on apartheid.

Ebony and Ivory - Stevie Wonder and Paul McCartney's comment on race relationships.

Another day in Paradise [Phil Collins]
She's leaving home [The Beatles] - both generating thoughts on homelessness.

Fast Car - a comment on the materialistic nature of western society by Tracy Chapman on 'Tracy Chapman' along with other tracks especially *Mountain o' Things* and *Why?*

My Hometown - a reflection on changes in small-town America by Bruce Springsteen.

America

On page 43 is a resource for a unit of work looking at migration. It is based on a past GCE exam question - MEG's Geography [Bristol Project] 1987.

Activity 1 Introduction

The students write down the first 6 things that they think of when they hear the word 'America'. This forms the basis of a general discussion of stereotyping, the role of the media in creating images, etc.

Working in groups of 3 or 4, the students compare lists and design a poster 'What America means to us'.

Activity 2 Destination: USA

Basic atlas/graph work to investigate the history of migration into the USA - origins, destinations.

Activity 3 Why people move

Use of timelines [see DEC's Industrial Links publication] to consider reasons for migration. Students to produce radio advert to attract migrants from their locality to the USA.

Activity 4 So what's it like?

Using the resource sheet 'America', students compare Rosalia's and Anita's opinions of life in New York and Puerto Rico.

This session is greatly enhanced if the students have access to the relevant clip from West Side Story.

Activity 5 Migration into the UK

The students carry out a culture search of their own environment for evidence of other cultures. Here they may need to be directed away from cultural aspects transmitted by television.

America

Rosalia and Anita are both Puerto Rican migrants to New York.

Here they compare their feelings about their old home, Puerto Rico's capital city San Juan, and their present home in New York City.

America

Rosalia

Puerto Rico ...
You lovely island ...
island of tropical breezes.
Always the pineapple growing.
Always the coffee blossoms blowing.

Anita [mockingly]

Puerto Rico
You ugly island ...
island of tropical diseases.
Always the hurricane blowing.
Always the population growing ...
And the money owing.
And the babies crying.
And the bullets flying.
I like the island Manhattan -
Smoke on your pipe and put that in!

Others [except Rosalia]

I like to be in America!
Okay by me in America!
Everything free in America
For a small fee in America!

Rosalia

I like the city of San Juan.

Anita

I know a boat you can get on.

Rosalia

Hundreds of flowers in full bloom.

Anita

Hundreds of people in each room!

All [except Rosalia]

Automobile in America
Chromium steel in America.
Wire-spoke wheel in America.
Very big deal in America!

Rosalia

I'll drive a Buick through San Juan.

Anita

If there's a road you can drive on.

Rosalia

I'll give my cousins a free ride.

Anita

How you get all of them inside?

All [except Rosalia]

immigrant goes to America.
Many hellos in America.
Nobody knows in America
Puerto Rico's in America!

[The girls dance around Rosalia]

Rosalia

I'll bring a TV to San Juan.

Anita

If there's a current to turn on!

Rosalia

I'll give them new washing machine.

Anita

What have they got there to keep clean?

All [except Rosalia]

I like the shores of America!
Comfort is yours in America!
Knobs on the doors in America.
Wall-to-wall floors in America!

[They dance]

Rosalia

When I will go back to San Juan -

Anita

When you will shut up and get gone!

Rosalia

Ev'ryone there will give big cheer!

Anita

Ev'ryone there will have moved here!

[More dancing]

Acknowledgement:

'West side story'

L. Bernstein and S. Sondheim

1 Make a list of the reasons why Anita dislikes Puerto Rico.

2 Compare your list with at least one other person's.

3 Working with the others in your group, neatly write each reason on a separate slip of paper.

Now working as a team, arrange the reasons according to which you think is the most important in encouraging Anita to leave San Juan. The one which you all, or most of you, agree with is placed at the top, the next two are placed equal second, and so on until the one with the least support is placed at the bottom.

You should end up with a diamond shape - although it's OK if you end up with a triangle shape!!!

4 Now compare your diamond, [or triangle], with other people's.

Simulating decisions

A central problem in learning about development issues is the degree of complexity often involved. Role play, simulations and games are a means of making such issues accessible to students without deskilling them.

It is important to be clear what you are using the simulation for, and then to run the session to support those objectives. There is a danger of seeing the session as a set procedure, a 'party game', with the teacher's role being one of ensuring fair play. It is important to recognise that a good simulation [which is often a simple one] needs to be backed up with other work to provide a context for the results.

Debriefing the simulation provides such a context and encourages students to reflect on their interactions in terms of the issues the simulation explores.

It is impossible to comment here on all the role plays, simulations and games we have discussed and so we have decided to give over the space available to *Sand Harvest* - a computer based simulation/role play.

*Sand Harvest** is a role play of life in the Sahel, in which students are assigned roles as nomads, villagers or government officers, and the effects of a variety of events and decisions recorded over a number of 'years'.

Aims

- to give experience in decision making;
- to improve awareness of the plight of others;
- to encourage consideration of long/short term effects of decision making;
- to foster co-operation and discussion;
- to provide opportunity to study/analyse data in a variety of forms.

Sand Harvest should help students to:

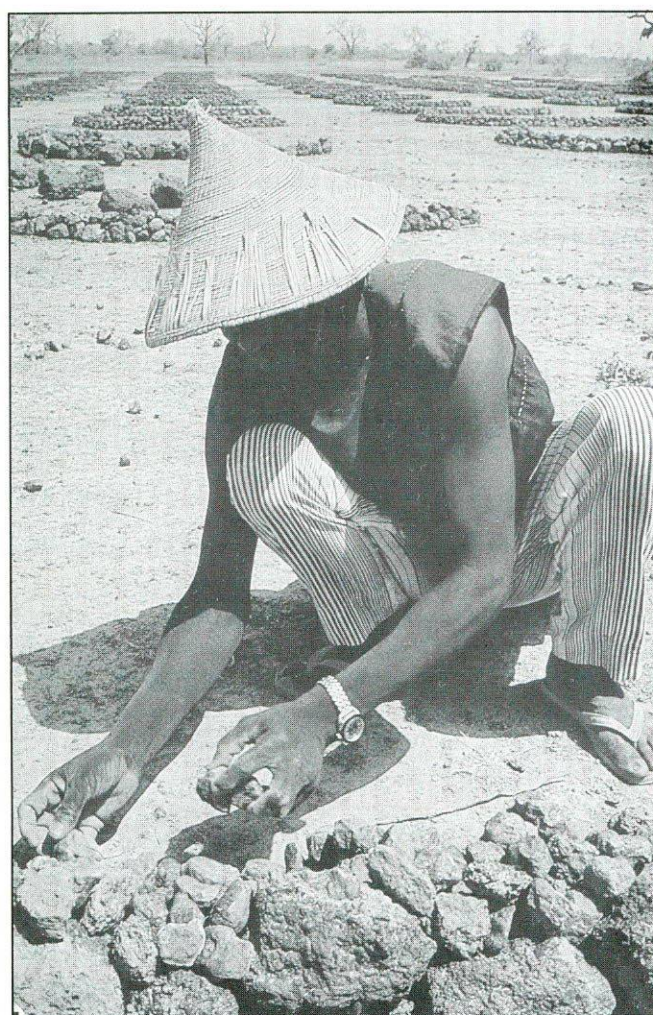
- understand factors leading to desertification;
- see the need to consider local, national and global viewpoints;
- see the value of identifying and predicting from provided information;
- appreciate the viewpoints and priorities of differing groups.

Choosing goals

The aims of each group determine their actions as the simulation progresses, but we feel that a discussion of possible group aims prior to running the programme has much to commend it.

- *Should the nomads try to maintain their life style at all costs? Or should they 'move with the times'? And if so, how much?*
- *Should the government officers maintain political stability, the status quo, or should they 'modernise'?*
- *Should the villagers co-operate for the good of all, or aim to make as much money as possible?*

Questions raised here, in this local study based on the banks of the Niger, are just as valid when asked of development issues on the banks of the Nene.



From DEC's Water Pack

Sand harvest - a timetable

Activity 1

Working in groups of 5/6, students were asked to produce a poster to represent "What you think about when you hear the word 'Africa'."

Discussion to share ideas eg:

- Where do we get our images from?
- How accurate do you think the images are?
- How would a group of African students view Britain? [See below]

Activity 2

Students, again in small groups, engaged in a photo activity to generate discussion about development and Africa. From a number of photos, each group was asked to select 3 photos that raised questions they would like answered.

Activity 3

Students were allocated to a group - nomads, villagers or government officers - and asked to brainstorm their needs. After considering the information sheets provided with the simulation, [which needed much simplifying] and re-examining their needs, each group had to produce a flag to represent itself and its priorities.

Activity 4

As a class, the students were briefed for the simulation; its overall aim - to stop the desert spreading - and its operation. Each group then planned and carried out its strategy for the first year.

The end of year report was attended by all groups, and this was followed by group discussions.

- What are their reactions to the first year.
- What went well/badly?
- What would the group change/avoid next year?

This pattern was followed after each year.

Activity 5

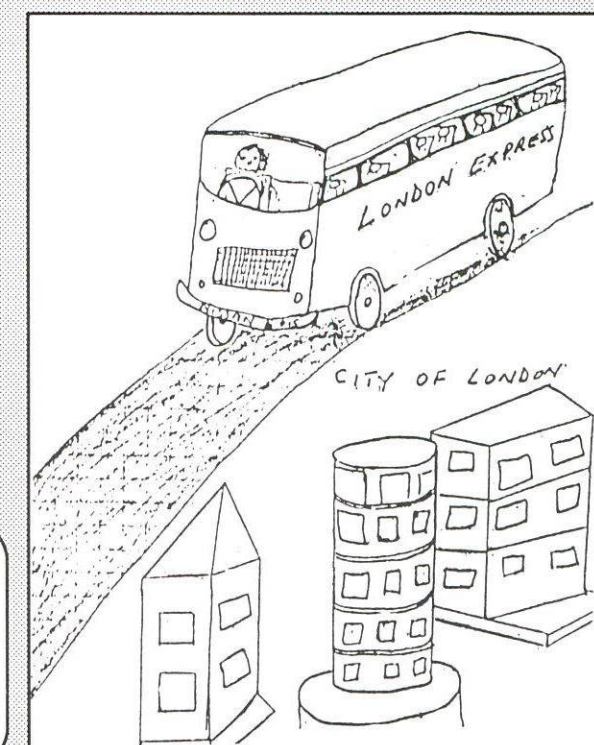
The debriefing involved mixed groups [nomads, villagers and officers] preparing a report about the actions of the differing groups and the events.

The water they use I expect it to change my skin to be as red as the people of England. I would expect to see all big plantations worked by machines. I wouldn't expect to find poor people because every muzungu [white person] is more rich than Africans. The food I expect to find there is soft for even when the Europeans come here in Kenya they hardly take food like githeri [maize and beans boiled] I think even their teeth are not big enough to chew hard food.

Benson M. Mbuvi

The communication system is the most developed in the world because of roads like underground and 'spaghetti' roads and underground railways and express trains. The telephone system is quicker because you don't have to contact the operator first. It's just straight forward.

Daniel Kyalu



From New Journeys

GIVE ME FREEDOM

Give me freedom,
Give me love,
Give me happiness,
Someone to love.

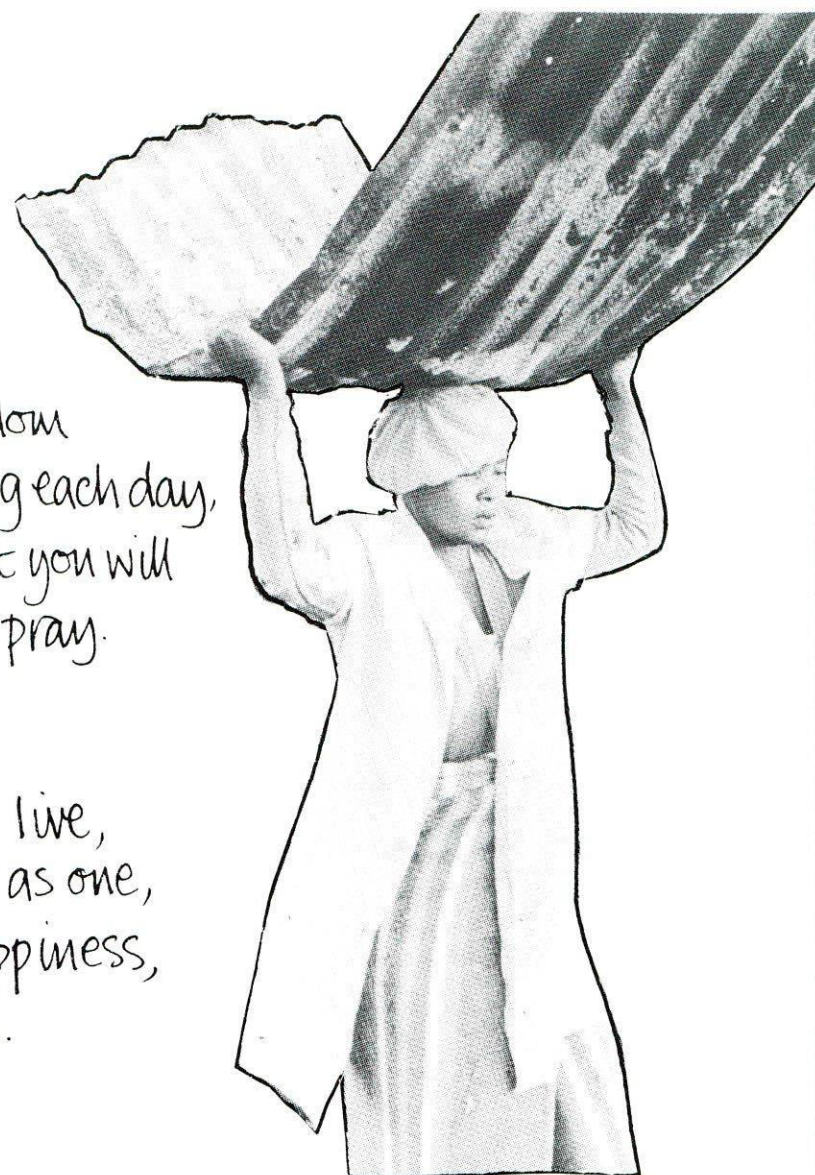
Hope of Freedom
Keeps me going each day,
And hope that you will
Love me and pray.

Chorus

We could all live,
Live together as one,
peace and happiness,
Life and fun.

Chorus

Keep me living,
Living each day,
And the days will fly by,
If we live to say,



GIVE ME FREEDOM,
Give me LOVE,
Give me HAPPINESS,
Someone to LOVE,
Someone to LOVE,
Someone to LOVE.

Cheryl Phillips, age 13

DEVELOPING SKILLS

The development of skills is a central element in geographical education, and together with place and space acts as a focus when drawing up a teaching syllabus.

In this section we have chosen to concentrate on those skills which we believe are often overlooked, but which are nevertheless essential to the geographical education of our students if they are to play a full and active role in society.

We must ensure that we provide opportunities for the students to develop the skills they will need if they are to handle issues in the real world. We must employ teaching strategies that encourage the students to practice these skills.

AT 1 lists those skills that the National Curriculum considers students should be able to call upon to support their geographical studies.

There has been a good deal of discussion about the nature of geographical skills and the role of those skills which are not primarily 'geographical in nature'.

Many teachers feel that AT 1 does not supply a comprehensive list of the skills students need to *demonstrate their ability to use* [AT1] if they are to obtain the greatest benefit from their geography lessons; neither is it of any help in outlining the types of learning experiences that would provide contexts for students to exercise the skills demanded. This is particularly important if we are to achieve the aim of enabling the students to explore and make sense of the world in which they live.

We therefore need to supplement the skills explicitly stated with those we believe to be assumed. Skills such as: listening and talking [page 48], looking and seeing [page 52], appraising [page 62], evaluating [page 64].

We argue that these skills are of such importance that teachers should deliberately design their lessons so as to allow the students opportunities to exercise them. To this end, a teacher may review a series of lessons under the following criteria.

Have students been given the opportunity:

- to respond freely in their own terms - likes/dislikes, opinions, interests, evaluations?
- to express their considered views and opinions, and justify them openly to the rest of the group and the teacher?
- to become aware of and clarify their own attitudes to the place/issue?
- to critically examine the lesson itself in terms of its assumptions, bias, validity, accuracy, ethnocentricity, racism ...?
- to informally discuss issues and ideas with their peers at an early stage of the work?
- to reflect upon the ideas and actions of individual/groups involved in the issue?

Listening and talking

Discussion provides an ideal opportunity for students to be actively involved in the learning process, to think out their views and to find out how others feel. Its value in group forming and personal development is well recognised. However, we believe it is important when planning a unit of work involving discussion that teachers share a common agreement about its role.

Teacher group activity on discussion

One way of doing this is a ranking exercise, when the sharing of ideas is based around the group task of arranging nine statements into the shape of a diamond. Opposite is a series of statements relating to the value of discussion in the classroom.

Working in groups of 3/4, teachers arrange the statements according to which the group agrees with. The one securing the most agreement is placed at the top of the diamond, the next two are ranked equal second, and so on until the one securing the least support is placed at the bottom.

This will encourage group members to discuss each statement, justify viewpoints and listen to each other's ideas. A plenary discussion should be used to bring the groups together.

This activity is also a useful means for structuring discussion in the classroom.

Discussion in the classroom may also call upon the teacher to re-examine the skills she/he uses.

Any approach which involves active student participation has implications for the role of the teacher and the amount of control a teacher has at a given moment. For example, if classes are divided into small groups it is not easy for the teacher to know what is happening within the groups.

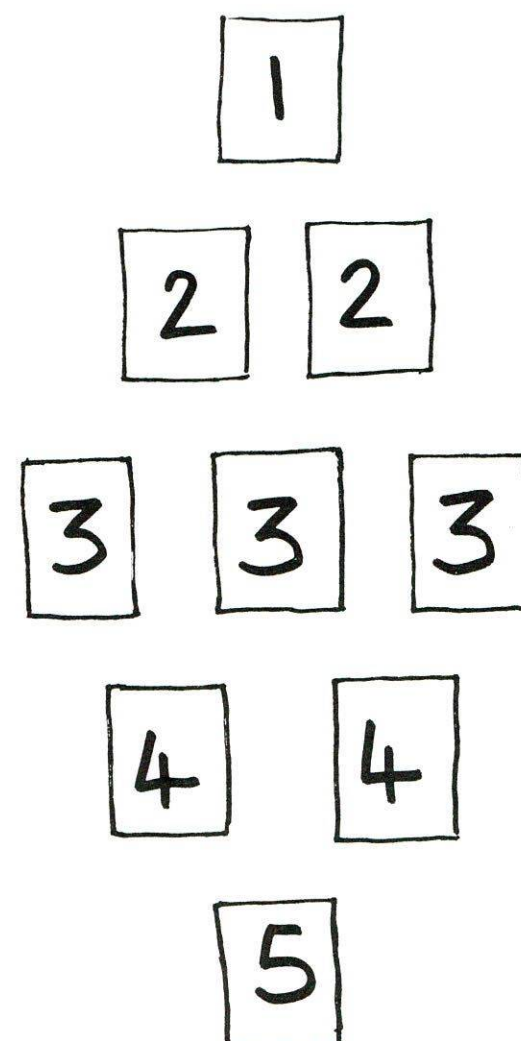
In essence, the teacher must be willing to abdicate an element of authority to the children, and thus it is important that the children are prepared to take on such a responsibility.

Strategies for discussion

We believe promoting discussion in the classroom to be a skilled activity, and one which requires practice and refinement as would any other. It involves skills on the part of the students and the teacher. It often involves a restructuring of seating in the classroom; you can't talk to the back of someone's head.

One strategy for developing children's discussion skills is to begin discussion in small groups, and then share ideas, etc, with increasingly large groups. Two students discuss an item, then they share their ideas with another two ... then the four share with another four ... and so on until the whole class is 'involved'.

Another is to build up the time given for discussion. Allow small groups 2 or 3 minutes to discuss, and then ask them to share their ideas. Then increase the discussion time to 5, then 7 minutes and so on.



What discussion brings to the classroom

Discussion helps students express views orally.

Discussion can encourage students to listen carefully to the views of peers.

Through discussion students can learn to use their experience or knowledge as a basis from which to express an opinion.

Through discussion students can learn to concentrate on the subject under consideration.

Through discussion students can respond freely in their own terms.

Through discussion students can learn to speak confidently to an audience.

Discussion gives students an opportunity to become aware of and clarify their own needs.

Discussion enables students to respond to the views of others, - to support, reject or modify their own ideas.

Discussion allows students to express their considered views and justify them openly to their peers and the teacher.

Enabling discussion

The role the teacher plays in any discussion influences its outcome. Jean Ruddock [*Learning through discussion*] takes five role models which are commonly used by teachers in discussions. They are outlined here, with reference to their limitations.

Instructor - giving background information at appropriate points, and conducting the discussion.

Limitations: the children may become dependent on the teacher for the input and may be over influenced by what the teacher says.

Participant - taking part in the discussion on the same basis as the children.

Limitations: the children may give more weight to the teacher's view or opinion without being critical of it.

Devil's advocate - challenging the group with new angles on the subject, often offering different arguments to widen the debate.

Limitations: the role can show the teacher's cleverness in being able to represent different viewpoints - it can create dependency on the teacher for new ideas.

Neutral chairperson - encouraging independent thinking in the group by expressing no personal opinion in the discussion, throwing back ideas and questions raised by the group for them to discuss.

Limitations: there may be areas in which the teacher feels it necessary to express an opinion.

Consultant - withdrawing from the discussion so that the children organise the discussion themselves. They use the teacher as someone to consult.

Limitations: the role could be seen as an opting out of managing a difficult group, or it could imply that the teacher is full of wisdom to be tapped.

It is possible that during a lesson a teacher will take on more than one role as the situation demands. However, just as the children can expect to see their teacher in a variety of roles, the children are also a variable quantity as each reacts to, and generates, the dynamics of the group.

Group dynamics need to be carefully observed to ensure that there is real debate. We found the chart opposite very useful. Again, we have Jean Ruddock to thank for the original work.

Most teachers now agree that a discussion is not an 'easy lesson', and that it requires careful planning. When planning to use discussion in your lessons we would suggest that the following points should be noted:

- Discussion should be an integral part of a course. If this type of activity is only used on rare occasions it will be seen as a special event which has no relevance to the remainder of the course.
- The stimuli or strategy for raising issues should be selected and any evidence that you can foresee being required during the course of the discussion should be readily available.
- Arrangement of the classroom should normally be such that pupils can face each other.
- If discussion is to occur in pairs or small groups, the teacher will need to select a position that will enable him/her to respond appropriately.
- Before a discussion activity begins the teacher should decide whether it is to be evaluated, and, if so, what is to be evaluated .. eg number of pupils contributing, extent and relevance of contributions, flow of discussion ... It may be appropriate to tape record the lesson.
- Contentious issues may lead to pupils expressing opinions which the teacher considers 'dangerous or immoral'. It is helpful if the teacher knows what 'stand' s/he wishes to take and how to intervene in such circumstances [see pages 26-27].

Discussion is demanding of both teacher and students, but we have found that its rewards far outweigh its costs.

Behaviour in the discussion group

Common problems

Dominant children

- interaction revolves round a few children
- one or two children are disruptive

Dependence on teacher

- eyes on teacher all the time
- statements addressed to the teacher
- attempts to engage teacher in dialogue

Not listening

- each speaker ignores previous children's contribution
- repeating what other children have already said

Conflict

- angry outbursts
- immediate response, no reflection

Consensus

- no interaction between children
- avoidance of disagreement
- contributions add to previous statements, producing a cumulative agreement

Jokers

- a child wants attention so acts the fool
- no serious participation

Isolate

- silent or reflective child who does not participate

Scapegoat

- one child become the recipient of critical questioning, laughter or ridicule
- teacher picks on one child

Suggested strategies

- encourage others to contribute
- deliberately invite shy children to enlarge upon brief or tentative ideas
- summarise to re-establish the balance of offerings
- appoint members of group, including the dominant ones, to observe and comment upon the discussion

- rearrange the furniture, eg in a circle
- encourage children to question and talk to each other
- avoid eye contact with the child talking
- clarify the teacher's role

- invite children to comment upon previous statements

- slow down pace by asking for clarification in a non-critical interested manner
- introduce some reading material related to the issue

- introduce the possibility of disagreement
- introduce material to challenge the consensus
- try to explore the issue through simulation or drama

- avoid giving the child too much attention
- treat all contributions seriously
- talk about the process of the class discussion

- use smaller groups or pairs
- if evidence of understanding is shown in the child's other work, let him or her have the right to participate through listening

- if appropriate, give the child time to justify himself or herself more fully
- find 'respectable' material to support scapegoat's view

Looking and seeing

As teachers, we may not like the idea that many of our students will acquire most of their knowledge and perceptions of the wider world from a visual image. However, we cannot ignore this fact.

Visual presentations of information have an immediate appeal and invoke a quicker reaction than the written word. It is important, therefore, that we should make full and effective use of such material. Students' reactions should be explored and opportunities given for them to share ideas. Use of visual material should not be random, but carefully determined in advance.

The use of photographic material in teaching involves the development of learning skills. These include:

- making careful visual and oral observations;
- acquiring information from a visual source;
- analysing and evaluating information;
- relating one's own views to the image;
- recognising the value of different interpretations;
- producing a written or oral interpretation of an image;
- empathising with the people or situations portrayed;
- forming links between photographs.

Such skills should be built up gradually. Before students can learn from photographs, they must be given opportunities to look carefully. Both general impressions and detailed analyses are necessary. Until students have learnt to assimilate the content of a picture, they will not be able to relate their own experiences.

Using visual materials gives students the opportunity:

- to respond freely regarding likes/dislikes, opinions, interests, evaluation;
- to clarify their own attitudes towards the image;
- to examine the lesson material in terms of its assumptions, bias and validity.

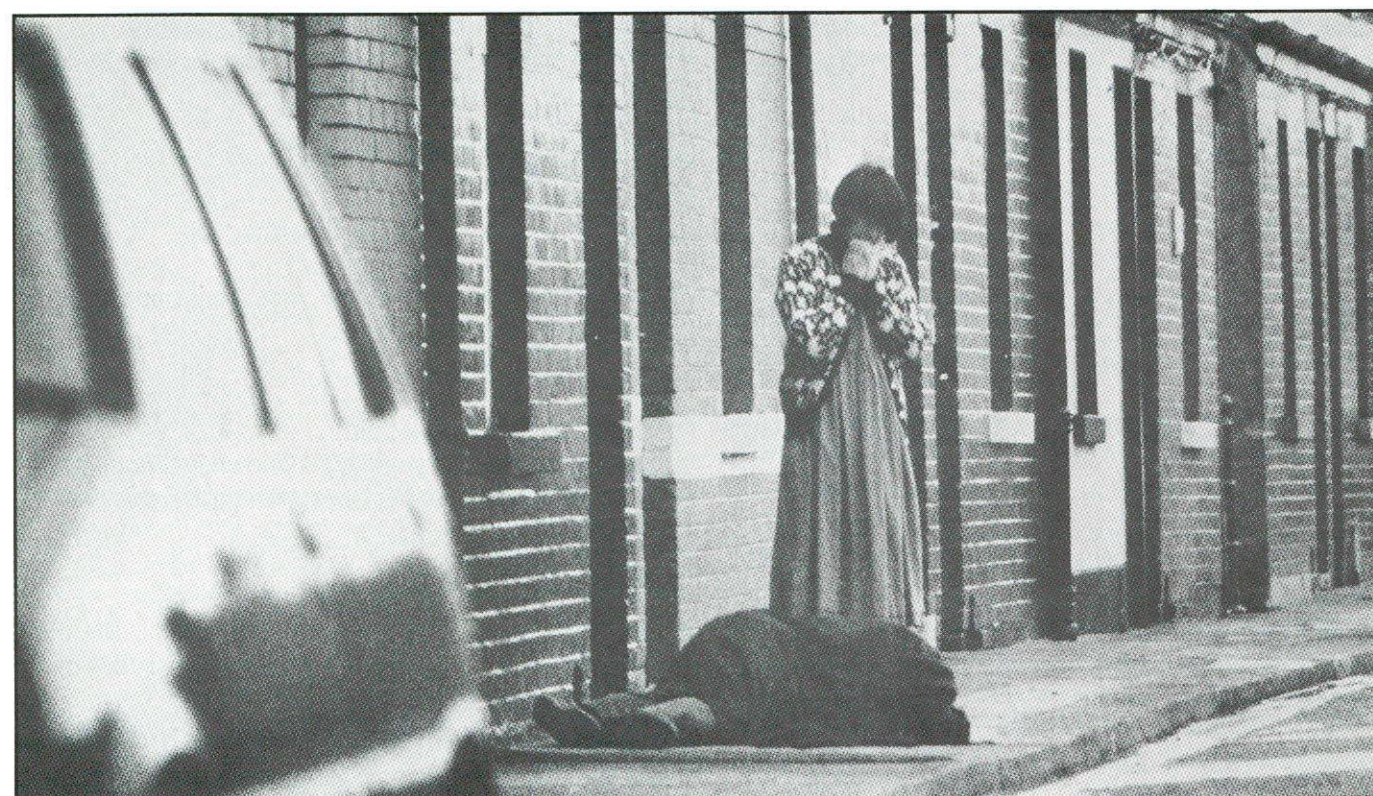
Work with visuals usually involves the use of a published photo-pack or series of slides, though people's personal collections are also very valuable.

Display boards are an asset for photographs, particularly if the whole set needs to be visible.

Depending on the activities, other materials may also be necessary, eg lists of key words for labelling exercises, question grids for detailed photo-analysis.

Photograph exercises often involve different groupings within a single lesson. This has implications for the arrangement of furniture.

It is important to recognise that often pupils find it difficult to accept that there is no clear answer to a question. Teachers will need to help students to explore the diversity of opinions, rather than allow them to come to a quick consensus.



From In Words and Deeds, Trocaire

Activities to introduce photo-skills

Captions

Ask students to invent newspaper type captions for the photographs. Try writing very different captions for the same photograph. What effect do the words have on the visual message of the photograph?

Adverts

Explore the way a photograph can be used to advertise different products/services. What commentary would the students use with the image? What music?

Cropping

Block off part of a photograph, and ask the students to draw what they think is obscured. What leads them to their expectations? How do we know what's just off-lens? Does it matter?

Talk and draw

One student describes a photograph to another [or several] who cannot see the photograph. The other has to try to draw the photograph.

Now you see it, now you don't

An activity to familiarise students with a number of photographs quickly is to place 6 to 10 on show for say 30 seconds. Remove the photographs from view and then replace in a different order with one missing. Students have to accurately describe the missing photograph.

Selecting

A set of photographs is displayed and the students are asked to select, say, 3 photographs. The criteria for selection will depend upon the focus of their studies, eg 'What development means to me', 'Photographs that raise questions I'd like answering' or 'Photographs that give a good/bad image of a place'.

Discussion should then focus on the photographs selected - Why they were selected. Why different people selected the same photograph. Why photographs were ignored.

What we'd like to know is.....

Display photographs on sheets of poster paper in random clusters or grouped according to themes. Ask students, in pairs, to write on the paper the matters and issues which arise from their views of the photographs which they would like to find out more about. Are there specific points raised, or do major themes emerge? How easy/difficult would it be to find the answers?

Agenda building

Most of these activities will allow students to express their interests, and may be used in planning how the topic continues, providing a collective agenda that students can follow.

**Protest
at hotel
closure**

**CITY
PLANNERS
MEET RESIDENTS**

**Geography teachers
lost in rain!**



Questioning photographs

This activity involves pairs of students focussing on a single photograph, encouraging a greater reflection on the images presented. It also heightens awareness of the limitations of what can be learned from a photograph.

Following preliminary work using *Water** - DEC photo-pack of 32 colour photos and support material - this exercise concentrated on:

- a critical appraisal of the information;
- a consideration of development issues in a 'third world' setting;
- a debate recognising the value of different interpretations;
- empathy with the situation shown.

The activity was planned for a 30 minute lesson with a middle band KS3 group.

The teacher's preparation included devising question grids for each of the photos as illustrated below.

The lesson

Desks were arranged in blocks of 4 to 6 so that students could easily work in groups. Photographs and question grids were handed to the groups at the start of the lesson.

Students answered the questions in their groups. Some groups worked initially as individuals, then discussed possible answers, whilst others discussed first and then formed a group consensus. There was heated discussion about questions relating to what people in the photographs might be thinking, feeling or discussing. Some students found difficulty in accepting that there could be several interpretations of the same image, and that there could be elements of truth in many of these.

In addition the activity raised questions regarding:

- gender roles
- role of aid and other links
- uses of water
- links between water and health
- appropriate technology

Building on this activity the students were asked to devise their own question grids for use by their peers with other photos.

Are they interested in what she is saying? Why?

What is providing the shade?

What other pictures are in this pod?

Who is she? Is she trained? Where? Who does she work for? Where does she live? What is she saying? Why is this important?

What is this showing? Why is she using a picture? Why is she holding her hands like this?

What is this? What is it for?

Where have the people come from?

Story-boarding

IBT's interactive video *Developing Images** outlines a technique that works equally well with photos.

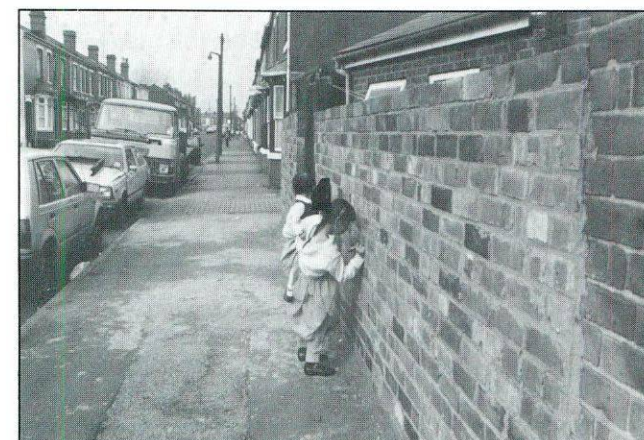
Students are given a selection of, say, three photos and are informed that they are stills from a television programme. The task is to write the commentary that they would put with each photo. A time limit of 10 to 20 seconds may be given.

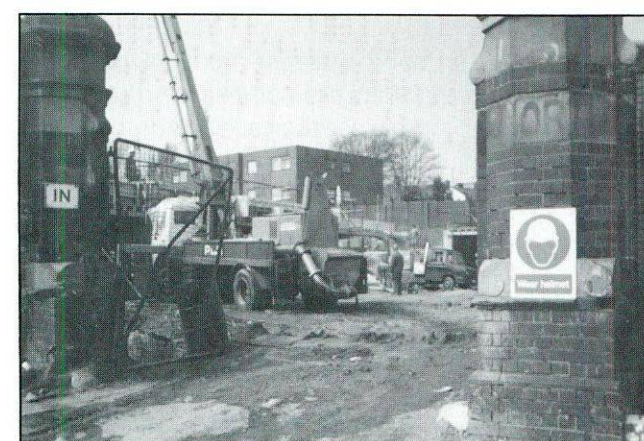
The photos below are taken from a pack produced by a group of 13-14 year old students. They spent six weeks working with photos, culminating in them taking over 300 colour photos in their local area.

The students devised a selection procedure, and 35 25X20 cm photos were produced. The students also produced a set of background notes, and the school now has *The area as we see it* for use with other groups. It is difficult to quantify what the photographers got from the activity.

A variation of this activity might be to allow the students to use the photos in an order of their own choosing or to use them in a fictional account.







Visual skills and discussion

Outlined below is a lesson that attempts to develop students' visual skills whilst generating discussion. It was used with a group of mixed ability Year 9 students at the start of a topic on South Africa. To establish how much the students already knew, they were asked to work in pairs and given a few minutes to answer the questions below.

South Africa ... what do you expect?

In the lesson today, we are going to be thinking about South Africa. Listed below are a few things for you to think about ...

- Has South Africa been in the newspapers recently? If so, what for?
- Have any particular places been mentioned? Why? What happened?
- What is South Africa famous or well known for?
- Try and draw a rough sketch to show the area of the world that you think South Africa is in.

A discussion of students' answers showed their incomplete knowledge of the country. It was interesting to see how much they learned from each other, one person's inaccuracy stimulating another's memory, even if it was only about cricket!

It can be useful to note down the comments on the blackboard. The students are often surprised by how much they do actually know about a distant place.

Building on this, the next activity continued to draw on the students' attitudes and opinions. They were again asked to work in pairs, and given a photo from the DEC's photopack on South Africa entitled *Tutu - preparation for debate**. They mounted the photo on a large sheet of paper, studied the image and produced questions or comments around it. [See p54].

After the students have completed their questions it may be useful to give some time to looking at other people's work in the class, to enable them to see a broader range of images and also to see how other people feel about the pictures.

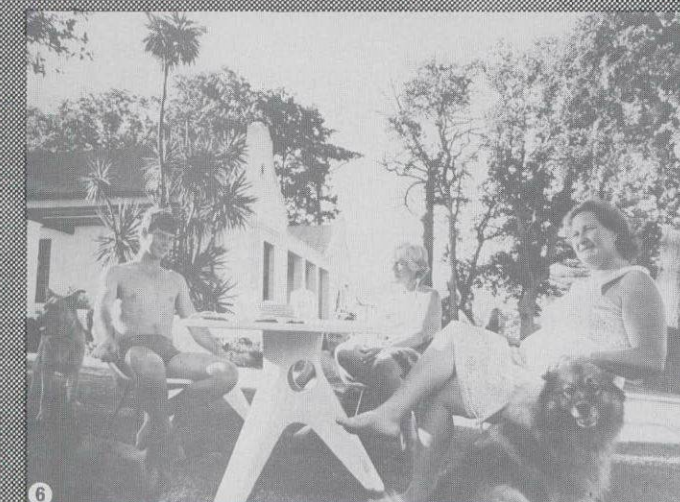
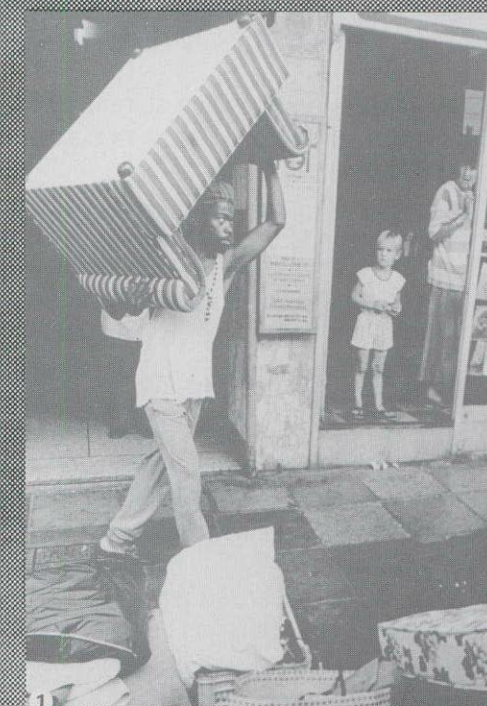
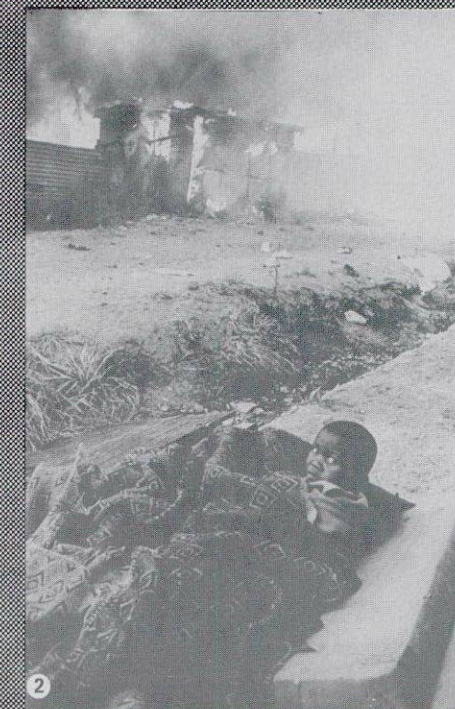
This activity could be followed up in a number of ways. Often it can lead to a discussion concerning 'finding out the answers' which opens up the opportunity for research skills and also allows a checklist to be built up of places where students can find information about South Africa. For many of the questions there may not be a right answer. This can lead to a discussion about values.

Another feature of this activity is to use it to set up an agenda for the unit of work to be covered. If the students are asked to brainstorm what they need information about to answer their questions, the resulting list can be used as a framework for further work, thus enabling the student to have some input into planning what, and maybe even how, they are going to study.

Visuals, discussion and staff

The use of photographs may not necessarily be limited to the classroom and young students. They can be useful for stimulating wide ranging discussions about controversial issues. The tackling of a topic such as South Africa and hence apartheid may be quite awe inspiring for many teachers. One way to open up a discussion about the teaching of such issues is to use the photopack as part of an inservice activity.

You could display the images around a room. Give each person three stickers or small pieces of paper. They look at the photos and place their stickers by the photographs that interest them most. When people have made their selection they may wish to say why they chose certain images. This will open up the way for a discussion about the people and situations portrayed. It also gives an opportunity to become familiar with the pack.



Videos - moving pictures

The television screen dominates the lives of many of our students, appearing to have an almost hypnotic power over some individuals. There is a real danger that it also dominates our lessons when we use it as teachers.

The value of the small screen is immense to teachers; it provides vast quantities of up-to-date information in a form that our children seem to find readily accessible, its immediate appeal often generating swift reactions.

And perhaps here is the danger.

The amount of information, together with its packaging, both forces and encourages viewers to sit and watch. **Rarely are there opportunities to reflect, evaluate and respond.** Its immediate stimulus generates an immediate response. This knee-jerk reaction is demanded because the programme has already moved on to the next image/comment/point. Its speed forces the viewer into a passive role.

There is a danger that the teacher is also dominated by the medium. Once the video is switched on, the teacher is not encouraged to switch off. The programme takes over, providing images and commentary in a very professional structure. The teacher often finds it impossible to add personal comments in the few 'silent' passages, and any interruption in the form of stopping the tape is discouraged by continuity of the programme and the quietness of the students.

If the television screen is to begin to fulfil its educational potential, the students must be encouraged to take on an active role. Only then will they question the images they see; only then will they challenge the assumptions behind those images. We teach children to read and think about words and their meanings. We must also teach them to read and think about images and their meanings. We should encourage children "to develop built-in, shock-proof crap detectors as basic equipment in their survival kits". Postman and Weingartner [1969].

Action Video Packs

[IBT Production]

The four packs in this series each contain a video, teachers' notes and photocopiable students' sheets. They have been designed to provide the students with an active role in their learning, encouraging both teacher and student to view each short video clip [of between 2 and 5 minutes] as the basic lesson. Suggested activities include stills analysis and story boarding.

- *Developing images* - considers the image presented of the third world by the media.
- *Food* - provides a discussion of global food links through a number of case studies.
- *Energy* - offers a series of case studies relating to the impact of energy consumption.
- *Rainforests* - a discussion of the reasons for, and the effects of, forest exploitation.

Watching the world

[Manchester Development Project]

Although not dealing specifically with videos, this media project aims to explore the role of the media in creating our images of the world and to increase awareness of the media. It suggests techniques and resources that will provide teachers with many ideas to apply to video use.

- *Investigating images* - the core unit and an introduction to analysing images.
- *News from Nicaragua* - an introduction to analysing foreign news coverage.
- *Aspects of Africa* - an exploration of perceptions of Africa.
- *Picture people* - challenging stereotypes.
- *Whose news* - an introduction to media control and ownership.

Recommended videos

Besides the many well known schools' broadcasts, we have made extensive use of:

Girls Apart [New Internationalist] - contrasting lifestyles of two teenage girls in South Africa, one black, one white.

A miracle under threat [Oxfam] - a study of development in Cambodia and its possible future.

Battle of the planet [Concord Videos] - a series of seven programmes considering the use/abuse of the world's resources.

Only one earth [WWF] - a multi-media pack providing resources on urbanisation, desertification, tropical forests, ocean fisheries and industrial pollution.

All Our Children - BBC's superb series based on case studies. Each programme consists of 3 or 4 positive comparisons of children's lives from around the world.

Making good use of the BBC West Africa series

DEC has published a pack made up of photocopiable stimulus sheets and teaching suggestions as a result of experimental work undertaken in the schools involved in the Geography Project.

The following are examples from
Development Priorities

- *student material for the BBC West Africa series.**

Activity 1 [see below]

Having shown the first two and a half minutes of the film [4. The tourist trade] without sound, the students are briefed and shown the film again.

"You have been in Sierra Leone for six days ... what have you seen and done? Write a postcard home."

Activity 2 [see page 60]

Having seen the film [4. The tourist trade] re-show the first part freezing about six minutes in at the image shown. The Story Boarding activity enables students to discuss what might happen next. They complete the sheet with three more sketches and an outline of dialogue/commentary.

They could for example focus on either

- what happens next?
- what happens when the African family meet later?
- or
- what happens when the tourists meet in the bar?

Activity 3 [see page 61]

This is one of a series of sheets which use the video [3. A tale of two citizens] to analyse the processes involved in the small scale business, run by Abou or Massingo, which are featured in the film.



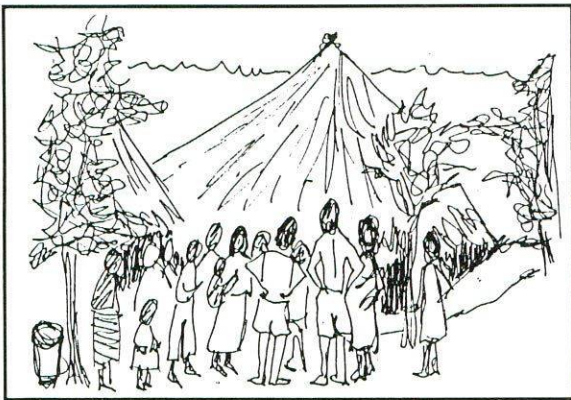
Wish you were here

Senco, Freetown, Sierra Leone

Sierra Leone - Jewel of West Africa

Write a postcard home ... What have you seen? What have you done? What's it like?

The Tourist Trade: The Story Continued

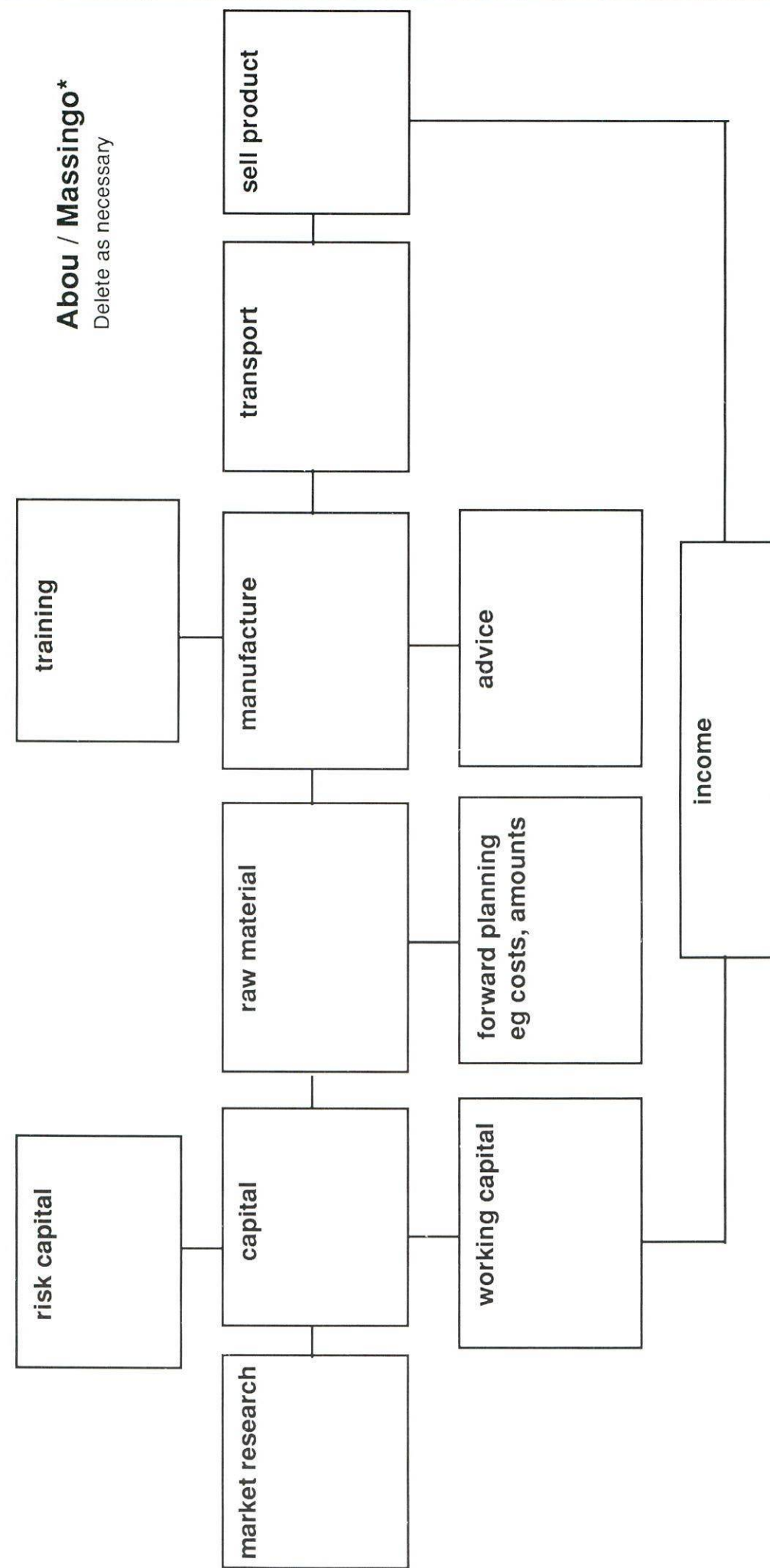


This image shows a full page of a document or notebook. It features approximately 20 horizontal ruling lines spaced evenly down the page. The paper is otherwise blank, with no handwriting, printed text, or other markings visible.

☐ Draw sketches and write text to plan continuation of the story on film

Setting up a business venture in the Ivory Coast

After watching the video, complete the boxes describing how either Massingo or Abou run their own business, following the steps shown in the flowchart below.



☐ Find someone who has completed this sheet for the other citizen [Massingo or Abou]. Compare your sheets. What do they tell you?

Appraising

If our students are to become free thinking individuals, it is necessary that they be given the opportunity to consider a range of viewpoints, and to weigh up differing opinions.

These activities enable students:

- to use their knowledge of the area,
- to formulate and express opinions orally,
- to listen to the views of peers,
- to respond to the views and opinions of others.

The article opposite is used as part of the introduction to a 10 week unit of work looking at changes in the school area. The aim of the first session is to raise in the student's minds the idea that there are frequent changes occurring in the area, and that different people react to such changes in different ways.

The unit then takes the students on to consider an area of public open space [a neighbourhood park]. The students carry out a mapping exercise and a public survey to assess its present uses; working in groups of 3/4, they outline a proposal to change its use - we've had everything from shopping centres through urban theme parks to urban farms; the students then take their proposals to the residents to gauge their reactions.

A consideration of individuals' lifestyles is another means by which students can be encouraged to reflect on differing situations. However, a lack of student knowledge may hinder this strategy. This can be overcome again by basing the activity in the students' own experiences.

The clock, opposite, taken from *Whose Development?* [DEC], generates students' interest, whilst the questions demand they use their own experience and knowledge.

In *Whose Development?* the clock was not annotated with the questions as it is presented here, but practice has shown that the annotating of a resource in this manner will generate a great deal of initial discussion.

An issue based in the local area will allow students to practice such skills, and to help them understand similar issues in a different context.

CLUB IS BUNKERED

With your partner:

1. Read the article carefully and make a list of any words or phrases you don't understand.
2. Use the **word wall*** to help with the word you don't understand
3. Choose two colours and then go through the article and underline **any** fact you can find in one colour, and **anyone's opinion or view** in the other.
4. You have been commissioned by S.H.E. [Save Harborne's Environment] to produce a poster to be displayed in local shops, libraries, etc. Design the poster.

* The word wall is an area of the wall covered with sugar paper where students are encouraged to write any words or phrases they do not understand. The students are also asked to write any explanations they are willing to offer.

Most women in The Gambia work very hard, they have to look after the home and children and also have to work in the fields growing food for the family to eat. Because their work is often done with other women, strong bonds of friendship and support can develop. A typical day of a woman in The Gambia can be seen opposite.

1. Draw a similar diagram to show the day of an adult woman in Britain, eg your mother, neighbour, aunt etc.
2. Discuss your diagram with a partner, are there any similarities or differences between your two diagrams?
3. Look at the diagrams of the women from the two countries. Make a list of the similarities and differences between their experiences. Discuss whether there are things which surprise you.
4. What are the issues which face women in The Gambia and in Britain? Are they similar? Make a list of those they have in common.

Harborne golfers take a swing at closure plan

CLUB IS BUNKERED

Surprise moves to close one of Birmingham's eight municipal golf courses — the nine-hole Harborne course — were revealed today.

City council chiefs confirmed that they had agreed to shut it down as being under-used.

No decision has yet been made about future use of the 30-acre site but it could net the council up to £3 million or more if sold for housing development.

The chairman of the city's leisure services committee, Councillor Bryan Bird (Lab, Stockland Green), said the closure had been decided after a long-term look at all the golfing facilities in the city.

"I am not about to put up with a situation where the city is supporting a course which is under-used," he said.

"If you compare Harborne with Warley Woods it is doing only half the trade."

"These are painful things to do but it is like having to tackle the old baths we have got around the city."

"Birmingham has probably more golf courses than any other place in the country, possibly in Europe."

"We have looked at Harborne and its future for a long time and considered also the fact that there is a private golf course next door."

Coming year

Asked when it would close, Councillor Bird said he was not sure but it would be in the coming financial year.

The chairman of Harborne Church Farm Golf Club has vowed to lead a campaign to keep the course open.

Mr Mike O'Reilly said: "Ticket sales have increased recently so I think this sort of threat is absolutely ridiculous."

He said his committee would be in contact with the city council today to see exactly what its plans were.

Mr O'Reilly went on: "We will be contacting all the people who live near the course and get as much support as possible."

"We had a similar threat hanging over us last year and the rumour was the course would close in April."

"The city council sent us a letter to say there was no threat for the foreseeable future and now we hear this. It is disgraceful."

Meanwhile, golfers were dismayed to learn of the council's proposal as they completed rounds on the picturesque nine-hole municipal course.

"We had a meeting with council members before Christmas and they said they would not close the course."

"I would be shocked if they have changed their mind."

Mr Des Connolly, who has been one of the club's 150 members for 17 years, said: "It would be a great shame if the course was closed."

"It is ridiculous to say it is under-utilised because it is a nine-hole course and most people tend to play on 18-hole ones."

30-acre site may be sold for £3m



Mr Ted Corfield and Mr Steve Bolton: went to Church Farm after other courses were closed because of bad weather



Mr Mark Cooper: 'They promised the course would not close'



Mr Des Connolly: 'ridiculous to say that it is under-used'



Mr Steve Ward: 'a lot of the older people play here'



Mr Chris Only: 'council members obviously do not play golf'

EXCLUSIVE by ROY SMITH and NEIL WHITE

But a lot of older people play here and it suits them fine so it would be a shame to close it," Mr Chris Only, of Bearwood, said. "The council committee members obviously do not play golf otherwise they would want to keep all the facilities open."

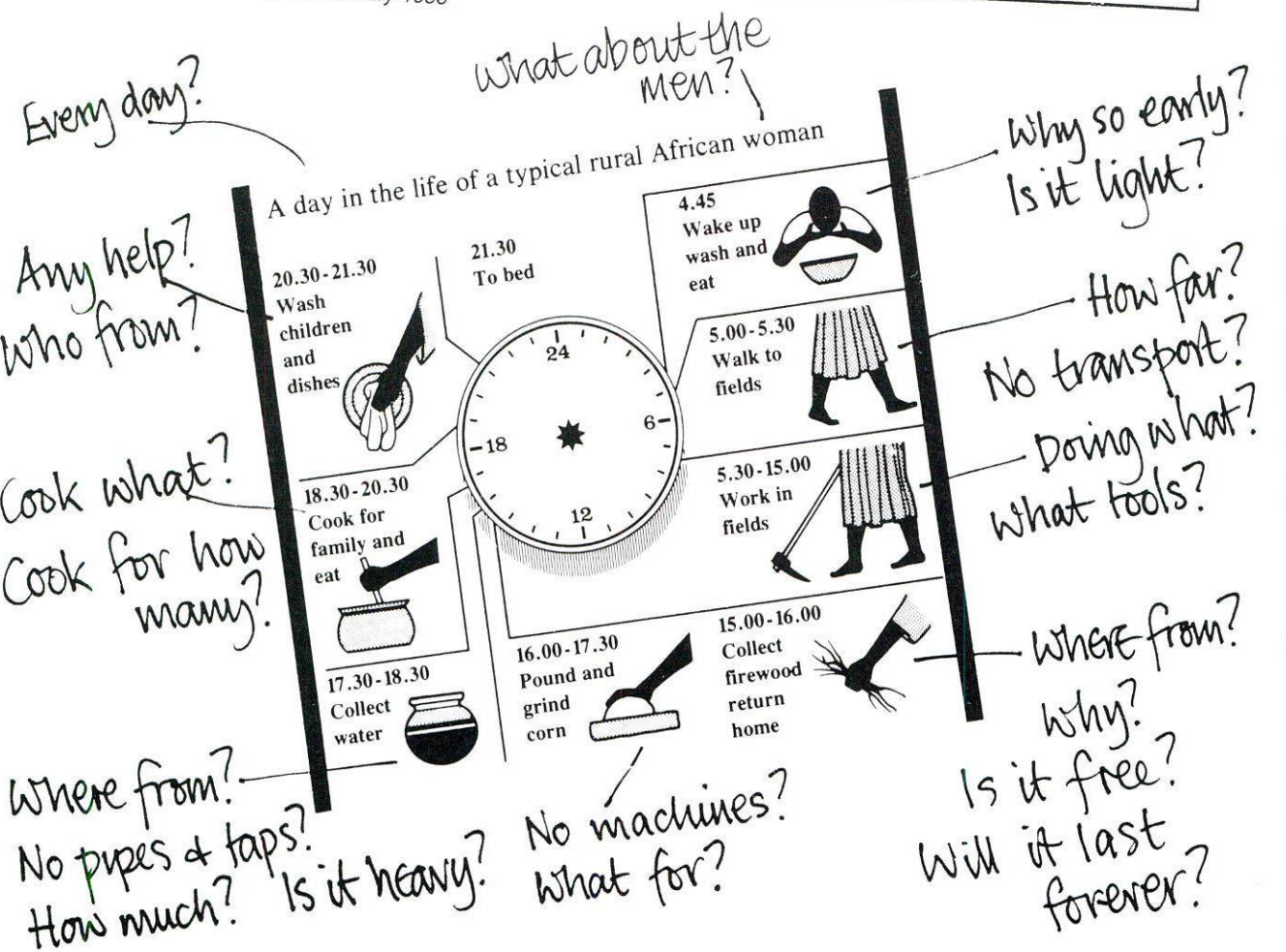
Mr Peter Engelfield said: "It would be disgusting if it is shut."

"It is nonsense to say it is not used."

"At a weekend you cannot get away for a couple of hours as there are so many people here. It would be badly missed by the people who cannot afford to play at a private golf club."

Mr Michael O'Brien put out a challenge to Mr Jimmy Munn, the director of leisure services at Birmingham City Council.

He said: "Why doesn't he come down here and see how many people play."



Evaluating

It is important for students to recognise that information which is presented to them does not necessarily give a true representation of the facts. Information is normally selected to promote a particular viewpoint and designed for a specific purpose. Students should be given opportunities to evaluate information.

The skills of evaluation involve:

- careful reading and comprehension;
- summarising content;
- recognition of the viewpoint from which the information is presented;
- recognition of the audience for whom the information is intended;
- consideration of the positive and negative implications of the material.

It is useful to relate back to our Key Questions [page 8].

Evaluation is an opportunity for:

- critically examining the material in terms of its assumptions, bias, validity, accuracy, ethnocentricity;
- students to respond in their own terms;
- becoming aware of attitudes to a place/issue.

Activities involving information appraisal by a whole class require careful presentation.

The material must be collected in advance and, if necessary, multiple copies provided. This applies particularly to articles and extracts. Space for displaying leaflets, viewing them and discussion may need to be planned.

The teacher should know the background to the information s/he is presenting in order to answer questions by students.

It is useful to build up skills in the evaluation of information by introducing activities which draw upon the students' knowledge; they should be encouraged to develop an awareness of the extent to which 'facts' are not neutral, but are used within a framework to make a point. Sometimes the same facts, in a different framework, can be used to say very different things.

Facts in the classroom

Students can be asked to write down, quite quickly, ten facts, either about themselves - weight, sex, age, etc, or their school, their favourite football team, their neighbourhood ... When this has been done, groups of pupils can compare their lists:

- are all the statements accepted as factual?
- are there differences of opinion over what is, and what is not, a fact?
- does a consensus of opinion make a statement fact?
- how easy was it to find ten facts?

Rather than make a list on one topic the students could be asked to make lists on wider and wider themes: themselves, friends, family, their neighbourhood, their town, their country, the world ... and discuss these as above. This activity could also be used to highlight the range of known facts existing in the class. Do their combined statements extend the students' knowledge of each other, their neighbourhood and so on. Do the number and variety of facts vary between topics?

Making a point

One way of exploring the ways in which facts can be used to make a point is to try doing just that.

Working in pairs students take a newspaper headline, and write stories to accompany it from different points of view - seeing those affected by a disaster as people reaping the consequences of their own thoughtlessness, or as innocent casualties; praising the heroism of rescuers, or commenting on the cost of the rescue operation. How many different stories can they create without inventing new 'facts'?

This could be followed up by looking at the same news story in different newspapers.

- what facts do they seem to agree on?
- what different assumptions do they make?
- what information do they seem to leave out?
- which seems [to the student] to be the most plausible?

Who's making the news?

The simple answer is, 'You are'!

Look at the headlines below. They are all linked to farming in Britain in the 1990's.

**RECORD HARVEST
... AG[R]AIN!**

**Council of Ministers
to look at
food subsidies**

**RESULTS OF
'PESTICIDES IN FOOD CHAIN'
REPORT PUBLISHED**

Fisons: Record Profits

**Farming run-off:
danger to water supplies?**

Select one of the headlines and write the article that you think would appear with it.

BUT write the story as if you were a representative of one of the following groups:

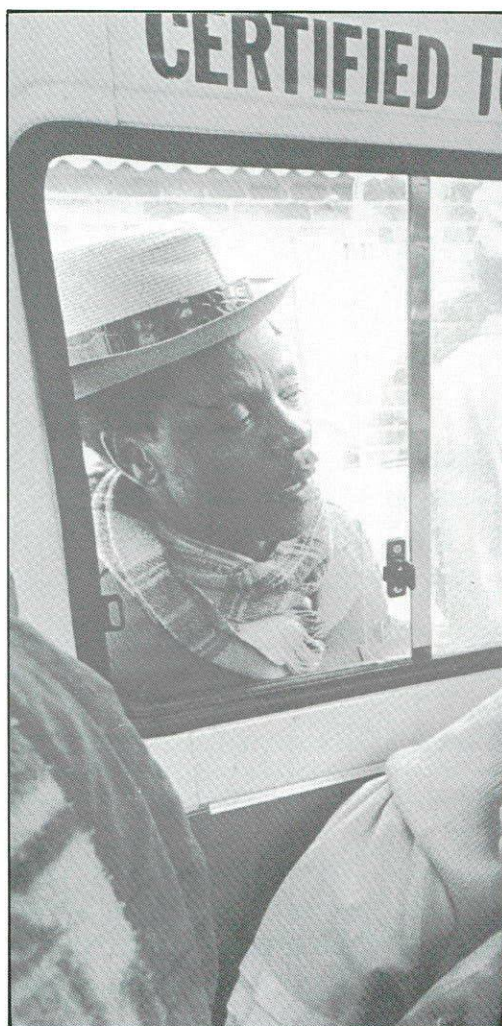
The National Farmers' Union
The British Government

Friends of the Earth
The Consumer Association

Think what viewpoint is the representative likely to have?

You may also like to think about a visual to go with your article - a cartoon [draw it], a photo [sketch it].

(A)



(B)



(C)

A HOME FROM HOME

Another family splits up for months to come. South Africa's Pass Laws may have been abolished, but hundreds of thousands of South Africans are still locked into the system those laws controlled. The man, a migrant labourer, lives in a single-sex hostel in a black township in Cape Town; having visited him at the hostel, and shared his single bed, his family is returning to their home in the Transkei, which is a black homeland, nominally a foreign and independent country. Unsurprisingly, many marriages do not survive.

The woman and her children are unemployed and entirely dependent on the migrant worker's remittances.

He lives for 11 months a year in an overcrowded single-sex hostel of long, narrow, one-storey buildings reminiscent of a prisoner of war camp. A 1988 government survey showed that in the single-sex hostels of Cape Town's three black townships, 82,565 people shared 25,701 beds.

Three years ago the government abolished the Pass Laws. It is no longer illegal for a black African's dependents to visit him in town, but it is illegal for them to be there without a place to stay. There is little family housing and, in theory, they are not allowed to stay in a single-sex hostel.

The result has been the inexorable growth of the shantytowns around the major cities as black Africans drift towards the centres of wealth. In Cape Town it is estimated that the black African population has swollen to half a million, five times its size three years ago.

But since accommodation is extremely scarce and there is still no investment and therefore no work in the homelands, the migrant labourer will be a feature of South Africa's industrial centres for a long time to come.

DAVID LEWIS

PHOTOGRAPH BY ROGER MEINTJES

From The Independent

What's in a picture?

This activity encourages students to consider how the message of a photograph changes with additional detail.

The photograph [opposite] was used as the basis of small group discussions. Some groups had been directed to specific aspects of the photograph, whilst others had been given little to focus upon apart from the provision of a word bank, a list of 25 - 30 words that act as triggers to the discussion - eg happy, tired, crowded, cold, rich, trip.

Individually, or in groups, the students were asked to write a story based upon the photograph.

Photograph B was then provided to be placed alongside A, and the students were asked if they wished to reconsider their stories.

Finally, the original article, C, was provided and compared to the students' efforts.

It is interesting to note, and worth pursuing with the students:

- how and why the students adapt their stories at each stage;
- how the same photograph can generate very different stories if groups are given different locations in their word bank - London, New York, Soweto.

Lying by numbers

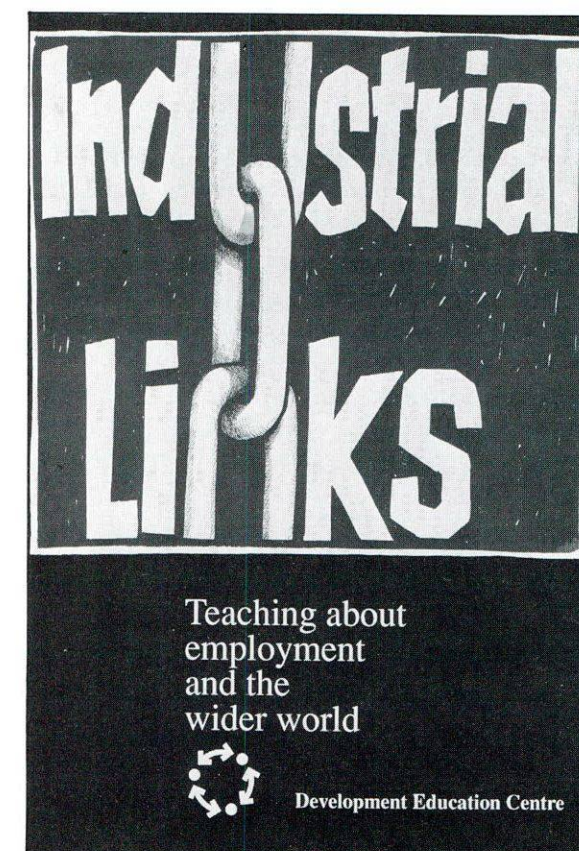
One of the problems with statistics is expressing them in terms which we can relate to; another is being able to question them in order to seek out what they can and cannot tell us.

The following activity is based on data from *Industrial Links** [DEC], and can be used to raise a debate about 'facts' - their meaning and their accuracy.

Pairs of students are given a different incomplete worksheet. For example, student A has the Birmingham graph completed and incomplete U.K. graph and tables, whilst student B has a completed U.K. graph and incomplete Birmingham graph and tables. [See page 69].

Their first task is to complete both tables and their incomplete graph. To do this, student A interprets the Birmingham graph for her/himself and partner, B interprets the U.K. graph.

The students then study 'Do statistics lie?' [see page 68] and calculate total reduction for each year. Using the total reduction figures to help, the students then redraw the U.K. bar graph.



"2. Pupils should be taught to:

- select relevant information from resources, for example maps, diagrams and statistical tables;"

Programme of Study Key Stage 3 (Geography National Curriculum, Page 41)

Do the statistics lie?

1981
July-October 1981. Seasonally adjusted figures for these months reduced by 20,000 to compensate for effect of emergency procedures to deal with DHSS strikes. *Effect: minus 20,000*

1982
July 1981. Unemployed men aged 60 and above, drawing benefit for over a year given option of higher payment as long as they do not register for work. *Effect: minus 30,000 by May 1982.*

October 1982. Change in definition and compilation of monthly unemployment figures from a clerical count of people registered for work at Job-Centres and careers offices to a computer count covering only benefit claimants. *Effect: minus 180,000 adults and minus 26,000 school-leavers.*

1983
April 1983. Men aged 60 and over and not entitled to benefit no longer required to sign on at benefit offices to get NI credits. *Effect: minus 107,400 by June 1983.*

June 1983. All men aged 60 and over allowed long-term supplementary benefit as soon as they come on to supplementary benefit. *Effect: minus 54,400 by August 1983.*

June 1983. Because school leavers cannot claim benefit until September, about 150,000 are missed from the June to August figures.

1986
February 1981. First published estimate of register effect of special employment and training measures. The coverage has been increased from 250,000 participants at the start of 1979 to 668,000 by January 1986. *Effect: minus 495,000 by January 1986.*

October 1984. Community programme restricted to unemployed benefit claimants. *Effect: minus 29,000 by January 1986.*

March 1986. Introduction of a two-week delay in publishing the monthly count to "improve accuracy". *Effect: minus 50,000.*

1988
April 1988. Voluntary unemployment deduction to Unemployment Benefit extended to 26 weeks. *Effect: minus 12,000.*

June 1986 onwards. Restart interviews combined with tighter available-for-work test. Both further tightened in 1988. *Effect: minus 200,000 to 300,000 in 1988.*

September 1988. Section 4 of 1988 Social Security Act denies benefit to all 16 and 17-year-olds which remove them from the count. *Effect: minus 90,000 to 120,000.*

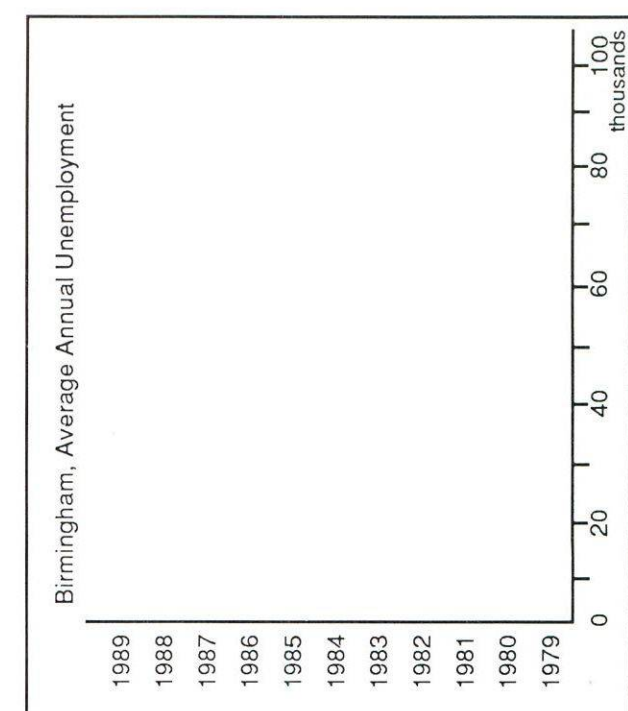
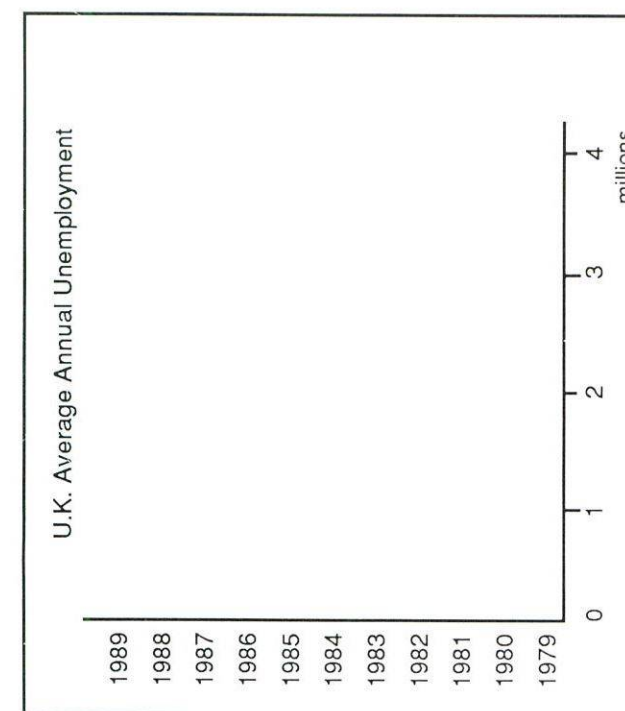
October 1986. Abolition of right to partial unemployment benefit for people with low National Insurance contributions. *Effect: minus 24,000 after one year; minus 30,000 after two.*

October 1988. Section 7 of Act lowers age limit for abatement of unemployment benefit to occupational pensioners from 60 to 55. *Effect: minus 30,000.*

Guardian 15.3.89 Information from the Unemployment Unit.

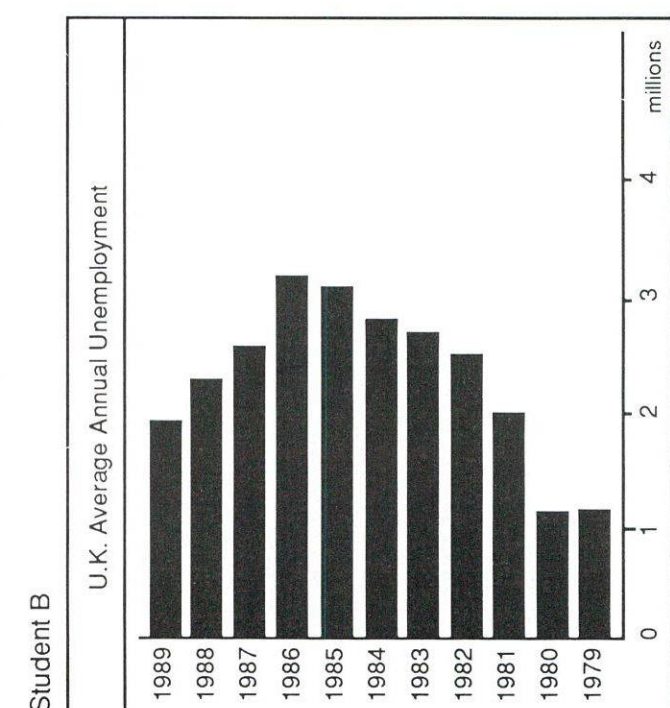
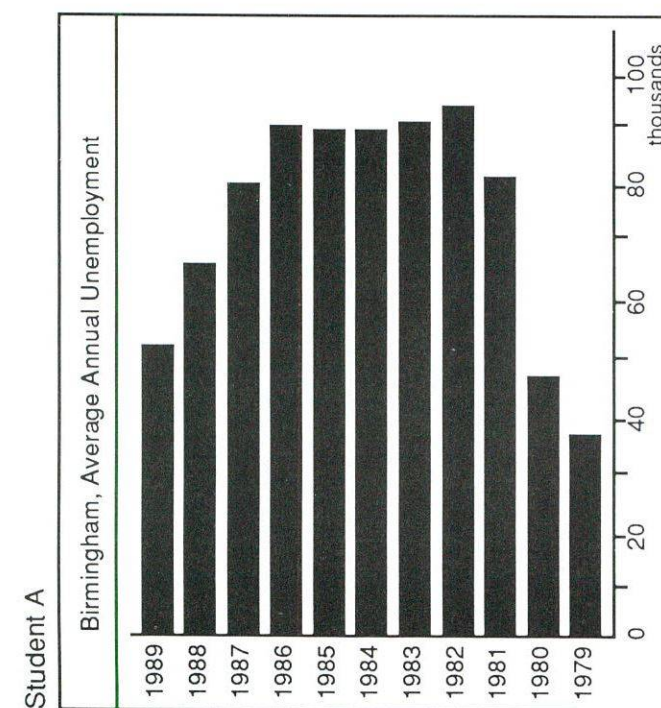
Total reduction in official unemployment figures

1981 = 20,000	1984 =	1987 =
1982 =	1985 =	1988 =
1983 =	1986 =	1989 =



Annual Average Unemployment	U.K. (m)	
	Birmingham	U.K. (m)
1989	52,000	
1988	66,000	
1987		
1986		
1985		
1984		
1983		
1982		
1981		
1980		
1979		

Annual Average Unemployment	U.K. (m)	
	Birmingham	U.K. (m)
1989		2.0
1988		2.3
1987		
1986		
1985		
1984		
1983		
1982		
1981		
1980		
1979		





Daily Mail

'I've started so I'll finish.'

ENQUIRING ABOUT PLACES

Place is central to geography, and it is through the study of issues in places that students can practice the skills and acquire the knowledge we believe to be important. Issues are the building blocks in a development education approach to geography. In this section we consider the link between the use of issues in the classroom and an enquiry approach, offering two case studies in support, and then address the question 'Which places?'.

Real world issues are not simple and in attempting to present them to students in an accessible form, we are in danger of over-simplifying the situation. However, it is important that we ensure our students see the variety of viewpoints where they exist and that they question information placed before them.

An issue based approach is challenging to both teacher and student, and will enable them both to continue to develop their skills.

What is an issue?

There are issues involved in most things we teach about in geography, but quite often we approach a topic from one viewpoint only: for example, we may deal with international aid solely from the view of the donor.

However, if students are to gain any understanding of the real world, they need to recognise that different people hold different opinions, and to do this students need to develop their skills in questioning, analysing and evaluating.

To stimulate thinking about the nature of issues and their role in the classroom, it is worth taking an everyday item and brainstorming 'What questions we'd like answered about.....'.

This provides a possible way forward and allows students to contribute to the agenda of future activities.

The study of an issue in the home/school area can be of use to the students when they approach a case study in a different locality. Similarly, the opportunity to reflect on an issue that is at a distance may well give the students additional insights when they return 'closer to home'.

On the following pages are two case studies. The first - **Is Sky the limit?** - allows the students to address an issue in their locality, before moving to a global scale. The second - **Vale Do Juari** - encourages students to explore a land conflict in Brazil before looking for links to events in their own locality.

Case study: Is Sky the limit?

"An enquiry approach should be adopted for classroom activities, and work outside the classroom should be supported by the use of secondary sources."

Geography National Curriculum PoS KS3

The Geography National Curriculum Working Group's Final Report can be referred to in attempting to decide what an enquiry approach may involve.

"6.9 Among the important elements of enquiry are:

- recognising an issue or focus for enquiry;
- formulating appropriate questions - which give direction to enquiry;
- collecting relevant information;
- interpreting and analysing information;
- drawing conclusions, offering explanations and if appropriate, proposing actions;
- presenting findings and conclusions;
- evaluating enquiry; and
- considering the implications of findings and conclusions for personal assumptions, understandings, attitudes and values."

Geography for ages 5 to 16, page 47.

There is a strong argument that during each Key Stage, a student should be able to carry out an investigation that involves her/him in the complete enquiry process. This would ensure that the student would experience every facet of the process, and would be encouraged to view the process as a complete entity and not as a series of disparate activities.

Pages 73-75 illustrate the potential of television satellite dishes as an enquiry issue: an issue concerning locational decisions, visual environment, use of resources and quality of life. What is more, it is an issue that many of our students can immediately identify with, and probably hold an opinion about that they are willing, and eager, to express.



From *Where we live*

Enquiry in the street

PLANNERS MOVE TO CLEAN UP TV DISHES

By DAVID BELL

BIRMINGHAM planners acted today to stem the unrestricted spread of TV satellite dishes which are disfiguring streets throughout the city.

They want powers to ban the dishes being attached to the front of buildings.

"Satellite alleys are springing up all over the city and there is a need for urgent action," said committee chairman Coun Frank McLoughlin.

Birmingham Evening Mail, Thursday September 6 1990

TV dish eviction threat

By MITCHELL
CLEWS

A MIDLAND pensioner has received a notice to quit his council flat after refusing to remove a satellite television dish.

Frank Blackwell, of Ragley House, Batchley, Redditch, was sent the notice from the local neighbourhood office a few days after refusing to remove the dish from the wall of his flat.

He said his sons had clubbed together to buy him the receiver.

Mr Blackwell, aged 76, alleged he had been threatened by council staff over the dish and was not going to remove it as a matter of principle.

"These dishes are allowed on other

council flats in the town," he claimed.

The eviction notice, which said court proceedings would not begin before December 30, said that the receiver was installed in contravention of his tenancy of the flat, which was in a three-storey block.

Conversations

A council spokeswoman said council staff had two conversations with Mr Blackwell about the dish.

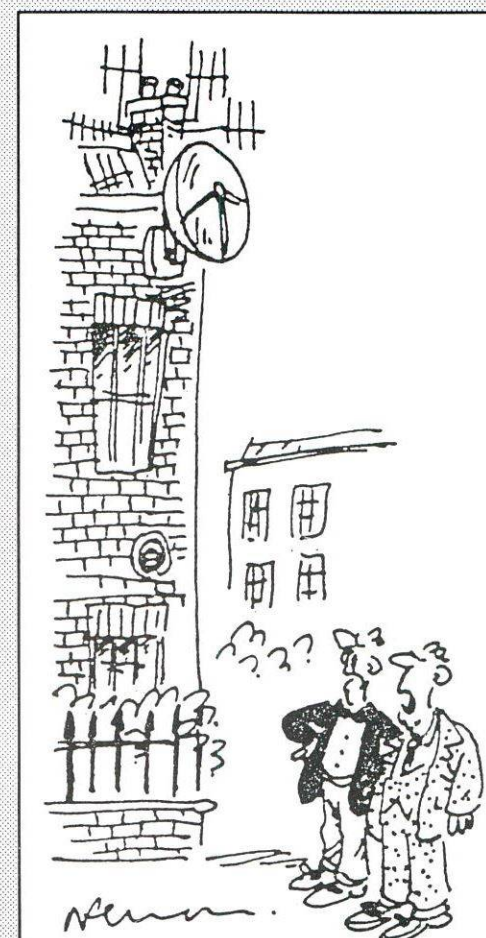
She said he knew "very well" that the installation was against the conditions of his tenancy.

Satellite dish blitz

Government announced measures to curb unsightly appearance of satellite dishes.

Planning authorities to be given wider powers to reduce ugliness of poorly-sited dishes.

Birmingham Evening Mail, Monday December 2 1991



'Television is destroying the art of conservation'

Is Sky the limit?

What's involved	Student's activity
Students to consider their own attitudes and behaviour in relation to television.	Home survey regarding family/individual viewing habits - times, programmes, stations, perceived needs, motives.
Students read newspaper articles and consider: i] What are the different opinions expressed in the articles? Who argues what? ii] Why do the different individuals/groups take the position they do? What's in it for them? iii] What do students themselves feel and why?	This activity can take many forms, eg: a] Annotating the article using different colours for different interest groups. b] Role-playing a local residents meeting. c] Letter writing to a newspaper expressing student's attitudes. NB. Any/all of these activities would be of equal value, perhaps greater, if undertaken after the students had carried out their local investigations.
Students carry out fieldwork investigation of satellite dishes in their home/school area. Title - <i>What effect are satellite dishes having on the area of, and how do the locals feel about them?</i> Prompt sheets would be provided depending on ability of students.	a] A survey of those dwellings that have satellite dishes - data to be collected and presented in report form - link dishes to types of dwelling, areas around school/home, etc. Quality of environment survey to determine influence of dishes. b] Questionnaire re public opinion about satellite dishes, viewing habits, etc.
Students to make recommendations to local authorities regarding policy on satellite dishes. This could be presented as a display in a public area [local library, building society windows or entrance to school].	a] Outline differing opinions. b] Offer suggestions as to possible courses of action for local authorities. c] Make recommendations in form of a local action plan. d] Assess public response to proposal[s].

The conflict between personal and public interest lies at the heart of this issue. Students were asked to focus on the desire of some members of society to improve their quality of life, in the form of access to satellite television, at the expense, some would argue, of visual pollution.

This investigation enabled students to consider the range of views the issue generated, and the values behind these views. Further, it heightened their awareness of the mechanisms for achieving a compromise in such a situation.

Having gained an insight into an issue in their own locality, it is possible for the student to build on this experience, and look at an issue elsewhere in the world and one with an overt global dimension.

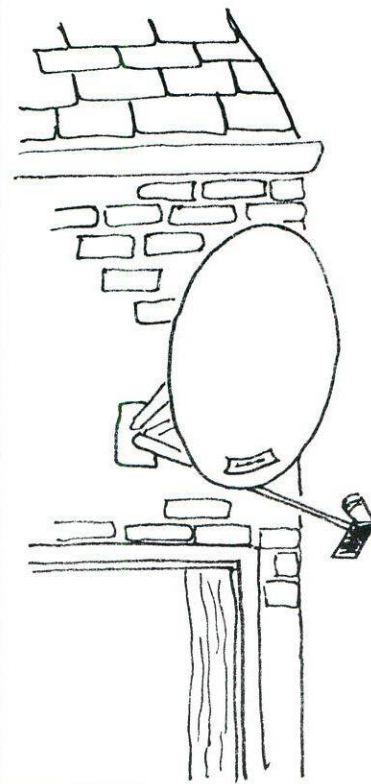
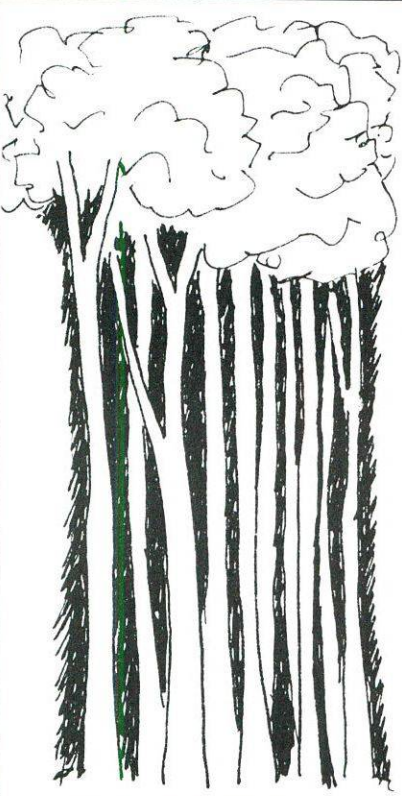
The means to improve the standard of living for the many people of the 'third world' may be to exploit the vast natural resources that exist, for example, in the rain-forest areas of South America.

Most schools are fairly well resourced to deliver a unit of work on the causes of deforestation in these regions and its affects on indigenous peoples.

However, it may be helpful to apply the analysis used opposite. The desire on the part of a South American government to exploit its forests could be seen as the 'personal interest' factor - 'We need to do this to provide land for our people/to raise money to pay interest on our debts/to allow our industries to expand/to provide our people with a similar standard of living to that enjoyed in the North'.

The North, however, adopts the 'public interest' stance - 'Consider the effects of deforestation on the ozone layer/global warming/unique environments and wildlife/our responsibility to future generations'.

The same questions that students can ask about satellite dishes in their own locality may provide them with starting points to approach a more vital issue.

	CAUSE OF CONFLICT		RESOLUTION OF CONFLICT
	Personal	Public	
	Status Desire Generated demand Habit Peer group pressure Leisure	Visual pollution Attitude of other residents Local business Use of resources	Parish council M.P.s Planning Department County Council Local elite Residents T.N.C.s Civil Servants
	Demand for land Foreign debt Resources for industry Improve standard of living Prestige	Climatic change Protected species Natural habitats Genetic resource bank	Elected Governments/Councils T.N.C.s Residents Local elite Civil Servants World bank I.M.F.
What right have we to interfere? What are the possible compromises? How can we measure the cost? Whose problem is it? Do we know enough about the problem? Is it a problem anyway?			

Case study: Land conflict in Brazil

As is the case with all good resources, this study of land conflicts in West Brazil is adaptable for a variety of age groups. It is presented here for use with KS3 students, offering them, and the teacher, the opportunity to engage in a number of activities to further their understanding of an issue.

The issue will provide the students with valuable insights which can be applied to studies in their own locality.

Activity 1:

As an introduction it is useful to do some work using maps and statistics to highlight the global distribution of food and population patterns.

There could be a useful discussion about the proposition that "There is not enough food grown in the world to feed everyone". [See also *Food Matters*].

Activity 2 [see pages 77 & 78]:

This introduced the students to land problems in Brazil, where to be without land places most people in a vulnerable position. The activity lends itself to a role play, where the class can be split into groups after viewing the video from ITV's Viewpoint '90 series, *Killing the land*. However, the exercise can still provide a valuable activity without the video.

Suggested agenda

- view video
- stages 1-6, with about 5-10 minutes for discussion between each stage
- role play with possible groups including
 - ... posseiros
 - ... landowners
 - ... police
 - ... clergy
 - ... government
 - ... ministry

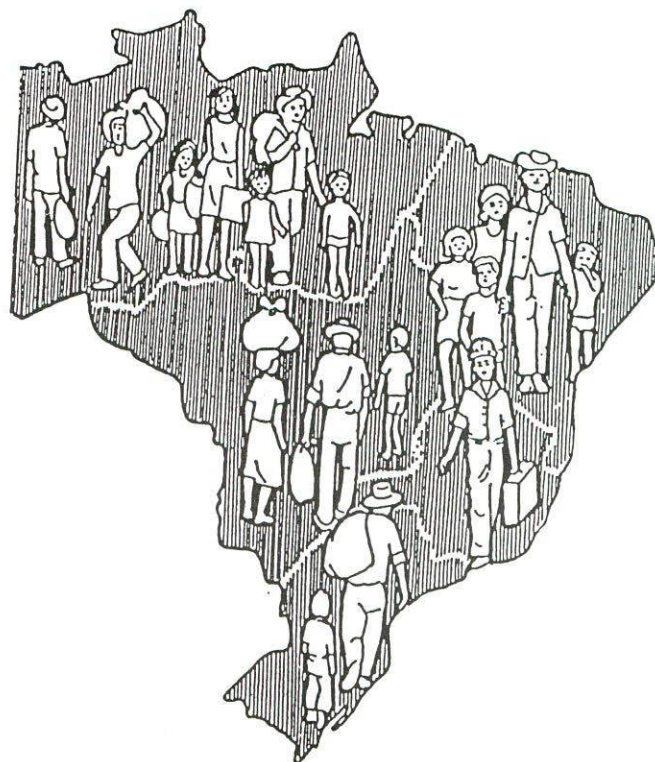
Activity 3 [see page 79]:

After debriefing the role play, students' attention was focused on the links between conflicts such as Vale Do Juari and events closer to home.

Resources A, B and C [see page 79] are examples of available materials that could be used to highlight linkages that the students should recognise.

However, resource D illustrates the direct comparison that may exist in terms of land conflicts between Britain and Brazil. Using the skills practiced, and the understanding and knowledge acquired when considering Vale Do Juari, students are encouraged to view a land conflict in their own locality differently than if they were to approach it without the prior experience.

Another useful resource to generate thinking about land conflicts is Frederick Forsyth's short story *Used in Evidence* [published in his compilation 'No Comebacks', Hutchinson, 1982.] And the students enjoy the ending!



Land conflict in Brazil: Vale Do Juari

LAND OWNERSHIP STATISTICS

In the world today, there are 100 million farmers with no land to farm, and a further 700 million farmers who are living by subsistence methods.

In Peru 68% of the land is owned by 4% of the people.

In Paraguay fazendas (large farms) of 100,000 hectares or more made up 43% of the land.

In Brazil 1.2% of rural farms constitute 45% of the land, and are over 1,000 hectares in size. 50% of farms are less than 10 hectares in size, and constitute 2% of agricultural land. The significance of these figures can be seen when you consider that 70% of rice and food for the Brazilian is produced by small farmers.

STAGE 1

The Vale Do Juari is a 5,000 hectare farm in the Centre West of Brazil. It is located in one of the areas of most intense land conflict. It is an area that the government is trying to encourage people to move into and farm productively.

Issue

In the 1960's the legal title was in dispute. In the eyes of the law no-one owned the land. A wealthy businessman from Sao Paulo, some 1,500km away bought the legal title from a judge in Brasilia. He appointed a manager and intended to clear the land.

He never visited the land, but feels it is his own. In fact there are already 83 families working this land, who have been farming there for 15 years, but never had legal ownership.

You are the owner, you have friends who are judges and police officials. You are unhappy about these people being on your land.

What do you decide to do?

STAGE 2

The landowner bribed the courts and police to force the people off the land. He hired gunmen, a fight ensued, and a family of three was killed. The homes of the 83 families were burnt, and their crops, that were nearly ready for harvest, were destroyed. The people were dumped, with no possessions or money, in the nearest town, 50km away from the farm. There was no way for them to fight for justice, since the judges and police are all on the side of the landowner. The people went to see their priest as their only hope of gaining justice. The priest took up their case and employs a lawyer, who found that the landowner's title document is in fact false.

You are the priest, you have several decisions to make

1. How do you fight the case, through the courts, or through putting pressure on the government in Brasilia (the federal capital)?

2. What do you advise the people to do, stay in the town where there is no money or food, or go back to their land, where there is danger?

STAGE 3

In fact the church and their lawyer took the case to the federal capital, Brasilia, and put pressure on the Minister for Agriculture and the President. At one stage they sat outside the ministry for 24 hours to gain publicity. The church won the case for the people. The government promised to take the land from the landowner and give it to the workers, so that they would have 20 hectares each to farm and make a profit from. The government were to pay compensation to the landowner.

You are one of the workers. What do you now decide to do? Will you stay in the town, or return to the land to work?

STAGE 5

In fact some of the workers went by night to the farm and tried to stop the owner from taking the timber. Violence ensued, and one of the workers killed one of the owner's gunmen. This caused a lot of trouble. The owner and his gunmen threatened the priest with death for his involvement with the workers and the priest had to go into hiding for over two months.

You are one of the workers who has now been away from your land for ten months. You have no income and a family to support. It is coming up to the rainy season when crops should be planted.

What are your options?

STAGE 4

Most of the families went back on to the land and started to clear areas for manioc, rice, beans etc. They had just established their homes and started to gain produce from the land, when once again the farmer sent in the police and gunmen to clear the land. The owner had only been paid half his compensation from the government, he felt that he still had a right to the land. The people's homes were again burnt, and their crops destroyed. They were taken again to the town and left in the streets. This time many took refuge in the church. The owner's manager started to clear the land of its timber to sell, timber which they felt belonged to them.

As one of the workers, what will you now do? Are you going to give up and leave the area? How could you stop the owner taking wood? What future could you hope for for your children?

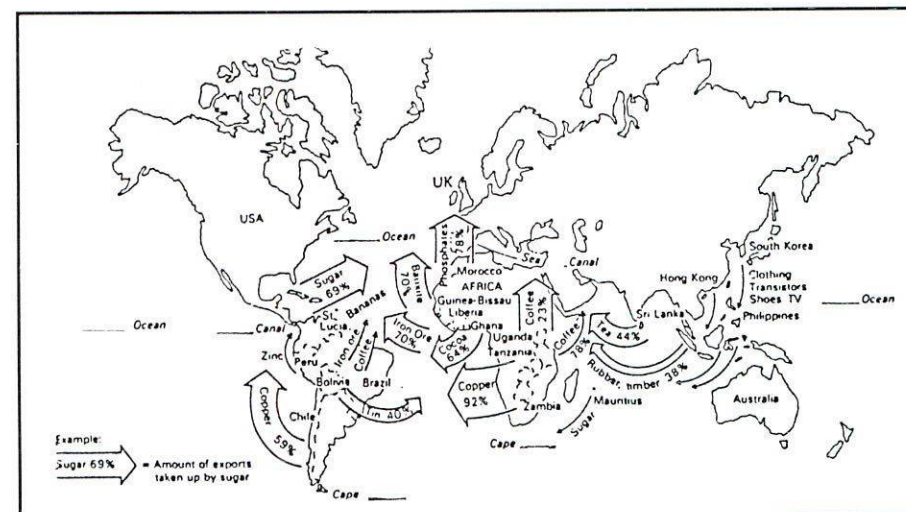
STAGE 6

Just before the wet season eight men had gone back on to the land. They had gone back on their own, fearing that it would be too dangerous for their families. They had gone back to try to start planting the crops. They were afraid that other workers may come and take their land, they were also afraid that the owner may start to take the timber again. Their wives were petrified for their safety. The bishop thought they were silly to go back, with the owner obviously not afraid of killing people to secure his land, and at this stage, he had still only been paid half his compensation.

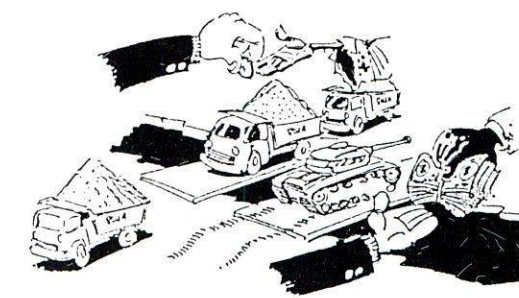
What do you feel may happen to these men and their families? Did they have any choice?

Did they at any time have freedom of choice, or the opportunity for justice?

Resource A



Resource B



Resource C

FAMILY FORCED TO QUIT HOUSE AFTER 30 YEARS

Anguish of couple in home wrangle

by NIGEL HASTILOW

A heartbroken Birmingham couple today left the house where they have lived for 30 years as bailiffs moved in to evict them.

Mr. Alf Smith, aged 68, and his wife, Dora, aged 58, agreed to leave as High Court bailiffs threatened to force them from their home.

Mr. Smith claims he was given only three days' notice that he had to move out of the house, where he runs a motor repair business in the backyard.

He had vowed to resist the bailiffs with force but after lengthy negotiations he, his wife and three children agreed to leave peacefully.

The High Court ordered the eviction of the Smiths from their home in Waverley Road, Small Heath, which is being compulsorily purchased by the West Midlands County Council to make way for a bypass.

Mr. Smith claims the house he has been offered by the council is completely unsuitable, with rubble, no parking space, and no interior decorations.

He has been offered £23,000 compensation for the house and business but claims it is worth well over £50,000.

He said his wife was heartbroken and that he

was shocked by what had happened. He had asked for another two weeks' grace before having to leave.

Mr. Paul Smith, West Midlands County Council's principal valuer, said: "The compulsory purchase order was confirmed by the secretary of state in January 1982 and the Smiths were due to leave in March this year."

"But they have been given several extensions of the time limit following talks with our officers and are now one of only three out of 190 households which are still there."

The officer said that the land under the compulsory purchase order is needed for Stage Two of the Small Heath bypass.

Contract

"We are going to have to let the contract very shortly and we will need to give the contractor possession of the vacant property, including the Smiths' house. The bulldozers are standing by and the house is due to be flattened virtually immediately."

"We believe the £23,000 that they have been offered for their property is a fair price, but if they disagree they have recourse to the Lands Tribunal."

The officer said that the land under the compulsory purchase order is needed for Stage Two of the Small Heath bypass.



Mr. Smith and his wife Dora... distressed at having to leave their home in Small Heath.

Nigel Hastilow, Birmingham Evening Mail, June 27 1983

Resource D

Development - a common issue

Development [at a variety of scales] is a common issue which affects all students.

The Geography National Curriculum recognises the need for Key Stage 3 students to examine the nature of development:

- 'Pupils.....should be taught to:
 - evaluate the extent to which the country displays the characteristics of development.'
- 'Pupils.....should be taught to:
 - compare differences in economic development and welfare in different parts of the world.'

However, does the National Curriculum recognise that development is an issue? Students must be encouraged to consider development not merely in economic terms.

Cecil Rajendra's poem raises the dilemma that our students increasingly appreciate. The cartoon below lends itself to a classroom activity designed to generate discussion.



"They're incredible people! Why do they leave all this for a back street in Brixton?"

From Caribbean Fisherman
R Walford, Cambridge Pub. Services

Canto of progress

Vibrations of pile-drivers.....
the land shudders from
"developing" to "developed"
everywhere tower-blocks
and condominiums mushroom
to eclipse a lowering sky.
High-rise hotels - more
forbidding than the ramparts
of any colonial fortress -
wall us from our beaches.
i watch marauding bull-
dozers scalp the distant hills.

On radio and television self-
congratulatory announcements
sandwich the advertisements
we reward the rich
decorate the decorated
swop last year's Merc
for this year's Benz
study the Stock Exchange
check our pocket calculators
applaud the rising G.N.P.
now, isn't our country swell?

Grass and trees and flowers
are in short supply, but
never mind, Ministers assure
us all will be well
in the next Five Year Plan.
In my garden, i notice
the disappearance of butterflies
soon i will have to explain
to my son that a "caterpillar"
is not another genus of tractor!
Cecil Rajendra

Source: Tourism Resources Pack, [Bath DEC]

Comparing development and welfare

There is a wealth of data available for teachers when dealing with development, and often confusing issues can be considerably simplified by using one of the computer software programmes available.

One such package is the GRASS* Population Database which contains information relating to over 60 countries in the following fields:

Population total	Continent
Life expectancy	GNP per head
Population doubling time	Population growth
Changing birth rate	Birth rate
Changing death rate	Death rate
Infant mortality	Contraception
Population per doctor	Food production
Secondary education	Family planning
	Urban population

The programme allows the student to interrogate the data via three routes:

- 1] viewing the fields for each country individually;
- 2] searching the data by establishing parameters such as equal to, greater than, less than;
- 3] presenting the data in graphical form - histogram, scattergraph, cumulative frequency graph.

It must be recognised that in the first instance there may be disadvantages particularly for those [staff or student!] who are not confident in handling the database. However, its use can provide a valuable input, as illustrated below, to both the students' geographical and IT education.

Activity 1

Working in groups of 3/4 the students were asked to supply as many endings as possible to the statement "A developed country is.....", and then from their suggestions, select two that they agreed with and would share with the rest of the class.

The responses were dominated by food.
eg ".... where everyone has enough to eat."

Activity 2

"Can you measure how developed a country is?"
Small group/whole class discussion.

Here the discussion broadened into such areas as personal wealth, public services, (quality and number available) and the general quality of life.

Activity 3

Each group (of 3/4) was allocated 4 fields and
a) matched field to definition
b) considered links between fields and development

Activity 4

Each group selected 9 countries, (they were instructed to 'choose a range'), and then interrogated the database to arrive at some conclusion as to development in their group of countries.

The criteria for the range of countries was left to the students - some selected at random, one group used an atlas to select African states, whilst one group chose using the initials of their names!

Activity 5

The students were told at the beginning of Activity 4 what was to follow. Each group had to display their findings on the classroom wall.

Their findings were somewhat varied, but there is no doubt that they learned a lot about themselves as well as something about development.

Activity 6

A selection of cartoons with a development theme was viewed (similar to those on page 83), and the students had to complete the statement "Development means....."

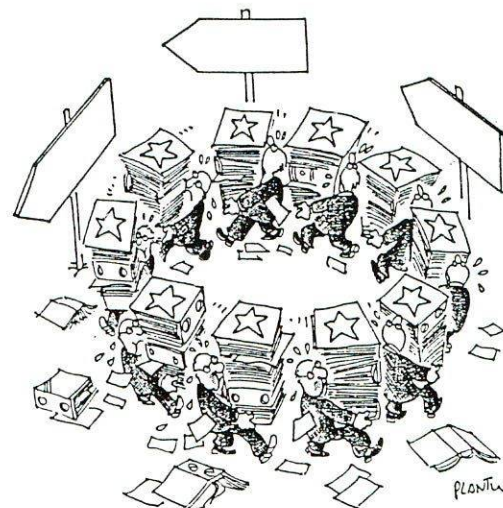
".....making sure everyone has enough to eat."
".....things get better not worse."
".....a safe future."
".....a fair share for all."

Cartoons - a means to explore development

Cartoons are an adaptable resource that have value in their ability to raise questions about issues - including development.

We find that they are particularly useful either in an introductory activity where the students begin to explore their own ideas about development, or as a conclusion, offering the opportunity for the students to take stock of their ideas at the end of a unit of work.

As with any resource, cartoons can be used in a variety of ways in the classroom, and a fuller discussion of their use, together with a collection of 'usable' cartoons, can be found in *Thin Black Lines*, [DEC].



Originally this cartoon had Luxembourg, Bruxelles and Strasbourg on the signposts. It has potential for any in-service session!

Using cartoons

What's in a theme? - working in pairs, students look at 10 cartoons and group them according to themes or topics. The students then share their ideas with other pairs.

Headlining - working in pairs, students are asked to develop a headline and/or short article on the basis of one cartoon.

Reading - another small group activity in which students concentrate on one cartoon and ask:

- what is the cartoon saying?
- who are the characters?
- how would other interested parties react?

Matching

- cartoons to captions;
- writing captions.



Cartoons help students to observe, analyse and evaluate information, consider their own and other's views and recognise the value of different interpretations.

Warning

"If you see education in general, or development in particular, as a process of endorsing certain 'acceptable' ideas or viewpoints and rejecting others, rather than as a means of exploring, discussing and debating ideas and opinions as a means of encouraging people to make up their own minds, then don't use cartoons. It is unlikely that they will provide enough opportunity for control!"

Thin Black Lines, [DEC].

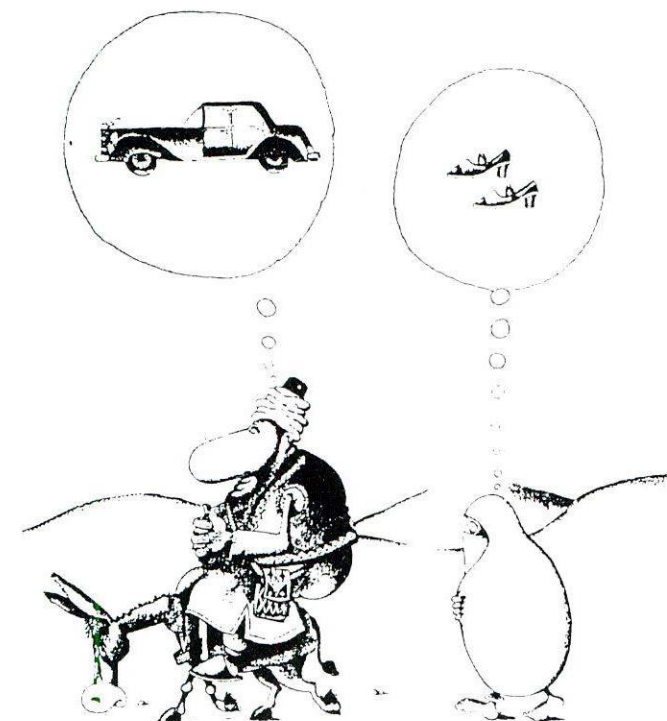
What I mean by development is...



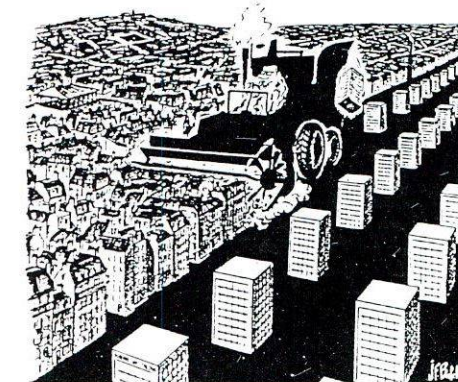
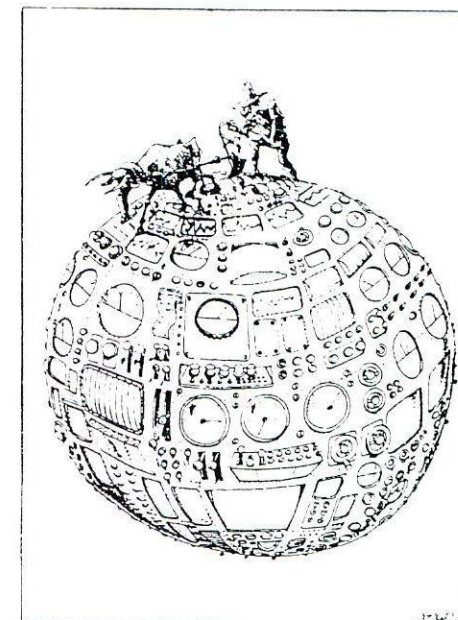
'Here, Señor Carter, is the statue of Simón Bolívar, who liberated Latin America from foreign domination!'



Of course we have progressed a great deal, first they were coming by bullock cart, then by jeep - and now this!



"Now, here are the news headlines again, with subtitles for viewers who are unable to believe their ears."



Which places?

It could be argued that the National Curriculum limits the places our students will study. However, if the National Curriculum is viewed as students' minimum entitlement, the teacher has the responsibility for deciding not only how those places are to be studied, but also how the students' studies should be extended.

The National Curriculum has considerable scope for the individual teacher, and teachers will need to exploit that elbow room if our students are to experience a relevant and challenging course which develops a global perspective.

A global perspective implies far more than simply an appreciation of one's position in the world. It involves a multicultural vision of what is of value, and an understanding of process that is not rooted in an ethnocentric one-way view of the world.

Comments below are the results of a card game, [see page 4], when a group of teachers explored the statement "A theme with a global perspective should.....".

A theme with a global perspective should:

- avoid an approach which centres on one culture; *Is this possible? If so, how?*
- use wider experiences as a natural part of learning - not a contrived after thought; *How can we build this into the planning process?*
- extend the students' awareness by building on their experiences; *How can I find out what their experiences are? The experiences of all or just the experience of some?*
- focus on similarity of experience and need;
- involve enquiry based learning approaches; *With a content-dominated National Curriculum?*
- foster questioning attitudes; *But what if I don't know the answer? Or the question?*
- include experiences from other places if they seem relevant; *Available resources?*
- involve exploring issues by examining different points of view. *Use of role play?*
Simulations?
How else?

Such a list could form the basis of a checklist for planning by turning the statements into a series of questions.

Starting Local

The National Curriculum stresses the need to build a child's geographical education on a knowledge and understanding of the local area and the home region. There are advantages to Starting Local when one considers how to organise the curriculum.

Many of the concerns relating to development issues are very complex and it is not easy to present these to KS3 students in a way that avoids confusion. Starting Local has the advantage of students having some knowledge of a local issue. Further, it allows the students to practice, in a familiar situation, those skills required to understand complex issues wherever they are based.

On this page is an example from a unit of work, the results of which illustrate Starting Local. Year 7 students carried out a study of a local shopping centre, its facilities, its deficiencies and the thoughts of those who used it. The students prepared an improvement plan based on their findings and presented their ideas to an official from the local planning authority.

There are dangers in adopting a Starting Local approach. It is all too easy to ignore the global dimension in the local area. We must ensure that we do not divorce the local from the global, and that our children appreciate the global dimension, and its effect, in their local or home area.

Further, it is incorrect to assume that an increase in scale necessarily means an increase in complexity.

The local issue may well be a complicated one, especially if one explores the global influences operating. A consideration of the global links, be they social, economic, political, natural or, as is more likely, a combination of all four, will ensure that what at first may seem a 'simple' local issue is far from that.

*Industrial Links** shows how a local issue, the closure of a factory, cannot fully be explained in isolation from the wider world.

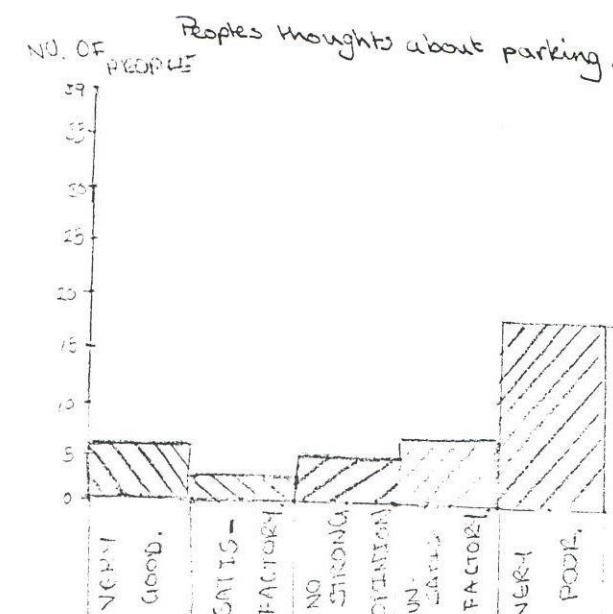
Dilbie O'Byrne 75

11th March 1990.

Views of a planner - Mr Salim - Sandwell planning authority.

On Thursday 8th March, Mr. Salim from Sandwell planning authority came to visit us. He came to answer our questions. His views were that if they built a restaurant like MacDonalds or Wimpy then everybody would throw the cartons or packets on the floor and it would make the place look untidy. Then he said that if they knocked down the small old shops and put better ones there the shop keepers might be unhappy through knocking down their shops. Then he said that if they built a car park then all the cars would fill up the space. He does agree that Bearwood could do with a few more toilets and jeweller shops and that it would be good if there was a library.

- Here are 5 questions that we asked him:-
- 1) We think that Bearwood needs a proper restaurant like Macdonalds or Wimpy. What is your opinion?
 - 2) Bearwood needs more toilet facilities and the public agree with us as we found out by doing a survey. Do you agree with us?
 - 3) A lot of people shop in Bearwood and there are two schools nearby, therefore it would be useful if there was a public library nearby.
 - 4) We think that Bearwood needs more jeweller's shops because lots of people like jewellery and it would be useful if they had a few more. What do you think?
 - 5) In Bearwood there's definitely not enough parking space and the public entirely agree with us. You could get the space by knocking down the old small shops that aren't really used.
- (5) A detailed report - a good understanding of the issues.



"... give an account of a recent or proposed change in the locality." Gg2/4c

"... explain the effect of recent changes on the home region." Gg2/6a

"... explain the impact of recent changes in the place studied..." Gg4/4b

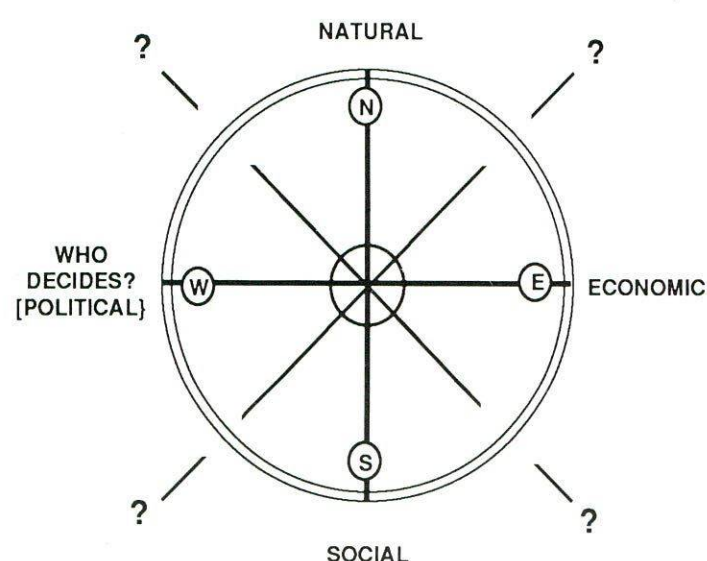
are three of the ATs which require the students to study issues in their local area, and should encourage active learning, perhaps in the form of field work.

What do we mean by 'local'?

The National Curriculum Programmes of Study refers not only to the local area, but also to localities outside the UK. It is important **how** these case studies are undertaken. Strategies employed in looking at a case study in the student's home/school area, are equally valid when applied to a case study outside that area.

Thus, 'local' should be defined, not in terms of scale and location, but scale and approach. Questions that are asked on issues in Birmingham, Bradford or Bristol should be used when considering issues in Brasilia, Bombay or Buffalo.

The notion of 'local' now takes on a transferable nature, similar in many respects to the notion of a compass rose, which can be taken and placed on a locality, and used to enable the student to gain a valuable insight into the geographical features, processes and relationships operating at that location.



This will:

- stress the parallels that exist between people and geographical issues across the globe,
- enable students to approach issues in their locality from perspectives gained by looking at the wider world.

It is important that we make links between the work we do about our own locality with that about other localities. It is necessary to build up skills in understanding complex issues. The foundation for this can be built into the familiar context of local work and can be applied to case studies from other countries. In turn we can apply the lessons we learn from other case studies to our local situation.

One example is shown on page 87. If two groups of students are each given one of these conference centre proposals they may raise some similar questions but students tend to identify sharper political aspects in the Addis Ababa case. Those same questions are then usefully applied to the Birmingham case study and vice versa.

Linking localities by asking a common set of questions will give the students an insight into the realities of the issues, particularly as to how they affect different people.

In discussing the questions relating to one proposal, the students will further their awareness of what is involved in the other.

For example, if the local people of Birmingham should have some say in how EC aid is to be spent in their city, should the inhabitants of Addis Ababa have an equal say in the operation of a project in their city?

If, as some Birmingham people believe, "those bureaucrats in Brussels don't know what we want", do we in Europe know what the people in the barrios of Mexico City or the foothills of the Himalayas want?

A local case study in the students' home area will give them the opportunity to practice, in a familiar situation, those skills required to understand complex issues.

A local case study outside the students' home area will give them the opportunity to consider an issue at a distance that may have some application in their home area.

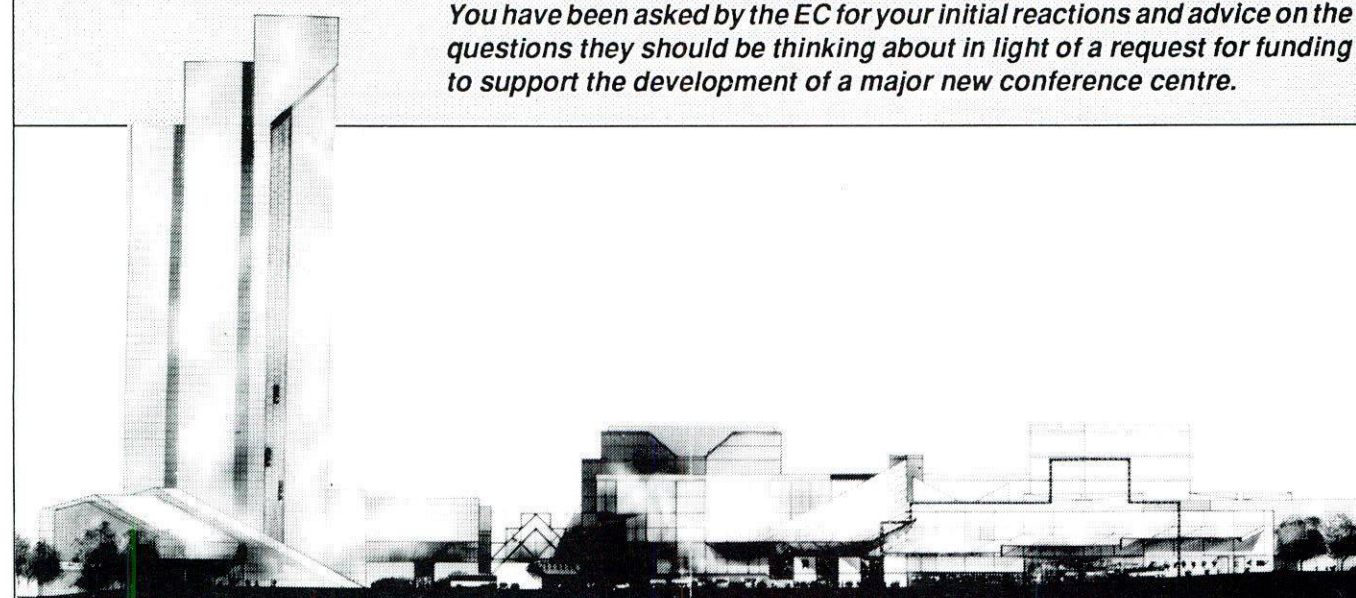
A variation on this approach involved using the resource on page 88.

The idea of the compass rose is further developed as a stimulus sheet on page 93. The questions used could be applied to different localities. Alternatively, questions based on the study of an issue in a particular locality could be added to the basic rose. This new rose could then be applied to a similar issue in another locality.

It may be useful to note that the questions in the N.E. refer to the interface between the natural and the economic, those in the S.E. to the social and economic, and so on.

Proposal for a new conference centre.

You have been asked by the EC for your initial reactions and advice on the questions they should be thinking about in light of a request for funding to support the development of a major new conference centre.



The EC has been approached with a funding proposal for £120,000,000 to help with the development of a new conference centre in Addis Ababa.

"The conference centre will attract both business and tourism to Ethiopia. It will provide an ideal location for major conferences and international political events. The project will create jobs in the building and the running of the centre, it will also be a focal point for other economic development as a result of the demands for a whole range of services to meet the needs of visitors".

The EC has been approached with a funding proposal for £120,000,000 to help with the development of a new conference centre in Birmingham.

"The conference centre will attract both business and tourism to the West Midlands. It will provide an ideal location for major conferences and international political events. The project will create jobs in the building and the running of the centre, it will also be a focal point for other economic development as a result of the demand for a whole range of services to meet the needs of visitors".

Conference Centre: Questions Checklist

Should the EC provide the money for this project?

Who should pay? The tax payer?
The government? The EC?
The locals? The users?
Private investment?

How will people see the proposal?

Is there another project that would be better 'value'? And what do you mean by 'value' anyway?

Who would be in favour?
Who against? Why?

Who decides if the project goes ahead?
Should they have the power to decide?

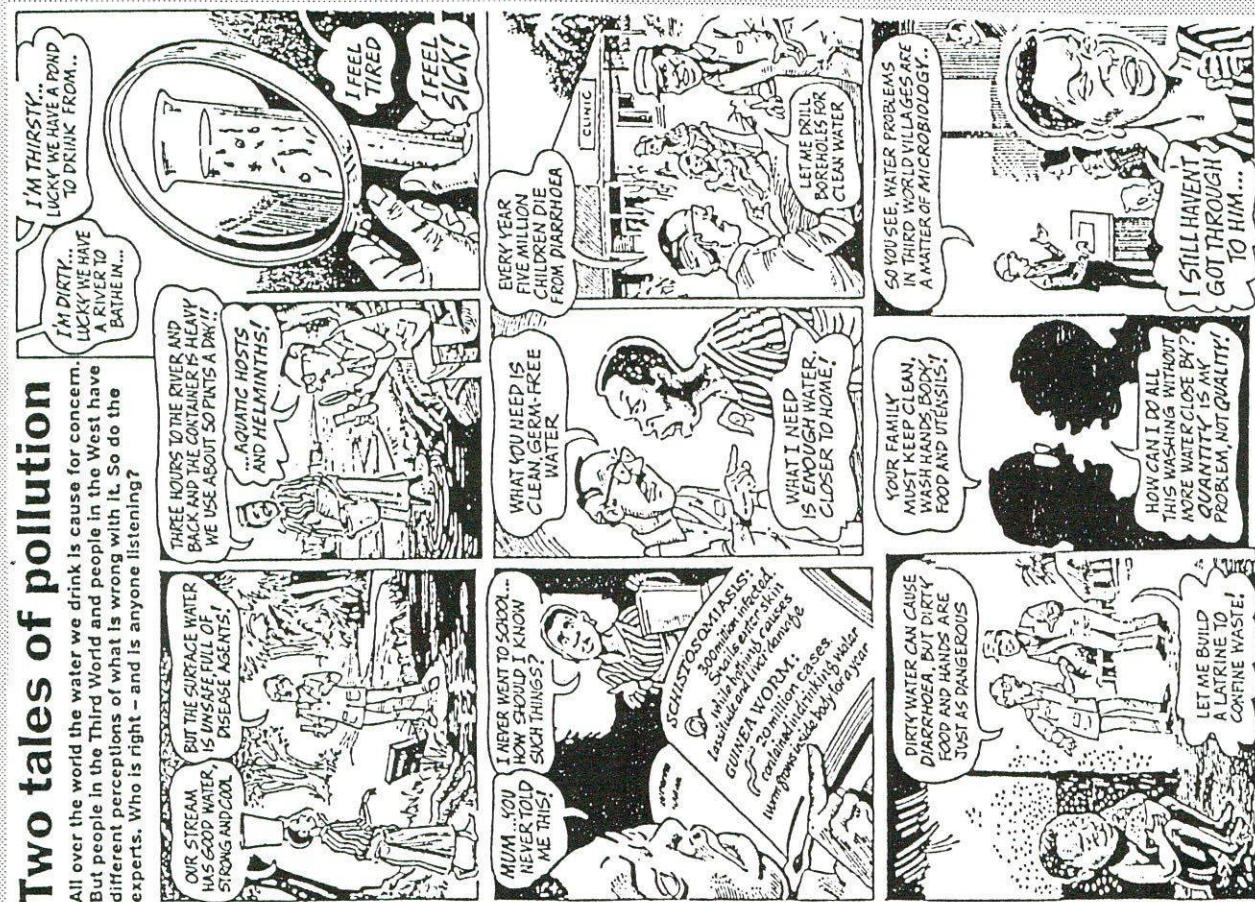
Who will use it when it's finished?

Who is to control the day-to-day running of the project?

What will the project do for the people, the area, the environment?

Two tales of pollution

All over the world the water we drink is cause for concern. But people in the Third World and people in the West have different perceptions of what is wrong with it. So do the experts. Who is right – and is anyone listening?



New Internationalist, May 1990

Global coverage

Few would argue with the premise that students must be offered the opportunity to learn about the wider world in some detail during their geography lessons. However, the balance adopted will result from a variety of factors. You may wish to consider which of the following, together with others, influence the choice of case studies during Key Stage 3.

- resources
- teacher experience/interest
- student experience/interest
- National Curriculum
- out of school links
- news events and media coverage
- cross curricular links

Whatever factor[s] dominates, we must ensure that a balance is achieved - a balance that reflects the variety of situations across the planet, whilst identifying common characteristics, features and processes.

Thus, by global coverage we mean more than simply ensuring that we draw x% of our case studies from outside the UK, Europe or wherever. It is more than merely 'doing' different studies from a variety of locations - a farm study from Java and another from Japan. Further, it involves more than ensuring that the case studies we place before our students reflect a variety of scales.

We must seek to balance scale of study with locality, whilst ensuring that the attention of our students is drawn to linkages.

A matrix similar to the one below may be of use to the teacher when planning a unit of work.

Columns two and three have been completed using the example of population movements. Column one could be applied to this theme, or another theme considered.

AREAS			
	Home area and region	UK and European community	The wider world
Local		Development of holiday homes in the Peak District	Rural/depopulation as migrant workers move to Johannesburg [South Africa].
Regional		Affect of opening the M40 and increased possibility of commuting to London from Warwickshire.	Migrant workers in South Africa. Quality of life in Johannesburg.
Global		Migrant workers in Europe	World population movements - Ethiopian Jews to Israel, Boat People in south east Asia.

Column 1

Column 2

Column 3

Strategies which help students identify elements common to issues in their locality and further afield, will help the students gain an understanding of the world in which they live.

However, development issues are complex, and an understanding often requires a student to exercise a variety of skills, call upon a depth of knowledge and appreciate a range of other people's attitudes.

Further, the nature of such issues means that they cannot be looked at in isolation from physical and social systems. Students will be forced to grapple with economic, political, social and environmental factors. We need to provide them with a scaffold which will support their developing understanding, rather than a framework that will restrict their mental movement.

The planning matrix [right] has been used by some of our group when designing a geography curriculum, in an attempt to allow the students to explore an issue:

- at a variety of scales;
- whilst working with a number of systems;
- and appreciating the linkages that exist.

Scales			
	Local	Regional	Global
Natural	Stage 1	Stage 2	Stage 2
Economic		Stage 3	
Political		Stage 3	

Stage 1 Start the study in the context of one of the systems and at one of the scales.

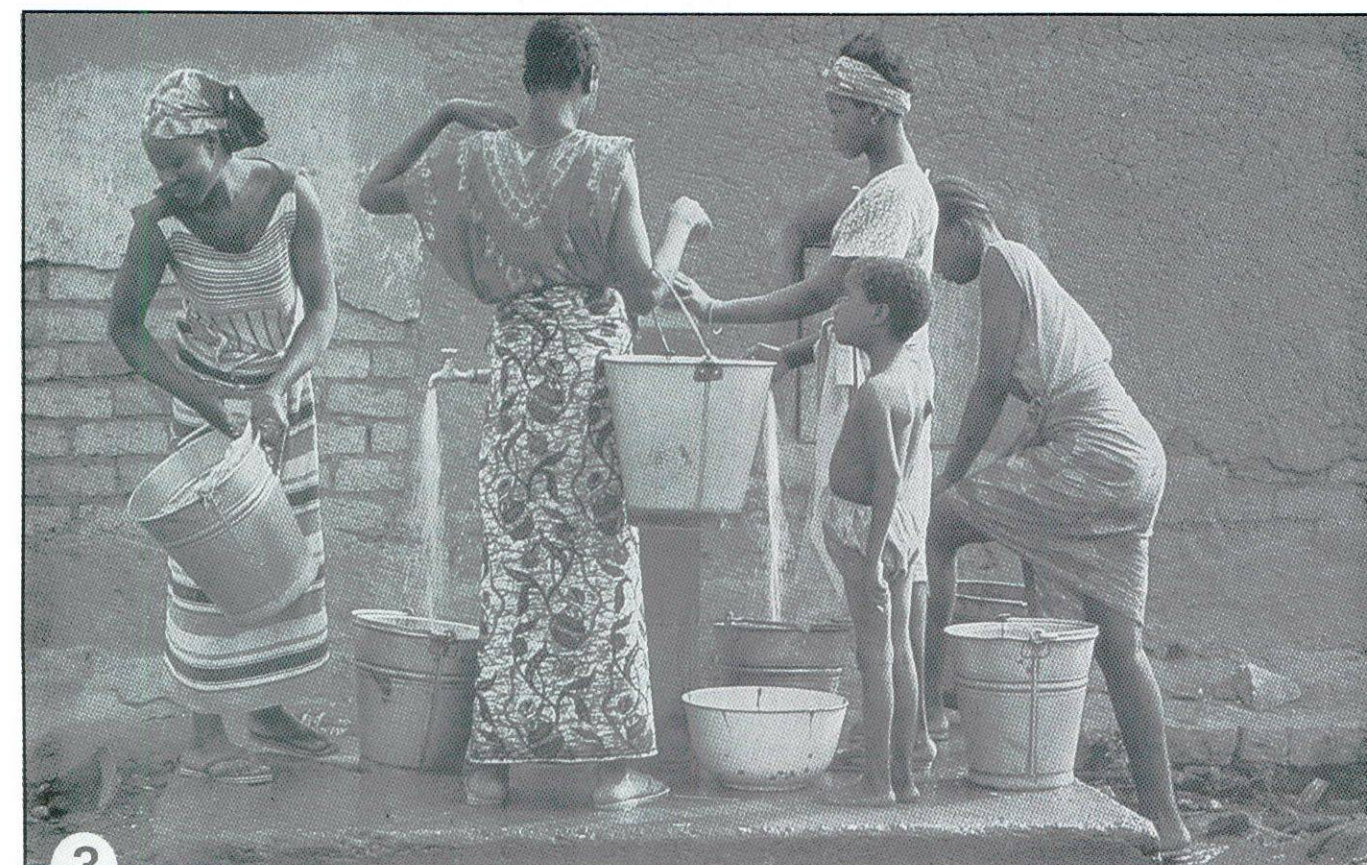
Stage 2 Extend the study in the same set of systems to the other two scales.

Stage 3 Continue the study to the other two systems.

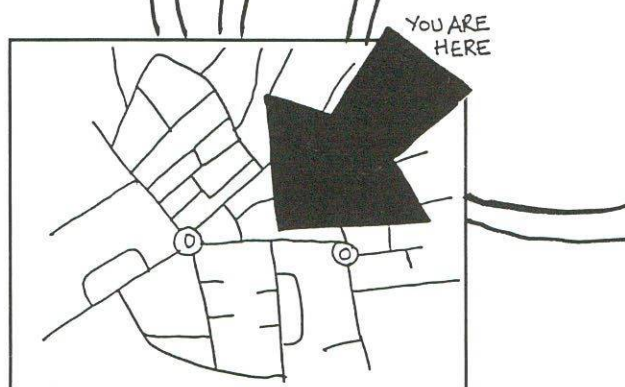
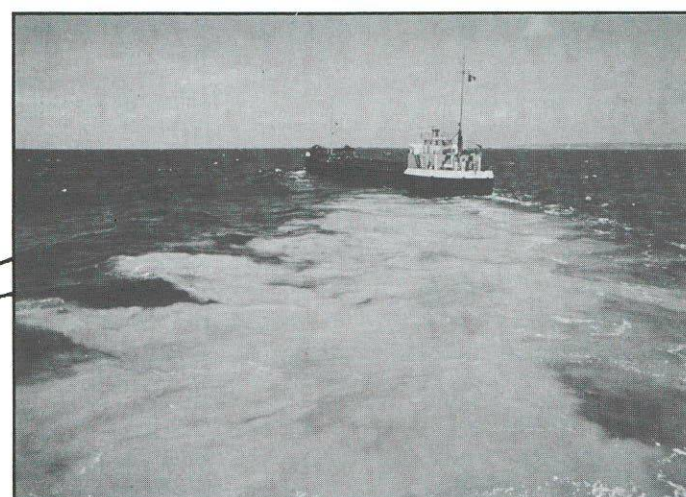
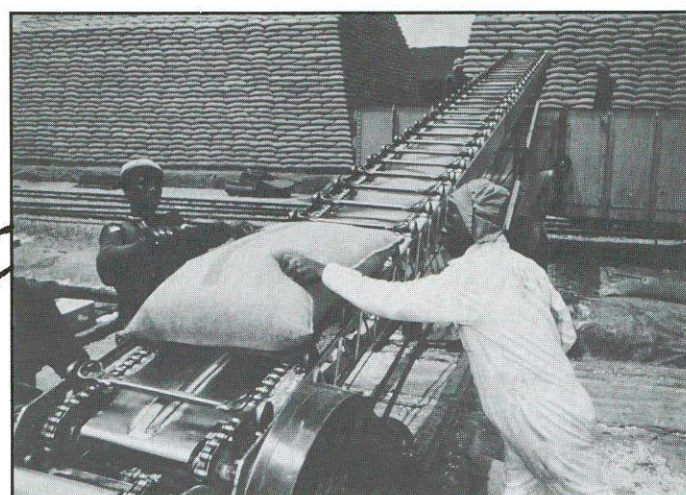
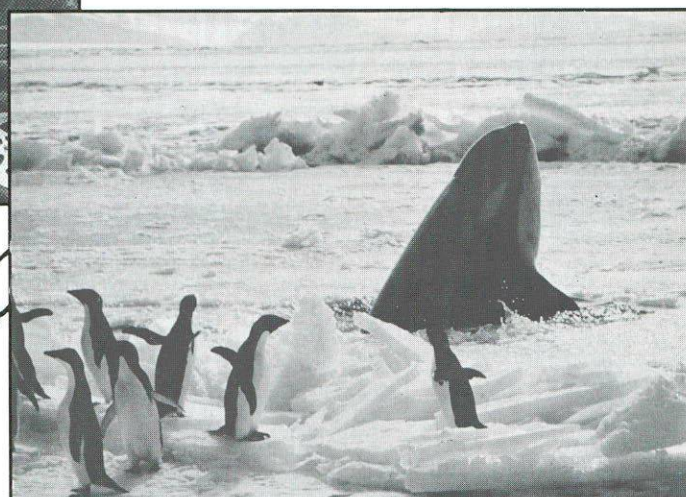
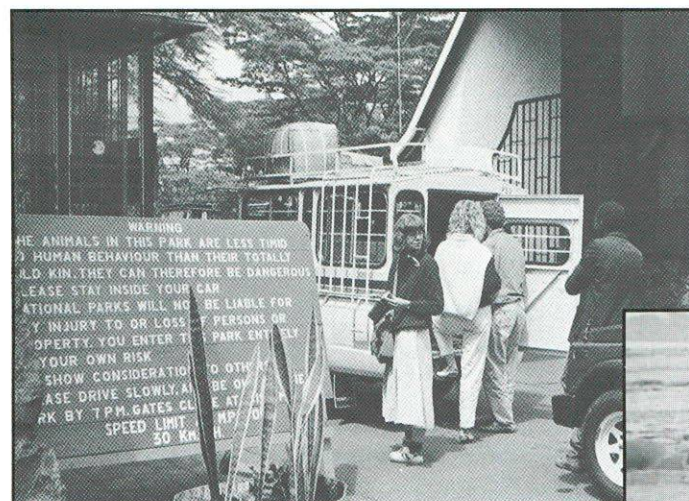
At each stage the following Key Questions can form the basis of planning:

1. What linkages exist?
2. To what systems are these linkages related?
3. Who/what controls/influences the processes of the links?
4. How are the linkages and systems changing?
5. What causes and effects arise?
6. Do the processes result in justice and fair distribution?

SCALES				
		Local	Regional	Global
	Natural	Stage 1 Where's it come from? What's its quality? How's it used?	Stage 2 How does the water supply link to the water cycle? How are people linked to the water cycle? How do sub-systems affect water supply? [eg aquifers etc]	Stage 2 What is the global distribution of water? Where are deficit/surplus areas? What/who affects/interferes with global water-system?
	Economic	Stage 3 What does it cost? What access is there? How is the water used and by whom? What elements of local economy influence use of water?		
	Political	Stage 3 Who controls supply and access? What can people do about the quality of water?		



From DEC's Water Pack

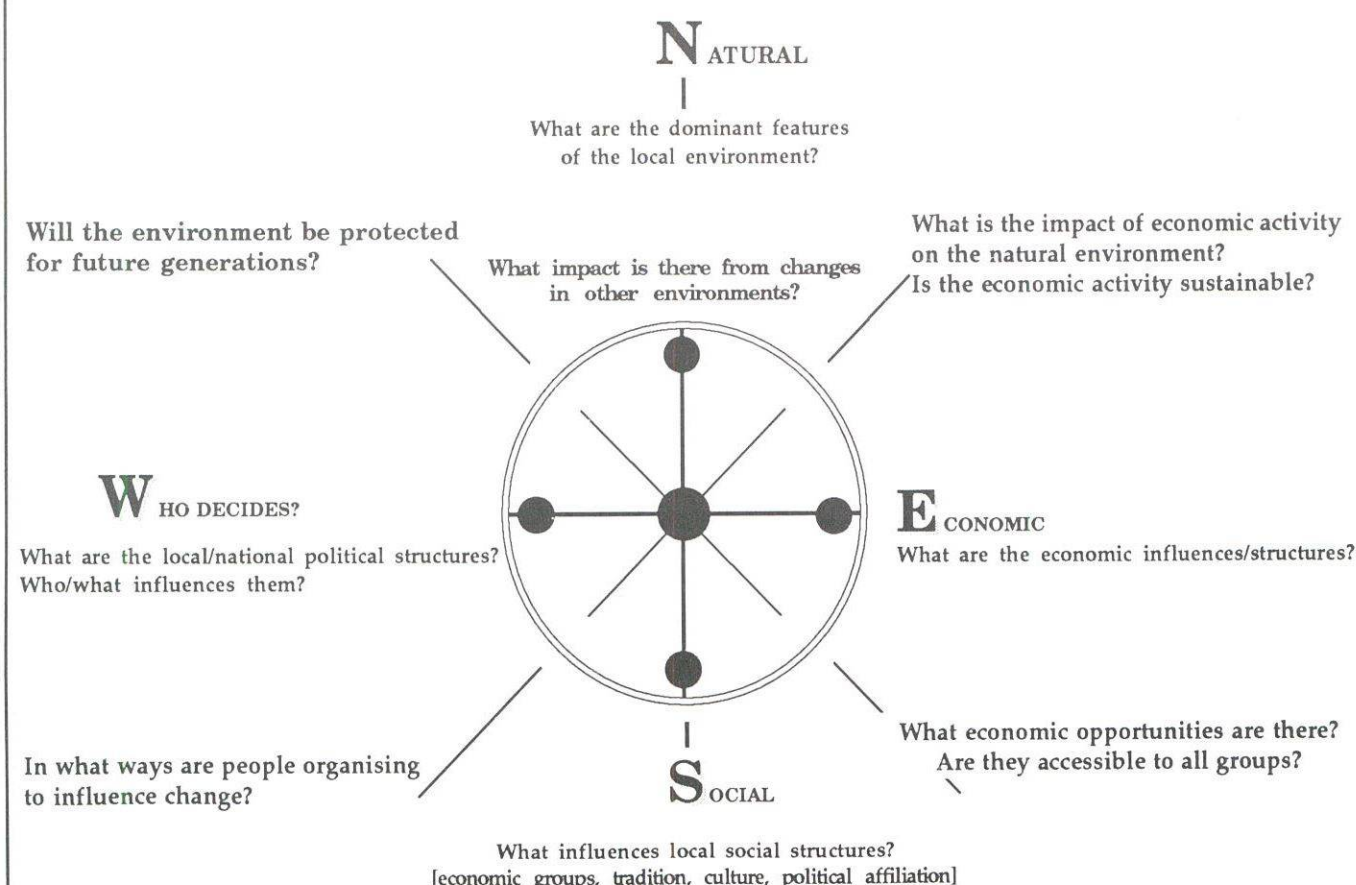
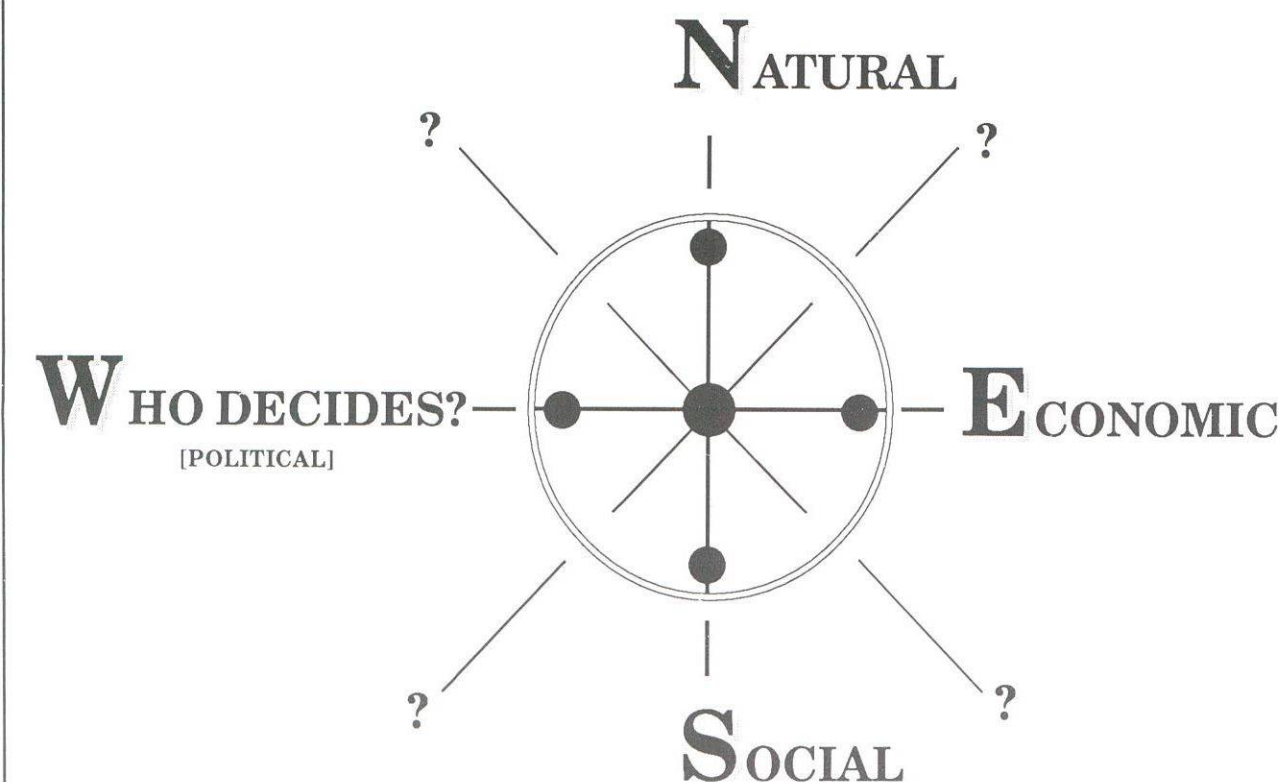


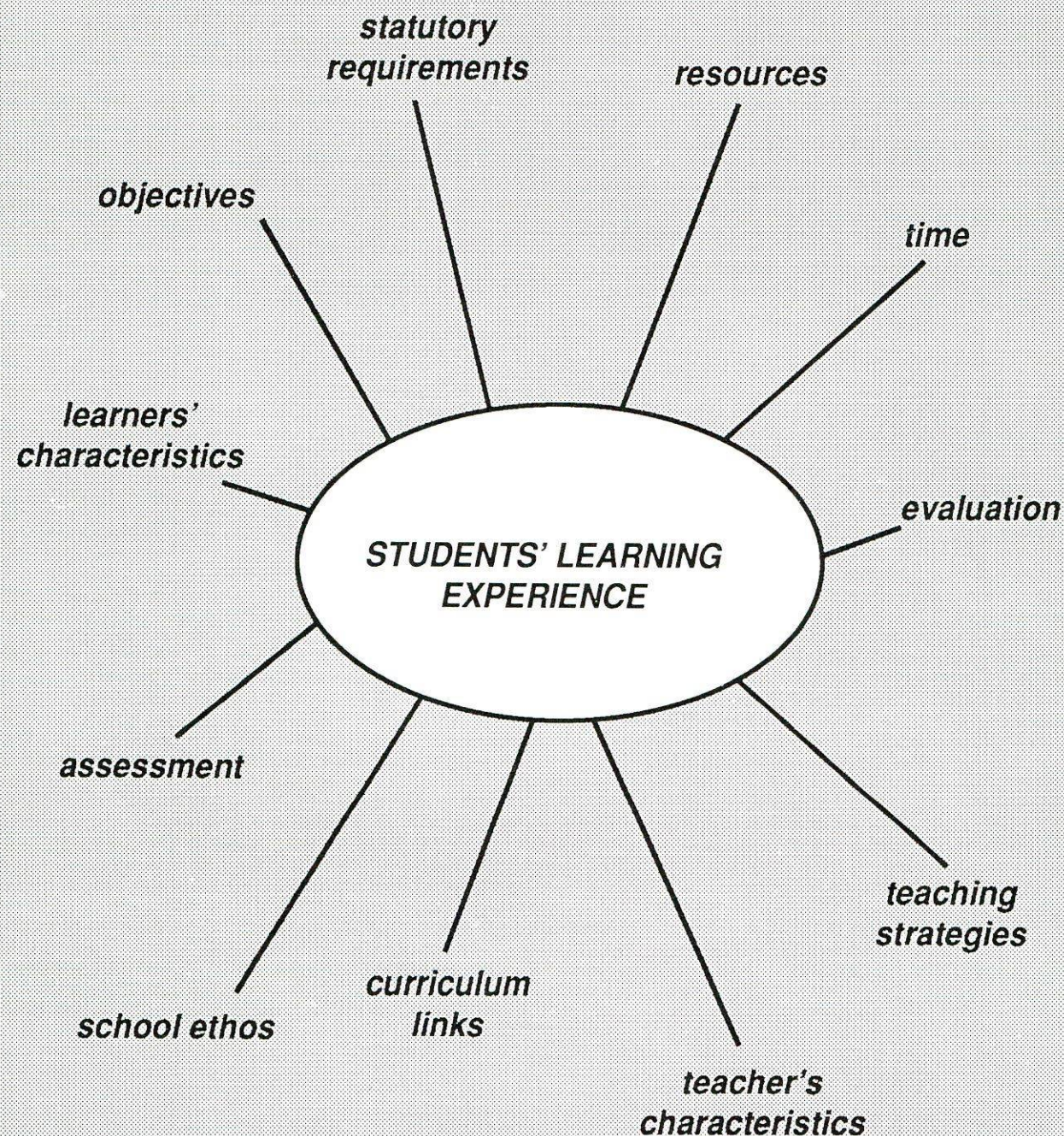
Linking localities

Take each photograph and decide in what ways it could be linked to where **you** live. Through these links, what is our impact on the environments shown in the photographs?

Can you think of other places to which you are linked? Make a list of possible photographs.

Development Compass Rose





The environment of classroom based curriculum development

PULLING IT TOGETHER

Many factors interact in the classroom, each one influencing what takes place there and the education of our students. This section will look at some of these factors, and attempt to consider geography in the context of the whole curriculum.

This book acknowledges that the classroom teacher and the student should be at the centre of the curriculum development process. It recognises and attempts to build on their knowledge, skills and relationships. Any other strategy has little chance of producing a meaningful and relevant education for our students.

The classroom environment is complex, and so we used the page opposite as a starting point in discussing the factors which influence classroom based curriculum development.

One of the objectives of this book is to share our discussions about how teachers may address these issues, and how teachers may develop tools and strategies to undertake curriculum development in the classroom.

In this section we offer some ideas regarding planning, assessment and cross-curricular links.

Curriculum development needs to address such issues as:

- what students learn
- why students learn
- how students learn
- the role of the teacher in students' learning
- resources
- evaluation and assessment

We also need to consider how geography links with other areas of the curriculum.

Planning

"Our school gets more like a circus everyday, and I feel like one of the best acts. You know, that performer who spins plates on sticks.

It starts off fairly easy one plate on one stick ... and even two plates, two sticks looks pretty simple. Just stand in the middle, making sure that neither plate falls.

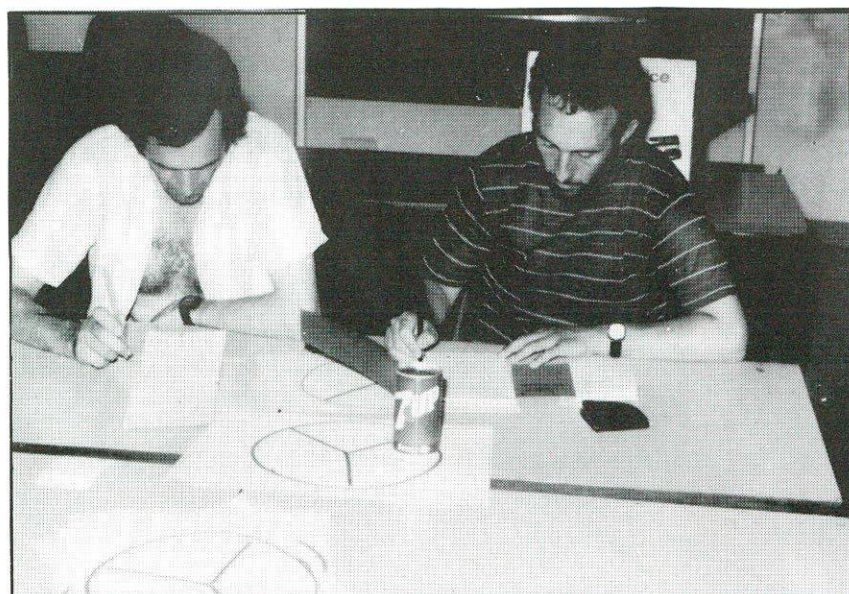
But as time goes on, the number of plates increases, and so does the action of the performer, until towards the end the spinner is charging around the ring like a lunatic, just about saving a plate crashing to the ground.

One day, I'm going to walk away quietly, stick my fingers in my ears and try not to hear the crash."

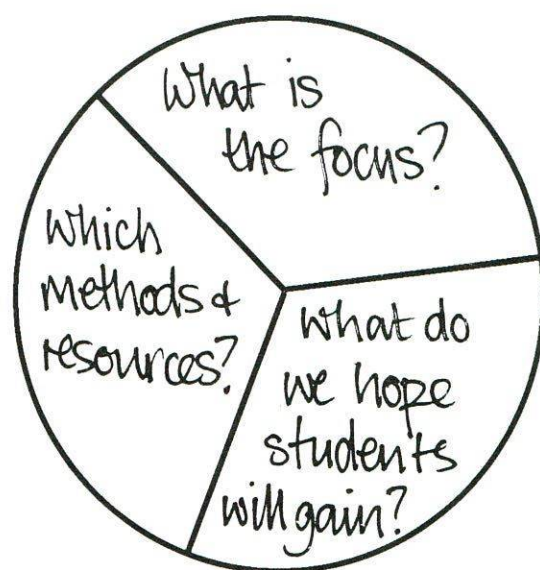
The nature of schools at present means that teachers are required to accommodate all manner of influences.

The 'tricle' is a planning tool, making us identify in some detail what the main elements of a unit of work are to be, whilst encouraging us not to lose sight of the complete package we are offering to the students. It is a useful way of bringing together all the different things we have to think about when planning a unit of work.

There are decisions to be made about the content of the work. The problem maybe more one of selecting than identifying possible content. We are arguing for an approach which is learner centred and gives importance to the ideas, perceptions and values of pupils. We therefore need to consider our aims in this light. We also need to design appropriate teaching methods which complement these aims. Moreover we have to think of these three dimensions at the same time!



This photograph shows teachers on a DEC inservice course which included a study visit to West Africa. Here they are at the Gambia College attempting to make links between their experience [the content], what their pupils might gain from learning about The Gambia and what teaching methods would be appropriate. This formed the basis for further work during the visit and in their follow up work in the classroom.



By grounding our discussion of aims in terms of responding to a question such as:- 'What do we hope our pupils will gain from the work on ...' we are able to come up with ideas which are a closer reflection of practical classroom work. This gets us away from broad aims which are a familiar introduction to many curriculum plans. It is therefore also easier to evaluate aims and modify plans accordingly. We can then review the learning activities in order to check that they are appropriate.

It is useful to use a basic poster, made up of a circle divided into three, for brainstorming and then reviewing your ideas. This helps us to think about all three aspects and to review them in the light of each other.

Health - What kind of service?

This tricle was used to help plan Health - what kind of service? [see pages 9 to 15]



Assessing and evaluating

Assessment is an integral part of curriculum development and we need to consider how we incorporate it into our teaching.

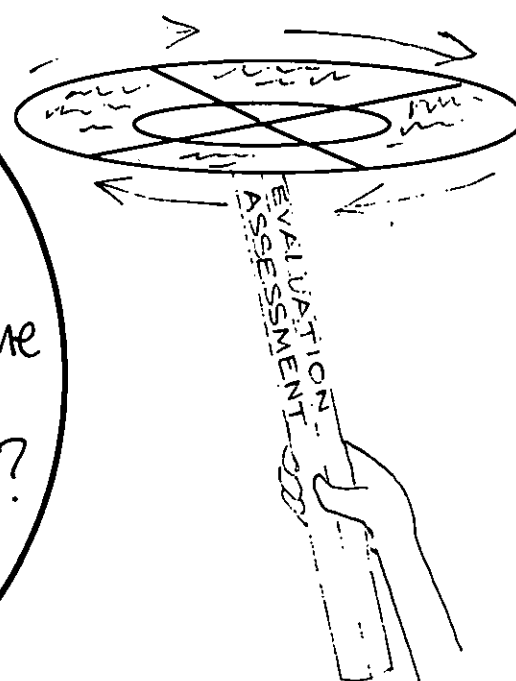
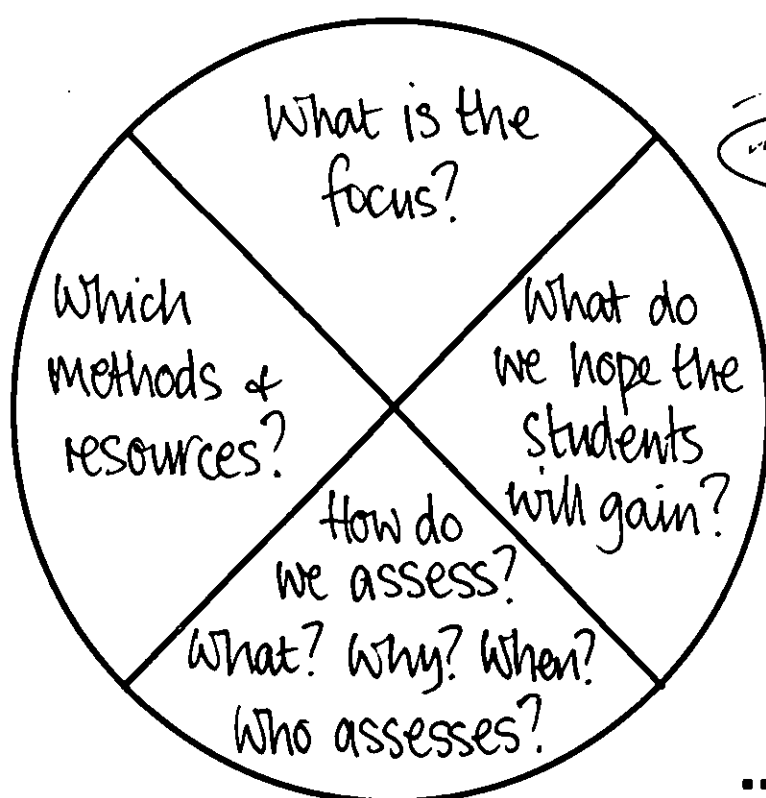
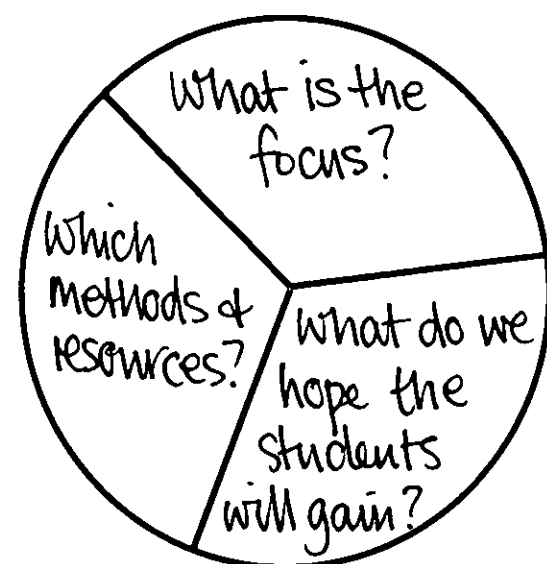
We also need to address the challenge of developing assessment methods which reflect a development education approach to geography..... an approach which uses issues to challenge teacher and student.

Such an approach will:

- involve the student in the process;
- value the student's contribution to the process;
- offer the student the opportunity to set future targets and reflect on past achievement.

In short, such methods will place the student at the centre of the process.

Goodbye Trircle...



...Hello Quarcle

"Teaching, learning, and assessment are inter-related. Assessment should form a natural part of teaching and learning activities."

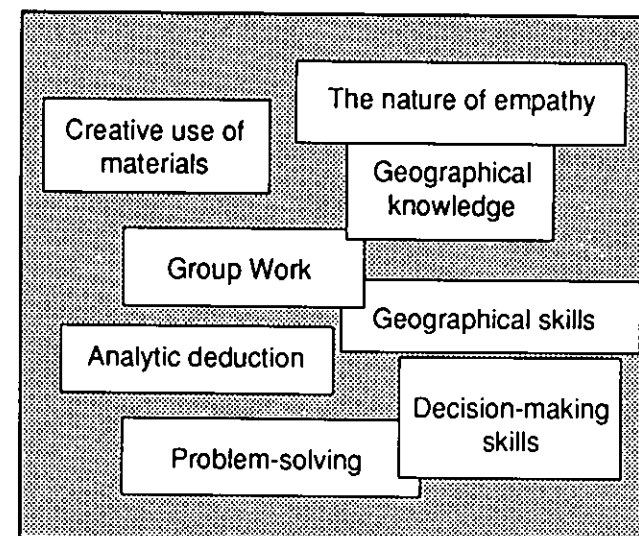
SEAC, A Guide to Teacher Assessment, 1990.

"Within the National Curriculum, Teacher Assessment should become an integral part of the teaching and learning process."

SEAC, A Guide to Teacher Assessment, 1990.

We make no apology for concentrating in this section on the relationship between attitudes and values, and assessment; a relationship that will not produce a rank order of students' performance, but which nevertheless is a fundamental one.

This is not a simple relationship and involved us in many hours of debate.



After considering points such as those above we came to the conclusion that:

- Students should be encouraged to consider group and self-assessment. This assessment of the learning process and the way a group functions is of value in itself. It provides the basis of a teacher-student dialogue, whilst enhancing the self-esteem of the student.
- Attitudes and values are important aspects in geographical education. Students should be challenged about their own values systems, and made aware of the influence of the values of others on the patterns and features they study.

- Students should not be assessed on their attitudes and values, but there may be scope to assess their ability to appreciate that there will be a range of opinions on an issue.

The debate within our group took place against the background of an evolving Geography National Curriculum, and thus our discussions were influenced by those taking place on a much wider stage. We attempted [on reflection in error] to produce levels of attainment relating to attitudes and values based on four components:

- Opinions
- Other people's opinions
- Opinions into practice
- Empathy

We offer, on page 100, our thoughts on the four components which are far from mutually exclusive.

We are not suggesting that the students be assessed against the components, but rather that they may be used as a planning tool for the teacher; perhaps as a checklist against which a unit of work may be evaluated.

On page 101 we offer a review sheet to be completed by the students after working through *Health - what kind of service?* [pages 9 to 15]. It is intended to provide the students with the opportunity to consider the activities they have been involved in and to reflect upon them.

Assessment: Not a final word

It was a conscious decision to put our efforts into assessment and values and attitudes. Much work has already been done in other areas - say the assessment of knowledge or skills - but relatively little is available on this important aspect.

It may be that we now need to consider how students show 'achievement' with regard to Opinions, Other people's opinions, Opinions into practice and Empathy. What, if any, evidence do they need to show?

We have to think about which activities students need to be engaged in if they are to 'show achievement'. Writing prose and poetry? Drama? Oral presentations? Model building? Using photos?

If we are to reflect the importance attitudes and values hold in education then we need to ensure that the students are given the opportunity to exhibit these capabilities.

Assessing Values

Opinions

Does the unit of work encourage the student to realise that she/he has an opinion, and allow some insight into how that opinion developed?

If so, the student will be given the opportunity to:

- state an opinion;
- identify factors that affected the opinion;
- analyse and give reasons for that opinion;
- evaluate opinions different to the student's.

Opinions into practice

Does the unit of work encourage the student to understand how opinions influence situations?

If so, the student will be given the opportunity to:

- recognise that different groups have specific needs and interests;
- describe the advantages and disadvantages as seen by the differing parties;
- appreciate that individuals and groups can influence decisions;
- evaluate the influence and impact individuals and/or groups have on the decision-making process.

Other people's opinions

Does the unit of work encourage the student to recognise that others may hold different opinions to his/her own?

If so, the student should be given the opportunity to:

- recognise that others may have differing opinions;
- describe the ways in which other's opinions are different from the student's;
- recognise that an opinion will generate a variety of responses;
- evaluate how opinions are different from each other.

Empathy

Does the unit of work encourage the student to see events and situations from other viewpoints?

If so, the student will be given the opportunity to:

- realise that a problem or issue cannot be fully understood unless they can see it from other people's point of view;
- automatically identify participants in an issue and try to judge the issue from their position as well as their own;
- to analyse an issue from a variety of viewpoints with equal understanding.

In attempting to place the student at the centre of the process, the student should be encouraged to make a positive input.

Take the above checklist, and rework it into a review sheet for use with a student after the completion of a unit of work.

This would not only provide valuable information for both student and teacher on recent activities, but would provide the opportunity to set future targets for all involved.

Health - what kind of service? A review sheet

Spend some time going through the work you have done on the provision of health services in The Gambia.

Now answer these questions.

Opinions

Which health scheme, A or B, is best for The Gambia? Briefly explain your choice.

Other people's opinions

Not everyone would agree with your choice. Name one person or group who would not agree with you, and explain their point of view.

Can you see the opinions of others?

Pick one of the following groups -

The villagers of Changai.

Doctors working in Banjul hospital.

Other government ministers.

Representatives from Save the Children.

Would the group you have selected agree with your choice?

Explain your answer.

Putting opinions into practice

If you were the Minister of Health for The Gambia, which of the following groups would you listen to before you chose scheme A or B?

Again, you must explain why you would or would not listen to them.

The villagers of Changai.

Doctors working in Banjul hospital.

Other government ministers.

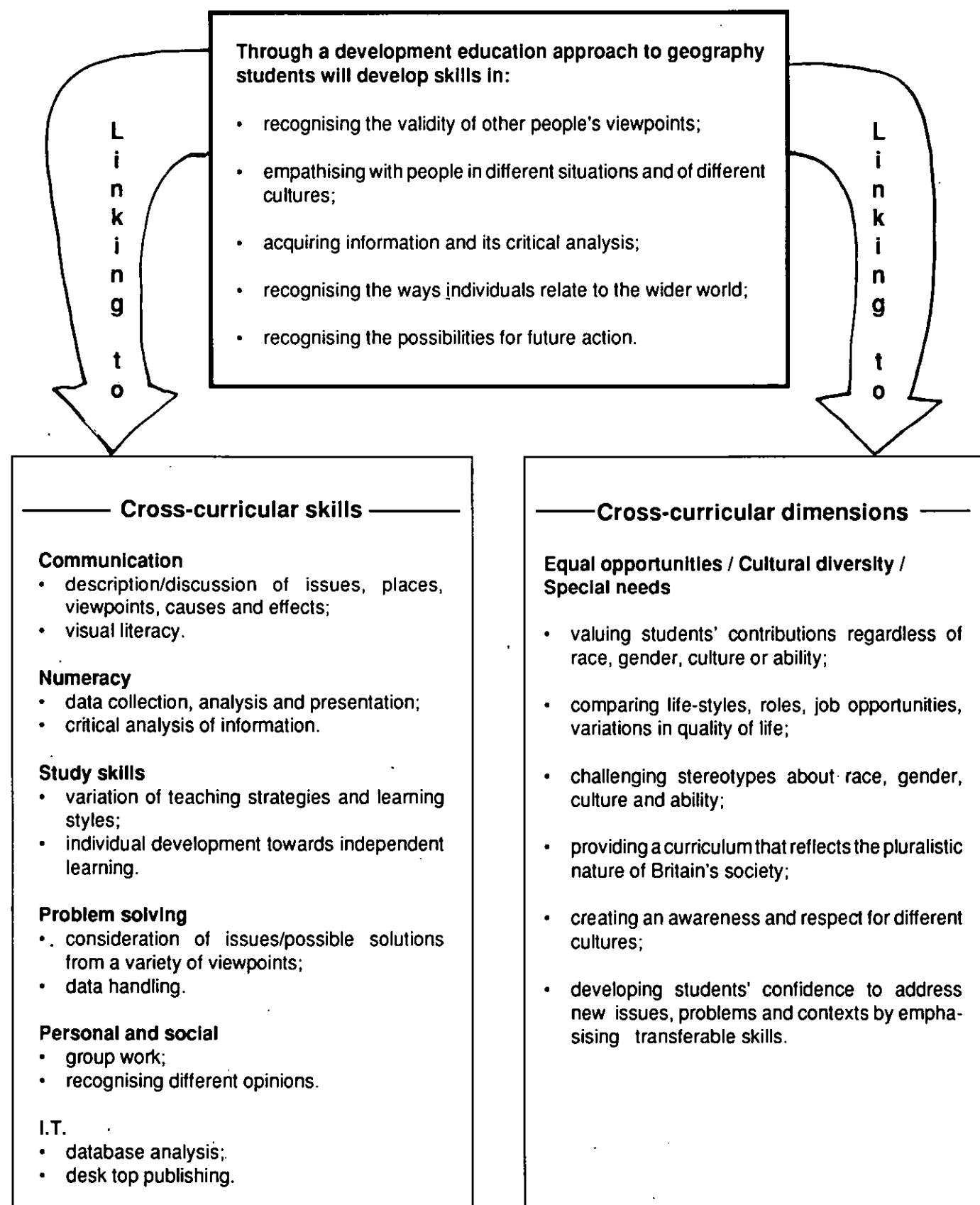
Representatives from Save the Children.

Cross-curricular linking

If students are to fully perceive, understand and interact with their environment, they will need to link their experiences in one lesson with those in another. The real world is not split into bits of geography, bits of science and so on. What message does this give us for how we organise our students' learning?

"The foundation subjects are certainly not a complete curriculum; they are necessary but not sufficient to ensure a curriculum which meets the purposes and covers the elements identified by HMI and others".

From Policy to Practice [4] 3.8



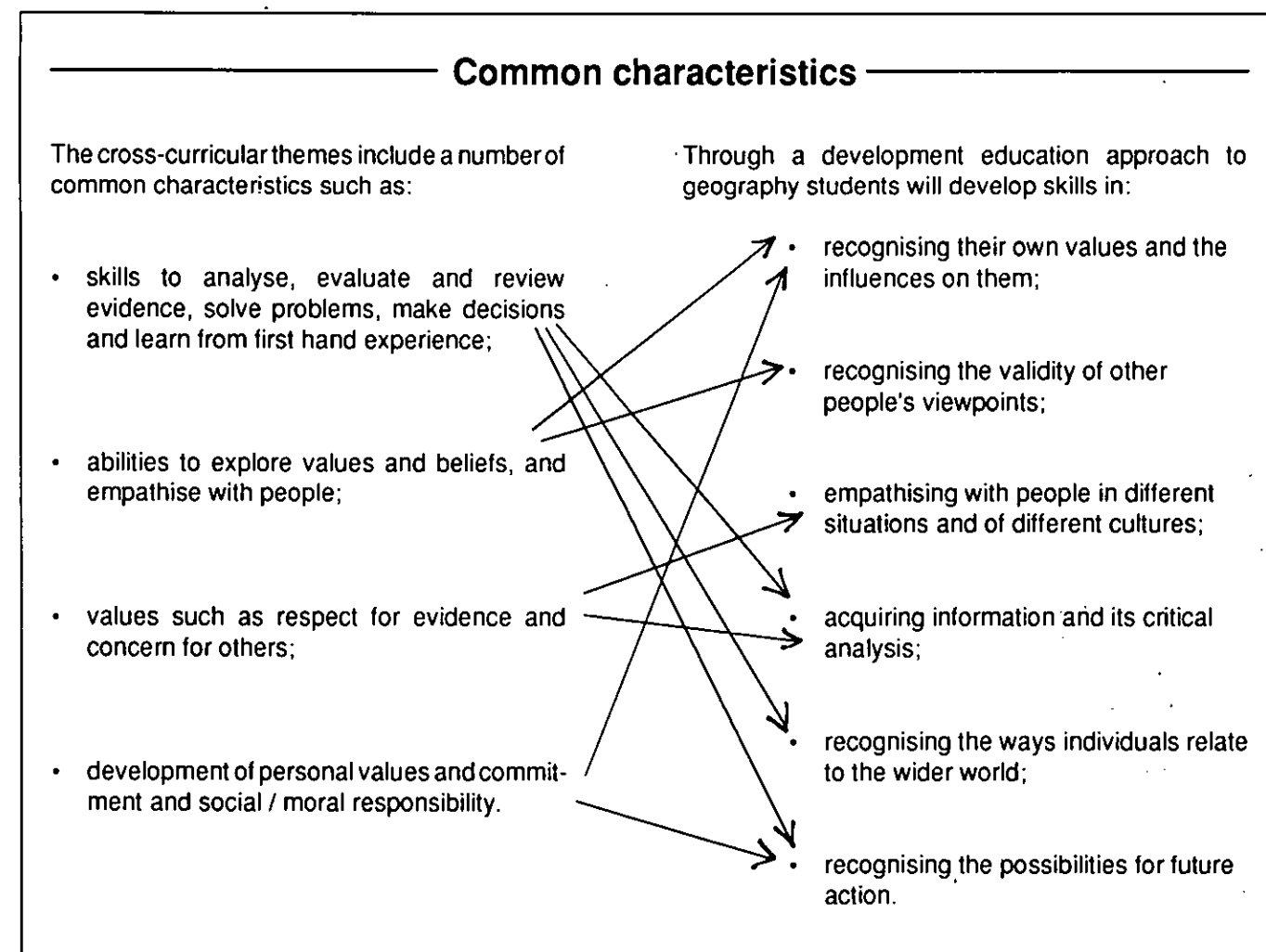
Cross-curricular themes: a whole school approach ...

Managing and integrating the cross-curricular themes is not the responsibility of any single department. This, plus the fact that other tasks are likely to be given priority, means that there is a real danger that many students will miss out on essential aspects of their education.

Such aspects may not appear in any list of Attainment Targets, and so it is necessary to seek the opportunities to introduce them into the classroom.

What is needed is an approach which enables the school as a community, and the students within it, to relate the curriculum to the real world by making connections with the people and the places beyond the school gates.

Our ideas and discussions have been greatly influenced by the group of Staffordshire teachers led by Roger Carter.



The cross-curricular themes identified by NCC have the following in common:

"... the ability to foster discussion of questions of values and belief; they add to knowledge and understanding and they rely on practical activities, decision making, and the inter-relationship of the individual in the community".

NCC CG 3, page 6.

Through a development education approach, geography can play a major role in the delivery of the cross-curricular themes, helping students to link school based learning with the real world.

"The potential for delivering cross-curricular elements will be greatly enhanced if a development education approach is adopted; the use of issues in the classroom, students' active role in enquiry, and emphasis on values and attitudes ensures the approach will help address these 'essential parts of the curriculum'."

NCC Curriculum Guidance [CG] 3, page 4.

Environment

The nature of geography is such that its contribution to Environment Education is often taken for granted. We do however, need to review that contribution.

How best can we provide an education that is about, for and in the environment?

How do we:

- 'provide opportunities to acquire knowledge, values, attitudes, commitment and skills needed to protect and improve the environment';
- 'encourage pupils to examine and interpret the environment from a variety of perspectives...';
- 'arouse pupils' awareness and curiosity about the environment and encourage active participation in resolving environmental problems'?

NCC CG 7, page 3.

Can such aims best be achieved by encouraging students to collect aluminium cans or study the links between British industry and acid rain in Norway? Or do we need to help the students explore the role of TNC's, the global economy and the concept of sustainable development?

Similarly, what is geography's relationship to the other cross-curricular themes?

Economical and industrial understanding

By providing the students with an active role in their geographical education, we can go some way towards delivering this theme.

CG 4 outlines *knowledge* [eg the relationships between economy and society in different economic systems], *skills* [eg distinguishing between facts and opinions, handling differences of interest and opinion] and *attitudes* [eg respect for evidence, alternative viewpoints and concern for human rights], all of which occur regularly in geography lessons.

Health

It is perhaps the cross-curricular theme of health that leaves many of us 'scratching our heads' as to the contribution of geography.

However, once again, exploring roles within society and the family, comparing differing health schemes and the environmental aspects of health offer students the opportunity to take an active role in health studies in their geography lessons.

Citizenship

CG 8 is disappointing, and not just because of its failure to recognise the international dimension of citizenship. However, its skills objectives of *communication* [arguing a case, detecting bias], *problem-solving* [recognising problems and making choices] and *personal/social* [group work and exercising democratic rights] are areas of potential for the geography teacher who adopts a development education approach.

Further potential can be identified in CG 8's 'Attitudes' [eg respect for differing ways of life, beliefs, opinions and ideas, and an active concern for human rights].

Whilst recognising Paul Mahon's criticisms of CG 8, [Teaching Geography July 1991], the discerning teacher can go some way towards rectifying its omissions.

Careers

Students' perceptions of self, work and roles are regularly addressed through a development education approach to geography. Quite often the controversial nature of such concepts is only raised by the debates regarding the environmental impact of work-place decisions.

The international nature of industry and the variation of job opportunities within Britain and elsewhere, means that geography has a part to play in the careers education of our students.

The first stage in planning the delivery of certain aspects of the themes through geography is to identify the potential of the subject, and then those areas already being addressed by the existing schemes of work.

Links to other DEC projects

The Development Education Centre has a number of curriculum projects in co-operation with teachers. The aim is to introduce a global dimension and a development perspective across the curriculum.

There is a DEC network called Tide [Teachers in development education]. Please write to Tide, DEC, Gillett Centre, 998 Bristol Road, Selly Oak, Birmingham B29 6LE if you would like further information.



WEST AFRICA VIDEOS

As part of the process of developing the ideas in this book, the group made use of the new BBC West Africa series. In partnership with the BBC we have also produced a pack of students' stimulus sheets to support the use of these programmes.

Development priorities - student material for the BBC West Africa series is available from DEC.

JUST UNDERSTANDING

A project involving different subject areas at Key Stage 3 on work relating to economic awareness and citizenship. A central feature of the project is a study visit to Taiwan and also industrial placements both here and in Taiwan. The introductory materials will be available early in 1993.

VOCATIONAL EDUCATION

A teachers' group have been working on case studies for the City and Guilds Diploma in Vocational Education, Foundation level, drawing on a wide range of case study material and resources available at DEC's resources shop. A handbook has been developed to share these ideas and to put them into the context of changes within foundation programme structures.

CHILDREN AND THE ENVIRONMENT

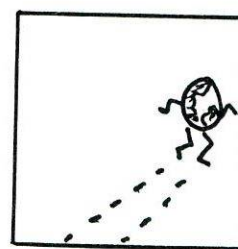
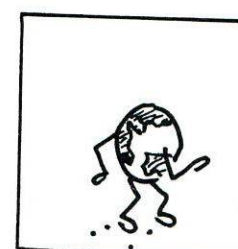
A project involving groups of teachers [Key Stages 2 and 3] from Birmingham, Derbyshire and Sheffield who came together to develop ideas in response to Curriculum Guidance 7 on Environmental Education and the UN *Children and the Environment report*. This has led to the publication of a teachers' handbook - *"It's our world too!" - a local/global approach to environmental education*

As part of a link with WWF's GEEP [Global environment education project] DEC has put together a classroom book: *Where we live - exploring local global links*.

JOINT HUMANITIES PROJECT

A project bringing together teachers from Britain and Ireland to develop the humanities curriculum with respect to development issues. The project has also explored different aspects of international relationships and how we learn about them by focusing on the relationship between Britain and Ireland.

A handbook will be out early in 1993.



Cartoon from the DEC Elephant Times on the global dimension within the National Curriculum

If you would like further information about opportunities for being involved in DEC's work or information about the resources published by us please do let us know.

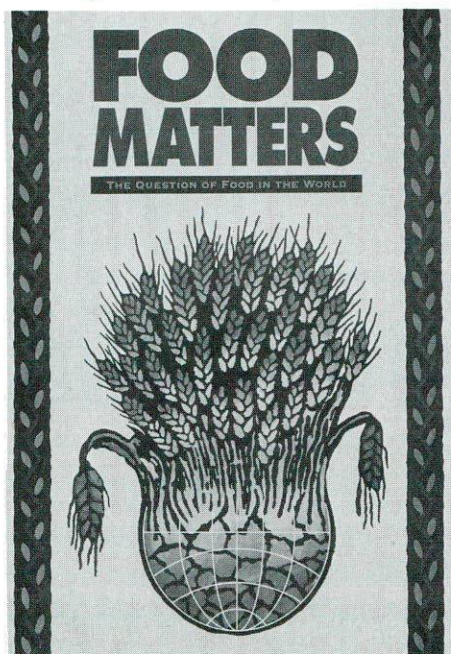
RESOURCES

A geography course will involve the use of many sources and during discussions, the project group considered a wide range of teaching materials.

We cannot comment on every resource, but will highlight those we have used in the classroom and refer to in this book.

Food matters - the question of food in the world [1992, Trocaire, Curriculum Development Unit, Dublin and DEC Birmingham]

Designed for use in the classroom with KS3/4 students, this workbook explore the complex issues involved in the causes of hunger. Uses Ethiopia as a case study.



Economics for change [1989, Leeds DEC]

A series of five books [*Sexism, Racism, Class inequality, Development and power, Decision making: Tobacco*] originating from a project considering the economic awareness of young people. Book 5 makes use of Brazil as a case study of tobacco as a cash/export crop, and its effects on the economy and people of that country. Each book offers resources, activities and a framework for use in the classroom.

Industrial links [1990, DEC Birmingham]

A handbook for secondary teachers planning work on the changing industrial base of the local area, and on the international dimensions of these changes. A valuable resource for EIU and other cross-curricular initiatives, activities are suggested to develop an increasing awareness of global industrial linkages.

Thin black lines [1988, DEC Birmingham]

A collection of political cartoons providing tremendous potential for use in the classroom with all secondary school students. The selection is grouped into themes - development, hunger/aid, arms, human rights and stereotypes - and supported with suggested activities.

"It's our world too!" a local-global approach to environmental education

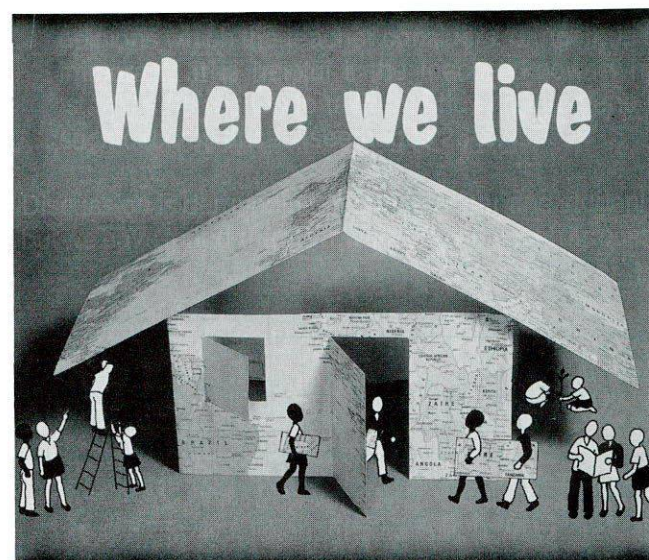
[1992, DEC Birmingham and South Yorks DEC]

A teachers' handbook for KS2 and 3 offers an approach to the exploration of environmental issues by considering the similarities facing people in different localities. Activities/strategies are given for use in planning and in the classroom for increasing pupils' understanding of local-global links.

Where we live - local global environmental links

[1992, WWF]

Designed for use with KS3 and 4 students, this book explores global environmental issues including that of sustainable development, through activities and case studies. It provides material for use in geography lessons and in the wider context of the cross curricular theme of environmental education.



Where to draw the line? Studies in political development for A level geography

[1990, DEC Birmingham and Longman]

Although designed for use with A level students much of the resource material on Senegambia and Brazil can be easily adapted for younger students. In addition to considering the nature of development, resources deal with such aspects as human/land rights, the reality of boundaries and links to Europe.

Whose development? Geographical issues in West Africa from The Gambia and Senegal

[1987, DEC Birmingham]

A students' workbook providing an alternative approach to the study of development and W.Africa. It offers a wide variety of activities and resource materials which enable students to explore the issues and dilemma faced by the people in an 'economically developing locality'.

Views from Brazil [1991, DEC Birmingham / Trocaire]

A set of photocopiable profiles of 6 Brazilians from various backgrounds including a Ticuna Indian, a favela dweller, and a plantation owner. Activities are suggested which allow students to put a human dimension into their considerations of such issues as poverty, exploitation and deforestation. The pack provides personal information of individuals enabling students to develop a fuller appreciation of the meaning of development.

Development priorities: student materials for the BBC W.Africa series [1992, DEC Birmingham]

A pack of stimulus material and teaching ideas to complement the BBC Education series on W.Africa. The photocopiable material encourage an active use of the videos and challenge their understanding of such concepts as primary production, tourism as a means to growth and the effect of development on individuals and groups.

GRASS

A data handling package which enables the students to interrogate a data base. Available from learning Geography with Computers, NCET, University of Warwick Science Park, Coventry, CV4 7EZ.

Sandharvest

A computer based simulation in which the students take on the roles of various groups living in The Sahel. The students track the results of their decisions and consider how and why lifestyles reflect and influence the environment. They are forced to consider the conflicts that occur as a result of choices made about development. Available from CWDE, 1 Catton Street, London, WC1R 4AB.

Health - ITV World Development Series

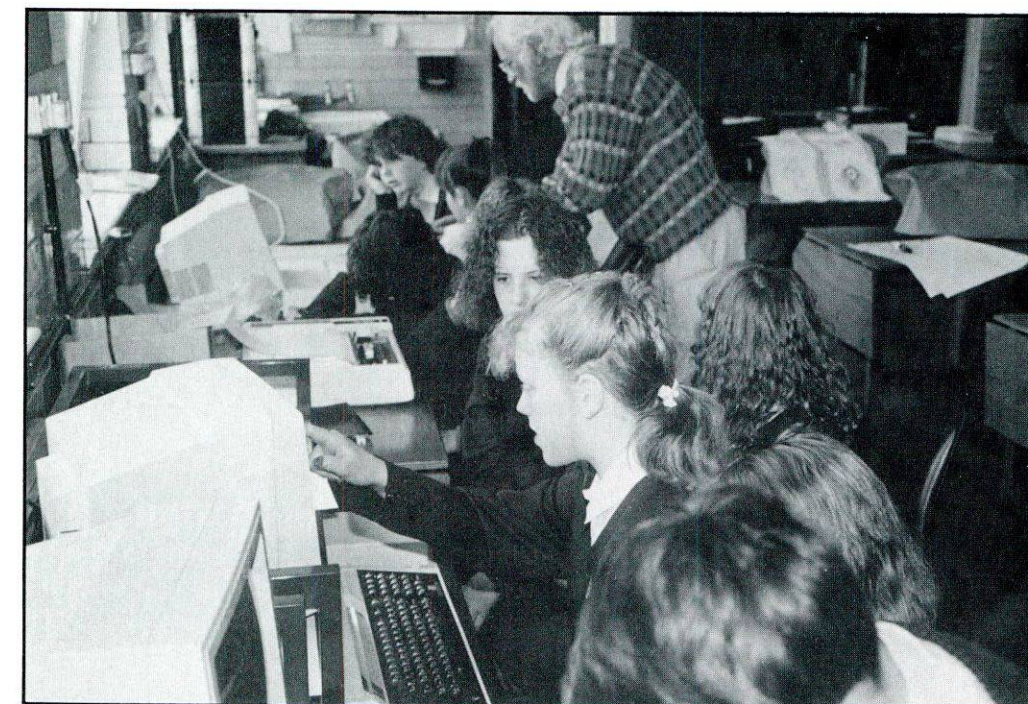
One of six programmes which concentrates on the involvement of 'Rich and poor countries in tackling issues of development'.

Fighting back [Brazil Network]

For details of publications and support material contact: Brazil Network, 9 Poland Street London, WV1 3DG.

Tourism: exploring the impact of tourism in developing countries [1990, Bath DEC]

A resource pack that addresses the issues involved in tourism in three locations - Bath, the Caribbean and The Gambia.

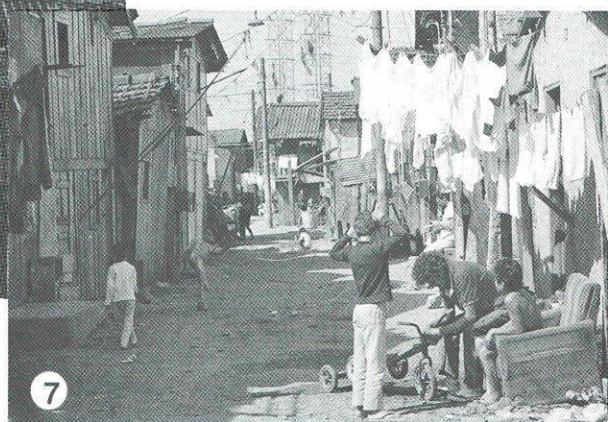
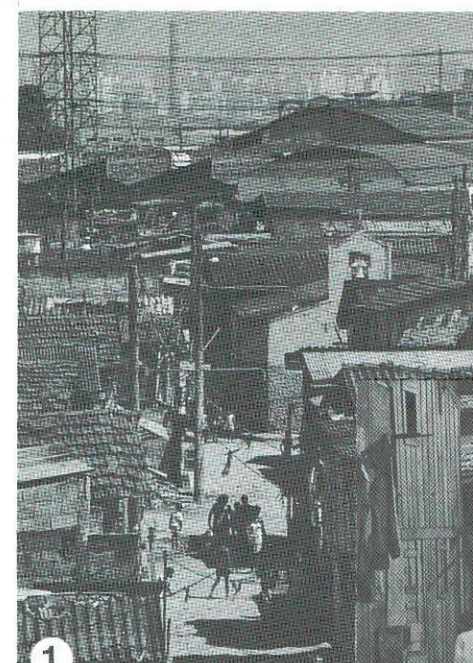


The following photopacks are all supplied with support materials in the form of background notes and suggested classroom activities. The Geography project has also contributed to the trialling of some of these materials.

Water - photographs, case studies and activities about water and development [1990, DEC Birmingham] Thirty two A5 colour photos of a variety of African locations. Excellent resource material for generating discussion about development, water, agriculture or quality of life. Support material with photocopiable resources for use with students.

Fala Favela [1991, Trocaire et al] Twenty four A5 colour photographs of Vila Prudente, a favela in Sao Paulo, Brazil. A flexible resource for use in studying a number of issues - e.g. gender roles, equality of opportunity, everyday life, the informal/formal economy.

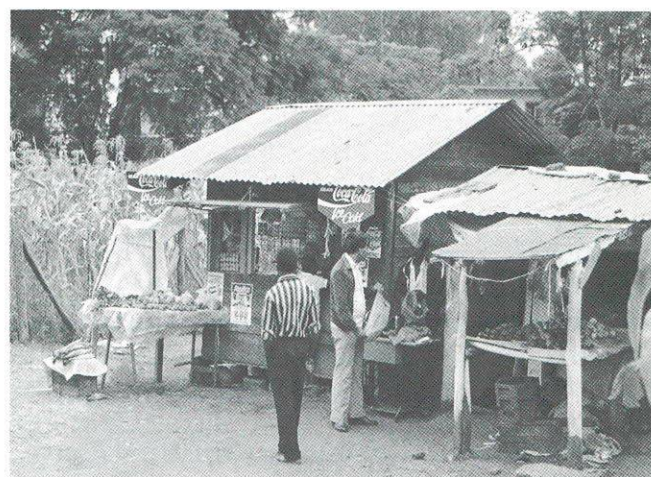
New journeys - teaching about other places: learning from Kenya and Tanzania [1991, DEC Birmingham] Twenty four A4 colour photographs of E. Africa. A wide variety of images, and although the support material concentrates on five themes - perceptions, starting points, tourism, self-reliance and land use, the selection of photographs is such that other themes can be easily identified, eg employment, journeys and settlement. The pack also contains a wall map of the region.



Doorways [1987, IYSH/Save the Children Fund] Twenty four A4 colour/black and white. A well supported pack, produced in the UN International Year of Shelter for the Homeless, it raises important questions concerning the issues involved in homes and the homeless across the world.

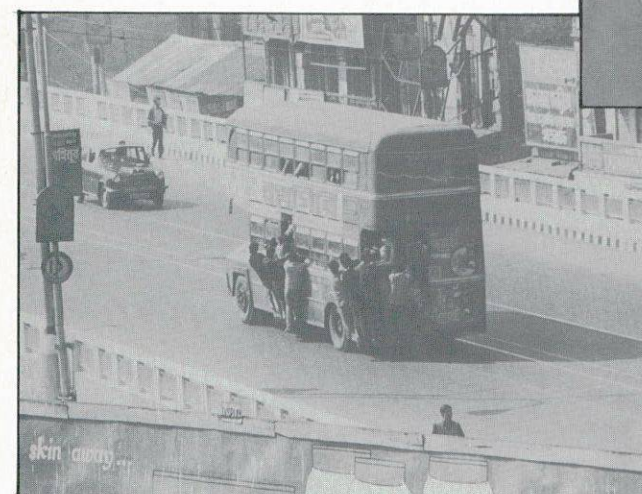
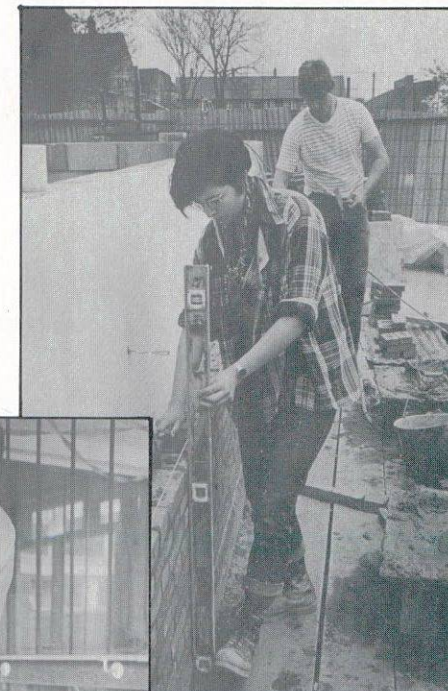
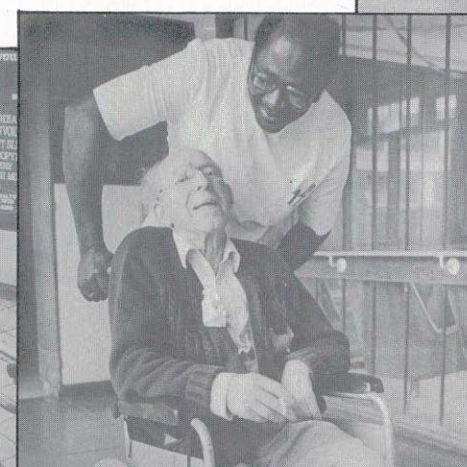
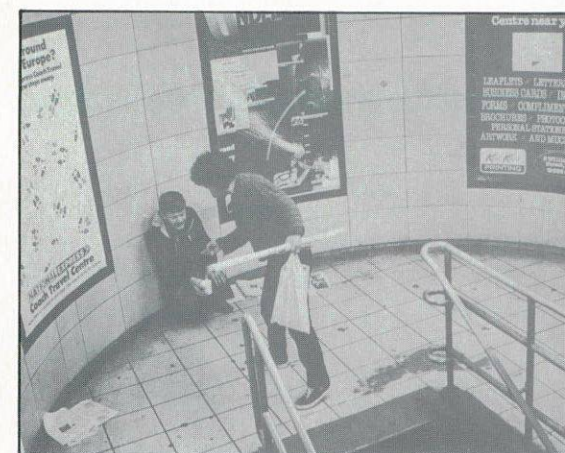
In words and deeds [1991, Trocaire et al] Fourteen A4 black and white. A selection of street posters from Ireland which challenge individuals' opinions on a variety of issues, eg violence, the environment, justice and poverty.

Images of Africa and Britain [Action Aid] Twenty four A5 black and white. A selection of contrasting photographs from Africa and Britain that will encourage students to consider such themes as rural/urban life, employment, homes and services. The support material consists almost entirely of photocopiable student stimulus sheets.



Working now [1989, DEC Birmingham] Sixteen A4 black and white. Although produced originally for use in primary schools, members of the project group have used this pack to explore issues of gender roles and employment with secondary students.

Doing things [1987, Trentham Books] Twenty four A5 black and white. As with Working now, a useful resource for exploring gender and employment issues.



A tale of two cities [1992, WWF] Twenty four A4 black and white. Focusing on city life, the pack contains photos of everyday life in London and Calcutta. It can be used to increase students' appreciation of a wide variety of themes and issues.

City images - priorities for development [1992, DEC Birmingham] Twenty four A5 colour. Based on photographs of Birmingham, the pack may be used to stimulate work on development issues in any locality. It considers how cities are seen, how they promote themselves and how development priorities are identified.

Tutu: preparation for debate [1989, DEC Birmingham] Sixteen A4 black and white. A stimulating set of photographs presenting the differing lifestyles of the racial groups of S. Africa.



Developing Geography highlights the ways in which development education can contribute to a relevant and stimulating geography that will also encompass the requirements of the National Curriculum.

Developing Geography offers:

- a stimulus to your own planning;
- activities which can be applied to meet the needs of the geography curriculum;
- examples of how a development education approach has been used in the classroom;
- a means to explore the potential of the Geography National Curriculum.

The ideas in ***Developing Geography*** have resulted from a DEC curriculum project involving a group of geography teachers.



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[Birmingham]**
