

Introducing Climate Change: Past, Present, and Future

Activity 1.2: Face the Music – Addressing the issue

Ages: 11–16

Aims

To explore the concepts of sustainable development and interdependence in a historical and global context.

What you need

Access to the following Internet page and the capacity to project Oxfam’s ‘Face the Music’ animation – http://www.oxfam.org.uk/education/resources/climate_change_poverty_women/ – for viewing by the whole class.

Watch the ‘Face the Music’ animation with the pupils. If they haven’t seen it before, you might like to run it through a couple of times, and to pause it at regular intervals on the second showing to give pupils the opportunity to digest and process what they are watching, as there is quite a lot going on in this animation!

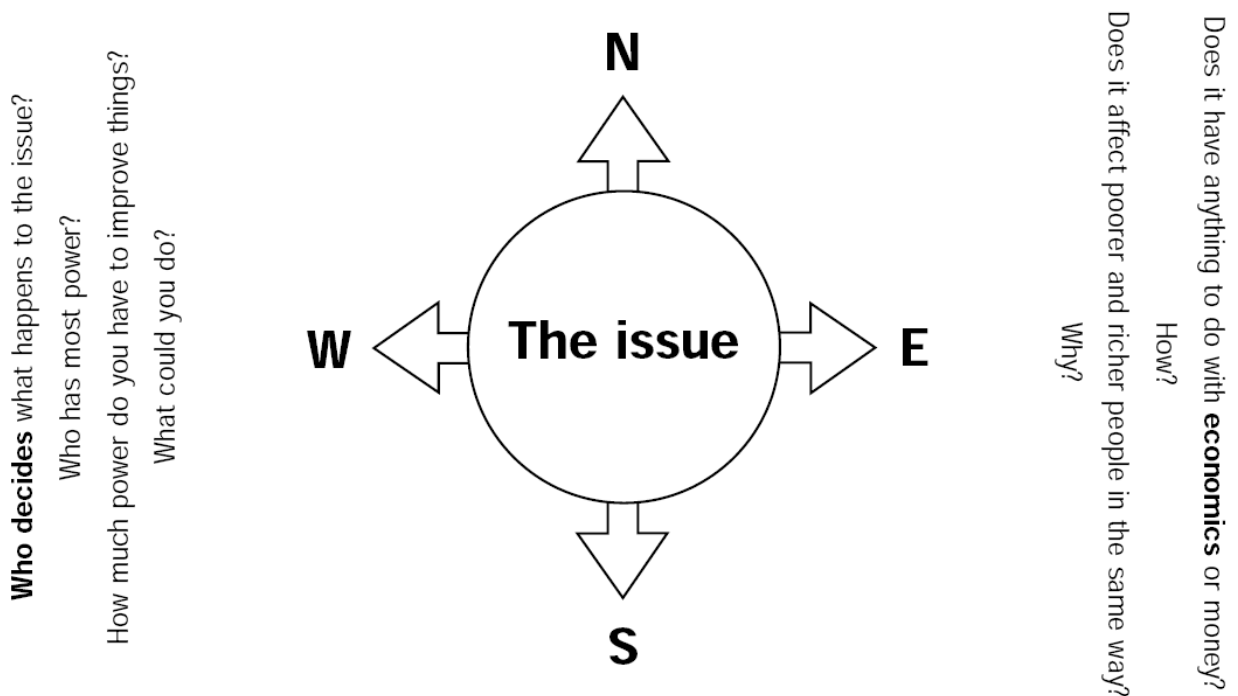
Ask pupils to discuss (or write down and then discuss) their responses to the following questions:

- How does the animation make you feel?
- What message(s) do you think *Face the Music* is trying to put across to people who watch it? What, from the video, makes you think that?
- How does the animation’s music contribute to the message? How does it affect your feelings as you watch it?
- The animation shows two different parts of the world at the same time. How are the two different parts of the world connected?
- What questions does it make you want to ask?

You could then ask pupils to address the questions that they have identified with the route finder diagram (see below). This supports pupils in ensuring that they have covered different angles of the issue. You could then ask them how they would go about answering the questions they have identified; which questions they already have enough knowledge to answer and which ones they need further information for. This exercise could then act as a springboard for an enquiry, the first stage of which would be to prioritise the questions for further investigation.

Activity 1.2 Worksheet: Route finder

Does it have anything to do with **nature** or the environment?
Does it affect all of the world's environments in the same way?
Why?



Does it have anything to do with **societies** or people?
How?

Does it involve you, people in your local area, people in other countries?
Are there any similarities or differences?

Source: Get Global! (ActionAid 2003)