

Activity 2 – Why did Mrs Camara’s stall close down?’

(taken from ‘Lessons in Sustainability’ Tide – Global Learning 2003)

Solving the Mystery

This is a ‘Mystery’ activity. Learners piece together clues written on separate cards to solve a problem. Mysteries are an excellent tool for developing critical thinking skills, and for exploring global interconnectedness.

The learners’ task is to solve a mystery by answering a central question – why did Mrs Camara’s stall close down? The cards contain a set of clues, some of which may be more useful than others. Learners work in groups to consider their responses to the question. The task is not simply for learners to solve the mystery by placing the cards in a logical sequence, but also to explain the thinking behind their solutions to the rest of the class. They may omit some cards, and you may provide blank cards for them to write extra points. Scaffolding to support this process may be provided – perhaps in the form of a writing frame or a why-why-why chain diagram. When the learners have completed the task a group member feeds back their response to the whole class



Crispin Hughes - Oxfam

‘Mrs Camara sells nuts and oranges to office workers and tourists outside the High Court in Banjul’

Further Discussion

Depending on the outcome of the discussion aim to review the following points:

- Is the closure of Mrs Camara's stall anyone's 'fault'? How do learners explain responsibility or causality for this event?
- Which factors originate in the UK and which factors originate in Gambia? Is it possible to separate factors in this way?
- What solutions are there to prevent events such as this happening in the future? Which solutions should take place in the UK and which solutions should take place in Gambia?
- Which solutions are the responsibility of individuals and which solutions require intervention by the government or other institutions?
- What is your action plan for supporting people in the position of Mrs Camara? What needs to be done – by whom, with whom, where?
- What can you learn from this activity about the impact of climate change on the world's poor?

To support this discussion the students could use the '**Why did Mrs Camara's Stall Close Down-solutions**' cards. These cards are suggestions and students should be encouraged to come up with their own ideas. Cards should be sorted by students in groups and according to all or some of the following criteria. Each group should explain how they reached their opinions.

<i>Solutions which take place in the UK? (mitigation)</i>	<i>take place in Gambia? (adaptation)</i>
<i>are the responsibility of individuals?</i>	<i>are the responsibility of governments?</i>
<i>have a long term impact?</i>	<i>have a short term impact?</i>
<i>have a big impact?</i>	<i>have a small impact?</i>
<i>reduce global warming?</i>	<i>don't reduce global warming?</i>

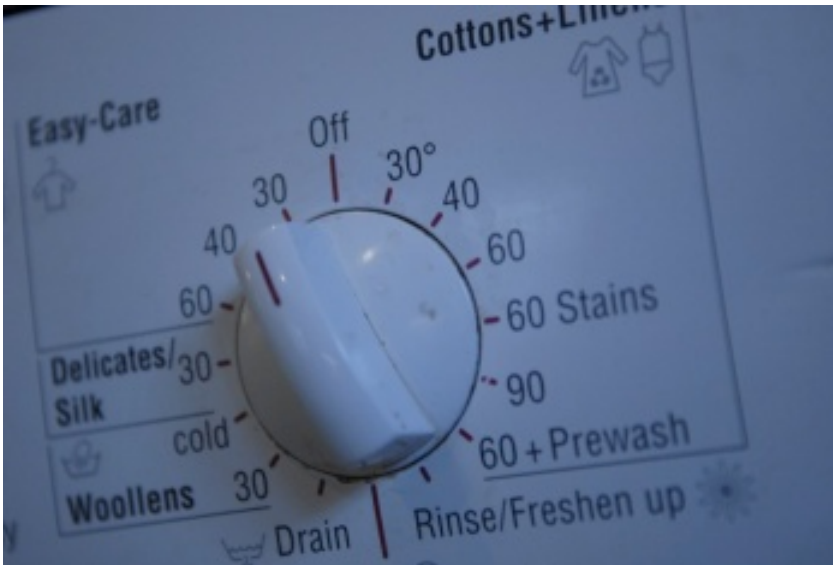
One point may require stressing. This exercise personalises 'Shafraz' and 'Mrs Camara' to illustrate global interconnectedness. However Shafraz's actions have **not** individually and directly led to the closure of Mrs Camara's stall. Instead the idea that millions of small actions have the potential to add up to either help or harm is worth making.

Key vocabulary

Understanding of these words can be consolidated by the brief exercise on the next page

Mitigation – actions to slow down the process of climate change by reducing carbon emissions

Adaptation – actions to help people better manage the effects of climate change upon their lives



Caroline Irby – Oxfam GB

Choosing a more energy efficient washing machine cycle to clean clothes

Mitigation or Adaptation and why?

Villagers in West Timor, Indonesia, use an Oxfam funded water tank in order to create an irrigation system for their fields



Tom Greenwood-Oxfam GB

Actions against Climate Change

Climate change poses a threat to the future of everyone in the world. However right now it most immediately affects the world's poor, particularly women like Mrs Camara. Rich countries are responsible for most Co2 emissions yet, for now, people in rich countries remain largely unaffected by their impact. The carbon footprint of a person in the UK is almost forty times that of someone in Bangladesh.

Adaptation

This refers to actions by people to reduce the impact of climate change on their lives. An example would be a community working together to raise houses above the level of floodwaters. Adaptation saves lives and provides security. However adaptation alone does not slow down the process of climate change.

Mitigation

This refers to actions people can take to reduce carbon emissions and slow down the process of climate change. As most carbon emissions are made in rich countries, the main responsibility for mitigation lies with the governments and citizens of rich countries. The levels of Co2 emissions per capita for four countries are shown below. For the full list see: http://unstats.un.org/unsd/environment/air_co2_emissions.htm

Country	Co2 emissions/capita (metric tons)
Gambia	0.18
Bangladesh	0.25
China	3.84
UK	9.8
USA	20.4

(CDIAC/UN 2004)

This activity asks students to consider practical strategies for mitigation they could take themselves either individually or in association with others.

You will require the **Action Cards**

1. Students begin by classifying the cards into two groups

Actions involving individual lifestyle change (eg: switching off the light when leaving the room)

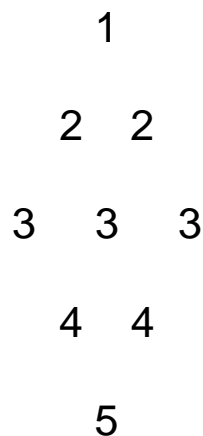
Actions involving working with or attempting to persuade others (eg: campaigning to persuade the local council to improve cycle routes)

Students could then evaluate which types of action are most effective or have most impact. Individual lifestyle choices are very important. However deep and lasting change depends on people taking action together alongside governments working in partnership to tackle the global problem of climate change.

2. Students continue by ranking the cards in a 'diamond 9'

The purpose of a 'diamond 9' is to provoke discussion and reflection about the relative importance of the different actions. In groups students focus on the single most important factor, then the next two, the next three and so on.

For example



Students should feed back their choices and reasons to the rest of the class. Sometimes ranking in the shape of a diamond isn't useful. If this is the case students should be encouraged to adopt whatever shape suits their thinking – and to explain it!

The result of the 'diamond 9' exercise could be used to help students plan appropriate ways of taking action (see Activity 5)

More Information

For more information about 'mysteries' and 'why-why-why chains' see Oxfam's Global Citizenship Guide 'Getting started with Global Citizenship: A Guide for New Teachers' pps 8 & 11.

For more information about Action Card ranking, including 'diamond 9s', see Oxfam's Global Citizenship Guide 'Getting started with Global Citizenship: A Guide for New Teachers' pg 15.

The guide can be downloaded at:

<http://www.oxfam.org.uk/education/teachersupport/cpd/index.htm>