

BSGC Global Citizenship Projects 2022-23

Annual Objective – Discover and investigate issues affecting interaction and connectedness of communities at local, national and global level.

| Team | Objective | Project |
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| English – Yr 8 | <ul style="list-style-type: none"> • Encourage students to engage with reliable, fact-checked news sources. • Develop and understand how to have lively discussions surrounding global issues, listening to other viewpoints and challenging in a respectful manner. | <p>Frequent use of daily news website 'The Day' for a non-fiction reading lesson. Use the site to explore the world topics, relating back to the students' own feelings, observations and beliefs. Consider the importance of news sources and checking reliability. Students to research further, leading into class discussions and opinion sharing.</p> |
| Yrs 10-12 English | <ul style="list-style-type: none"> • Teach students how to debate a viewpoint in an informed, non-combative yet persuasive way. • Provide an environment for students to discuss and explore issues confronting humanity in the 21st century. • Provide opportunities to engage, socialise and learn with other students from all around the world. | <p>Debate club - Use real world issues for research and communication of findings. Encourage confrontation of bias through research and a willingness to engage with the informed views of others. Push students to explore a societal issue from a lens that they may not have previously considered, facilitating better empathy and how to avoid conflict in discussion.</p> <p>Debate competitions with international schools will support the debate team to engage with students from differing backgrounds and be exposed to a different perception of global issues.</p> |
| KS3 Art | <ul style="list-style-type: none"> • Explore how global issues and themes such as identity, shared humanity, difference, diversity, conflict and justice are represented in art. • Recognise different perspectives, ideas, beliefs and values. • Understand the historical context of the Art, and how our own values and ideas may differ. | <p>Review and analyse great works of art and discuss the issues explored by the piece.</p> |
| KS3 PE | <ul style="list-style-type: none"> • Develop cooperation skills and an appreciation of interdependence through teamwork. • Promote a sense of fair play, mutual respect, and the ability to manage emotions and conflict. • Provide opportunities to challenge cultural and gender stereotypes and to explore both the relationship between sport and identity, and issues such as inclusion, conflict, racism and violence. | <p>Introduce to students and facilitate participation in sports that encourage discussions that challenge cultural and gender stereotypes, and highlight issues of inclusion. Activities include: Tchoukball (gender), Goal Ball (inclusion), Korfbal (gender), Boccia (inclusion).</p> |

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| KS3 Music | <ul style="list-style-type: none"> • Demonstrate appreciation and respect for difference and diversity, cultivate empathy and solidarity towards other individuals and social groups through the exploration of different world music traditions. | <p>Students will reflect on how different musical traditions have influenced today's musical styles and how traditions such as music help build a cultural identity. They will analyse how globalisation has brought these traditions together.</p> <ul style="list-style-type: none"> ▪ Year 7: Africa and Europe ▪ Year 8: Latin America and North America ▪ Year 9: Australia and Asia |
| KS3/4/5 MFL & S2L | <ul style="list-style-type: none"> • Share local, national and global concerns and their underlying causes. • Commitment to promoting and protecting difference and diversity. | <p>Students will contact students around the world to learn about different cultural contexts in a range of countries..</p> <p>Students will use virtual platform Penpalschools to share views and opinions about local, national and global concerns.</p> |
| Yr 10 MFL | <ul style="list-style-type: none"> • Promote and defend human rights for all. | <p>Students will discuss human rights, as part of Unesco Human Rights Day – 10 December, and as part of a literary contest within the group.</p> |
| Yr 10 MFL | <ul style="list-style-type: none"> • Critically examine local, national and global issues, responsibilities and consequences of decision-making, examine and propose appropriate responses. • Evaluate how global governance structures and processes respond to global issues and the effectiveness and appropriateness of responses (2030 Agenda). | <p>Students taught to write discursive IGCSE essays using the 2030 Agenda as a prompt. Prior to writing, SDGs (Sustainable Development Goals) will be discussed in class on or near World Earth Day – 22 April. Preparation to include oral debates as a starting point to create argumentative texts.</p> |
| Yr12/13 MFL | <ul style="list-style-type: none"> • Analysis of the interconnected nature of global issues such as, Youth Matters, Lifestyle, health and fitness, Environment and Travel, Education and Employment, as well as ethical questions (A2 such as <i>Ethics and Technology in the target-language culture</i>). | <p>Spanish, students to do press follow-ups and discuss the news items. Random pieces of news selected for exploration with emphasis on interconnectedness. Activities to enhance students' awareness of current affairs, how to access info evaluate their interconnections.</p> <p>In French and German, students will be accessing authentic historical material, making comparisons with current times, allowing them to evaluate how governance structures and processes responded to issues, as well as their effectiveness and appropriateness in comparison with the present day.</p> |
| Taf Yr 2 | <ul style="list-style-type: none"> • Children to become aware of issues within their local community. • Children to understand how their actions can change the lives of others in a positive way. | <p>Local charity selected and in lesson children build awareness of issues faced in their local area and how these can be addressed. Class to plan, organise and execute a fund-raising event for their charity.</p> |
| Yr 7/8 Com Sc | <ul style="list-style-type: none"> • Students will critically review information available on the internet. | <p>Students learn to be critical when receiving information from the internet, validating sources and familiarising themselves with global news organisations – BBC/CNN/Reuters/al Jazeera.</p> <p>Investigate problematic factors such as fake news and internet censorship, and the impact on the quality of info received.</p> |

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| KS5 Science | <ul style="list-style-type: none"> Students to read newspapers and subject specific journals to understand local, national and global issues. Time allocated to discuss and debate their findings. | <p>List of newspaper's, journals and news source links provided and time assigned for investigation an area of interest. Follow-up with discussion and debate on issues.</p> <p>Further areas for development could include:</p> <ul style="list-style-type: none"> A news corner in LRC Assembly by KS5 students |
| Yr 9 Science | <ul style="list-style-type: none"> Demonstrate a real-life application of Physics and the potential effects on global events and on different populations. | <p>Use Sankey diagrams to show energy transfer and discuss the use of gas to heat houses and the energy transfers involved. Discuss the impact of the closure of the main gas pipeline from Russia to the rest of Europe and the effect on the price of gas (and other fuels) and the social effect this may have e.g., more deaths of the elderly.</p> |
| Yr 13 Science | <ul style="list-style-type: none"> Demonstrate the benefits of collective action in protecting the wider community. | <p>Investigate how different governments rolled out their COVID vaccine programme, compare % of the population vaccinated and consider the impact of these programmes on the immunity of the population as a whole, the health services and on the GDP.</p> |
| Tafira Infants | <ul style="list-style-type: none"> Provide an opportunity for Tafira Infant to look at a global issue that is affecting the community they live in. <ul style="list-style-type: none"> Investigate the affect plastic has at local and global level. Raise awareness of the effects of single use plastic. Identify the changes we can make in class to use less plastic. | <p>The project will focus on what can be done at a local level to help ensure we do not use too much Plastic. We will look at what snack the children bring in and count the amount of single use plastic. Pupils will research the affect plastic can have on our beaches and local environment and they will work with Oceans4life to arrange a beach clean and an information session. After the beach clean, a discussion what was found and what we can do to prevent this.</p> |
| Taf Yr 3 - Spanish | <ul style="list-style-type: none"> Participate in actions of care of nature, showing sensitivity and understanding about the need to preserve water. Know measures for the care of water and the use of natural resources. Identify favourable and unfavourable aspects of human action on water. | <p>Develop understanding of water issues with children identifying how we take care of water and how we pollute it., including performing different activities or experiments with water</p> <p>Establish hygiene guidelines where we use water and make informative brochures to distribute in the different rooms and take to families.</p> |
| South Yr 4 | <ul style="list-style-type: none"> Discover and investigate issues affecting interaction and connectedness of communities at local, national and global level | <p>Pupils to study the effects and impacts of deforestation and create work to inform people about this.</p> <p>Pupils to research global changes and developments and understand their impact on people's daily lives. Provide opportunities to develop an understanding of global issues (climate change, poverty, gender inequality, pollution, crime, conflict, disease, natural disasters) and the reasons for these problems.</p> |
| South Yr 6 | <ul style="list-style-type: none"> Discover and investigate issues affecting interaction and connectedness of communities at local, national and global level | <p>Study 'fair trade' through the lives of children and adults working for companies not following a fair-trade policy,. Complete a project at home, researching fair</p> |

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| | | trade, designing fair-trade products, making a poster to promote fair-trade, and making a fair-trade game. Present an assembly about fair-trade. |
| Tafira Nursery | <ul style="list-style-type: none"> Identify ways to enhance the local environment, Learn how to take care of local environment and the flowers and plants around us. Grow vegetables and fruit and discuss the benefits becoming more sustainable. | <p>Review garden use by Infant classes and survey needs of each class and then set timetable/opportunities for use</p> <p>Plan regular use of garden by Nursery in weekly and medium-term planning</p> <p>Tidy and upgrade resources- encourage use of recycled item eg pots, tubs garden tool, containers</p> <p>Encourage respect for the resources and garden area and share positive outcomes and benefits of the garden.</p> |
| Tafira Primary | <ul style="list-style-type: none"> Educate pupils on issues that affect children and adults all over the world. Understand what is meant by food security. Support the local community with food and using local providers. | <p>Children to understand importance of World Food Day and share information via social media.</p> <p>The children will learn about a sustainable world where everyone, everywhere has access to enough nutritious food. Pupils to also participate in an online poster competition via the FAO.org .</p> <p>Children will collect and donate food to a local community charity.</p> |
| Yr 9 Geography | <ul style="list-style-type: none"> To provide opportunities for students to explore ethical issues related to migration such as racism, conflict, and stereotypes. To teach students about the current issues related to British laws about migration. | <p>Students study migration and consider different ethical issues such as methods used to limit migration and impacts for the donor and the receiving countries.</p> <p>In groups, students produce small presentations addressing the main issues related to migration in different countries. Students need to investigate and be aware of important current affairs, and be able to discuss ethical issues, pros, and cons of migratory movements.</p> |
| Yr 12 History | <ul style="list-style-type: none"> Analyse and explain the features of the Holocaust and explore the events and attitudes that led to the Holocaust. Identify the role citizens can play to combat forms of discrimination in a modern society. | <p>Study the rise of the Nazi government and explore the conditions, attitudes, events and people that facilitated the rise of the Nazi movement and the events of the Holocaust. Students to make presentations to mark Holocaust Memorial Day (27th January 2023). The presentation will cover the rise of the Nazism and anti-Semitism, the events of the Holocaust and what we can do in a modern society to combat discrimination.</p> |
| Annual Objective – Identify and analyse the different communities people belong to and how these are connected. | | |
| Team | Objective | Project |
| Yr 12 English | <ul style="list-style-type: none"> Use real, current news sources, discussions and podcasts to critique the global narrative that exists of the political and social situation within Afghanistan. | <p>Use real-life sources to teach context of The Kite Runner, drawing on the current Taliban takeover of Afghanistan. Use an English Instagram page to access Instagram Lives, such as a recent one on the first anniversary of the Taliban seizing Kabul. Use these as a stimulus for class discussion and more in-depth thinking.</p> |

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| KS5 Com Sc | <ul style="list-style-type: none"> • Understand importance of ethics and the need to act ethically and the impact of acting ethically or unethically for a given situation • Understand the need for copyright legislation • Understand the different types of software licencing and justify the use of a licence for a given situation • Understand Artificial Intelligence (AI) | Develop work that explores the legal, moral, ethical and cultural implications of working with computers, developing software and ownership of coding, designs and creative and intellectual property. |
| KS4 Com Sc | <ul style="list-style-type: none"> • To show understanding of what is meant by | Investigate global scope of the internet by viewing an interactive map of cables under the sea across the globe and understand how data transmitted globally through the internet. Students should develop a sense of common, interconnected humanity and identify areas of the world that are not as connected, and our responsibilities in this regard. |
| South Reception | <ul style="list-style-type: none"> • Develop understanding and awareness of different countries and cultures. | Learn about four different countries and their culture, cuisine, language, festivities and people; with students making a presentation at the end of the project. |
| Tafira Reception | <ul style="list-style-type: none"> • To develop an understanding of people who help us in the community. | Visitors to come in to school during the topic 'People Who Help Us' and talk about their profession and role in society. Children to learn about a variety of jobs and how they help us in our day to day lives and in our community. Talk to the children about gender equality within these jobs. (Female pilots or male nurses etc.) |
| Tafira Reception | <ul style="list-style-type: none"> • Ensure students feel safe and respected whilst in the playground by providing a buddy for children who don't feel connected to be supported by other members of the student team. | The PSHE sessions will discuss students' worries and how they feel. With the support of staff, a bench and special place in the patio will be created for children to go to so they feel belonging. Children and teachers will be encouraged to approach anyone on the bench and help ensure they have a friend to play with. |
| KS3 Maths | <ul style="list-style-type: none"> • To identify and analyse the differences and similarities between the ways mathematics is taught in different communities. | Students to compete with others around the world during Mangahigh Global Maths Week. Students to identify the different countries they are competing with how maths is taught differently in these countries. As follow-up, students will research different methodologies used for multiplication, identifying similarities and differences with the way they are taught. |
| KS3 Maths | <ul style="list-style-type: none"> • To understand the golden ratio from Fibonacci sequence. Using measurement and division to show that this ratio exists in human body regardless of race/colour/age/Height | Using the Fibonacci sequence investigate how this relates to the human body regardless of race/colour/age/height explaining how the next term is achieved. Students to measure and analyse their own body. |

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| Tafira Yr 1 | <ul style="list-style-type: none"> To educate children about less fortunate communities in our local community. To link students with a local community and hold a toy drive to donate toys to this community. | <p>Part of the work will discuss how all children are linked by Toys and how fortunate some children are to have many.</p> <p>Students encouraged to donate a toy that they have grown out of/no longer enjoy which will be donated to people in need.</p> |
| South PN & N | <ul style="list-style-type: none"> Identify and analyse the different communities people belong to and how these are connected. | <ol style="list-style-type: none"> During the 'People who help us' topic, invite visitors to school to talk about their job - Fire person, police, doctor/nurse, dentist, etc Gardening and Growing – to develop and gardening area. Looking after animals – develop understanding of responsibilities of having a pet Healthy eating – making and eating healthy snacks. |
| South Reception | <ul style="list-style-type: none"> Identify and analyse the different communities people belong to and how these are connected. | <p>Students to learn about four different countries, including their culture, cuisine, language, festivities, and people.</p> <p>Pupils to make a presentation about the topic.</p> |
| South Yr 1 | <ul style="list-style-type: none"> Identify and analyse the different communities people belong to and how these are connected. Similarities and differences within and between cultures and societies (gender, age, socio-economic status, marginalised populations) | <p>Plan an international week/day to include each child bringing food from their culture.</p> <p>The project will link with music lessons – where the children will learn and listen to music from other cultures.</p> |
| South Yr 4 | <ul style="list-style-type: none"> Identify and analyse the different communities people belong to and how these are connected. Students to understand different cultures and societies beyond their own experience and the value of different perspectives. Develop and help students recognize and respect diversity. | <p>Parents invited to deliver presentations about their country of origin. With some students creating a presentation at home to be delivered by a Year 4 child.</p> |
| South Yr 6 | <ul style="list-style-type: none"> Identify and analyse the different communities people belong to and how these are connected. | <p>Students to learn about disabilities, focusing on cerebral palsy. Students to identify issues faced by a person with disability, meeting with Mary Nugent, who has cerebral palsy. Practical follow-up with activities to highlight the issues faced by people with disabilities.</p> |
| Tafira Nursery | <ul style="list-style-type: none"> To develop values of care and respect for others, the environment and ourselves by working with a local vet and farmer. To develop understanding of the interconnections between humans and the environment To learn about growth of plants and animals and how to care and nurture living things | <p>Use small garden area to help explore and understand how seeds grow and how to nurture plants.</p> <p>Learn about and experience animal care by visiting Tio Isidro farm and have a visit from Vet to talk about care for pets.</p> |

Annual Objective – Identify and clarify ethically responsible behaviour.

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| English KS3 | <ul style="list-style-type: none"> • Use different stimuli to explicitly teach about social issues in our communities. • Provide a platform to research and express views regarding a prevailing social issue. • Create a classroom environment where students can safely express their views regarding social issues and challenge those of others. | <p>In Years 7, 8 and 9, use learning opportunities to consider the social issues that prevail in today's society.</p> <p>Year 7 – rhetoric unit. Year 8 – William Blake, journalistic writing unit. Year 9 – social protest poetry.</p> <p>Units of work provide opportunities to reflect on changing social issues, different ways to explore these issues and how to use their own voice in a constructive manner.</p> <p>All units contain a performance element enabling students to reflect on the social issues explored by others, thus widening their understanding.</p> |
| MFL – Yr 9 | <ul style="list-style-type: none"> • To explore and learn what Global Citizenship means. • To aim at becoming Global Citizens through examples. | <p>Students research Global Citizenship and what it means to be a Global Citizen, including the identification the selection of a global citizens against the criteria researched. Students write biographies, explaining why they are good examples of Global Citizens.</p> |
| South Reception | <p>To adopting sustainable consumption habits.</p> <p>Understand how personal choices and actions can affect others and the environment.</p> | <p>Student will learn how to protect the environment from harmful human activity:</p> <ul style="list-style-type: none"> -recycling -sustainable eating -saving water and energy -renewable energy |
| Tafira/South Yr 3 | <ul style="list-style-type: none"> • Learn about the negative impact plastic pollution has on the environment and its affects ocean life and humans. • Learn how to address the pollution problem and how we can prevent this from becoming. • Identify steps we can take personally and as a community to clean up our oceans. | <p>Take part in a beach clean organised by Oceans for Life. As part of their preparation the children will make micro plastic sieves to use on the beach in order to find micro plastics. They will learn how micro plastics are formed and about the effects micro plastics have on ocean life and humans.</p> |
| Taf/Sth Yr 3 | <ul style="list-style-type: none"> • Learn about water sustainability in the local area. • To raise awareness of the importance of water in the environment. • Understand water sustainability and the students responsibility towards this aim. | <p>Take part in an educational programme organised by Aguas de Telde, including an onsite visit or through their interactive digital online resources</p> |

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| | <ul style="list-style-type: none"> To learn about the natural water cycle and local urban water cycle. | |
| All Primary | <ul style="list-style-type: none"> To educate students on the benefits of fair-trade products and what it meant by fair trade. | Student to study where food comes from, the benefits of buying products locally and if they have been produced in a fair way. Primary will have a Fair-Trade week to study which food can be bought on the island, what we can produce here, and what steps we can to become more sustainable. |
| Tafira Yr 5 | <ul style="list-style-type: none"> Understand about the impact of climate change around the globe. Identify actions that can make a difference. Participate in initiatives to help our planet. | Through cross-curricular learning, students will investigate climate change problems facing the planet. Discover what we can do to make a difference, both in school and at home. Students will team up with local charity Oceans4Life to complete a beach clean (alongside Year 5 South) Present an assembly to share ideas on the importance of looking after our planet. |
| Tafira Yr 5 | <ul style="list-style-type: none"> Learn about the impact of climate change around the globe. Discover what we can do to make a difference. Participate in initiatives to help the planet. | Through cross-curricular learning, students will investigate problems of climate change. Specific investigations deforestation, and the impact trees have on the atmosphere. A trip to Osorio (with the South School) to plant trees and learn about the local flora and fauna of our island. |
| South Reception | <ul style="list-style-type: none"> Identify ethically responsible behaviour. | Student will learn how to protect the environment and adopt sustainable consumption habits: -recycling -sustainable eating -saving water and energy -renewable energy |
| South Yr 1 | <ul style="list-style-type: none"> Identify and clarify ethically responsible behaviour | Students to discuss and learn about environmental problems caused by humans. Year 1 and Year 2 to take. Following a trip to Poema del Mar a display made about the importance of recycling. |
| South Yr 2 | <ul style="list-style-type: none"> Learn about deforestation in the Amazon rainforest and raise awareness of the importance of trees and the environment. Gain knowledge and understanding of the important role of the Amazon rainforest. Compare a non-European environment. Connect with people locally and globally via Zoom and a visit. | Learning about Brazil, The Amazon Rainforest and deforestation. Students participate in a zoom call to a teacher who has visited the Amazon. Our focus artist is Laura Del Pazo (an ex BSGC student and local artist who paints nature), the children learn about her, make their own version of her work, have a zoom call to ask her questions, then she comes in on a visit to do an art piece with them that represents part of the Amazon Rainforest. |

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| South Yr 5 | <ul style="list-style-type: none"> • Identify and clarify ethically responsible behaviour • Learn about the impact of climate change around the globe. • Identify and discover actions that can address and improve climate changes. • Participate in initiatives to help our planet. | <p>Students to investigate problems facing our planet in relation to climate change. The groups will discover what we can do to make a difference, both in school and at home.</p> <p>Specifically, Year 5 will:</p> <ul style="list-style-type: none"> • Take responsibility for recycling paper in the South School. • Team up with local charity Oceans4Life to complete a beach clean (alongside Year 5 Tafira) and learn about what they can do to help our planet. • Deliver an assembly to the rest of KS1 and KS2 to express the importance of looking after our planet |
| Tafira Yr 4 | <ul style="list-style-type: none"> • Demonstrate decision-making skills and responsible behaviours in personal, school, and community context. • Gain knowledge and understanding of recycling and a responsible commitment to this aim. | <p>Learn about recycling and implement a recycling system in juniors with Year 4 informing, collecting and leading the project in Juniors.</p> <p>Work with other classes to ensure that we are all recycling</p> <p>Identify ways to encourage recycling in juniors</p> <p>Lead an assembly to promote recycling.</p> |
| Tafira Yr 4 | <ul style="list-style-type: none"> • Learn about water sustainability in the local area. • Raise awareness of the importance of water in the environment. • Gain knowledge and understanding of water sustainability and responsible attitudes towards this aim. • Learn about the natural water cycle and local urban water cycle. | <p>Take part in an educational programme organised by Aguas de Telde. This could be an organised onsite visit or through their interactive digital online resources</p> |
| Yr 13 - Sc EBAU | <ul style="list-style-type: none"> • Understand the behaviour of the Earth planet as a global physicochemical system in the face of constant changes in the equilibrium state and how the planet itself tries to counteract these changes. | <p>Consider the concept of climate change as an alteration of the natural balance of the multiple processes that occur in nature. L'Chatelier's principle will be used to understand the damping that our planet is carrying out to counteract the alteration to the state of equilibrium.</p> <p>By understanding this attempt at climate buffering, assessment of actions of world governments to try to mitigate the human effects on the global climate will be considered.</p> |
| Yr 8 - Sc | <ul style="list-style-type: none"> • Instil in students a sense of responsibility to act for the betterment of the world. | <p>In ecological relationships the links between species within populations and energy flow through a food chain will be studied. creating the opportunity to develop global citizenship as it will promote sustainable development and help make the students more environmentally conscious.</p> <p>To further develop an understanding of man's place in the environment, and consider how changes in one population affect the populations of other organisms. Students will reflect on human actions have caused the extinction of species and the destruction of habitats.</p> |

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| Yr 10 Business | <ul style="list-style-type: none"> • Define discrimination and identify discrimination employees might face in a workplace/wider community. • Explain negative effects discriminatory behaviour can have on workers/customers etc. • Students aware of EU legal controls/that may not be in place in other parts of the world. • Recognise and recommend actions to take when faced with discrimination/unfair conduct in the workplace. | <p>Students will gain a true appreciation for acknowledging, embracing, and respecting each other's differences. At the end of the session, students will be able to apply it, not only to their own world view/beliefs, but also to that of a business. Students should gain a better understanding of how business' can implement policies to positively enhance employee collaboration and improve their overall reputation in the eyes of other stakeholders – But ensuring it is not just viewed as a PR exercise.</p> |
| Yr 11 Sociales | <ul style="list-style-type: none"> • Conocer y comprender los diferentes sistemas de gobierno, pudiendo identificarlos y adquiriendo un conocimiento que les permita formar un criterio propio y desarrollar su responsabilidad desde un punto de vista ético considerando las implicaciones desde un punto de vista individual y colectivo. | <p>Antes del estudio de las revoluciones americana y francesa, y los importantes cambios que supusieron dando paso al origen de la sociedad moderna, resulta necesario entender los principios en los que se sustenta todo sistema político. Esta actividad les permite entender los distintos sistemas de gobierno, su origen y les prepara para la formación de un criterio propio, indispensable para la toma de decisiones que tendrán que tomar en un futuro cercano, como miembros de una sociedad democrática.</p> |
| Yr 10 Sc | <ul style="list-style-type: none"> • To educate students on responsible use of water, why this is important, and how it affects the rest of the world | <p>Students reflect on how potable water is produced, the energy requirements for this, the amount of water used by various activities (1 human's daily drinking water, water required to grow 1kg of crops/one cow, water used to produce one garment, water needed to manufacture one Xbox/playstation, etc).</p> <p>Negative effects of water pollution discussed.</p> <p>Students create a model/short film/meme/infographic to highlight this area to the general public.</p> |