



The Geography of Science

Lesson 6: Reducing the impact of flashpoints

Key ideas:

- 1) What are the impacts (problems) associated with the flashpoints studied?
- 2) What are the possible solutions to these problems?
- 3) What role/interest do geographers and scientists have to play in these flashpoint solutions?

Starter activity:

What are the impacts of the three flashpoints?

Create a mind map:

What are the impacts of the three flashpoints? (Pandemics –swine flu, earthquakes- Sichuan and climate change.) Students reflect back on the impacts that these three flashpoints can have on people and the environment.

Main activity:

Flashpoint problems and solutions

Task 1:

For this activity, you will need the downloadable “Flashpoint problems and solutions cards.” Students can work in groups of four or five and are given three of the problems, one for pandemics, earthquakes and climate change.

Students discuss possible solutions for each of the problems and come up with possible solutions which would reduce the impact of each of the problems. Students can also discuss how geographers and scientists would be involved in these solutions.

For less able students you may like to use the downloadable “Flashpoint problems and solutions sort” which is the same activity but with possible solutions given. By cutting out the cards, students can match the problems with the solutions.

2) Feed back possible solutions. To aid discussion, the cards can be presented on the interactive whiteboard with the possible solutions given. Also discuss what ways scientists and geographers would be involved in these solutions.

Extension:

Students can come up with their own problems due to swine flu, earthquakes or climate change and possible solutions.

Task 2: Reducing the impact of flashpoints

Students produce an information poster, leaflet or PowerPoint presentation to show possible ways to reduce the impact of either pandemics (swine flu) earthquakes or climate change.

The downloadable worksheet “Reduce the impact of flashpoints” guides students through the activity. Students can produce their work using computers where access is possible or on paper.

Students can use several or all of the problems from the card sort activity for their chosen topic and show/explain their solutions. The aim is to help less able students consolidate the ideas and for more able students to add more depth and detail to the solutions by adding their own research. Students may need more than one lesson or a lesson plus homework to finish this activity.

The following research links are included on the downloadable "Reduce the impact of flashpoints" sheet:

Pandemics (Swine Flu)

- [DirectGov](#) – swine flu everything you need to know
- [YouTube](#) – swine flu add
- [Daily Mail](#) – Airline passengers and swine flu
- [BBC News](#) – child flu jabs 'protect everyone'

Earthquakes

- [Flight Global](#) – Calling all Choppers: Japan's emergency service needs more helicopters
- [The Disaster Centre](#)
- [Central US earthquake consortium](#) – 'What is a building code?'
- [The Asia-Pacific Journal](#) – Japan Focus

Climate change

- [Climate Change North](#) – Global Impacts of Climate Change
- [BBC](#) – Global Climate Change
- [Lookoutlearning](#) – Climate change quiz
- [Small Farmers Big Change](#)
- [BBC – the affects of climate change on wildlife](#)

Plenary

Students work in pairs in rough. This activity is designed to be like Pictionary. Students choose 2 problems discussed in the lesson each (without telling their partner). Students have 1 minute to draw one of the problems for their partner to guess. Their partner must also come up with a solution for that problem. Then swap over. If there is time, students can draw their other problem. To keep the momentum, the teacher might like to use an egg timer or stop watch.