

## B. Geography

### 3B. GEOGRAPHY OPTION (i): Sphere of Influence – in the wider world

This option explores the **global implications of students' learning**.

Note: You will need to have loaded this page – <http://bit.ly/hyTPkV> and clicked on 'full screen' before the lesson. You will see CO<sub>2</sub> tonnes per person on the vertical axis and income per person on the horizontal axis.

- Students are going to look at an interactive display of statistics that shows global CO<sub>2</sub> emissions since 1820.
- Explain that the graph shows each country as a bubble. The size of each bubble relates to levels of CO<sub>2</sub> emissions.
- Point out that there are few countries shown in 1820. Ask why? In 1820, the UK leads the world in terms of CO<sub>2</sub> emissions because of the industrial revolution.
- Clicking play displays the progress from 1820 to now. Comment on what you see.
- Industrialised countries are near top right corner with high GDP and high CO<sub>2</sub> emissions. The bottom right has fewer industrialised countries; low GDP and low CO<sub>2</sub>.
- Discuss the relationship between CO<sub>2</sub> and development – can students explain why CO<sub>2</sub> emissions are higher in the USA than the Democratic Republic of Congo for example?
- There is an argument that industrialised countries should cut their CO<sub>2</sub> emissions more significantly because they have used up their share of greenhouse gases over the last 200 years – what do students think about this?

This activity would benefit from being extended into homework for further research, but can be a good discussion activity about the global implications of climate change and how we should allocate the world's resources.

**Variation:** You can run a more limited graph with 7 countries (USA, UK, Germany, Brazil, India, South Africa and Ghana) – [www.bit.ly/geJIEz](http://www.bit.ly/geJIEz).

**Differentiation:** You can challenge students to find countries that have the highest and lowest CO<sub>2</sub> emissions. You can also use specific dates to mark key points in history that might have a relevance to climate change issues (e.g. the advent of cars; the Second World War; mass airline travel).

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### 3B. GEOGRAPHY OPTION (ii): Stakeholder views - Supply and demand role play

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**Variation:** Ask students to consider how the different choices that different stakeholders make will affect supply and demand options for UK energy.

**Differentiation:** The class can ask questions of each stakeholder and suggest problems with their choices, as well as possible solutions in compromising between different choices.

This option explores the **ways in which people's values and attitudes differ** and may affect **social, environmental, economic and political issues.**

- Split the class into groups of 2 or 3 students.
- Give each group an identity as a stakeholder from the *3B(ii) Supply and demand role play* cards in the annex.
- As a group, ask them to imagine themselves as the stakeholder they have been given.
- Students should decide which supply and demand options their stakeholder might choose if they were to play the My2050 simulation.
- Each group should tell the rest of the class the options they have chosen for their stakeholder and why they might choose those options.
- How will different stakeholders choices affect the following:
  - Impact on CO<sub>2</sub> levels;
  - Impact on the UK's economy; and
  - Impact on the lifestyle of people living in the UK?