

Destination Tuvalu

Subject Biology | Geography | Economy**Level** medium**Duration** 120 minutes

EXERCISE

M

Learning Opportunity

Competences	Detailed description
Social and civic	The students undertake an imaginary journey to Tuvalu and find out in an interesting way using an atlas and globe their first impression of the living conditions of the place. In the “hot seat” the students are asked to adopt a change in perspective and give information about climate change and adaptation methods. As they put themselves in the place of different inhabitants, it is important to remember that it is not just the people of Greenland affected by ecological marginalisation and climate change, but that these phenomena also have an effect elsewhere in the world.
Communication in mother tongue and Learning to learn	The students discuss the content of the character cards, as a team they develop a provocative statement and support it with arguments. Motivation is gained through the quiz at the beginning.
Digital competence, cultural awareness and expression	The variant is encouraging the students to use the internet and gather information about geographical facts on Tuvalu. Afterwards they can construct a picture of the landscape. The students can reflect on self-perception, perception by others and stereotypes in the round of reflection.

Overview

Min.	Topic	Tasks for the pupils	Tasks for the teacher	Material
20	Where is Tuvalu?	Finding Tuvalu in the atlas. Afterwards looking at the three pictures	Giving the clues and showing the pictures afterwards	Atlas or globe, 3 pictures (Resource M 1)
15	Living conditions of Tuvalu	Closing the eyes and undertaking an imaginary journey	Read out the text	1 text (Resource M 2)
30	Change in perspective: information about climate change and adaptation methods on Tuvalu	Speaking aloud the name that is whispered into their ear, finding classmates with the same name and form a small working group. Reading the character card and thinking about a provocative statement about their character with arguments to support	Whisper the different character names into the ears of the students. Same names form small groups. Handing out the different character cards, help with clarification if needed	8 Positionskarten (Material M 3)
35		One person from each group declares themselves ready to sit on the "hot seat" and presents the class with their statement. Any questions asked should be answered	Put the seat in front of the blackboard. Watch the egg timer (max. 5 min./group)	seat, egg timer
20		Feedback from the observers, reflecting and discussing	Ask questions for the reflection	

Detailed Description

STEP 1

Give students a series of different clues to find Tuvalu in the atlas. It is important that you do not mention the name Tuvalu, otherwise they can check it in the index of the atlas. Give students a little time after every clue so that they can look for the corresponding pages in the atlas and orientate themselves. The clues are:

- Our destination is in the southern hemisphere
- It is located in the Pacific Ocean
- Our destination lies to the east of the smallest continent on earth
- It is the fourth smallest state in the world that in total constitutes 26 square kilometres
- Fiji is quite close to our destination
- The capital of our destination is Funafuti
- The nine island groups are called: Nanumea, Nui, Nukufetau, Nukulealae, Vaitpu, Nanumanga, Niutao, Niulakita and Fanafuti

Show them three pictures of Tuvalu (Resource M 1) that again give an overview of the geographical position and the group of islands in order to provide a first impression of Tuvalu.

STEP 2

After all the students have found the island state in the Pacific Ocean and have seen the three pictures, continue with the description of Tuvalu (Resource M 2). You ask the students to close their eyes and to undertake an imaginary journey together. Read the travel description (Resource O 2)

STEP 3

Afterwards the “hot seat” is brought out. Prepare the eight character cards (Resource M 3) and divide the class into eight groups: Whisper to each student, in turn, one name of the different character cards (e.g. Vaiala, Leiki, observer etc.). By saying “go”, the students speak aloud the name. The students with the same character name are then in little groups together, make themselves comfortable with their character card, which was handed out by the teacher, and think about a provocative statement about their character with arguments to support them. As an example for the character card for Vaiala, the students could develop the propositions: “I believe in God and not in climate change”. Unclear statements, for example ‘developing awareness’ or ‘renewable energies’ may need clarification. There is also the character card ‘observer’. This has been developed as many students may not feel at all comfortable in the hot seat. As you know the students best, you are free to include or exclude these character cards. The observers have the role during the hot seat activity to pay attention to the different positions. Which provoked opinions and the main arguments? Are the answers clear and realistic? You make it clear that a rounded reflection is an advantage, so that different perspectives can be recalled. Be aware that feedback is framed and given in a constructive form. Put the hot seat in front of the board. As an introduction, emphasise that there are a range of possible answers in the discussion and that every position has a justification.

STEP 4

One person declares themselves ready to sit on the hot seat and presents the class with their statement. The members of his or her working group stand behind the hot seat. They are always ready to swap places, if the person on the hot seat wants to or needs support. The class is now challenged to discover within five minutes what lies behind this statement. How much does climatic change or the economic situation influence the every-day life of this person? You must therefore ask questions. Pay attention that the questions follow each other and don’t all come at once. For every character card, there are also questions which can provide support. Only the person in the hot seat is entitled to answer and cannot change their adopted position. It will happen that some questions seek information whose answers are not on the character cards. In this case students are asked to try and invent additional information that fits the character. When the egg timer rings, the time is over and the next group takes its place on the hot seat.

STEP 5

After all positions have been played through, offer the teacher a round of reflection. In case this was not learnt on the hot seat. In this position you can guess the jobs of several individuals. The following questions can help as guiding questions for the reflection;

1. What did you feel about the hot seat? Which position represented your figure and how did they stand relative to other figures? Did you feel powerful or impotent and why? Would you have preferred to take a different position and why? What did the observer perceive from you?
2. What effects have climate change on the people of Tuvalu? How do they maintain their every-day life? Which measures do they need to take to adapt? Can all these people live their daily routine in the same way in 10 years? Think also of the problems of the island. What has the observer noted?
3. What are the connections between Greenland and Tuvalu? Did the Norse leave Greenland in the past on the grounds of climate change and their difficult economic position and is this also conceivable for the inhabitants of Tuvalu?

Variation

In case step 2 turns out to be unsuitable for the target group, offer the students an alternative set of landscape pictures. Let the students research the most important geographical facts about Tuvalu and at the end construct a picture of the landscape. If on step 3 there are too many character cards, it's an option to leave out the teacher, Molia, or the politician Lesia, as they are very similar.

Background Information

The people on the position cards are fictional. Their opinions are taken however from the contents of news reports from some people from Tuvalu, and documents such as academic surveys, which have been used for research. More exact information can be obtained from the sources. In the character cards, there was no gender correct language as many statements were taken from direct conversations.