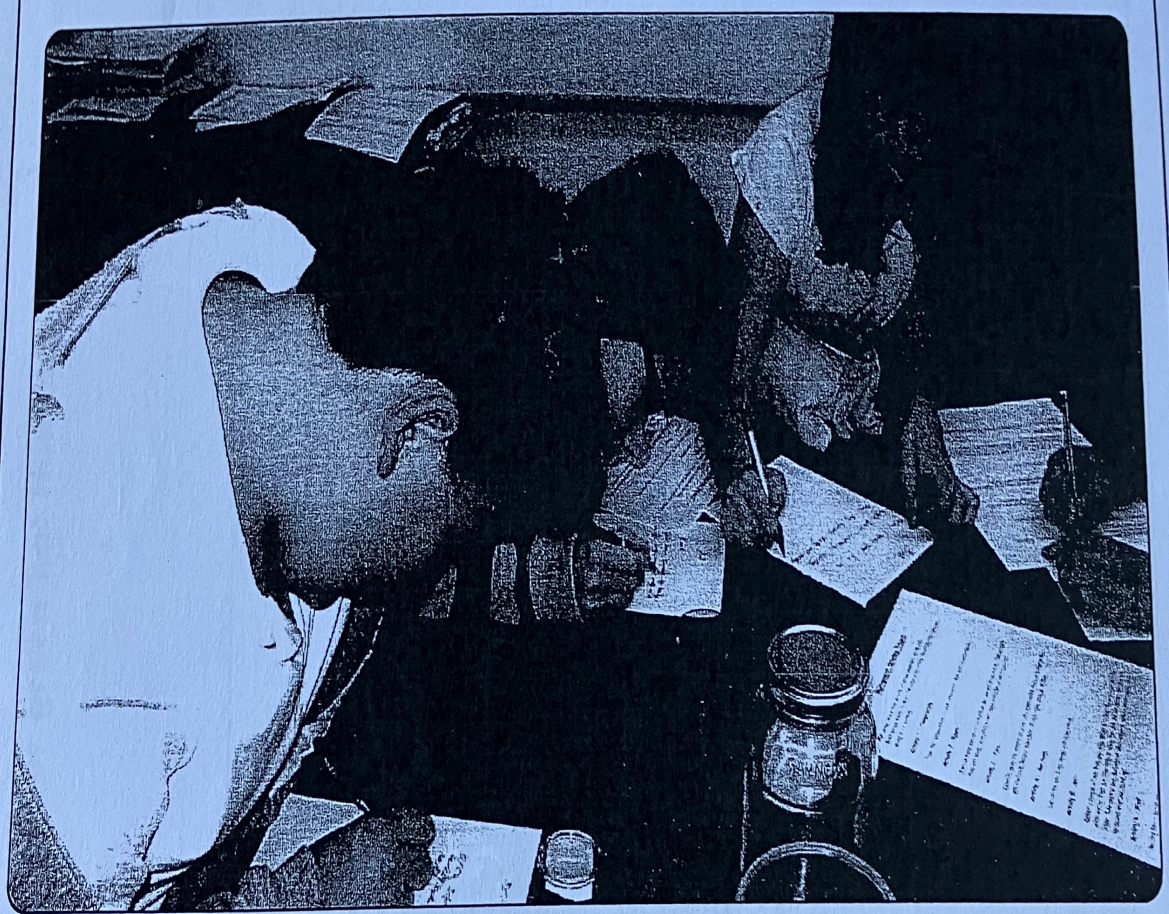
Chapter 8

Investigating Geography in the news

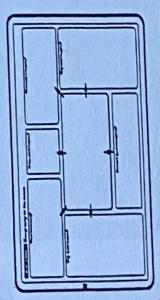
The investigation focus

It is important that current news issues, whether local, national or global are brought into the classroom to make the Geography relevant and interesting. However, it can be difficult to build this into planning and to ensure that 'Geography in the news' is investigative and develops the range of skills. This unit uses the '***5W***'s and '***thinking hats***' to give some investigative frameworks that can be applied to a wide range of 'news' topics.

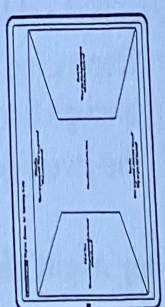


Where it fits in

The range	This unit specifically relates to the '***Geography in the news***' aspect of the range.
Geography skills	***Investigation skills***. Depending on the topic a number of other skills may be developed as well.
Skills framework	This provides opportunities for developing a range of ***communication*** and ***thinking*** skills. There is a specific focus on ***asking questions***, ***gathering information***, ***considering evidence***, ***information and ideas*** and ***forming opinions and making decisions***.
Themes	This investigation might suit themes on change, the world around us, the local area etc.



Resource sheet 1
Geography in the news

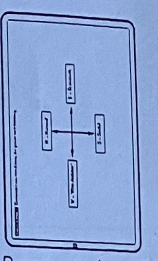


Resource sheet 2
Vision frame for thinking hats

What you will need

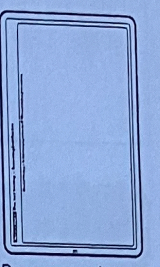
Depending on the topic/issue:

- Newspaper articles
- Photographs
- Atlases
- Maps
- Websites



Resource sheet 3 Compass rose mind-map for green hat thinking

Some background information of your own about the issue. You may wish to have your own set of 'hats' for pupils to use and a poster in the room explaining the different hats and types of thinking.

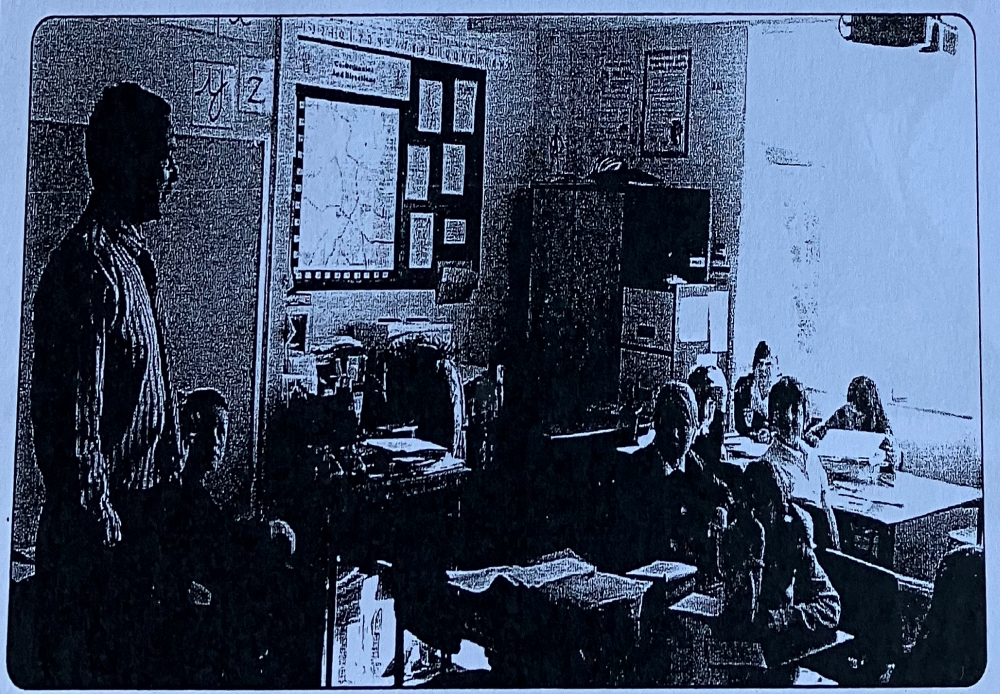


Resource sheet 4 Blue hat thinking – Reasoning/justification

What are the 6 thinking hats?

Put simply – six different ways of thinking about a question or issue.

White hat = Factual information. What you know/can see.
Yellow hat = What are the good points/ advantages?
Black hat = What are the bad points/ disadvantages?
Red hat = Feelings – what is your emotional response?
Green hat = Creative thinking – asking questions/suggesting answers.
Blue hat = Reasoning/justification.



Preparation and prior knowledge

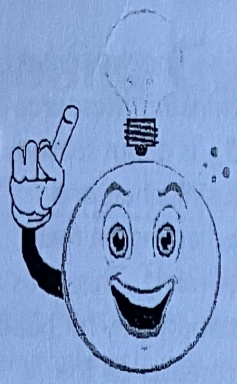
Pupils should understand that:

- Depending on the issue/topic being investigated pupils should have enough background knowledge/understanding to enable them to carry out the investigation.

They might also have:

- Used and become familiar with the 'thinking hats' as a strategy for developing and organising their thinking.
- Collected some materials of their own relating to the topic.

Generating the investigation



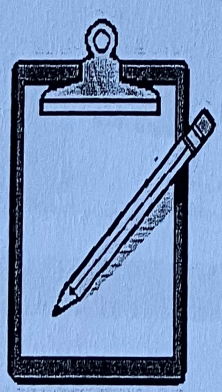
- The format for generating investigation is the ***5Ws*** template used elsewhere in this book (***Resource sheet 1***). Whatever the topic, this is an effective framework to produce focused investigation. This can be done in isolation as a stand-alone mini investigation, as part of individual or group research, or it can be used as a stimulus for a more in depth investigation of the issue.

What types of news stories could you investigate?

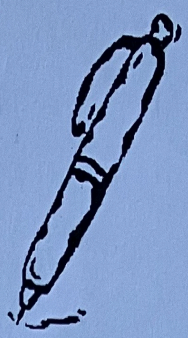
- Local development (Houses, windfarm, new roads, new shops, etc.)
- Weather
- Natural disaster (Volcano/hurricane)
- Environmental issues (Cutting/planting trees)
- Sporting/cultural event
- Industrial accident (Oil spill)

Doing the investigation

For undertaking more in depth investigation of an issue, ***De Bono***'s '***thinking hats***' is a useful framework. Use the ***vision frame*** (***Resource sheet 2***) for this. Photocopy on A3 and place a news article or a photograph relating to the issue in the middle of the frame. Ask pupils in groups of 3 to complete each of the 3 top segments which represent the ***white***, ***yellow*** and ***black hats*** of ***De Bono***'s 6 'thinking hats'. You may wish to explain a bit more about De Bono's 'thinking hats' at this point. They can either complete each segment as a group or each individual can take responsibility for the white, yellow or black hat. (***See page 80***). To share and gather ideas you could then carry-out this activity as a ***jig-saw*** and ask all the white, yellow and black hat pupils to come together to share their ideas/findings before returning to their groups and feeding back. They can then all contribute their ideas to the ***red hat*** segment.



Analysing the investigation



To investigate the issue in more depth guide the pupils to mind-map their ideas using the ***compass rose mind-map*** (***Resource sheet 3***). The compass rose divides issues up into four aspects:

N = Natural (What are the impacts on the natural environment?)
E = Economic (What will the costs be?)
S = Social (How will people be affected?)
W = Who decides? (Who are the people who can influence what happens?)

This is '***green hat thinking***' and asks the pupils to think more creatively in generating their ideas. How exactly you use it will depend on the topic/issue. For example, some of the ideas relating to an issue about a new road might be:

Natural

- Loss of greenery
- Trees cut down
- Loss of habitats
- More pollution on new road (Less on old)

Social

- Danger from crossing roads
- Local shopkeepers losing customers
- Traffic moves quicker so people can travel faster

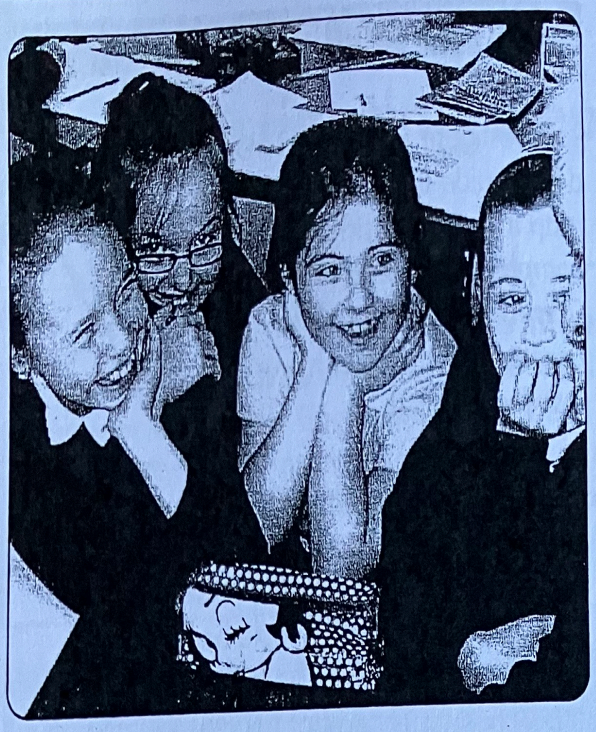
Economic

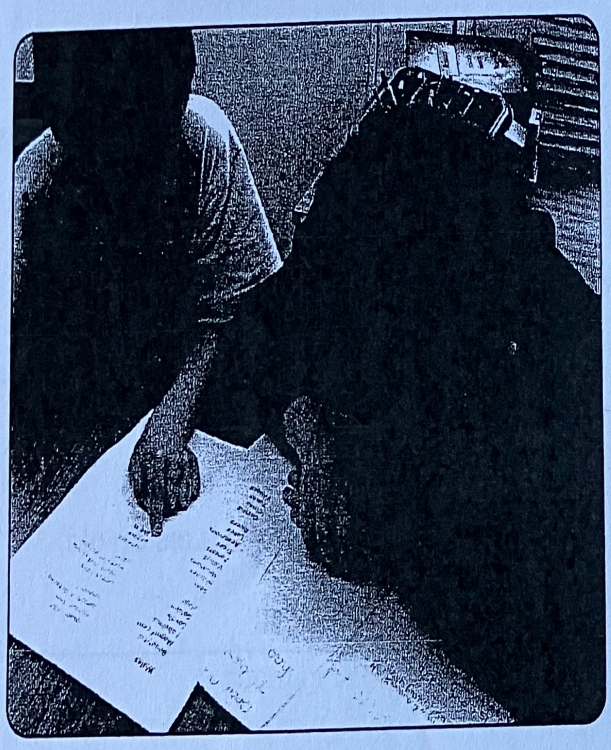
- Cost of building road
- Jobs for builders
- Less money for schools etc.

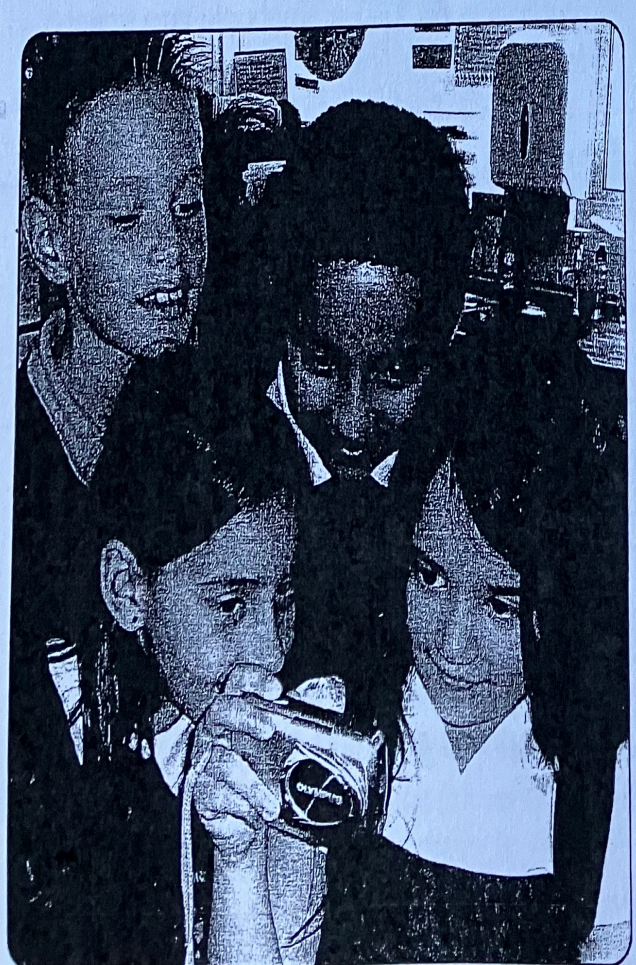
Who decides?

- Planners
- Councillors
- Public

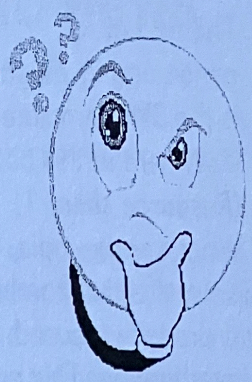
This same format can be used for brainstorming solutions to issues.







Reflecting on the investigation



The final hat, ***blue hat thinking*** (***Resource sheet 3***), is about reasoning, justification and reflecting on their thinking. This gives an opportunity for pupils to consider all the information and decide whether they think the changes are good or bad and to explain their reasoning.

What other information would they need to find out?

Next steps

This will depend to some extent on the nature of the news issue being investigated. If it is being done as a class topic a next step might be for pupils to do more independent research using similar frameworks to help guide their planning and thinking.

Resource sheet 1 **Geography in the news**

What is the story?

When did it happen?

Where did it happen?

Why did it happen?

Place picture/article here/topic title here

Who is affected?

How do I (And others) feel?

Resource sheet 2

Vision frame for thinking hats

White hat
What do you know? What can you see?
What are the facts?

Yellow hat
What are the good points/advantages
of this change?

Black hat
What disadvantages/problems
will this change have?

Place picture/article here

Red hat
How do you feel about this change?
Why do you feel like this?

Resource sheet 3 **Compass rose mind-map for green hat thinking**

