

Key questions and quick activities to use with the Ashden Awards films

The detailed activities all make use of one or more of the five-minute Ashden Awards films. However, you may just want to use an individual film as a short activity, or build it into a different programme of work. Some ideas for key questions and quick activities which could be used with any of the films are given below. Note that additional films and further information about all winners are available on the main Ashden Awards website www.ashdenawards.org/winners and the films of 2007 winners will shortly be released.

Key questions

Where is this place?

What clues are there? Can you find this place on a globe? In an atlas? On Google Earth?

What is this place like?

How can you describe it? What can you see? What can you hear? What features are there? What are the people like? What are they doing? What jobs do they have? Where do they live? What is the weather like? What is the climate? How does it compare with your home or other places you know? What would it feel like to live here?

Why is the place like this?

How did it get to be like this? How is it changing? What do you think it will be like in 10, 20, 100 years time? Who or what is changing it? What effect does the landscape have on people's lives? What effect does the climate have on people's lives?

How are people changing this place?

What are people doing to change the landscape? What are they improving? What are they spoiling? How are they doing this and why are they doing this? How are the lives of people who live here changing and why? What problems do people face here? What are they doing about them? What can they do to make this a better place to live?

What renewable energy is used in the film?

What source of renewable energy is used – e.g. solar, wind, hydro, biomass? What renewable technology is used? Can you explain how it works? Will it operate at all times of the day, or only some times? Will it operate at all times of the year? Is it a problem if the technology does not operate all the time?

How much does it cost?

How much do people in the film pay for their energy, and what do they get for this? How does this compare with what we pay? (You may need to check more details in the reports in the main Ashden Awards website www.ashdenawards.org/winners to help with this.)

What energy was used before?

What type of energy was used before – e.g. wood, kerosene, electricity from the mains (and where does that come from)? What technology was used? Was it easier or more difficult to use than the renewable energy technology?

What has this got to do with me?

Why does this matter to me? Why should I care? How do I connect to this place? How are these people's lives similar and different to mine? What do I do to affect these people's lives? What can I do to be a better global citizen?

Quick activities

Retell

Challenge groups of pupils to retell what they have seen after watching the film. They could do this by speaking, or as a longer written activity after taking notes in a second viewing.

Hot seating

Choose a pupil to be in the 'hot seat' as one of the characters in the film, or as a child from a family seen in the film. Ask them questions about their life.

Judge for yourself

Show the pupils two films from the international locality winners and ask them to judge which project is the best one for saving energy, and/or improving quality of life for the people shown. Pupils report back in groups after discussion and give reasons for their choice.

Get the vocabulary!

Challenge pupils to remember as much vocabulary as they can from the film. Younger pupils can work as a class to call out vocabulary from the film and beat a target set by the teacher within a given time. Older pupils can work in teams to brainstorm vocabulary after the film, writing it down in a list to see which team wins.

Short drama

Younger children can be encouraged to act out parts of the film. Older pupils can work in groups to devise a short improvised drama based on the film. Encourage them to emphasise ways in which people feel that their quality of life has changed.

Did you watch it?

Use the films to set a series of short questions which pupils can answer, after either a first or a second viewing.