Activity

Goal: For participants, this activity is intended to result in an understanding of two theoretical underpinnings of GeoCapabilities: the capabilities approach and powerful disciplinary knowledge.

0 - 5 minutes: Overview of Module 1: Aims, Content, and Activities
  • Brief orientation to the GeoCapabilities website, highlighting the organization of Module 1

5 - 15 minutes: Small group activity
  • In groups of 3-4, teachers will be given a copy of Figure 1 (carbon emissions bar graph) from the PDK Climate Change vignette. They will be asked to discuss the following questions:
    ◦ How could you use this graph with students that you teach?
    ◦ What would you want your students to learn from this graph?

15 - 25 minutes: Group reporting
  • Each group gets a turn sharing what they discussed.

25 - 35 minutes: Small group activity
  • Teachers return to their groups to discuss the following scenario:

  Suppose you organized a class debate on the issue of climate change to determine which nations bear the most responsibility for paying the costs of reducing carbon emissions.

  ◦ What does the graph suggest about which nations are most/least responsible?
  ◦ Is the graph alone sufficient for determining this responsibility? Why or why not?

35 - 45 minutes: Group reporting
  • Each group gets a turn sharing what they discussed.

45 - 60 minutes: PDK Climate vignette
  [http://www.geocapabilities.org/training-materials/module-1-the-capabilities-approach/into-practice/]
  • Teachers will receive a copy of the PDK vignette and listen to Doreen Massey's interview. As a full group, teachers will reflect on the vignette and discuss two questions:
    ◦ How does the vignette illustrate the importance of geographical knowledge?
    ◦ What do you think are some of the consequences for young people who lack opportunities to learn such geographical knowledge in school?