

Priority pyramids

How can we protect Biodiversity?

"Tuning in"

Learners become aware of environmental issues and investigate ways to protect the environment for the future.

Grading: Y Y

Time: ⌚

Place: Inside

Group size: Groups of 4-6

Activity Outcomes:

Learners are able to:

- make decisions by thinking critically
- realise how one action or system can have an impact on another
- prepare information for a decision-making process

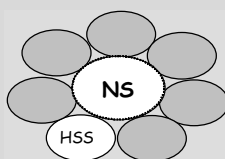
Assessment:

- Educator assesses co-operative learning (quality of presentation)
- Peer assessment of individual contributions to the group

Skills: :

- Critical thinking
- Communication and decision making
- Accountability

Learning Area links



Background

There are so many issues concerning the environment today that it is often difficult to decide which should take priority. Given limited time, money and other resources, how do we decide which environmental issues to act on?

Activity Guidelines

Needed: One set of Priority Cards for each group

- ✂ Give each group a set of Priority Cards. Each set should include two blank cards in case learners wish to add issues they think are important. The learners then place the cards in the shape of a pyramid (triangle) so that first priority is at the top. The next two priorities go below the first followed by the next three, and so on, thus forming a pyramid (See page D3 and 4 for priority cards and priority pyramid).
- ✂ Lay the Priority Cards flat on the table. Once all the members of the group have agreed on the order of the cards, the cards can then be glued or taped onto the priority pyramid.
- ✂ Since this is a group effort, there are bound to be disagreements within the groups. They must come to a consensus by (1) discussing the reasons for supporting certain priorities, (2) each making a list of their top three priorities and (3) each learner in turn presenting her / his opinions while the others listen without interrupting. If necessary, learners may need to amend their lists of the top three so that the whole group reaches consensus.
- ✂ After each group has created their Priority Pyramid, they present it to the rest of the class, giving their reasons for the placement of each card. After each group has presented their pyramid, see if there is a general agreement. If not, let the groups go through the same compromise steps they did within their groups.
- ✂ Was the class able to reach a consensus? Ask the learners what they have learned about making decisions as a group and about how it feels to compromise. Is this a skill that people who make decisions about wildlife and resources need to use?

Variations

Writing Idea

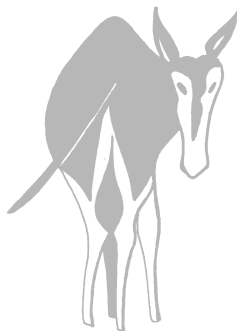


See Enviro-Facts
nos. 5, 6, 8, 9, 14, 16, 17

Learners individually write a paragraph explaining their choice of top priority. They could for example start the paragraph with: "When I imagine a sustainable future, I think of...."

Local Issues

Learners collect newspaper and magazine articles about their "top priorities" that threaten biodiversity. Try and find articles or information about local issues. Learners present the information from their articles and discuss the following questions:

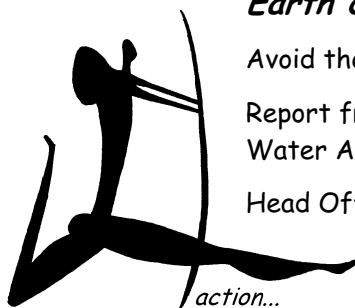


- Are the local problems also common in the rest of the world?
- What is being done about the problems locally and in other parts of the world?
- Can one country learn from another country's experience?
- Do other countries have different priorities to those of South Africa?



See Teacher Guide 2, page 12

Earth day - 22 April



Avoid the creation of waste.

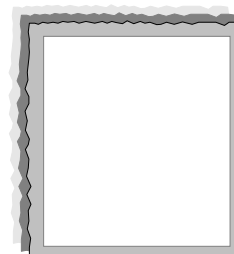
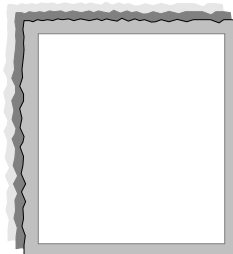
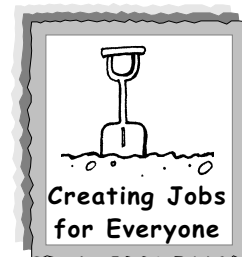
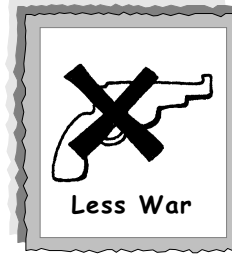
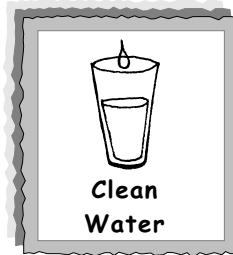
Report freshwater and land pollution to the Department of Water Affairs and Forestry:

Head Office : P. Bag X313; Pretoria; 0001





Priority Pyramid Cards



Priority Pyramid

