

## Science

### **Science P1**

SP1 1: What plants grow around your home and school? Do you know the names of them? What types of plant are the biggest, the smallest, the most beautiful?

SP1 2: Which plants do animals eat? Which plants do people eat? Which plants are tasty to you? What plants do chickens like compared to cows?

SP1 3: What animals live around your home and your school? What do we mean by wild animals? How are wild animals different from other animals?

SP1 4: Are there any animals that people eat? What animal provides the most food in your community? What plant is the common to eat also?

SP1 5: Look closely at the leaves from some different plants. What colour and shapes are they? What are the edges of the leaves like? What sizes are they?

SP1 6: Put the leaves with similar shapes into groups. Repeat for colours and similar edges. Then arrange the leaves in a row from the biggest to smallest.

### **Science P2**

SP2 1: Some animals must keep safe because other animals (predators) eat them. Many animals are brown, so that they cannot be seen. What examples can you think of?

SP2 2: Some animals fly away from danger, and others hide underground. Pretend to be a bird flying away from a cat. Pretend to be a mouse running into its burrow.

SP2 3: People keep animals for food and to help them with jobs. Why do people keep chickens? Why do people keep goats and cows? How do donkeys help people?

SP2 4: Choose one animal and watch it carefully. How does it move and eat? Where does it shelter? Does it like the sun or shade? How does it care for its young?

SP2 5: Bandingilo is a national park in South Sudan. It has grasslands and trees and the White Nile river runs through it. Do you know it? Can you find out about it?

SP2 6: Many animals live in the grasslands of Bandingilo, including antelopes, zebra and giraffes. Predators, including lions and cheetahs, also live there. What might they hunt?

### **Science P3**

SP3 1: What is the ground like where you are? Is it hard or soft? Wet or dry? Is the ground at school the same as the ground near your home?

SP3 2: Soil is made up of many small pieces and can be different colours and textures. Can you find 3 different soils? How are they the same and different?

SP3 3: What happens when you add water to soil? What happens to the ground when it rains? How long does it take to dry? Does the water run away or stay?

SP3 4: Can you make a shape or dig a hole in dry soil? How is it different when it is wet? How much water do you need to make a soil 'brick'?

SP3 5: Soil has food, or nutrients within it to help plants grow. How does a farmer keep his soil ready to help plants grow? Do plants need water also?

SP3 6: Find 3 seeds in a fruit and plant them in 3 different places. Give each place some water and observe how well the seed grows. What else could you grow?

#### **Science P4**

SP4 1: Animals depend on each other and on the plants that grow where they live. All living things are interdependent. What connections can you make?

SP4 2: Helping plants and animals to survive is called conservation. Discuss what you can do to conserve the plants and animals in your community.

SP4 3: South Sudan has National Parks with very important populations of animals. Many of these are rare or endangered. What does endangered mean?

SP4 4: Boma, Southern, Bandingilo, Nimule and Zeraf Wildlife Reserve are National Parks in South Sudan. Have you visited? Would you like to? Why?

SP4 5: Why do you think it is true to say that we humans depend on animals and plants and need to live in a healthy environment? What connections can you make?

SP4 6: What do you know about Climate Change? How might this affect animals and plants and therefore humans? Think about temperatures and flooding.

#### **Science P5**

SP5 1: A rain gauge is used to measure the amount of rainfall. Can you make a rain gauge using a plastic bottle? How will you catch the rain and measure it?

SP5 2: Use your rain gauge in school to record the daily amount of rain each day for a week. Remember to empty the gauge at the same time each day. Why?

SP5 3: How do we measure the temperature of the air? You can make a simple liquid thermometer using a straw, a bottle, some coloured liquid and a cork. Find out how.

SP5 4: Follow a weather report to see the temperature daily in South Sudan. Compare this to South Africa and France. How are they different?

SP5 5: How different is the temperature during the day and during the night? Why is the night so much cooler? Why is it cooler in the shade?

SP5 6: The sun shines all the time but the earth spins so that the sun is only shining on half of the planet at a time. Can you model this?

#### **Science P6**

SP6 1: Liquid water evaporates into the air. Put a tiny drop of water on a plate or spoon. Where can you put it so the water evaporates? Test your idea.

SP6 2: High in the air, water vapour condenses to make clouds. Rain falls from clouds. What may happen if there is too much rain, or not enough.

SP6 3: APPLY KNOWLEDGE AND DRAW: Wood uses oxygen from the air to burn. Draw and label a picture to explain why a fire goes out when you cover it with sand.

SP6 4: In diffusion, particles move from regions of high to low concentration. Make tea, but do not stir the mixture. Watch as tea diffuses through the water.

SP6 5: If a material is in the solid state, its shape does not change. Find 6 objects that are made of solid materials. Name the objects and materials.

SP6 6: The amount of material in an object is its mass. Find a small stone and one with a greater mass. Explain to others how you know its mass is greater.

### **Science P7**

SP7 1: At night, can you see the moon? What shape is it? How many stars do you think there are? Is anything moving in the sky? What do you know about?

SP7 2: moon reflects light from the sun. The shape of the moon looks different on different nights because the Earth and moon move. Draw these phases.

SP7 3: Talk about how the moon is important in different religions and cultures. The moon orbits (travels round) the Earth. Its journey takes 28 days.

SP7 4: How many stars do you think there are? Scientists estimate that there could be about one quadrillion, which is written as a 1 followed by 24 zeros.

SP7 5: Stars are huge balls of very hot gas. The Sun is a star – we can feel its heat 150 million kilometres away. The equator is closest to the sun.

SP7 6: What countries lie on the equator? What countries are much colder? Which countries are on the equator but are very different? Use an atlas to help.

### **Science P8**

SP8 1: What mammals & birds are in your local area? Humans are mammals too! What common characteristics do a) mammals b) birds and c) both share?

SP8 2: All animals, birds and mammals reproduce. Why is this necessary? What are the differences and the similarities between how birds and mammals reproduce?

SP8 3: Fertilisation happens when a sperm & an egg or ovum combine. Internal fertilisation happens in birds & mammals. What does this mean? Why important?

SP8 4: Mating (sexual intercourse) is needed for internal fertilisation. How do animals mate? How must male and female reproductive systems differ?

SP8 5: The key parts of the female reproductive system are the ovary, oviduct, uterus & vagina. Discuss the function of each part and make a diagram.

SP8 6: Ovulation is the process of releasing an egg. How often does this happen? Is it the same for all animals? Why and how is it different?

## English

### **English P1**

EngP1 1: THINK: How would you introduce yourself to someone else? What would you like others to know about you? What is your name?

EngP1 2: TALK/ LISTEN: Practise introducing yourself to others. Use this frame 'Good morning. My name is \_. I like to \_.' (run, jump, write, cook)

EngP1 3: TALK/LISTEN: Teach someone else how to introduce themselves? Use this frame to help, 'Good morning. My name is \_ and I like to \_.'

EngP1 4: CREATE: Draw a picture of yourself. Practise saying out loud, 'My name is \_. I am \_ and I like to \_' as you draw.

EngP1 5: WRITE: Add detail to your picture to show more about what you like. Write 'My name is \_. I am \_. I like to \_.'

EngP1 6: THINK: Who else is in your community? How would you describe your friends and family? What are their names and what are their interests?

### **English P2**

EngP2 1: THINK: How would you describe your school to others? Think about what you see every day: FLAG, TEACHER, UNIFORM, PUPILS, CHALKBOARD.

EngP2 2: CREATE: Draw a picture of your school. What things do you see inside your classroom and what do you see outside?

EngP2 3: WRITE: Add labels to your picture to describe people and objects at your school. Write the sentence 'I like my school because \_.'

EngP2 4: TALK and LISTEN: Talk to your friends about what you do in school. What do you learn? What do you enjoy most?

EngP2 5: WRITE: Make a mindmap of 'my school.' Around this, write all the things that you do and learn about when you're at school.

EngP2 6: THINK: Imagine that someone that you don't know is going to visit your school. What would you like to tell them about your school?

### **English P3**

EngP3 1: Adjectives are words that describe nouns. 'The cow ate the grass' we can add the adjective 'lazy' before the noun to make cow 'lazy'.

EngP3 2: Adjectives give more detail to our writing. Investigate the animals in your Payam. Describe them with adjectives: TALL, HEALTHY, JUMPY, FRIGHTENED.

EngP3 3: Make up your own animal rhyme using adjectives for description. 'One, two hungry cats in front of you. Three, four furry dogs out the door.'

EngP3 4: Try to write your rhyme in a repeating pattern. You might want to use a number pattern like this or the alphabet to help you.

EngP3 5: An adverb is a word that describes verbs (doing words) and usually ends in LY. 'I jumped' becomes 'I jumped QUICKLY'. What about 'slowly'?

EngP3 6: Think of 5 verbs (doing words). Now think of 5 adverbs to describe verbs quickly or slowly. Match verbs and adverbs and act out the actions!

#### **English P4**

EngP4 1: THINK: Our environment refers to the surrounding area in which we live. How can our activities effect or improve the environment? Note down ideas.

EngP4 2: The people, plants, rivers, mountains, animals and air around us make our environment. Where do you like to go and why?

EngP4 3: Talk to family members about the meanings of these words together: POLLUTION, FUMES, FAMINE, EROSION, DE-FORESTATION, EMIT, RECYCLE.

EngP4 4: Today you will write an acrostic poem about the ENVIRONMENT. Start each line with a letter from the word ENVIRONMENT and continue in this order.

EngP4 5: Imagine that you have been invited to a speak with a local expert who will be talking about the environment. Write 5 questions to ask the expert.

EngP4 6: Write a report based on the answers to your questions even if you have to think of the answers for yourself. An article for your school newsletter?

#### **English P5**

EngP5 1: Think about a time that you've been to the market place. What did you buy or sell? Who else was buying and selling? Discuss this and write key words.

EngP5 2: How do sellers persuade others to buy their goods? Make a note of the kinds of persuasive words and phrases. How is it different in a big shop?

EngP5 3: Talk about the meanings of: PRICE, CHANGE, SPEND, RECEIPT. How are they used? Credit means to get goods before payment to repay in future.

EngP5 4: Look for an advertisement. What is the product that is being sold? How much is the SELLER wanting the BUYER to pay for this product?

EngP5 5: In your advert, is there a DISCOUNT (amount off the price)? Can you buy these items in your Payam? How has the seller tried to PERSUADE you?

EngP5 6: Design an advertisement for something that you would like to sell (or have seen others sell) in the marketplace near you. Choose your words wisely!

#### **English P6**

EngP6 1: Why do people hold social events? Talk to friends and family members about the social events that they have attended and why they decided to go.

EngP6 2: Social events are INFORMAL (birthday with friends), or they can be FORMAL (wedding or graduation). How are they the same and different?

EngP6 3: What language would we use at different social events? Talk to your family about their ideas. Write some example conversations using speech marks.

EngP6 4: We use INFORMAL language most of the time in our everyday talk. Discuss way of greeting people, asking questions, sharing ideas and playing games.

EngP6 5: Informal language usually uses PERSONAL PRONOUNS (I, you, we), SIMPLE SENTENCES (I went to the shop.). Write some contrasting informal sentences.

EngP6 6: Informal language uses SHORT WORDS TO EXPRESS GENERAL IDEAS (lots of, most of) and CONTRACTIONS (I've, you'll). What funny sentences can you write?

### **English P7**

EngP7 1: Human Rights are the basic freedoms for every person. Human Rights are based on values like dignity, fairness, respect, equality and independence.

EngP7 2: Rights are protected by the law. Rights include the right to BASIC NEEDS like food, clothing and shelter. What else do you know about Human Rights?

EngP7 3: It is a Human Right also to access education. HRs apply to everyone regardless of age, religion, gender or race. How can this be a challenge?

EngP7 4: UN Declaration of Human Rights, proclaimed in 1948. ARTICLE 1: All human beings are born free and equal in dignity and rights. What does this mean?

EngP7 5: Article 1. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood. What does this mean?

EngP7 6: Can you find the other articles? Which do you think is the most important? What aspects of Human Rights do you think have been challenged the most?

### **English P8**

EngP8 1: What evidence is there of climate change in your local area? How does climate change affect people? Where have you heard or read about it?

EngP8 2: Think and discuss the meanings of the following key words: ATMOSPHERE, WEATHER, DROUGHT, HABITAT, ECOSYSTEM, ENVIRONMENT, POLLUTANT, CLIMATE.

EngP8 3: Write each word in a sentence to show you understand the meaning and how these words relate to climate change. Can you create a symbol for each?

EngP8 4: What are the CAUSES and EFFECTS of climate change? Discuss. Climate change refers to the seasonal changes for a long period of time.

EngP8 5: Natural causes of climate change include volcanic eruptions, ocean currents and solar (sun) variations. Find out about these if you can.

EngP8 6: Human causes of climate change include overuse of natural resources (fossil fuels, natural gas, etc). Which do you think is the most dramatic?

## Maths

### **Maths Primary 1**

MaP1 1: How big is your hand compared to your foot? How small is your finger compared to your arm? Who is the tallest in your class? Who is the shortest?

MaP1 2: Which tree is the tallest near you? Can you find two short twigs and two long twigs? What other things can you compare? How could you measure?

MaP1 3: How could you measure how high the door is? How much higher is it than your teacher? How much higher is it than you are? Are all doors the same size?

MaP1 4: How long is the path from your classroom to the next classroom? How many steps does it take you? How much further is it to the school entrance?

MaP1 5: How many steps do you think it takes you to walk home? These steps help you to measure length and time. How many minutes do you think?

MaP1 6: A 'Handspan' is the length you make when you stretch out your hand. It is about 3 handspans across a table for example. What else can you measure?

### **Maths Primary 2**

MaP2 1: Pick up two different objects. Do they feel the same? Which one feels heavier? We measure how heavy something is by talking about weight.

MaP2 3: What is the lightest thing you can find? When something is the same weight as something else, then we can say they are balanced or equal.

MaP2 4: Can you find two items that feel the same weight? Can you find two similar heavy items and two lighter items? Does shape effect weight?

MaP2 5: Does shape and size mean the same weight? Can you find one big and one small object that have the same weight? A book and a chair? A pebble and paper?

MaP2 6: Collect 5 items and order them according to their size and then their weight. Is the biggest the heaviest? Why is it important measure and weigh?

### **Maths Primary 3**

MaP3 1: Where do you see graphs and charts? Data and statistics can be complicated! It is useful to use models and pictures to help us understand them.

MaP3 2: Use some bottle tops or stones to help you organise a block graph to represent how many family members people in your class have. What do you notice?

MaP3 3: Collect some data from your class about favourite foods. Discuss how you could present this to show a local market what people like to eat.

MaP3 4: An abacus is like a block graph, but why is a block graph more complex? Why is it more useful to explain data? Is a tally like an abacus?

MaP3 5: Block graphs are often used to summarise data. A pictogram represents data using pictures or symbols. Make a pictogram of transport near you.

MaP3 6: Look for some examples of block graphs in newspapers and magazines if you can. How else is data represented? What data help your community?

#### **Maths Primary 4**

MaP4 1: Algebra is a branch of maths that deals with symbols and the rules for manipulating those symbols. What maths symbols do you already know?

MaP4 2: + -  $\times$   $\div$  = These help us to calculate and solve problems. Discuss what kinds of problems each of these symbols allow us to solve. Give some examples.

MaP4 3: Take the + symbol & use it to describe some problems that you have noticed today. How many people did you see on the way to school today for example?

MaP4 4: 12 people by the road, 4 people at the gates and 9 people in the yard.  $12 + 4 + 9 = ?$  Now make up your own problems to tell a story.

MaP4 5: Take the – symbol. How is it connected to the + symbol? Create some stories that describe a problem being solved involving this subtraction symbol.

MaP4 6: How much water did you use from the container? Talk about how your subtraction story could be turned into an addition story.

#### **Maths Primary 5**

MaP5 1: Talk about the mathematical operations that you know. Provide a true and false example of each. Can your partner spot the mistake?

MaP5 2:  $4 + 27 = 31$   $4 + 41 = 45$ . Can you think of a real problem for each of these statements? Collecting stones? Selling shoes?

MaP5 3: What is the solution? Deng has SSP170 more than George. George has twice the amount Jane has. There is SSP1200 in total, how much does George have?

MaP5 4: The school path is 20m longer than the classroom wall which is 13m. How long is the path? The path is to be extended by 30 m. How long will it be?

MaP5 5: In class the number of girls is 3 times the number of boys. If the difference between them is 20, how many boys are there? Write a similar problem.

MaP5 6: Write an algebraic expression for each of the problems solved in these messages. Why is it useful to create these expressions?

#### **Primary Maths 6**

MaP6 1: Can you remember divisibility tests for 6 and 4? How do think multiples of 8 relate to multiples of 4?

MaP6 2: A number is divisible by 8 if the last 3 digits are divisible by 8. 888, 816, 404 for example. Create some examples to share so that 4/5 are correct!



MaP6 3: If we move to numbers beyond 1000, can you still check for multiples of 8? Don't get confused by the bigger number! 123 444, 279 844, 888 261. Which one is not divisible by 8? How do you know?

MaP6 4: Is a number that is divisible by 8, also divisible by 4 and 2? Prove this with some examples. Think of similar 'checks'.

MaP6 5: What is the difference between a number that is divisible by 8 and number that is a multiple of 80? Create some examples.

MaP6 6: Is a multiple of 6 also a multiple of 3 and 9? Prove your answer. What is the relationship between multiples of 7 and 10?

### **Primary Maths 7**

MaP7 1: What do you know about triangles and their properties? Draw 10 different triangles and explain how they are different. Angles? Symmetry? Length? Area?

MaP7 2: Right angled triangles & Pythagoras Theorem. The square on the hypotenuse is equal to the sum of the squares on the other 2 sides. Draw some examples.

MaP7 3: Find the algebraic expression for Pythagoras Theorem. If we know the length of 2 sides, we can calculate the other. If  $a = 4$  and  $b = 5$ , what is  $c$ ?

MaP7 4: Using Pythagoras theorem, can you find  $b$  if you know  $c$  and  $a$ ? Can you find  $c$  if you know  $a$  and  $b$ ? Write some examples with a triangle to illustrate this.

MaP7 5: If the longest side of a right-angled triangle is 13cm, what could the other sides measure? Create some other examples.

MaP7 6: Can you remember how to use square roots? These are the inverse of square numbers. 4 is the square root of 16. 4 squared is 16. Other examples?

### **Primary Maths 8**

MaP8 1: Can you express a decimal as a percentage? What would you say about 0.5 or 0.52? How does 0.6 compare to 0.06? What can you say about 0.91 and 0.19?

MaP8 2: What does 200% equal? How does this help your decimals? Provide some examples. Can you express a percentage as a decimal?

MaP8 3: What does it mean to have 100% compared to 200% or 1% compared to 99%? Can you think of real-life examples?

MaP8 4: Which of these has the greatest value? 0.456 or 45%? 62% or 0.269? Create your own examples.? Why is it useful to be able to divide by 100?

MaP8 5: If I needed double the amount of sugar in my cake, what percentage would that be? If I needed half the amount of water in my drink, what percentage?

MaP8 6: Create a 'Conversion Trio' to illustrate the relationship between percentages, fractions and decimals.  $78\% = 78/100 = 0.78$ . etc.

## **Social Studies**

### **Social Studies P1**

SSP1 1: Investigate other locations in your country and describe the human and natural features, jobs, homes and weather.

SSP1 2: Identify places using the right language such as: villages, towns or cities. Note similarities and differences to where you live and talk about them. Find your own, and other places that you learn about, using maps, globes or atlases.

SSP1 3: Features can be useful, playful, colourful, drab, wet, dry, attractive, ugly etc. Which words describe an environment that is a good place to live?

SSP1 4: Discuss how people can protect or harm features in their environment, for example by dropping rubbish (harm) or by planting trees (improve).

SSP1 5: Discuss the actions you have already taken to improve the environment around the school and discuss what else you could do.

SSP1 6: Working in groups, create a song, a poster or a play with your top tips about looking after the environment. Share it! Promote it!

### **Social Studies P2**

SSP2 1: People do different jobs for a living: e.g. a cobbler, banker or plumber. In small groups, discuss jobs that your family, friends or neighbours do.

SSP2 2: Draw a series of pictures showing someone doing their job and some of the different things it involves. Add captions explaining what they are doing.

SSP2 3: In pairs, discuss and describe how these people help us. Teacher. Doctor. Builder. Market seller. Farmer. Welder. Fisherman. Banker. Cobbler. Driver.

SSP2 4: North, South, East and West, These are the compass directions, We use them to help locate places. Can you create a compass to help?

SSP2 5: Look at this map of South Sudan. Where is our village / town? The top of the map points North. Whereabouts in the country do we live

SSP2 6: Which direction is our capital city Juba from here? What other towns do you notice? What are the countries that surround us? What else can you see?

### **Social Studies P3**

SSP3 1: Pollution means too much of the wrong thing in the wrong place, causing harm to living things and the environment. Example you can think of?

SSP3 2: Environmental pollution means to harm and make the environment dirty. What about other kinds of pollution in the world? How does it develop?

SSP3 3: Investigate your local area for pollution such as rubbish, burning, sewage. Note and discuss what you find with your group and report back.

SSP3 4: Discuss any evidence of local pollution that you found and how it made you feel. Add sad or smiley faces to places on your local map.

SSP3 5: What kind of pollution did you find around our school? How can we group it? Where do you think it came from? How can we prevent this happening?

SSP3 6: Where does our drinking water come from? How does a good water supply help support crops and animals? How can we clean water?

#### **Social Studies P4**

SSP4 1: Man-made climate change means rapid changes are happening to global climate patterns. Ask older people where you live what changes they have noticed.

SSP4 2: Burning charcoal, over-grazing and cutting trees all increase climate change. DO you know where this happens? What are the alternatives?

SSP4 3: Hunting, fishing, basketry, farming, trading, herding and pottery are economic activities that might be taking place near us. Present in a role play.

SSP4 4: What are the main jobs that people do in South Sudan? Ask your parents and use research. Are there difference across the country? Why is that?

SSP4 5: What jobs do you think happen in the capital Juba? How does this compare to jobs in more rural areas or communities next to the river or mountains?

SSP4 6: What kinds of jobs do people do in other countries? How do this compare with South Sudan? Choose a different country in groups, research and discuss.

#### **Social Studies P5**

SSP5 1: Citizenship is 'the state of being a citizen or a member of a country or community in a legal way'. But what does it mean to be a good citizen and why does it matter?

SSP5 2: A good citizen should be loyal; use their vote, promote peace, defend and protect their country and be hard working. Which is the most important?

SSP5 3: A good citizen should also, look after the environment; always pay taxes; obey the laws, and help in disasters. How can you help in a disaster?

SSP5 4: Draw an outline body shape picture of a 'good citizen'. Add words to describe qualities they might have. What might they say? Add a speech bubble.

SSP5 5: How does a good citizen help their community? Working in groups to decide how to act out an action that a good citizen might do. What is the headline?

SSP5 6: What does 'active citizenship' mean do you think? How about 'global citizenship'? How do think these are interpreted in other countries?

#### **Social Studies P6**

SSP6 1: Tourism is travelling and staying in places outside one's usual environment for study or pleasure. Where have you visited for the day as a tourist?

SSP6 2: When you have visited another place as a tourist, what were the things that attracted you? In groups, identify types of attractions. Report your ideas.

SSP6 3: South Sudan has the world's second largest animal migration. Why would this attract tourists? What wildlife do you like? What is special in your view?

SSP6 4: Work with a partner to identify plants and animals that you might find locally and those in other parts of South Sudan. Use an atlas to help you.

SSP6 5: Look at the map of South Sudan and explain why Badingilo National Park might attract visitors. Think about how tourists travel around.

SSP6 6: What is the job of a travel agent? What skills and knowledge do they need? What do they need to consider when planning tourism?

### **Social Studies P7**

SSP7 1: Air pollution harms health. Research and explain what it is and why it is harmful. Give examples. What are the key contributors to air pollution?

SSP7 2: Some industries dump chemical waste into rivers and lakes causing water pollution which kills marine life and makes water unsuitable for human consumption.

SSP7 3: Water polluted water can lead to disease outbreaks. Write a definition of water pollution and give examples of its impact on people and other living things.

SSP7 4: Some mining industries leave holes on the earth's surface. The holes may collect water and become breeding places for mosquitoes. What are the consequences?

SSP7 5: Recall and conduct further research work on deforestation. Create a poster highlighting the negative effects of this on local and global environments.

SSP7 6: Some industries release toxic gases to the atmosphere. These gases combine with rain to form acidic rain. What are the consequences?

### **Social Studies P8**

SSP8 1: Where do most people live in the world? Find a map that shows the distribution of the world's population. Can you calculate population density?

SSP8 2: Identify areas of the world with dense population and those with very little. What can you conclude from the global population distribution?

SSP8 3: Examine and analyze climate maps and your notes on population distribution. Consider how climate influences patterns of settlement around the world.

SSP8 4: Which climate would you most like to experience? Present your location and explain why and what you could do there. Use facts as much as possible.

SSP8 5: Our planet sustains life because it has just the right temperature range, thanks to the natural greenhouse effect. How can we sustain this?

SSP8 6: What would you like to be able to say to future generations about how your generation protected the environment? Sustainable development?