A LEVEL - ENVIRONMENTAL SCIENCE

TRANSITION TASKS

Welcome to A level Environmental Science. Environmental problems are usually complex and are rarely black and white. The Earth is a system and making changes to one part of the system often influences another. This A level will give you the tools to understand and connect environmental issues using scientific skills.

TASK 1

Create a table of environmental issues that link with Covid-19

HOW I DID IT - I used the Internet to gather information. A good way to do this is to create a table of themes from the Global Sustainable Development Goals in figure 1 below. I started my table with Theme 6 and used the theme as a search term: 'Clean Water and Sanitation Covid 19 Coronavirus'. I scanned the text and found data that would illustrate my point. I then copied the website link so that I can quickly find the information again.

Theme	Issue	Website Link
6. Clean water and sanitation	85% of the World's refugees are at risk as they do not have enough clean water or sanitation 2.1 billion people globally lack safe water at home	https://reliefweb.int/report/world/5-key-calls-european-union-covid-19-response https://www.weforum.org/agenda/2020/05/hand-washing-is-saving-lives-but-for-many-people-it-remains-a-luxury/

Fig 1. Use this link to find out what these goals are about:
https://www.un.org/sustainabledevelopment/sustainable-development-goals/.

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FOUND ALL THE GOALS RELATED TO ENVIRONMENTAL SCIENCE?

Numbers 6.7.13.14.15. are good goals to start off with.

However, other goals have an impact on the environment (e.g. quality education) or are affected by the environment (e.g. zero hunger). So, you may choose to broaden your research.

TASK 2

Create a 'presentation' from your research about one or two of these environmental issues in more depth.
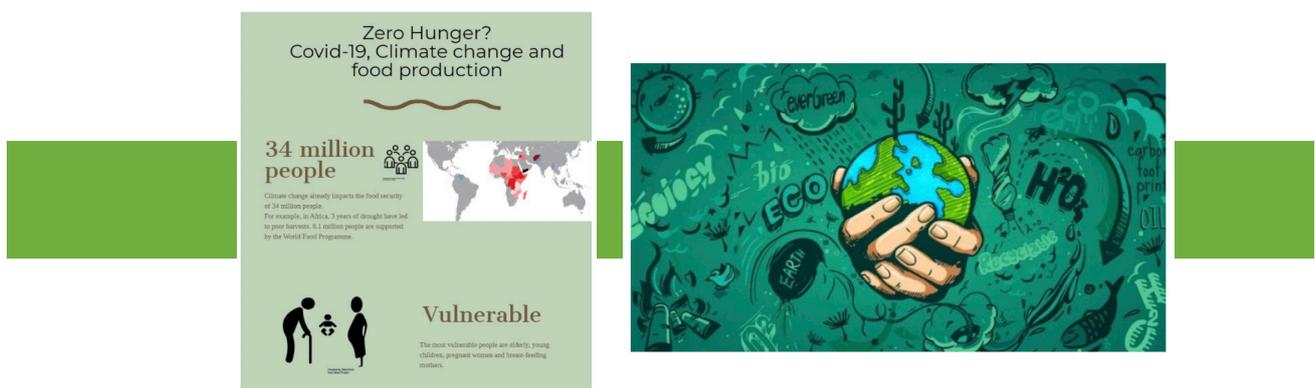
You can choose any format: e.g. poster, PowerPoint, video, essay, leaflet, quiz, infographic. Please bring them on your first week. You will not be asked to present to the class unless you want to, but we will share your ideas and research.

HOW I DID IT - I wanted to learn some new skills, so I decided to make an infographic. I searched 'best infographic tools' and found this link *https://buffer.com/library/infographic-makers/.* I chose Piktochart because it is free, has step-by-step tutorials and I should be able to create an infographic in 30 minutes.

I then searched for a YouTube video of what makes a good infographic and chose this one because it was less than 3 minutes long. *https://www.youtube.com/watch?v=rl9ZcfKt8sY.* I realised that I needed the following five elements, and this helped me focus my research:

1. Balanced and correct information

2. Not too much writing so that it was clear

3. Simple illustrations. I used the noun project for icons. *https://thenounproject.com/*

4. Limited colours

5. Interactive elements

I made a list of facts and ranked them by importance. I then decided to start with the background story of food insecurity before Covid-19. I then moved on to a case study on the impact of panic buying on rice farming and how this might change greenhouse gas emissions from paddy fields. Here is the start of my infographic.

WHAT SKILLS HAVE YOU USED? - The process of researching and choosing information is a key skill that you will develop. You will need to think about different 'stakeholders' to get different points of view. (Stakeholders are people who have a link or interest in something).

ANY QUESTIONS? - Please contact me if you have any questions about this transition task or the course. Vicky Elliott - *velliott@halesowen.ac.uk*

We look forward to welcoming you at Halesowen College in September!