

**Curricular Area: Natural Regions – Tundra Level: BGE (S3)**



<p><u>Experience and Outcomes</u></p> <p>I can develop my understanding of the interaction between humans and the environment by describing and assessing the impact of human activity on an area. SOC 4-10a</p> <p>I am developing the skills to lead and recognise strengths of group members, including myself. I contribute to groups and teams through my knowledge of individual strengths, group tactics, and strategies. HWB 3-23a</p> <p><u>Learning Outcome</u></p> <p>To be able to understand how difficult it was to build the trans Alaskan pipeline.</p>	<p><u>Resources</u></p> <p>Cocktail sticks Toilet roll tubes Blue tac Bouncy ball Timer (on phone)</p>
<p><u>Activity</u></p> <p>Pupils will use the outdoor environment to consider how the physical landscape was a barrier to building the trans Alaskan pipeline.</p> <p>Pupils will be taken out into the school grounds to find an area of land they must build their pipeline on (pipeline will be built out of toilet rolls, cocktail stick stilts and blue tac). The timer is started and pupils must run back to a central station to collect resources to build their pipeline. 1 building material can be collected in one run. This is to emphasise that it is difficult to transport the building material for the pipeline across Alaska. Pupils also had to work to a time limit of 5 minutes.</p> <p>Completed as individual pupils or pairs (pairs recommended).</p>	<p><u>Assessment</u></p> <p>Pupils were successful if a small bouncy ball could pass successfully through the pupil's pipeline. Pupils must have had a minimum of 6 toilet roll tubes connected to pass.</p> <p>Pupils should be asked which aspects of the task they found the most challenging. They should then be encouraged to link their own challenges to what they already know about the climate of the tundra and the difficulties faced when building the trans Alaskan pipeline.</p>

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