

Activity Guidance Notes: Prompts for Educators



Place: where is this and what is it like?

Where is this case study located? (country, region, continent etc)

*Look at the comic for clues using both the text and the visuals.
What might learners add to this based on their existing knowledge?*

What is it like here? (physical, political, economic, social)

*What can you infer or deduce from the comic? (use the visuals as well as words).
What is the climate like and how does that affect people?
Who is in control in this place - how is it managed or governed?
What is the community like?*

What can you find out about this place?

*Use the **In the Frame** country study to learn more about the country your case study is located in.
Use the **Community Profile** for your case study to take a closer look at the local place. What is the community like?
Look at the **Ask the Expert** sheet to see if that adds anything more.*



How might it feel to live in this place?

*Look at the images in the comic. How do they try to express feelings and emotions?
Choose one or two images that show strong feelings and try to place yourself in that situation to imagine what it might feel like to live here. You might do this by imagining you could ask questions to the people in the comic and trying to answer them yourself. [You could try role-playing this in pairs a bit like a news or documentary report].*



Issues: what is happening here and why?

What are the issues here?

*Use the comic to draw out some of the issues.
There may be clues to these in both the text and the visuals.
Some may be obvious (more visible) but other issues might be things you infer that are not so obvious.*

Why might these issues be important?

*Use the **Ask the Expert** sheet for your case study to connect the issues raised in the comic with first-hand experiences.
What can be inferred about why these issues are important from the comic?
Who are they important to/for? Why?*

How might the issues create tensions?

*Are there tensions that are obvious from the comic? Remember to look for both text and visual cues.
Why might those tensions come about and who is involved in them?*



What if water were not available to you?

*Imagine you were in a situation similar to that depicted in your case study comic.
How would it feel to not have water easily available?
What would the implications of this be for your life? What about for your emotions and your wellbeing?*



People: who is involved?

Who are the different stakeholders involved?

Encourage learners to use the **Stakeholder Cards** alongside the case study and comic to notice who is involved and to consider who else might also be involved. They could order/rank the cards according to who is most involved and who is least involved (NOTE: not all stakeholders may be relevant to all case studies). Are there any additional stakeholders they have identified that are not included in the **Stakeholder Cards**?

Who is affected?

Identify the characters in the comic who are affected by the issue/s in your case study. Are there others (not shown in the comic) who you think might also be affected? How and why? Does the **Ask the Expert** sheet or **Community Profile** for your case study add anything further?

Who is responsible?

What can the comic tell us about who is responsible for the situation depicted in the story. You might like to remind learners that this may extend over time and space and involve parties far removed from the locality of their case study, e.g. where climatic change is indicated as a cause or colonial land patterns etc.

How might people be differently impacted? Are some more vulnerable than others?

What can we learn about inequalities from the comic and perhaps from the **Ask the Expert** sheet and **Community Profile**? If some are more vulnerable than others, what might the causes and implications of this be, e.g. is it the same for women and men, able-bodied and disabled etc.?



Who do you most connect with? What would you want to ask them?

Encourage learners to physically identify with one of the characters in their case study comic and to share why they chose that person. If they could sit down with, or interview that person what would they want to ask them? These questions could be practical and/or more personal or emotive. Learners could try and imagine what they think the person might tell them. They could share their feelings about the situation with their chosen character.



Solutions: how is the situation being addressed?

How do people respond?

*What actions are shown in the comic (text and visuals) as responses to the issues in their case study?
As well as the cognitive responses encourage students to notice and consider more emotive aspects too, e.g. determination, anger, frustration, solidarity etc.*

Are there any solutions to the situation?

*Are there any solutions suggested or depicted in the comic for your case study?
Does the **Community Profile** for your case study offer any further suggested solutions?
Remember that solutions could take different forms including social, technical, environmental, economic and political.*

What is needed to make the solution possible?

*Invite learners to use the **STEEP Framework** to help them think through a potential solution for the issues in their case study.
They could draw on information in the comic (text and visuals), the **Community Profile**, **Ask the Expert** sheet or learners' own ideas.*



If you lived here what would a solution mean to you?

*Encourage learners to reflect back on their feelings from earlier parts of the case study framework to help with this.
Try to get beyond a simple response such as 'make me happy' by using 'why' to go deeper into this, sometimes going several 'whys' deep.*



Why might being involved in a solution be important?

*To help answer this, learners may like to try thinking in opposition, e.g. how does it feel to not be included in decisions that affect you?
Learners could be pushed to think about how involvement in a solution might be important in the future, e.g. building resilience, other issues in their community etc.
Learners could also reflect on how they might be involved in solutions, e.g. raising awareness of water rights, supporting appropriate organisations etc.*