



My Weather Your Weather



Our Climate

By students at
Otieno Oyoo High School, Kisumu
and
Dyce Academy, Aberdeen

Background

The link between the two schools was established in 2005 when a group from Dyce Academy travelled to Kenya and was introduced to staff at Otieno Oyoo High School.

The link has been funded by the DFID Global School Partnerships programme: the programme is delivered by a consortium of the British Council, Cambridge Education Foundation, UK One World Linking Association (UKOWLA) and Voluntary Service Overseas (VSO).

We were awarded the Reciprocal Visits Grant in 2008; Solomon Okiro visited Dyce Academy and Elinor Farquharson returned the visit in October 2008. During these exchanges, plans were made to work on joint projects particularly related to caring for the environment.

In March 2009 we were awarded the Curriculum Project grant which provided funding for two teachers from each of the link schools to visit the other school. Tom Ferguson and Angela Collie travelled to Kisumu and George Odhiambo and George Ongonga visited Aberdeen to work on a comparison of Aberdeen and Kisumu.

In July 2010 we were awarded the Curriculum Project grant for the second year: this funded two teachers and four students from each school to travel. Anne Cullen, Alan Millar, Robyn Stirton, Joanna Brims, Joanne Reid and Sara Munton travelled from Dyce Academy, and Solomon Okiro, Joyfrees Otieno, Solomon Ochieng, Francis Waweru, George Okello and Sunil Ochieng travelled from Otieno Oyoo High School. This project was 'My Life Your Life', a piece of work in which students looked at each other's lives.

In July 2011 we were awarded the Curriculum Project grant for the third year: this funded two teachers and three students from each school to travel. Lesley Adam (Head teacher) and Elinor Farquharson, Lewis Grant, Emily Mckenzie and Shannon Smith from Dyce Academy and Evans Ndago (Principal), Glory Msenya, Brian Hori, Elvis Madara and Darrick Olal from Otieno Oyoo High School. This year's project looked at weather in Kisumu and Aberdeen and the effects of climate change. This book shows the results of this work.

Contents

	Page
Introduction	4
Comparisons of Lifestyles: pupils at Dyce in conversation with visitors from Otieno Oyoo High School	6
Description and Explanation of the Weather in the UK by S3 and S4 pupils at Dyce Academy	10
Description and Explanation of the Weather in Kisumu by students at Otieno Oyoo High School	24
Climate Change in Literature - <i>The River Between</i> by students at Otieno Oyoo High School	45
Explanation of the Causes of Climate Change by Higher Geography students from Dyce and Bucksburn Academy	48
Carbon Footprints and Pledges	52
Thoughts on Climate Change	57
Climate Change from Different Perspectives by students from both Dyce Academy and Otieno Oyoo High School	64
Acknowledgements	74

This was our work plan

Classes at Dyce Academy
taught about weather
systems affecting the UK

Weather data collected by
S3 and S4 classes

Classes investigated
climate in literature

Student and teacher
exchanges. Lessons
on weather and
climate change.

Exchange of material

Editing of material

**July to
November**

January

**February
to March**

April

May

Classes at Otieno Oyoo High
School taught about
weather systems in Kenya.

Field visit to Kisumu airport
met office

Classes investigated
climate in literature

Student and teacher
exchanges. Lessons on
weather and climate
change. Field trip to
Kakamega Forest. Exchange
of material

Editing of material

Production of this booklet reflecting the combined efforts and commitment
from staff and students at both schools.

Introduction

This is the third booklet that Dyce Academy and Otieno Oyoo High School have produced. It has resulted from curricular work undertaken in both schools over the past year.

We agreed to work on the themes of weather and climate change, as these topics are part of the existing curriculum in both schools and issues of importance to our pupils. We also decided to involve more departments in the work

The **English and Literacy Faculty / Language departments** have worked on

- Creative pieces,
- Haiku poetry,
- Report writing and
- Literary analysis

The **Social Subjects Faculty / Geography and History departments** have worked on

- Collecting weather data
- Explaining the weather and climate
- Assessing the effects of climate change
- Report writing

The **Maths and Numeracy Faculty / Maths department** have worked on

- Statistical analysis of the weather data

The **Enterprise and ICT Faculty** has worked on

- Spread sheets and graphical presentation of data

The **Technologies Faculty** has worked on

- Presentation of data

The **Expressive Arts Faculty / Language and Drama departments** have worked on

- Photography
- Illustrations

This book contains a fraction of the work undertaken, but represents each of the curricular themes involved.

The Students who Travelled from Dyce Academy



The Students who Travelled from Otieno Oyoo High School



Some Thoughts About Lifestyles in Scotland and in Kenya

As a group we discussed the differences in lifestyles between Aberdeen, Scotland and Otieno Oyoo High School Kisumu, Kenya. Rachel, Rob, Cait, Brian, Elvis and Madam Glory all participated in creating this report. We talked about our favourite thing to do, what we do in our spare time and about our favourite days.

In Aberdeen we rely greatly on technology and electrical appliances. Most of our time is spent indoors using technology such as phones, i-pods, television, computers and other appliances. Many of our favourite days involve these technologies as many of us like to relax.

Many of the hobbies we do such as dancing, swimming and going out with friends all require transport.

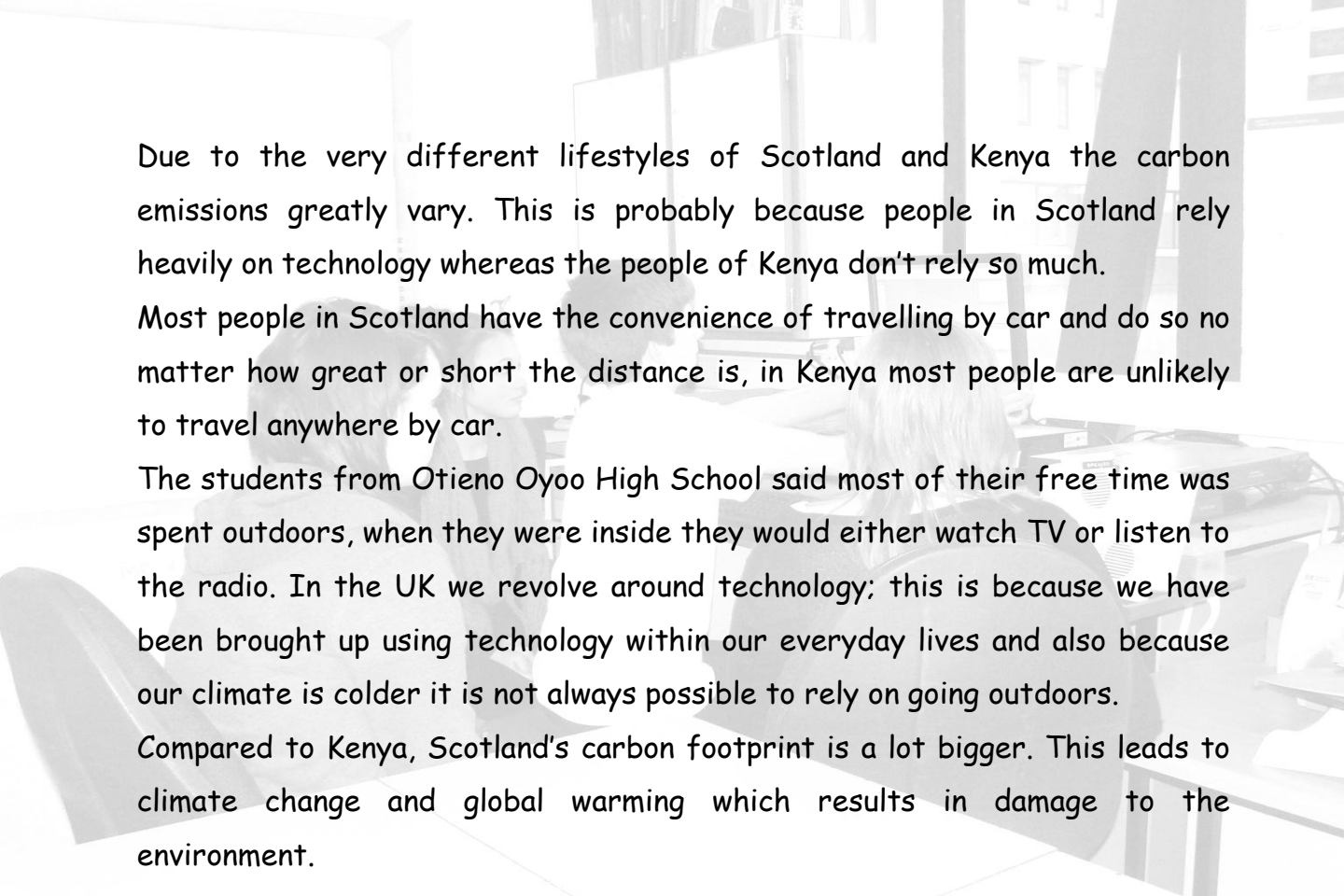
Most of the food we eat is processed and comes in non-recyclable packaging. Our favourite foods are mainly snacks or easily prepared meals. All these things result in a high carbon footprint on our behalf.

However in Kenya the lifestyle is completely different, most of their time is spent outdoors. All their hobbies are outdoors and near-by, their hobbies include cycling, rugby, dancing, listening to music and beat boxing. All of these are within walking distance, but the furthest they have to go is just into the town.

They also barely use any technology. Occasionally they will listen to the radio or watch a little TV.

Their favourite day includes a warm Saturday, because it's their only free time, when they can sleep or visit friends. This is because they have very little time in the week; their school day starts at 4:30 am and finishes at 10pm.

Compared to us, the students in Kenya have a very small carbon footprint.



Due to the very different lifestyles of Scotland and Kenya the carbon emissions greatly vary. This is probably because people in Scotland rely heavily on technology whereas the people of Kenya don't rely so much.

Most people in Scotland have the convenience of travelling by car and do so no matter how great or short the distance is, in Kenya most people are unlikely to travel anywhere by car.

The students from Otieno Oyoo High School said most of their free time was spent outdoors, when they were inside they would either watch TV or listen to the radio. In the UK we revolve around technology; this is because we have been brought up using technology within our everyday lives and also because our climate is colder it is not always possible to rely on going outdoors.

Compared to Kenya, Scotland's carbon footprint is a lot bigger. This leads to climate change and global warming which results in damage to the environment.

- To reduce the amount of technology being used we could encourage people to walk more instead of relying on transport.

- To ensure that we still have a future we need to reduce the amount of carbon we consume: we could make great changes by making the smallest changes to our lifestyles.

- To plan for a future where technology and the environment will make increasingly conflicting demands we could cut down the number of gadgets that we used daily.

- If we lived more like they do in Kenya many of the environmental issues that we have could be reduced.

