

Summary

When 14-year old William Kamkwamba's Malawi village was hit by a drought, everyone's crops began to fail. Without enough money for food, let alone school, William spent his days in the library ... and figured out how to bring electricity to his village. Preserving against the odds, William built a functioning windmill out of junkyard scraps, and thus became the local hero who harnessed the wind.

Themes

- Sustainable development
- Poverty
- Youth culture
- Third world country challenges
- Variations of English (Malawian English)

Cross-curricular possibilities

Social studies curriculum

Competence aims after Year Level 10

- investigate how people exploit natural resources, other resources and technology in Norway and other countries around the world, and discuss the premises for sustainable development

English subject curriculum

Purpose

- The subject of English shall contribute to providing insight into the way people live and different cultures where English is the primary or the official language.
- Development of communicative language skills and cultural insight can promote greater interaction, understanding and respect between persons with different cultural backgrounds. Thus, language and cultural competence promote the general education perspective and strengthen democratic involvement and co-citizenship.

Competence aims after Year 10

- listen to and understand variations of English from different authentic situations
- discuss and elaborate on the way people live and how they socialise in [...] other English-speaking countries and Norway
- discuss and elaborate on different types of English literature from English-speaking countries
- create, communicate and converse about own texts inspired by English literature, films and cultural forms of expression

The Boy Who Harnessed the Wind

UK, 2018

Based on the book by
William Kamkwamba (2009)

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Læreplan i fordypning i engelsk

Etter 10. trinn

- formidle egne opplevelser av musikk og filmer eller teater til andre

Overordnet del – verdier og prinsipper for grunnopplæringen

- Skolen skal bidra til at elevene blir nysgjerrige og stiller spørsmål, utvikler vitenskapelig og kritisk tenkning og handler med etisk bevissthet (1.3)
- Skolen skal bidra til at elevene utvikler naturglede, respekt for naturen og klima- og miljøbevissthet. (1.5)
- Bærekraftig utvikling som tverrfaglig tema i skolen skal legge til rette for at elevene kan forstå grunnleggende dilemmaer og utviklingstrekk i samfunnet, og hvordan de kan håndteres. (2.5.3)

Natural science subject curriculum

Competence aims after Year Level 10

- write explanatory and argumentative texts with references to relevant sources, evaluate the quality of one's own texts and those of others making appropriate revisions
- explain how we can produce electrical energy from renewable and non-renewable energy sources and discuss the environmental effects that arise from different ways of producing energy