

CHAPTER SEVEN

CONCLUSION

In this book we have learned about many things. We have learned about South Durban, its challenges from a topographical point of view – how its position exacerbates the pollution it experiences. We've also learned about concepts within climatology, such as various gas laws, the adiabatic process, lapse rates, and air instability, inversions and their relationship to pollution.

It is clear that when industry is concentrated in an area, its presence can heavily influence the climatology and meteorology of the area depending on wind speed and weather patterns operating in the area. Pollution will affect residents depending on the season, and time of day, as well as a number of other microclimatic factors. For example, more pollution occurs during the winter months as opposed to summer. The absence of sea breezes will affect pollution more than their presence. Valleys act as traps of pollutants.

This book has adequately demonstrated how environmental issues can be integrated into the school curriculum, in this case, using physical geography as an example. We now live in an era where the academic study of subjects is giving way to integrated learning and when learning by experience is complementing rigid text book class work. Having exemplified the inclusion of environmental issues into subject curriculum, the baton is being passed to other subjects like Mathematics, English, Literature, Physics, Biology, and Chemistry and so on. For example in Mathematics, graphs could be constructed on the evolution of pollutants in the South Durban area. Chemistry should not only focus on chemical equations and compounds, but could also look to the effects they have on the environment. Biology could include threats to aquatic life from oil leakages and so on.

It is not enough for us to accept that pollution happens. The question that remains is **what can we do about it?**

There are a number of things that you can do.

1. Whenever there is evidence of a bad smell or smoke or air pollution, the first thing you have to do is report it to the local city council. In Durban, the number to call is **031-361 0000**. When you have reported it, you need to ask for a log number, and write it down; so that you can prove that you have reported it.
2. Phone the SDCEA (South Durban Community Environmental Alliance) on **031-461 1991/468 9069**. This organization has a GIS system, and your complaint will be logged and mapped. SDCEA also sell pollution maps, which show pollution complaints.
3. Get involved in the "Bucket Brigade". There are people in your community that take polluted air samples, to get the air tested. Contact SDCEA and see how you could get involved.
4. Keep a log book in your classroom. Record factors such as flaring, bad smells, whether learners were sick or not and whether they had to see a doctor.
5. Form an Enviro club, or join one if your school has one. Make sure the club knows about these issues.
6. Get involved with the formation of your school's Environmental Management Plan/Policy. By law, each school should have one.
7. Think of ways on how to get your parents involved.

Remember, it is your Constitutional Right to a **CLEAN & HEALTHY ENVIRONMENT**.

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