

# TeacherAcademy

## Addressing the Global Climate Crisis in Your Classroom – 2021 Edition

### SUMMARY INFORMATION

**Title:** *A Lesson Plan About Climate Change*

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**Short description:** *Students might see climate change as a future threat – a prediction about what may happen in the distant future. But do they know that scientific data shows that the Earth’s climate is already changing? And do they know that people and communities are already being affected by these changes?*

*In this lesson, students learn about how climate change is displacing people around the world. They then practice the important skill of explaining the science to a skeptical public that sometimes doubts what it doesn’t see with its own eyes.*

**Table of summary**

<b>Subject</b>	<i>Geography, Biology, English, Science, History</i>
<b>Curriculum integration</b>	<i>We have many functions about climate change and global warming in our curriculum</i>
<b>Age of students</b>	<i>16-19</i>
<b>Number of students</b>	<i>Around 200</i>
<b>Time frame/duration</b>	<i>80 minutes.</i>
<b>Learning objectives</b>	<ol style="list-style-type: none"> <li><i>1. What is climate change?</i></li> <li><i>2. What impacts is climate change having around the world?</i></li> <li><i>3. How are humans causing climate change?</i></li> <li><i>4. What can we all do to stop climate change?</i></li> </ol>

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<b>Resources and tools</b>	<p><i>Some internet websites and the background information of the students</i></p> <p><i>Paper, Pen, Crayons, computer, etc.</i></p>
<b>Expected results</b>	<p><i>Find out how climate change could affect you and your children in the future.</i></p>

## PROCEDURE

### Work process

*State how you intend to work with students. If you wish to create teams of pupils or collaborate with other schools or classrooms, please provide relevant information.*

*Students will use the method of brainstorming and their background information. They will work in pairs and collaboratively.*

### Activities

*Provide an overview of the activities that you are planning for this project. Explain the procedure, the tools you are going to use, your role and that of the students.*

Name of activity	Procedure
<b>Warm-Up:</b>	<p><i>Ask students to engage in a free write for five minutes in response to the term "climate change." This practice of informal writing can encourage them to activate prior knowledge and to explore questions that they have in a nonthreatening, non-evaluative way. They can write what they know, what they think they know, what they've heard, what they're confused or unsure about, or what they want to know.</i></p>
<b>Proceeding</b>	<p><i>After students are done writing, ask them to turn and read their writing to a partner. After they have heard each other's writings, ask them to work together to write a collaborative summary in which they combine their ideas.</i></p>

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	<i>As a class, discuss what students noticed as they went through this process. What did they know? What did they learn from their peers? What was it like to engage in this process? What questions do they have? Were there disagreements?</i>
<b>Background:</b>	<i>For students who have not yet learned about climate change, or who need a refresher, teacher or students will share the useful websites.</i>

## ASSESSMENT

*Explain how you intend to assess your students for this project. How would you know if the learning objectives have been achieved?*

*After reviewing one or more of these resources, ask students to work in groups to respond to the following prompts:*

- *Create a working definition of climate change.*
- *Describe the causes of climate change.*
- *Describe the potential effects of climate change.*