



## Teachers' notes

### **Thinking through climate change**

This e-learning resource has been designed by a group of teachers to support young people's enquiry into climate change. It draws on our own work with 7-14 year olds, and is aimed to make the most of e-learning activities to support independent and group enquiry into this complex global issue.

While it is designed for use by schools, we imagine it may also be used by learners of all ages, often outside of classroom contexts.

> [Teachers' site map](#)

The resource's starting point is the lives of young people in Shishmaref, Alaska – one of the communities most vulnerable to climate change in the world.

From a **news story** about Shishmaref, it goes on to invite learners to find out more about climate change worldwide, through a series of connected modules. Learners might explore all these modules, or a selection of them. We offer suggestions about differentiation below, and you may want to take this into account when thinking about this.

Each module is supported by downloadable **teachers' notes**, and invites learners to record their growing understanding of the issue in a **learning log**.



**A final module** invites learners to present their conclusions from this investigation as a multi-media news item, and to share ideas with others about their own responses to climate change [including personal and collective action].

The resource supports enquiry learning and thinking skills in a variety of areas, and we have sought to identify these in our notes. They include Science, Geography, Citizenship, ICT, Literacy and Numeracy. See teachers' notes on **The Daily Melt ~ Starting an investigation** for links to further general guidance.

> [Starting an investigation](#)

We offer this resource in a spirit of professional sharing, and as a stimulus for your own creativity. We welcome your feedback.

> [admin@wmnet.org.uk](mailto:admin@wmnet.org.uk)

<b>Differentiation</b>		
We have colour coded activities according to levels of difficulty. Most activities are fairly open-ended, and can be adapted for ease and complexity as required. We have offered literacy levels as a broad guideline.		
green	<b>Simple</b>	Corresponds approximately to levels 3-4. We imagine most learners at KS2 and KS3 will be able to do these activities without significant support.
blue	<b>Intermediate</b>	Corresponds approximately to levels 4-5. We imagine many learners at KS2 and most at KS3 will be able to do these activities without significant support.
red	<b>Fairly advanced</b>	Corresponds approximately to levels 4-6. We imagine most learners at KS2 and some at KS3 will require support.
black	<b>Advanced</b>	Corresponds approximately to levels 5+. We imagine most learners at KS2 and KS3 will require support.