

Teachers' notes

This section looks at some of the basic causes of climate change. In particular, how burning fossil fuels creates greenhouse gases such as Carbon Dioxide, which contribute to global warming.

It begins to explore questions and perspectives about who is responsible for this, and would naturally lead on to the *Sort it out!* section

> [Sort It Out](#)

We have built in opportunities to record and assess learners' understanding. As a result, some of the questioning in this section is more closed than elsewhere in the resource.

We have therefore built in counter-questions to some of the information we have given. You may want to go further, and encourage students to look critically at the way information on climate change is presented both here and in other sources. Sources for information are given at the end of these notes.

Fact or opinion?

There is a bewildering array of contradictory information available on climate change. This activity explores some of this, by inviting learners to drag and drop statements on climate change into two categories. Its aim is for learners to deduce whether a statement is fact or opinion. It is suited to individual/pair/group work dependent on ability and age.

Some statements contain dates and a speaker to allow further consideration of reliability and bias. Sources are given below. More advanced learners may want to look more generally at the question of what we mean by a fact or an opinion, and at evidence-based assertions.

> [Fact or Fiction](#)

Differing opinions

This activity explores a range of perspectives on climate change. Learners drag-and-drop opinion statements to match people who are likely to have said them. It aims to help learners understand that people hold different views about issues depending on their position in society. It is suited to individual/pair/group work dependent on ability and age.

Although all the statements are genuine, this activity relies on a degree of caricature, and you may want learners to explore the idea that not all people in these roles would agree with the statement we have allocated to them. Students could use links on this site or search engines to look at other facts and opinions about climate change.

Learners then go on to complete a writing frame, in role, for one of the characters. Finally, we offer a frame for learners' own views. We suggest that this is completed following a whole class discussion, and is then saved in a personal folder.

> [Whose Opinion](#)