



THINKING THROUGH
CLIMATE CHANGE

STARTING AN INVESTIGATION

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STARTING AN INVESTIGATION

Teachers' notes

This section builds on the starting point of Shishmaref, and begins to ask questions in the wider context of global climate change.

These will form the key questions for an investigation into climate change. Framing the questions is a core task, where learners find out about climate change and report back on their findings.

It is important that learners are clear about this core task from the outset, as they will be returning to it throughout. We have therefore tried to make the explanatory pages as clear and engaging as possible.

Task: logging existing understanding

At every stage of the investigation, learners are invited to log their thoughts and findings. We propose that learners open up a personal learning folder to keep these in, along with other relevant material. Alternatively, they may wish to print them out and put them in a file.

Logs are in Word format, so that learners or teachers can adapt or expand them if required.

The first learning log serves as an opportunity to express and audit learners' existing understanding about climate change, and to invite them to frame thoughts about their own investigation.

This is the main learning task for this section, and might be completed individually or through discussion in small groups.

We have designed the investigation process to be centred on learners, with the teacher playing a facilitative role. In this, we are assuming that learners are unlikely to be coming to such a prominent issue "empty-handed", although they may have some understandable confusion about the issue, or may be misinformed about it.

You may wish to extend this activity with your own preferred techniques for exploring learners' understanding [eg mind-mapping].

This introductory section leads onto five sections which explore particular aspects of climate change. We imagine that learners will look at two or more of these before going on to the final section, where they report back. > [Initial Task log](#) > [Final Task](#)

STARTING AN INVESTIGATION

Assessment green

Most learners at KS2 and KS3 will be able to do these activities without significant support. Some learners may require discussion with peers before doing so.

By exploring prior understanding, this task aims to help personalise the learner's investigation. This supports ownership of the enquiry process. Ideas at this stage can be compared with logs completed later, as an indication of progress being made by learners.

You may therefore need to see copies of learning logs in order to evaluate or assess learners' progress. You could ask learners to print them out, but it may be more appropriate for them to be shared electronically [eg by file-sharing personal folders, or by learners e-mailing logs to you at the end of lessons].

Curriculum and onward links

This activity opens up opportunities in a range of curriculum areas, as it is very open-ended. This open-ness is a necessary part of the activity, and may be in tension with other objectives if you wish to emphasise particular subject opportunities at this stage.

The WMnet *Climate change in the curriculum portal* offers access to a variety of other web-based teaching materials and stimuli which you may find useful. > [WMnet portal home page](#)

This includes a generic map for *climate change in the curriculum*
> [WMnet portal curriculum map](#)

There are useful supporting materials available on the *QCA ESD website* [with a particular focus on Citizenship] > [ESD ABC Citizenship pages](#)

Climate change, local & global has substantive material for teachers on supporting learner-centred enquiry into climate change – details on Tide-website. www.tidec.org

For *mind-mapping online* see www.mayomi.com

To return to introductory teachers' notes

> [Introductory Notes](#)

Teachers' site map

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