

Addressing the Global Climate Crisis in Your Classroom

SUMMARY INFORMATION

Title of your project plan: We learn online through projects (Climate Change)

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Short description: This project is intended to be an interschool project involving several teachers of different subjects. It will take several steps, focusing on teaching and learning online, depending on the activities that are intended to do. There will be pointing out students' creative work based on creating electronic posters as well as using different online tools and recourses.

Table of summary	
Subject	<i>English, ICT, Geography, Arts, , Technology,</i>
Curriculum integration	Information and communication, thinking and reasoning skills, personal and workplace skills, critical thinking and problem solving, oral communication, technology tools outcomes, collaboration, Written Communication, content Knowledge.
Age of students	<i>16 - 17 years old</i>
Number of students	<i>70</i>
Time frame/duration	<i>4 weeks</i>
Learning objectives	• Understand the scientific issues relevant to global warming, such as temperature, the carbon cycle. • Identify the greenhouse effect based on prior knowledge, class discussion, and viewing diagrams. • Brainstorming sessions and class discussions related to the impact of the greenhouse effect and global warming. • Hypothesize about the effects of global warming on the climate and the world's populations. • Complete a Venn Diagram, padlet that compares various points of view on global warming issues. • Critically reflect on global warming and support this viewpoint with reasons, facts, and examples gathered during lesson activities. • Collaborate and communicate effectively by drawing posters and supports the point of view about global warming issues.

Resources and tools

- Computers for students for World Watcher exercises
- NOAA's (free) Report to the Nation: "Our Changing Climate"
- Optional: graphing software and temperature probes
- *Padlet, Kahoot, tricide. Mentimeter, forums etc.*

Expected results

The main goal will be to get students to take awareness of global warming resulting from climate change impacts on the Earth.

Procedure

Students will be divided into groups, each group will have its own leader. The project will be interschool. The role of the students will be as participants of the group discussion, group work, assess their work and their friend work, reflect and discuss. Students are asked to reflect on the outcome of their discussions and read those of their peers which are also on the class **padlet**.

Work process

Activities

Different activities are going to be held. We'll also use different tools and resources.

Students will create the project logo, voting for the best one. They will also create their electronic posters, and hand in on padlet according to their groups.

<https://padlet.com/valentinalamaj/1xbmqumril8jype1> They are also going to discuss in the forum about global warming and climate crises. In mentimeter, Tricider, students give ideas and arguments about Global Climate Crisis and Climate Change, voting for the best arguments <https://www.tricider.com/admin/376QWNIPaJp/BeQ14OkQ2fT>

Name of activity	Procedure
Read/watch/listen; discuss	Students <i>brainstorm</i> about impact of the greenhouse effects and global warming causing climate change. In this way the students recall the key concepts related the global warming causing climate change. After this students form definitions of the global effect based on prior knowledge, class discussion, and viewing diagrams. I instruct the students to graphically draw the features of the inner layers of the Earth in such a way as to prepare them for the next phase of the

	lesson: building the inner appearance of the Earth.
Discussion	In the second step of the class, we divide the class in groups and each group is given the same task: to build, to draw the picture in which they represent the global Climate Crises. Complete a Venn Diagram that compares various points of view on global warming issues. At the end, the students explain the causes, the effects and the solutions of global warming, Support their point of view about global warming issues.
Investigate, collaborate, produce	In the third phase of the lesson, in order to achieve the learning outcomes that we set out at the beginning of the lesson, it is necessary for the students to identify, draw, paint and build objects representing global warming using online tools. Take a position on global warming and support this viewpoint with reasons, facts, and examples gathered during lesson activities.
Discuss, read and practice	The teacher will make clear the elements of peer assessment and how to provide feedback to their peers, by providing concrete positive examples from the projects. Later, students will assess each other's work, how they collaborated and how they contributed to the discussion and production of the information presented. At the end of the lesson each of the groups selects a leader to present the group work, and all groups evaluate their work and presentation by 1-6 points to select the students who presented the best, which was best group presentation and why.
Discuss	Conclusion of the lesson: the teacher will ask students encouraging questions- what have they learned new? What was interesting to them? Why do they think it is important to know about Global warming / Climate change? What are the differences and similarities between Global warming and climate change? This conclusive exercise will be done in a fun way; each student will need to write 1 new thing s/he learned, 1 interesting thing, 1 similarity and 1 difference. The students will read the notes of their friends. https://www.menti.com/d2fqr5ht44

Assessment

Assessment

The teacher will ask the names of the student, this way the one who do not take part will also have the chance to participate. If needed questions will be made to students, repeated and extra resources will be provided.

Students are asked to reflect on the outcome of their discussions and read those of their peers which are also on the class **padlet**. The teacher makes questions and gets feedback to students to reflect about their own conclusions. Based on the student reflections in the padlet, the teacher adapts the groups in the following activity to take into account the progress and thinking process of individual students.

Students are asked to reflect on the outcome of their discussions and read those of their peers which are also on the class padlet. The teacher through questioning and feedback challenges students to reflect about their own conclusions. Instructions and advice in the upcoming activities are adapted depending on the outcome of the group reflections. Questions are added, adapted or removed in.

Peer assessments. Their ability to effectively peer assess will make them feel confident in the topic. Based on the outcome I will plan extra time in subsequent stage to go over some key areas again.

Self-assessment. The discussion will show the level of students understanding. The teacher will also collect their notes and use them in the next lesson that will be based on the activities in this lesson.