

Module 2: 'Don't believe the hype...or should I?' (Climate Change and the Media)

KS3 - Scheme of Work

Overview: This Module is based around a 'challenge' to create a persuasive argument which culminates in the production of short films. Students will investigate arguments for and against climate change and examine the portrayal of climate change in the media. This Module will be investigated through a range of critical thinking skills and activities which will result in peer assessment of the challenge.

Most children will: enhance their understanding of key climate change issues; work as part of a group and provide research to inform the target audience. Presentation is persuasive and demonstrates a clear understanding of the topic.

Some children will not have made so much progress and will: work as part of a group and contribute to the presentation. They will gather some facts and information about a particular climate change topic. They will demonstrate some persuasive elements relating to the selected topic

Some children will have progressed further and will also: have a clearly identified role within the group and demonstrate extensive knowledge and accuracy of the topic. The presentation will be attractive and stimulating and holds the attention of the target audience. The presentation will be very persuasive and shows a strong understanding of the target audience and purpose.

Learning Objectives	National Curriculum & Cross Curricular	Key Resources:
<p>To enhance understanding of key climate change issues.</p> <p>To be able to express an opinion about an issue relating to climate change.</p> <p>To explore media portrayal about an issue relating to climate change.</p> <p>Prepare a presentation to persuade their audience to vote as to whether climate change is a natural process or due to human activities.</p> <p>To peer assess completed presentations.</p>	<p>- Geography - weather and climate, including the change in climate from the Ice Age to the present</p> <p>- Science – chemistry - the production of carbon dioxide by human activity and the impact on climate</p> <p>Literacy: Speaking and listening Reading, understanding texts Persuasive writing/argument</p> <p>- Citizenship: Developing key skills: enquiry and communication Debating a global issue People and the Environment</p> <p>- Maths: Handling data/statistics</p>	<p>Peer assessment sheet (downloadable from Lead Schools site)</p> <p>Internet</p> <p>Computers</p> <p>Photostory software & guidance</p> <p>ICT/internet usage is encouraged in this Module and may be helpful to book access in advance.</p> <p>Overall Outcome:</p> <p>Effective and persuasive presentation surrounding an issue relating to climate change using scientifically valid facts.</p>
<p>Use persuasive devices to influence other people.</p>	<p>Vocabulary:</p> <p>Words related to climate change: carbon dioxide (CO₂) greenhouse gases greenhouse effect global warming</p> <p>Words related to media: ethics headline audience</p>	<p>Assessment:</p> <p>Peer assessment on Persuasive Presentation.</p> <p>Unit Extension</p> <p>Students could prepare a campaign to persuade people to agree with their opinion (write letters, leaflets, poster, adverts etc.)</p> <p>See: http://www.neweconomics.org/publications/by/energy-climate-change 'Democs for Climate Change' – helpful in the teaching and learning of controversial issues using the science and policy of climate change as the theme for debate and discussion.</p>



Learning Objectives	Key resources	Suggested Activities	Cross-curricular & other	Outcomes	Extension(s)
(1) The brief					
<p>To create a persuasive presentation.</p> <p>To investigate the arguments for and against climate change issues.</p> <p>To examine the portrayal of climate change in the media.</p>	<p>Peer Assessment on Persuasive Presentation)</p> <p>CBBC guidance, how to hold a debate: http://news.bbc.co.uk/cbbcnews/hi/find_out/guides/misc/how_to_hold_a_debate/newsid_1796000/1796245.stm</p> <p>Film trailers: - 'An Inconvenient Truth' trailer http://www.youtube.com/watch?v=wnjx6KETmi4 - 'The Great Global Warming Swindle' trailer http://www.channel4.com/player/v2/player.jsp?showId=5150</p> <p>Range of newspapers surrounding particular climate change issues (http://news.bbc.co.uk/2/hi/science/nature/default.stm and http://www.theguardian.com/environment/climate-change are good places to start).</p> <p>Video clips or recordings of</p>	<ul style="list-style-type: none"> - Pose the question: 'Is climate change due to human activities or is it a wholly natural process?' - Class to take a vote as to which argument they believe. - Split the class into 2 groups: one for and one against the theory that climate change is related to human activities. - Present the brief to the class: <ul style="list-style-type: none"> ✓ In groups of 4, produce a 5 minute film (max) which investigates one of the opposing points of view – either that climate change is a wholly natural process or is due to human activities. ✓ Two lessons will be allocated to research and preparation of the film. The third lesson will be spent viewing and assessing presentations. ✓ Teams will be assessed using Peer Assessment on Persuasive Presentation (circulate this resource to students). ✓ At the end of the challenge the class will vote again to discover whether points of view have been influenced by the arguments. - Students will be using Photostory software or similar to produce their film. - Groups to produce their film as a team e.g. producer/director, editor, scriptwriter, researcher, narrator, conductor (there could be music in the film, don't forget!) 	<p>Science Geography Citizenship Literacy Maths ICT</p>	<p>Learning to enhance persuasion and creativity skills.</p> <p>Learning to work effectively together in small teams.</p> <p>Learning how to delegate authority to others.</p> <p>Learning to critically evaluate scientific facts and issues.</p> <p>Understanding that scientific facts may sometimes be distorted to convey an agenda.</p>	<p>Class can practice their debating and research skills using the 'Great Global Warming Swindle' activity available from the ASE's UPD8 website: http://www.upd8.org.uk/activity/266/Global-Warming-Swindle.html</p>



	<p>a spoken argument. (Search Google video or YouTube).</p> <p>Access Photostory software from: http://www.microsoft.com/downloads/details.aspx?FamilyID=92755126-a008-49b3-b3f4-6f33852af9c1&DisplayLang=en For Windows XP, otherwise use MovieMaker.</p>				
(2) Research rules!					
<p>To create a persuasive presentation.</p> <p>To investigate the arguments for and against climate change issues.</p> <p>Examine the portrayal of climate change in the media.</p> <p>To further understand some of the more complicated scientific facts and purported myths about climate change.</p>	<p>Google images are a great place to look for photos to use in students' films (may pre-select if necessary, copy and upload onto computers if access an issue).</p> <p>Ofcom ruling: http://news.bbc.co.uk/2/hi/science/nature/7517509.stm</p> <p>Royal Society 'climate change controversies' http://royalsociety.org/policy/projects/climate-evidence-causes/</p> <p>Real Climate's assessment of TGGWS http://www.realclimate.org/index.php/archives/2007/03/swindled/</p> <p>British Antarctic Survey's</p>	<ul style="list-style-type: none"> - Remind class which side of the argument that they are on and permit groups to carry on with their research. - Emphasise that: <ul style="list-style-type: none"> ✓ each presentation must aim to persuade the audience to vote for that point of view; ✓ each presentation must include some pictures/diagrams to engage the audience; ✓ each presentation must be at an appropriate level for the target audience. ✓ key words and terms must be clearly defined; ✓ each group to provide an A4 summary of their argument (or transcript of their film). - Additionally, review the skill of creative thinking in terms of 'Specific Observable Behaviours (SOBs)' which entails: <ul style="list-style-type: none"> ✓ each group to try out something original in your presentation and the images selected; 	<p>Science Geography Citizenship Literacy Maths ICT</p>	<p>Learning to enhance persuasion and creativity skills.</p> <p>Learning to work effectively together in small teams.</p> <p>Learning how to delegate authority to others.</p> <p>Learning to critically evaluate scientific facts and issues.</p> <p>Understanding that scientific facts may sometimes be distorted to convey an agenda.</p>	



	<p>statement re. TGGWS http://www.antarctica.ac.uk/about_bas/news/news_story.php?id=178</p> <p>Wikipedia 'global warming controversy' http://en.wikipedia.org/wiki/Global_warming_controversy</p> <p>Met Office climate change guide http://www.metoffice.gov.uk/climate-change/guide</p> <p>Wag TV's 'TGGWS' http://www.wagtv.com/shows/detail/showid/38</p>	<p>✓ each group seeks out a 'different way' of persuading the audience that yours is the correct point of view (maybe using rhymes or mnemonics)</p>			
(3) Persuasive delivery?					
<p>Pupils to assess groups, using assessment criteria, provided in first lesson.</p>	<p>Peer Assessment on Persuasive Presentation</p>	<p>- Deliver presentations to class. - Take a class vote to see if original points of view have been reinforced or changed, due to persuasive presentation.</p>	<p>Literacy Art & Design ICT</p>	<p>Pupils will peer assess persuasive presentations to class and take a class vote.</p>	<p>Exhibit films at a special assembly. Upload films onto school's website.</p>