



TOOL

Educational Material on Climate Change



Title : Educational
Material on
Climate Change

Developed by : LIFE ADAPTATE

Topics : Climate
change

Website : <https://lifeadaptate.eu/>

Description

This learning material aims to reflect the growing importance of climate change and introduce students to the most important aspects of this topic. The main purpose of this learning material is to provide the student with knowledge about climate change, its causes and consequences. Thus, the goal is also to enable the student to realise potential solutions to combat climate change that can be used directly in the region in which he lives.

Duration

In total - 6,5
hours, can be
split in sessions

Resources needed

To use the materials we need:

- Computer
- Internet connection
- Projector and screen
- Blackboard
- Textbook

Age

High School: 14 to 19
years old

Expected outcomes

This material helps both children and teachers to understand:

- What climate change is, its causes, consequences and possible solutions;
- The main causes of greenhouse gases and their effects;
- The human impact on the environment and the consequences of the impact;
- The problems caused by environmental pollution and their consequences, and possible actions and solutions for mitigating the consequences;
- The importance of the atmosphere for all living creatures, as well as the influence of people on it.

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Management

The purpose of the teaching material is, above all, to raise awareness among the students that climate change is serious. To achieve this, the student must explain the basic terms and concepts, such as the greenhouse effect or global warming. In addition, it is explained what greenhouse gases are and their origin. For the students to understand that this is a global problem, they are introduced to various international cross-border initiatives that are designed to fight against climate change.

Relevance to CRISEPAC Objectives

The material combines theory, practical tasks and supports searching for solutions with a call to active action.

Risk prevention

Recognize the importance of the atmosphere, as well as understanding our influence on it helps to foster local initiatives and prevent risks concerning to climate change.

Others

Weaknesses

Difficult language, lots of information to read, videos are in English, which limits the age of students who can engage in these lessons.

Strengths

The material is developed by describing in detail the matching goals for each topic and the assessment of knowledge to be achieved. The material is diverse, it includes watching movies, discussions, work individually and in groups. Interdisciplinary material. A lot of links for searching more information.

Possible adaptations

Possible for adaptations because material includes different extra links and resources.

Climate change

The method is 100% dedicated to climate change, its causes and consequences. It provides potential solutions to combat climate change that can be used directly in the region in which one lives.

Methodologies

This material is addressed to students who receive compulsory primary school education. The expected time for learning the material is 6.5 hours. The offered methodology is structured so that the learning process starts with a general subject and would finish with learning specific actions that everyone can do to fight climate change.

The material has four main sections:

- 1) Assessment of basic knowledge. The first lesson (1 hour maximum) should be devoted to encouraging students to participate and share their ideas, thoughts and positions on climate change.
- b) Explanation of the material to be learned. In this part, which lasts four hours, the teacher explains what climate change is and how it affects the country / region / city where the student lives. In theoretical lessons, you should use both video materials and discussions with students to ensure maximum students' involvement in the discussion.
- 3) Closing discussions. This lesson, which should be a maximum of one hour, is a must-try to achieve constructive discussions about how the acquired knowledge has changed the understanding and thinking about climate change.
- 4) Evaluation and preparation of the evaluation form. Once the learning material has been acquired, students should create a description of how they and the surrounding communities can combat and adapt to climate change.

In order to assess whether the student has mastered the course, various teacher tests are provided to monitor activities. Although some of them focus on theoretical knowledge evaluation, the part also provides objective evaluation of involvement, such as hours of engagement in work, showing initiative, reflection, etc. In short, it will be assessed whether the student is capable of demonstrating that he/she has understood the content of the teaching material.

Once the learning material has been mastered, students are assigned to complete a final test - a free-form poster/letter/description about an action they and society can take to combat climate change. This task constitutes 50% of the final grade. The other 50% is made up of how the student has participated in class work and discussions. The weight of the acquisition of this material in the overall final assessment of the subject is determined by the subject teacher, based on criteria that he or she deems appropriate.

Since this study material is complementary to the existing study program and is experimental, it is necessary to determine whether the methods are appropriate for the subject. Thus, the learning process will also be evaluated. In order to implement this, at the end of the learning process, students must also be given to fill out a survey in which the teacher's work, applied methods and materials are evaluated, and recommendations for improving the process will be shared.

More information : LIFE ADAPTATE