

BE THE CHANGE

<p>Grade: 6 – 8</p> <p>Topic: Survival and Development</p>	
<p>Curriculum Area: Gr. 6: Canada's Links to the World, Gr. 7: Canada and it's Trading Partners, Gr. 8: Patterns Human Geography</p> <p>Title: An Inconvenient Truth: Global Climate Change <i>Submitted by Jill Kelsall, Toronto District School Board</i></p>	
<p>U.N. Rights of the Child Article(s):</p> <ul style="list-style-type: none"> ▪ All children have a right to live. Governments should ensure that children survive and develop healthily. (Article 6) ▪ Children have the right to good quality health care, to clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this. (Article 24) 	<p style="text-align: center;">Teaching Strategies</p> <p>Session 1: View the Film: An Inconvenient Truth. After viewing, encourage students to recall the specific issues discussed in the film. Write on a board or overhead the following questions: <i>What evidence does the film provide that the global climate is changing? According to the film, what factors are contributing to global warming?</i> Students can break into groups or pairs to brainstorm and come up with 2 lists: evidence of change and causes of global warming. This could also be assigned as homework to be reviewed at the next session. Re-group and record all the evidence and causes students have identified.</p> <p>Session 2: Students will work in small groups of no more than three. Together they will identify one of the factors that contribute to global warming or some aspect of the evidence presented in the film that they care about. Using the question generator "Power Up Your Inquiry Question" (from Q Tasks by Koechlin and Zwaan p. 73) students can generate specific questions related to that topic. Specify whether students are expected to raise questions at a school, local, provincial, national or international level. (eg. How much green house gas does a vehicle idling in front of the school emit? Based on observations made at our school –how much is emitted every week? Or What are the pros and cons of nuclear energy as an alternate to coal generated energy?) Emphasize how important it is for students to be very specific in asking their questions. At the end of the session – the groups can exchange questions and make suggestions to make all questions as specific as possible.</p> <p>Session 3 – 4: The students can use the Resources section as well as books, databases and periodicals to find information to help them answer their question. This stage is best completed in the library where the resources are housed. Note taking strategies and organizing and outlining can be the focus during research sessions.</p> <p>Session 5: Challenge students to identify one decision maker who has an influence over their issue. Students will complete a DECISION TREE to identify the options available to this person. Students are encouraged to write to the person they have chosen to share the results of their work and their views regarding the decisions that have to be made.</p> <p>Session 6: Look at the website Gapminder (Carbon emissions per capita over time). How does what you learned impact on developing nations compared to developed nations? Visit the UN Millennium Goals</p>
<p>Information Studies: Overall Expectations</p> <ul style="list-style-type: none"> ▪ define information needs using a variety of strategies ▪ use information technology to define needs, select information, analyse information, and reflect on research ▪ analyse and evaluate the nature and importance of information in personal life and society <p>For specific grade-level expectations, refer to <i>Information Studies: Kindergarten to Grade 12</i> (OSLA 1999).</p>	
<p>Resources:</p> <ul style="list-style-type: none"> ▪ <i>Race Against Time</i> ▪ <i>Various resources found in print and virtual collections</i> <p>Websites:</p> <ul style="list-style-type: none"> ▪ An Inconvenient Truth ▪ Intergovernmental Panel on Climate Change ▪ City of Toronto Portal ▪ The Power Wise House ▪ Ontario Environment Website ▪ Ontario Ministry of the Environment ▪ Environment Web Directory ▪ Gapminder ▪ UN Millennium Goals 	
<p>BE THE CHANGE... Suggestions for Action</p> <ul style="list-style-type: none"> ▪ Write your local paper with concerns about global warming and local actions that can have a global impact ▪ Write to various heads of state to add your voice to growing concern about the climate ▪ Create awareness posters about the need to conserve 	

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Teaching Strategies

Session 6 continued:
website. Considering the Millennium Goals, how well placed are developing countries to handle environmental concerns? How can developing nations work with developed nations to make a global impact? What will your local action do for developing nations?