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**Session 1 - 1 hour Climate change Lesson 1**

**Topic: Climate change - what is happening and the impact of climate change in our lives today**

**Unit for students 11-18 years old**

**The big idea:**

Climatic problems represent a long-term and large-scale rise in the average temperature of our planet, and as a consequence, weather patterns change. Some of these models predict a global temperature rise of 4 ° C by the end of the 21st century, which would make the life of modern civilization virtually impossible. This will lead to a decrease in the human population and even to the disappearance of many other life forms. The UN aims to maintain the temperature rise by up to 1.5 - 2 ° C.

"Our planet's climate is changing at a speed that exceeds scientists' estimates." UNHCR, 2018

"The most serious threat in thousands of years. We are facing the collapse of our civilization and the disappearance of much of the natural world. "

Sir David Attenborough, United Nations Climate Change Conference, December 2018

Students develop an understanding and as a result can explain the severity of the threat of climate change affecting life forms on the planet. It is clear that change is happening faster than scientists predict, and keeping temperatures raised to 1.5 ° C is a vital goal.

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| Pedagogical task: involving the whole class in the activities | Teacher support notes |
| **Introduction 20 minutes**  **Teacher:** Objectives of the lesson and basic terms  **False News -** Inaccurate, false or fictional stories created and disseminated publicly to divert attention from the truth and to gain economic or political benefits.  **Critical Thinking -** Using human intelligence to research topics and issues, questioning the facts, research, citing sources.  **Climate Crisis -** The crisis that occurs everywhere because of increased climate change.  **To engage students with the topic, watch Al Gore's video:**  **Ideas for questions to pictures/video**   * **What are the major changes in the climate?** * **What do you think are the reasons for this?**   **Extended discussion:**   * **Let’s think together: Why did these climate change come about? What human actions caused them? What small steps can be taken to reduce the impact?** | Resources:  You can use Al Gore's video on climate change for self-preparation or for showing the students - 18 minutes, there are subtitles in Bulgarian  <https://www.ted.com/talks/al_gore_averting_the_climate_crisis/transcript?language=bg>  The teacher uses the introduction and the video, as well as the discussion afterwards to activate students to talk about their views and feelings about climate change.  It may be noted for Greta Tumberg and for protest movements in different places of the world in support of the fight against climate changes. |
| **Open for ideas 20 minutes**     * **Students complete the survey (given as a separate file)** * **Students share what they say - with each other and with the whole class, with regard to climate change and possible solutions** | **Resource: Study (separate file)**  Students complete and then share to each other what they write about. |
| **Study 30 minutes**  **Task – Is the topic of climate change in the news? Group work, discussion, presentation**   * **Students study and record how the topic of climate change is currently reflected in online news of the day.** * **The students discuss different perspectives, what fake news is and what are the main topics concerning Bulgarian society in terms of climate.**   **Highlights:**  **1. Do the students think that climate change is already affecting Bulgaria and what aspects of our lives**  **2. Highlighting the main aspects that concern Bulgaria on the board.**  **3. Systematization of the main questions and their writing on the board.**  The teacher supports group discussions and moderates the aggregation and recording of the results. Conclusion 10 minutes – the main highlights recorded on the board are read again. **The students write in their notebooks the answers to the following two questions:**  What are climate change?  The climate change are.........................................................................................................  Global temperature rise of 4 ° C:  (Please note the statements you agree with)  will make the life of modern civilization impossible  will dramatically reduce the human population  will lead to the disappearance of many other life forms  will not lead to significant changes in people's lives  Argument your choice................................................................................................. | In this part of the lesson, students are invited to think and seek out online stories from recent days related to climate change (water crisis, fires, storms, etc.).  The teacher leads the discussion - what information in the media is correct? How to recognize it?  [there is additional information provided - Wikipedia info graphic on fake news]  Let’s students think on the topic of climate change themselves. Students need to know that there are also people who deny the existence of climate change or deny that people are the cause of climate change.  *97% of climate scientists agree that 'climate warming in the last century is most likely a consequence of human activity'.*  **The big idea**   * **Climate change causes temperatures to rise.** * **Some models predict an increase of 4 degrees by the end of the century** * **The UN tries to keep the rise between 1.5 and 2 degrees Celsius**   **Resources:**   * 1. **Use the video of Stephen Hawking**   <https://www.youtube.com/watch?time_continue=88&v=RTRdtrsL9jg>  **1.5 Marketplace activity- resource sheets**  **1.6 Post it Notes** |

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| **1.1 Climate change attitudes.**  **Study**  **Find a person, who…** | **Name** | **Notes from your discussion** |
| 1. Is concerned about the future and what it can bring. |  |  |
| 2. Knows people who have had to move because of the effects of climate change. |  |  |
| 3. Blames rich countries for climate change. |  |  |
| 4. Tries to live green by imposing a restriction on energy consumption. |  |  |
| 5. Believes that climate change is not such a serious problem. |  |  |
| 6. Feels that his lifestyle and culture are threatened by climate change. |  |  |
| 7. Thinks that his children will not be able to live the same way. |  |  |
| 8. Is hypersensitive to climate change. |  |  |
| 9. Has heard or read terrifying climate change forecasts. |  |  |
| 10. Has learned about extinct species as a result of climate change. |  |  |