



Developing mediation skills: *Explaining data*

*1.5°C: what it means
and why it matters*





In this and coming lessons you're going to ...



- Discuss mitigating climate change
- Interpret charts, graphs and infographics
- Watch videos
- Explain data in writing





Developing your spoken mediation skills: Collaborating in &/or leading a group

Can you collaborate on a shared task: helping define goals, asking questions to stimulate discussion, focus or re-focus a discussion with suggestions and your opinion?

As the group leader, can you set ground rules in collaborative discussion? Can you intervene when necessary to encourage more even participation or to set a group back on task? Can you allocate the turn in a discussion, inviting a participant to say something?



Developing your written mediation skills:
Explaining Data

Can you reliably interpret and present in written English detailed information from diagrams and visually organised data in English?



United Nations
Climate Change

The different

futures that

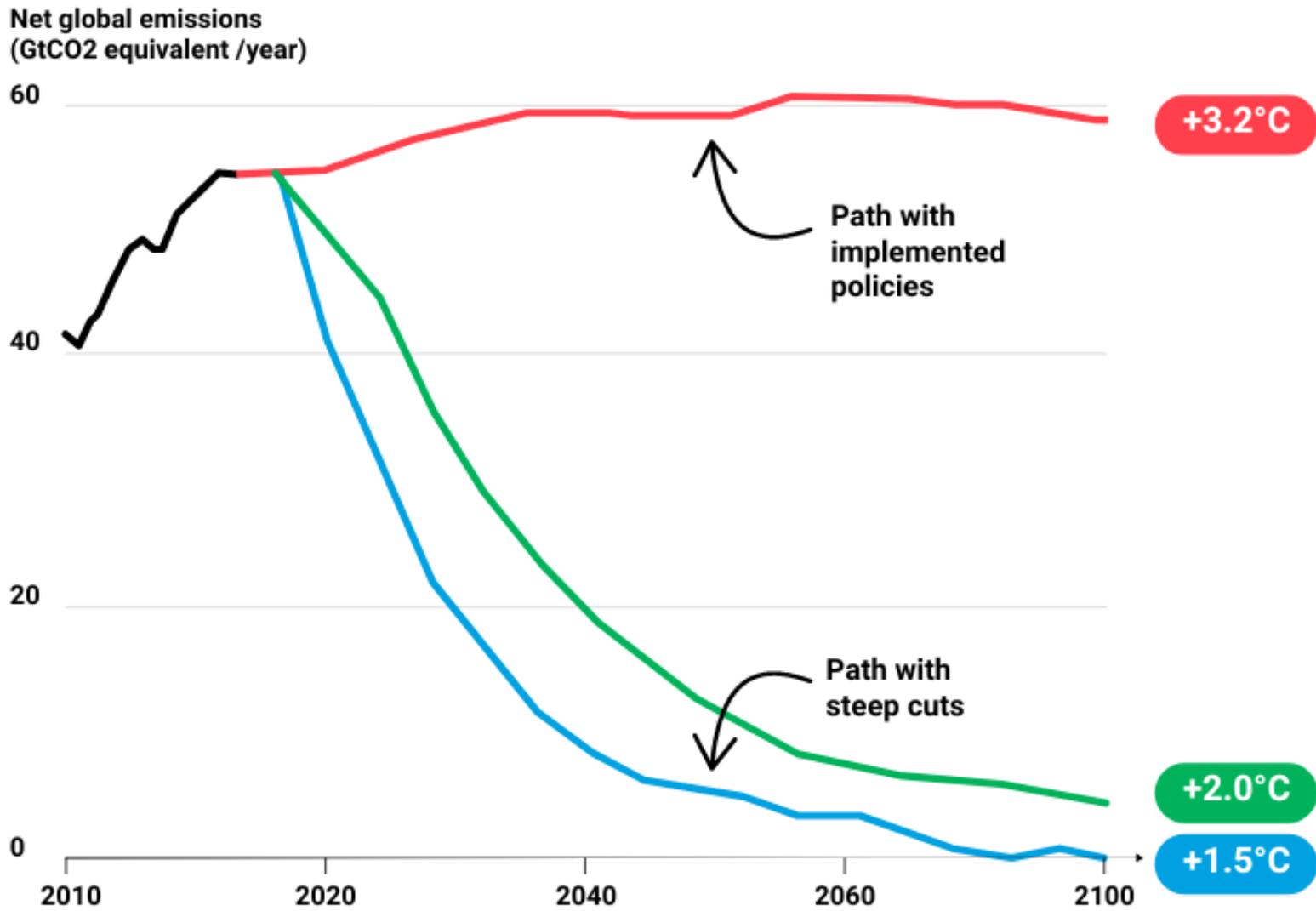
lie ahead.

+1.5 °C

+2 °C

+3 °C

If we act now, steep cuts to greenhouse gas emissions can limit global warming





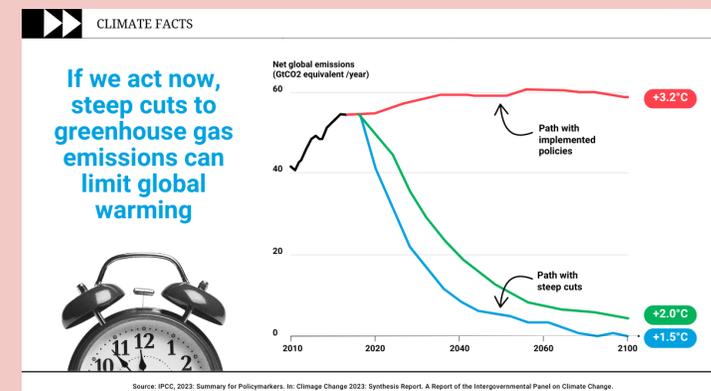
Work in Pairs

The title *1.5 °C - what it means and why it matters*, the Climate Facts graph and the UN Climate Change infographic were produced following COP 2023.

1. Can you explain their significance?
2. What are Greenhouse Gases?
3. What is your carbon footprint?
4. Brainstorm ways an individual can mitigate climate change by reducing their carbon footprint

COP: **C**onference **o**f the **P**arties of the United Nations Framework Convention on Climate Change

1.5°C: what it means and why it matters





Which lifestyle choices impact your carbon footprint the most & the least?

Form teams of 4. Choose a name for your team and assign a letter to each member: A, B, C, D. Choose a team leader, and a reporter.

1. Working in teams

- Can you collaborate well in a group, as a participant, as a leader, and as a reporter?

2. Discussion

- Which actions do you think impact the most and the least?



Which lifestyle choices impact your carbon footprint the most & the least?



Low Impact

Moderate Impact

High Impact

Personal choices to reduce your contribution to climate change

* Cumulative emissions from descendants; decreases substantially if national emissions decrease.

Average values for developed countries, based on current emissions.

Upgrade light bulbs

Hang dry clothes

Recycle

Wash clothes in cold water

Replace typical car with hybrid

Eat a plant based diet

Switch electric car to car free

Buy green energy

Avoid one roundtrip transatlantic flight

Live car free

Have one fewer child

Low Impact

< 0.2 tCO₂e

Moderate Impact

0.8-0.2 tCO₂e

High Impact

> 0.8 tCO₂e

Annual climate savings (tCO₂e)

60
50
40
30
20

4
3
2
1





Analysing and interpreting an infographic

1. Compare the photo you took with the infographic. Were your ideas correct?
2. According to the graph, how could you summarise the lifestyle choices that most reduce your carbon footprint? How many tonnes of CO₂ does each action save? Complete the table.
3. How important is this infographic? Are we simply putting different actions in the correct order or is there something more important here? What do you think?



Analysing and interpreting an infographic:
Complete the table.

Lifestyle choices		Tonnes (tCO ₂ e)
1	Eat a plant-based diet	0.8 p.a.
2	Switch electric car to car free	1.15 p.a.
3	Buy green energy	1.5 p.a.
4	Avoid air travel	1.6 return trip
5	Live car-free	2.4 p.a.
6	Have smaller families	58.6 p.a.



Analysing and interpreting an infographic

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Collaborating in &/or leading a group

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As the group leader, can you set ground rules in collaborative discussion? Can you intervene when necessary to encourage more even participation or to set a group back on task? Can you allocate the turn in a discussion, inviting a participant to say something?



Collaborating in &/or leading a group

How well can you collaborate well in a group, as a participant, and as a leader?

- a) The team leader made sure everyone contributed to the discussion Yes / No
- b) The team leader made sure we stayed on task Yes / No
- c) The team leader asked us to give more information to support our answers Yes / No
- d) We came to a decision on the impact of all 11 lifestyle choices Yes / No
- e) Do you have any advice for your leader?

And how about you?

- a) I gave my opinion Yes / No
- b) I gave a reason for my opinion Yes / No



The Big 4
and missed
opportunities



Reducing your
Carbon Footprint:
what really matters

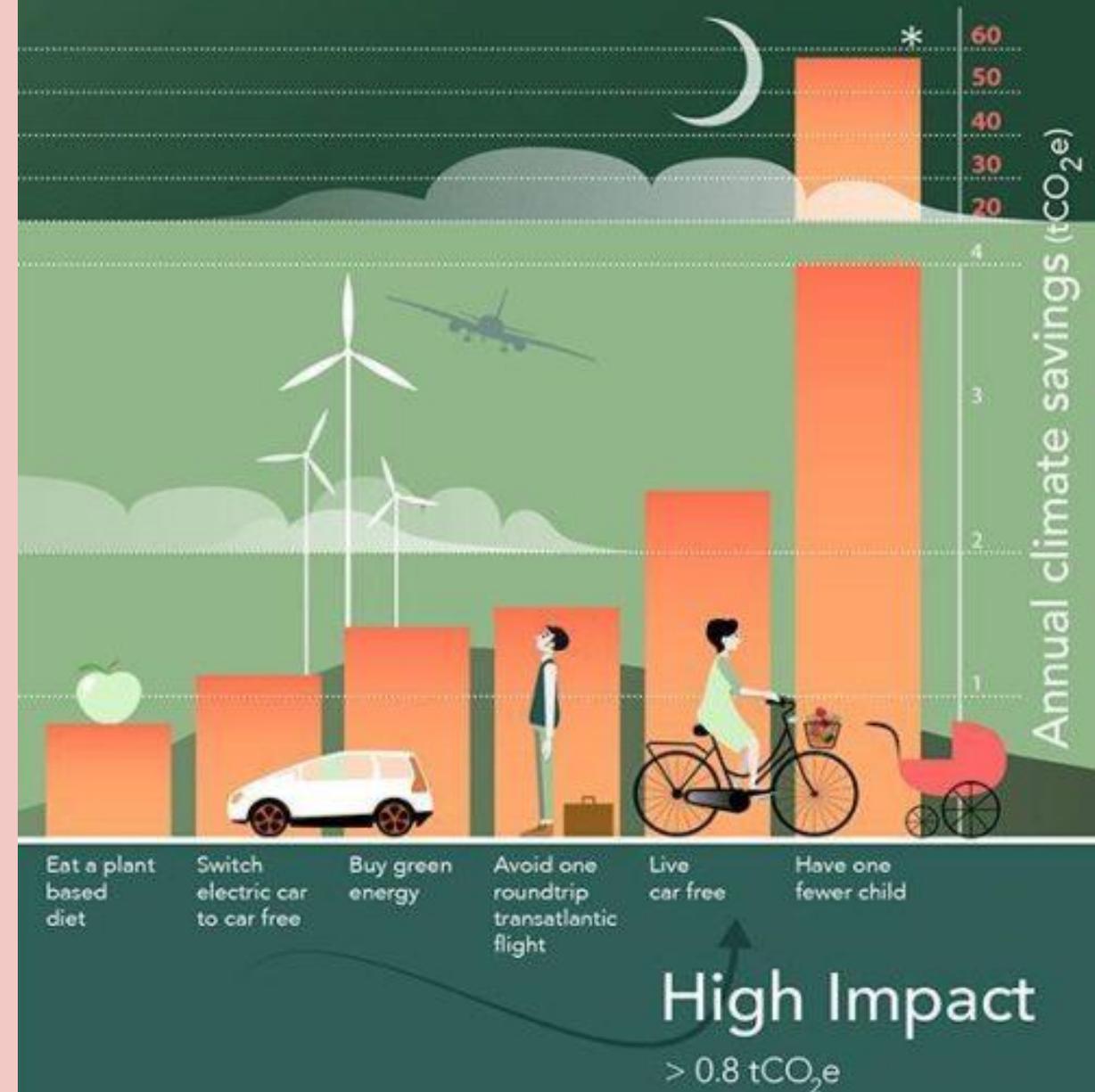


The Big 4

The researchers who produced this infographic, refer to the big 4 high impact actions.

A. Which of the 6 high impacts actions do you think the big 4 are?

contribution to climate change





The Big 4

One of the two researchers, Kimberley Nicholas produced a video in which she reflected on her own choices regarding the big 4.

B. Watch the video, make notes and summarise what she says about each of the big 4.



My own take on the 4 choices we identified that make the biggest difference for the climate: living car free, eating a plant-based diet, avoiding flying, and planning smaller families. 2 minute video from Lund University.

Tons CO₂
2.4



LUND
UNIVERSITY



= 3 years of eating meat



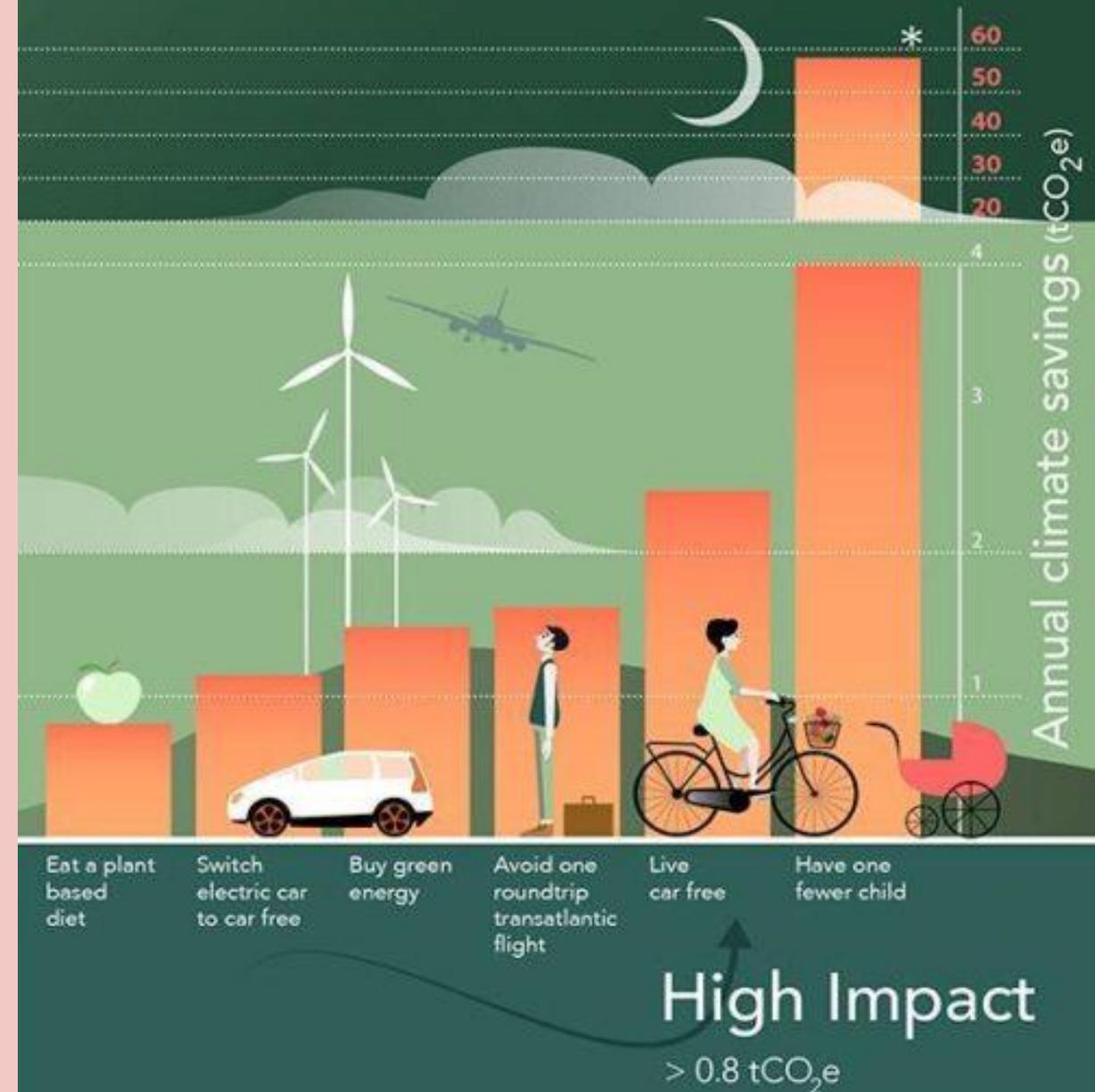
The Big 4

C. Which of the high impact actions do you do in your family?

Which of the moderate impact actions do you do in your family?

Which of the low impact actions do you do in your family?

contribution to climate change





Missed opportunities or something else?

The other researcher of *Mitigating Climate Change*, Seth Wynes, produced a video on a different topic.

1. Watch the video, make notes and summarise his concerns



Three-minute video abstract

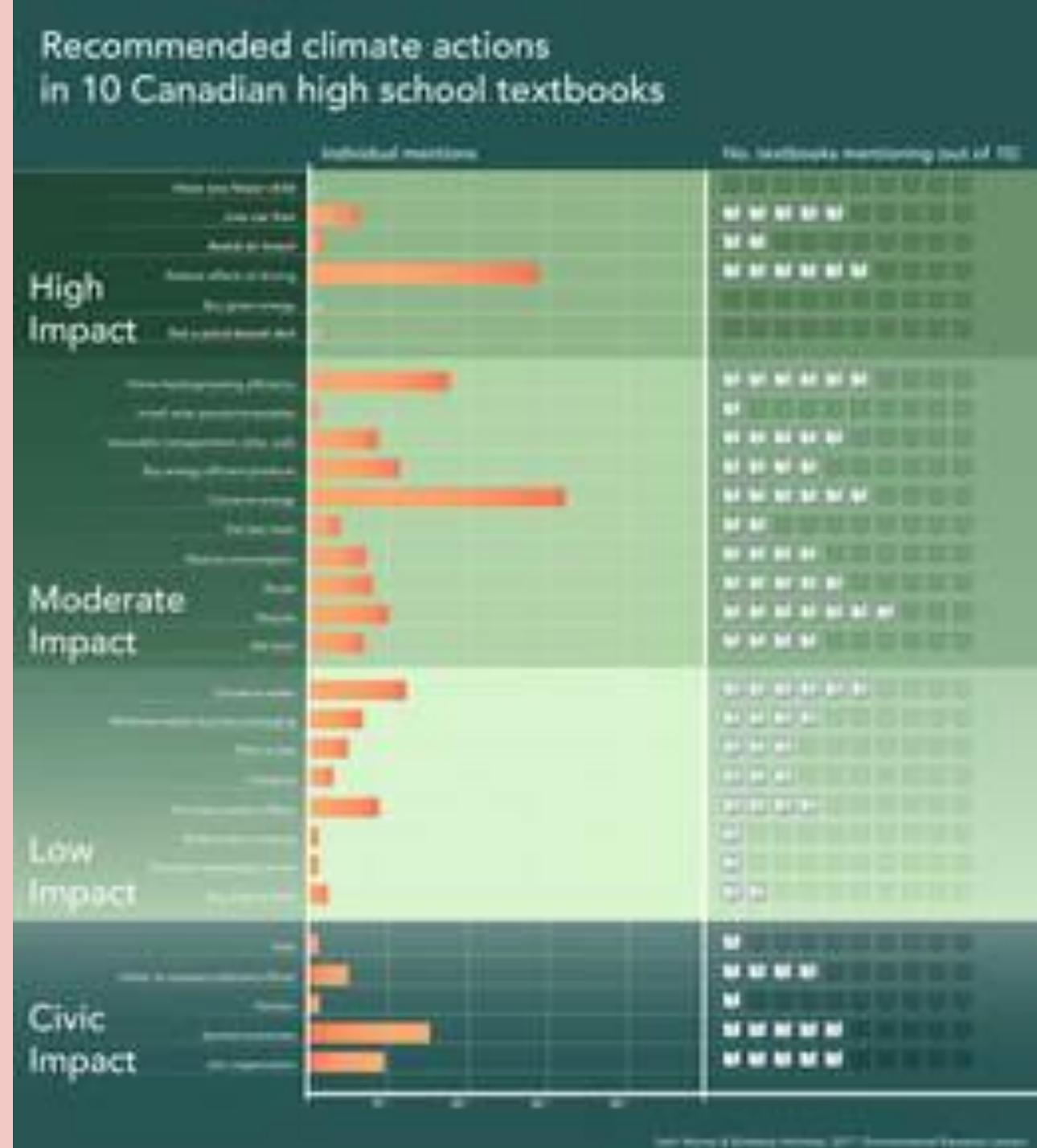




Missed opportunities or something else?

He produced an infographic to show how Canadian Highschool books featured Climate Change actions.

2. Can you use it to explain how the infographic shows his concerns?





Homework: Missed opportunities or something else?



Group A



Group B



Group C



Group D



Explaining Data
in Writing

The Big 4
and missed
opportunities



Homework: Missed opportunities or something else?



Group A



Group B



Group C



Group D



Explaining Data in Writing

Can you reliably interpret and present in written English detailed information from diagrams and visually organised data?

Work in pairs to answer the questions, and then, working individually use your answers to produce a detailed written explanation of the infographic.



Explaining Data in Writing

A. Introduction

1. Who are Seth & Kimberly?
2. What did they do?
3. Why? What were their aims?

B. Infographic

1. What is it a graph of?
2. What does it show? (overview)
3. What is on the X and Y axes?
4. How is CO₂ measured?

5. How are high, moderate and low actions defined, and how many of each are there?
6. What do the “notes” say?

C. Comparisons, implications, conclusions

7. What comparisons can you make?
8. What are the implications?
9. What conclusions can you draw?

Criteria for explaining data

	Content: information, explanation and organisation	Language: vocabulary & grammar
4	The infographic is accurately and fully described. The description is very well ordered and organised	Uses language to explain data very well. Simplifies and paraphrases very well. Very good range and control of vocabulary and grammar. almost no vocabulary, grammar , spelling or punctuation mistakes.
3	It is accurate but some information is missing. The description is well ordered and organised	Uses language to explain data well. Simplifies and paraphrases well. Good range and control but noticeable mistakes in vocabulary, grammar , spelling or punctuation although none affect meaning
2	It is mostly accurate, some information is missing, and some is incorrect. The description is not well ordered or organised but it is comprehensible	Can explain data but reader may struggle to understand. Has narrow range and control of vocabulary and grammar and mistakes are widespread
1	The information given is mostly accurate, but significant information is missing and some of it is wrong. The description is not well ordered or organised and it is difficult to understand.	Can explain data but reader will struggle to understand. Has limited range and control of vocabulary and grammar, mistakes are widespread and affect meaning
	Cannot describe the infographic or	



Analysis and reflections

Work in pairs

Analysis:

1. Read and discuss each other's explanations.
2. Use the scoring criteria for explaining data and give each other a score from 4 > 0.

Reflections:

1. How easy was it to explain the infographic?
2. How well did you do?
3. What did you learn?
4. What could you do next time to improve?