NAME …………………….………… FORM …………....………...…… DATE ..……………...…….
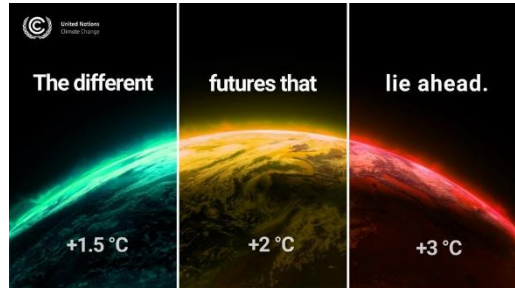
1.5°C – what it means and why it matters

Can-Do:	*Can interact collaboratively with peers* *Can manage interaction as a leader* *Can interpret and explain data*
Goals:	Reducing your carbon footprint; working in groups
Input:	Infographics; videos
Output:	Discussion, written explanation of data
Focus:	Interacting collaboratively and leading a group Explaining data orally and in writing

LESSON 1

Pair-work   Answer the questions below

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[1] 2023. Can you explain their significance?

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……

What are Greenhouse Gases?

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What is your carbon footprint?

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Brainstorm ways an individual can mitigate climate change by reducing their carbon footprint.

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

Mediation Activities: explaining data

Task 2. 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.

TEAM NAME: ……………………………………………………

Working in teams

Make sure everyone in the team contributes to the discussion.

1. If someone is not contributing, what could you ask?

    -
    -
    -

2. If you disagree, what could you say?

    -
    -
    -

3. If you agree, what could you say?

    -
    -
    -

4. If your group start talking about something different, what could you say to bring them back on track?

    -
    -
    -

5. If you don't understand or need more information, what could you say?

    -
    -
    -

Choose someone to be the leader to guide the discussion:

………

Group leader, do you have any rules for your discussion?

Example: you ask each person in order/everyone must say something.

Mediation Activities: explaining data

Task 3. Which actions do *you* think impact most and least?

Study the 11 lifestyle choices on the cards. Discuss and agree on which would reduce your carbon footprint the most.

Divide the choices into 3 groups: low impact, moderate impact and high impact. When you have reached your final conclusion, take a photo of where you have placed the cards, then agree on your 'Top 5'.

Reporter: tell the class your 'Top 5' choices which could have the biggest impact on reducing our carbon footprint.

1. ……
2. ……
3. ……
4. ……
5. ……

Task 4. Analysing and interpreting an infographic. Which actions actually impact the most and least?

Compare the photo you took with the infographic. Were your ideas correct?
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.

Life style choices	Tonnes (tCO_2e)
1.	
2.	
3.	
4.	
5.	
6.	

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?

………
………
………
………

Task 5. Analysis and reflections

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

Mediation Activities: explaining data

LESSON 2

Analysing and interpreting an infographic: The big four
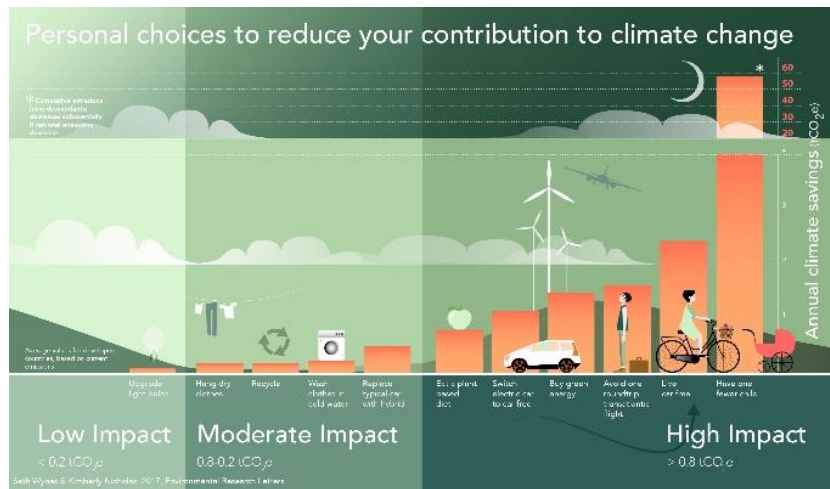
Task 6. Watch the video made by researcher Kimberly Nicholas, take notes and discuss the following

a) The researchers who produced this infographic, refer to the big 4 high impact actions. Which of the 6 high impacts actions do you think the big 4 are?

    ………
    ………
    ………

b) One of the two researchers, Kimberley Nicholas produced a video in which she reflected on her own choices regarding the big 4. Watch the video, make notes and summarise what she says about each of the big 4. (Appendix 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?

    ………
    ………
    ………
    ………
    ………

Task 7. Watch the video made by researcher Seth Wynes, take notes and discuss the following

1. The other researcher of *Mitigating Climate Change*, Seth Wynes, produced a video on a different topic. Make notes while watching the video and summarise his concerns.

   ....

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2. He produced an infographic (Appendix 6) to show how Canadian Highschool books featured Climate Change actions. Can you use it to explain how the infographic shows his concerns?

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HOMEWORK: Mitigating Climate Change Videos

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

   Students A watch World Economic Forum   [00:41]
   Students B watch Green Mountain Energy   [01:27]
   Students C watch Planet Justice   [02:02]
   Students D watch European Green Deal
   [01:58]

2. Watch your video, answer the questions and produce a summary to share with your team. In the next lesson.

LESSON 3

Make groups of A's, of B's, of Cs, and of Ds. Working in groups, help each other make sure your summary is complete and accurate (informationally).

Return to your original groups.
Take it in turns to give a summary of the video(s) you watched to your group and then discuss.
What conclusions can you make?

Can you reliably interpret and present in written English detailed information from diagrams and visually organised data?
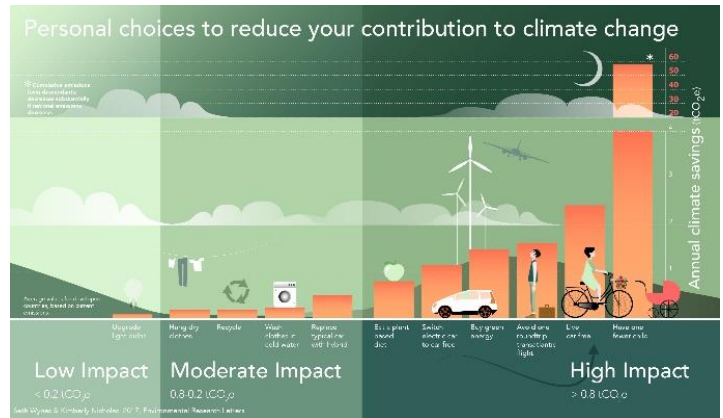
Work in pairs to answer the following questions, and then, working individually use your answers to produce a detailed written explanation of the infographic.

A. Introduction

1. Who are Seth & Kimberly?

   ……
   ……
   ……

2. What did they do?

   ……
   ……
   ……

3. Why? What were their aims?

   ……
   ……
   ……

Mediation Activities: explaining data

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 CO_2 measured?

   ....

   ....

   ....

5. How are high, moderate and low actions defined, and how many of each are there?

   ....

   ....

   ....

   ....

   ....

6. Are there any notes?

   ....

   ....

   ....

Comparisons, implications, conclusion

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

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Explaining Data in Writing: Mitigating Climate Change Infographic

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Analysis & reflections

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

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

Content: Information and explanation: the infographic contains a lot of information. How many of the information units (I.U.s) did you include? Was all the information you included correct?

Organisation: How well ordered, how well organised and how well structured was your explanation?

Use of English: Did you use any vocabulary specific to explaining data? Did you vary vocabulary and grammar? Did you simplify and paraphrase? How accurate were you: vocabulary, grammar, spelling, punctuation?

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?

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 affects 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.
0	Cannot describe the infographic or the explanation is off-topic.	Language level not up to the task.