THINKING THROUGH CLIMATE CHANGE

MAKING A PRESENTATION

Teachers' notes

The final activity asks learners to make a presentation based on their findings.

At this stage, they will have completed two or more of the learning activity sections, and will have kept a record of their learning in their personal files.

In order to make a presentation, they will need to draw on what they have learned, and to reflect on their thoughts and feelings about climate change.

The final learning log acts as a proforma to support these reflections, and to help learners plan what they will say. Most learners will need to discuss their presentation with peers, or to work in groups, before completing the task. > Final Task log

In preparing a presentation, learners are reflecting on, analysing and synthesising their ideas: tasks which require a high degree of abstract thinking. In order to present ideas, they also have to evaluate them, which takes learning to a further level of abstract thinking. This process has both emotional and intellectual aspects, and we try to make these elements explicit.

In considering how others will learn from their ideas, students will need to draw on their own learning experiences: what they have learned, and how. This involves a degree of meta-learning, or "learning about learning."

It is crucial that the presentation has a purpose and a real audience. This not only adds value to and helps motivate the learning experience, but also means that what has been learnt can contribute to the learning of others. As we have stated before, learners have the potential to contribute in a very real way to the growing awareness of climate change in society as a whole.

We suggest four main options for learners' presentations, most of which incorporate the use of electronic media. Learners may want to take up more than one of these options [eg producing a *Making the news* report as well as signing up to the *Climate Change Pledge*].

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Report

Learners could share ideas in the style of a news report, a technical report etc. The genre should be appropriate to the its content, audience and purpose. We suggest that learners look at real examples first [eg the news report in the introductory section]. This task could be done individually, or as a group.

Making the news offers learners the chance to use electronic media to produce a report, which can incorporate written text, images, video and sound clips. It also offers a public forum where learners can share their reports with peers. > WMnet Making the News site

Learners could also use Desk Top Publishing software or similar [eg Publisher, PageMaker, Quark Express, Acrobat Writer], or stretch the boundaries of Word Processing software [such as MS Word].

Those working in groups could go further and record or dramatise a radio or TV report and present this to others: live, as film/video, or as a webcast. Again, it makes sense for learners to look at real examples before doing this task.

Blog

A blog is a web-based log, where learners can share ideas [and often become part of an online debate]. For this resource, we have created a specific blog for learners to share their ideas about climate change. Blogs are particularly useful if learners are going to continue developing their ideas, or wish to engage in dialogue with others. > WMnet portal blog

There is potential for learners to go on to create their own blog. They may want to look at a variety of existing blogs, to get ideas and inspiration: Wikipedia is an online encyclopaedia which users can edit and add to
> Wikipedia

The journalist Mark Lynas has a climate change blog, where a mostly-adult group engages in some lively online discussion. > Mark Lynas

Young people's sites such as Newsround offer discussion facilities with some of the features of a blog. > BBC - Message board - Newsround

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Pledge

If learners want to focus on action, they could to make use of The West Midlands Climate Change Pledge. This commits them to change at a whole school level, so will require negotiation with others in the school. It offers an action framework, and opportunities to share the school's commitments with others. > WMnet climate change pledge

There are opportunities for action at a community level suggested elsewhere in these materials. > Responses to Climate Change

Other ideas

There are numerous other ways in which learners can present their ideas: assemblies, presentations [eg to ward committees], exhibitions, drama, story and music. There is potential for learners to come up with their own ideas, perhaps under the guide of launching their own media campaign.

Opportunities could be tailored for groups or individuals, around specific opportunities for sharing [eg a local event] or around the demands of curriculum planning.

Cool Kids for a Cool Climate is a website managed by young people, which offers space for learners' own climate change stories.
> Cool kids for a Cool Climate - Your Stories

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Assessment green/blue

We imagine most learners at KS2 and KS3 will be able to make a presentation based on their learning without significant support.
We recommend that discussion takes place before they do so. Some presentation formats [eg creating a blog] will be more complex and demanding than others [eg producing a news-style report]: many learners will therefore require some support.

Curriculum

Literacy This section draws on a range of skills for written work and detailed, evaluative reading. It engages with a range of genres, including news reports, and considers their characteristics and appropriateness. It provides opportunities for persuasive writing at a variety of levels, and in different formats. It may also lend itself to purposeful speaking and listening work, including public speaking and dramatic presentations.

Citizenship This section invites learners to summarise their own informed understanding of climate change issues, so that they can play active roles:
◉ in sharing that learning with others in the community,
◉ as participants in processes of change.
Some tasks [eg the *Climate Change Pledge*] also encourage learners to think about how they can work with others to bring about appropriate change in their immediate community: classroom, school and neighbourhood.

Most of the tasks require a range of ICT skills for making, presenting and sharing information. They also draw on geographical and scientific understanding.

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Links ~ thinking skills

You may find the following useful

> Bloom's taxonomy, > Learning Skills Program
> Enquiry learning
> Enquiry learning and sustainability
> Innovating with Geography
> Linkingthinking
> Thinking skills in Primary classrooms [DfES]
> Thinking through Geography

We welcome your feedback

◉ How have you used these materials?
◉ Do you have advice for us on how they might be improved?
◉ Any other comments? > Email us

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