

STARTING AN INVESTIGATION

Teachers' notes

This section builds on the starting point of Shishmaref, and begins to ask questions in the wider context of global climate change.

These will form the key questions for an investigation into climate change. Framing the questions is a core task, where learners find out about climate change and report back on their findings.

It is important that learners are clear about this core task from the outset, as they will be returning to it throughout. We have therefore tried to make the explanatory pages as clear and engaging as possible.

Task: logging existing understanding

At every stage of the investigation, learners are invited to log their thoughts and findings. We propose that learners open up a personal learning folder to keep these in, along with other relevant material. Alternatively, they may wish to print them out and put them in a file.

Logs are in Word format, so that learners or teachers can adapt or expand them if required.

The first learning log serves as an opportunity to express and audit learners' existing understanding about climate change, and to invite them to frame thoughts about their own investigation.

This is the main learning task for this section, and might be completed individually or through discussion in small groups.

We have designed the investigation process to be centred on learners, with the teacher playing a facilitative role. In this, we are assuming that learners are unlikely to be coming to such a prominent issue "empty-handed", although they may have some understandable confusion about the issue, or may be misinformed about it.

You may wish to extend this activity with your own preferred techniques for exploring learners' understanding [eg mind-mapping].

This introductory section leads onto five sections which explore particular aspects of climate change. We imagine that learners will look at two or more of these before going on to the final section, where they report back. > [Initial Task log](#) > [Final Task](#)