

CLIMATE CHANGE ACTIVITY – FALL 2014

NAME	Ms. Andrea Feldman
SCHOOL	Joseph Pulitzer Intermediate School 145
SUBJECT	Science/Living Environment
GRADE	7th and 8 th grade
WHAT ACTIVITY YOU COMPLETED	<p>For my climate change activity, I had students create climate change children’s pictures books. After speaking with administration it was decided that we should share these books with elementary schools on and around Earth Day. To ensure that more students were reached in the meantime, I had my 8th grade students that created the books share them with three sixth grade classes to teach them about climate change. The procedure below outlines what my students achieved throughout the process.</p> <p>To start, I gave my students a brief information seminar on climate change and global warming. I mentioned some key terms that the students may not have been aware of such as ozone layer and greenhouse gases. We also discussed the carbon cycle and played a game on the path Carbon can take throughout the carbon cycle.</p> <p>Students were then given two weeks to research on their own about climate change. I instructed them that there are people that have views on both sides and to be aware of this as they are conducting their research. Since the common core focus spends time on claims and counterclaims, I had students write a research paper on Climate change, including a counterclaim with evidence from research documents.</p> <p>Accompanying this research paper, students had to construct a children’s picture book about climate change. After the initial week and a half at home that they had time to research I gave them two days in class to work on the project so I could monitor their progress. (Students also needed to be instructed that Ask.com and Wikipedia are not reliable sources when completing research!) Students were given options on whether to make it a fictional story that included nonfiction material, or a fact book. Students then shared them aloud in the class to practice reading in front of people and then we split up into three separate 6th grade classes. Students were instructed to first have a discussion with the 6th graders (teachers that I met with previously facilitated this discussion) on what they know or do not know about</p>



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	<p>climate change.</p> <p>After the students read their stories aloud they engaged in discussion with the classes on what they can do to help protect the earth and reduce their carbon footprint. Students then made pledges for one change they will each make for the new year.</p>
<p>HOW MANY STUDENTS REACHED</p>	<p>So far, this project has reached 120 students with the plan of reaching many more when we take a field trip to an elementary school. The 120 students consisted of 30 8th graders who presented to 90 6th graders. Just the 6th graders made the pledge but it is definitely something I can revisit with my 8th graders.</p>
<p>WHAT YOU AND YOUR STUDENTS THOUGHT OF THE EXPERIENCE</p>	<p>After completion of this project, my students were a little concerned about life on Earth. They were unaware of many of the topics going on and how much impact people could actually have on the Earth. My students enjoyed this assignment because they were able to take a difficult topic and make it understandable for younger kids. This particular class that I worked with is very motivated so the books and stories they came up with were outstanding. I personally enjoyed this project because it was nice to see how engaged my students were especially when working with students in other classes.</p>

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PICTURES

Students doing research for the project, students with their books and a pile of the books that the students created. Credit: Andrea Feldman

