

Climate Change: Fact or Fake

How to critically think about environmental issues

Year 10-11

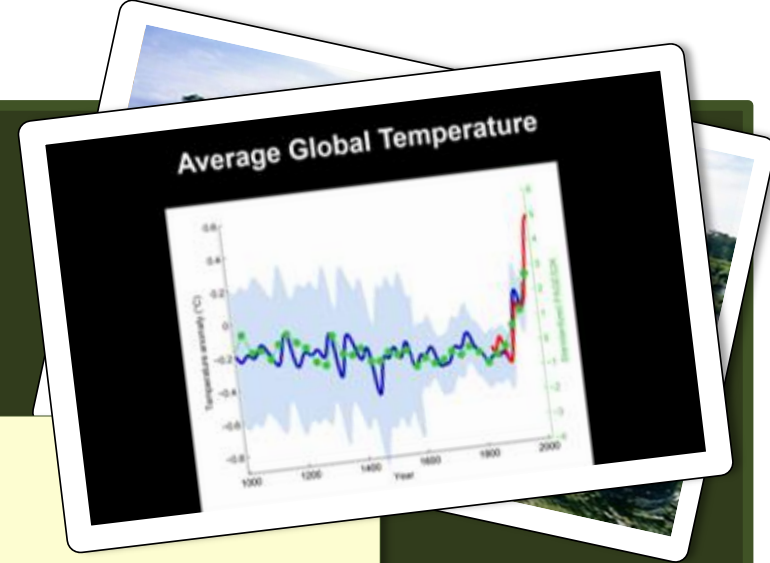
Learning Outcomes:

At the end of the session:

- ✓ **All students** will understand the importance of critical thinking
- ✓ **Most students** will recognise that climate change is complex
- ✓ **Most students** will know how human actions (including their own) impact climate change
- ✓ **Some students** will be able to apply critical thinking skills to other issues and ideas

Session Outline:

The session starts with an introduction to five steps of critical thinking: 1) what the issues is, 2) defining terms, 3) evidence, 4) sources, and 5) understanding the big picture. Using this outline, we'll walkthrough the issues of climate change. Along each step, other major environmental issues are used as example, including definitions of plastic, correlation/causation of belief in medicinal value of rhino horn, and the issues surrounding sustainable palm oil. The session ends with a focus on what global actions have been taken to minimise climate change impacts as well as what personal actions students can take.



Curriculum Links

Biology

AQA: 4.3.2.4,
4.7.3.1; 4.7.3.2;
4.7.3.3; 4.7.3.4;
4.7.3.5, 4.7.3.6

OCR: Topic B6;
B6.1b, B6.1d.

Edexcel: Topic 9:
9.10, 9.11B.