

02 SCIENCE ACTIVITY BLOCK

Exploring Climate Change in Our Community

DESCRIPTION

In this activity, learners will practise questioning by learning how to ask effective response questions and build on what they have heard. They will interview two community members about the impact that climate change has had on their lives. Afterwards, they will engage in a dialogue to share what they've learned with their peers and reflect on their experience.

LEARNING OBJECTIVES

By the end of the activity block, learners will:

- Develop questioning and active listening skills by asking open ended questions in the interviews, building on responses and creating a conversational thread in a dialogue.
- Reflect on what they have learned from the interviews and the dialogue, gaining a better understanding of climate change's impact on their community and how it influences their own views.



DIALOGUE SKILLS



Questioning

Learners are able to construct and ask relevant questions to learn about the values, ideas, perspectives and experiences of others.



Active listening

Learners are able to logically build on what is being said in order to go deeper in a dialogue and build a dialogic thread.



Reflection

Learners can reflect on the experience of dialogue and say what they have learned from others and about themselves, including any ways the dialogue has helped them to shape new perspectives.

FURTHER RESOURCES

- [Essentials of Dialogue](#)
- [Climate Change](#)

AGE GROUP 13-17

DURATION 120 minutes

RELATED SUSTAINABLE DEVELOPMENT GOALS



CLIMATE ACTION
(SDG 13)

PREPARATION

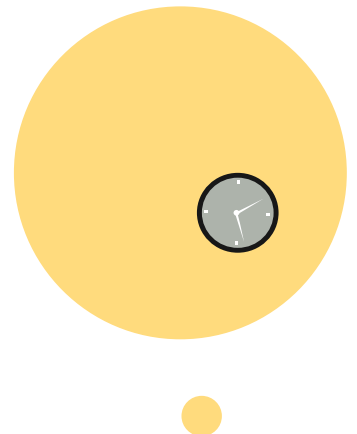
We are all interviewees

DURATION

20 minutes

First, students participate in a practise interview activity to develop their skills in asking response questions. This activity will prepare them for engaging in a real interview about the impact of climate change with members of their community.

1. Get students working in groups of four. Assign each person a number in the group from 1-4 so the students know the order in which they will be answering the questions.
2. Students are asked questions by their group on a topic selected by the teacher. This activity has two key roles:
 - a. *Interviewee*: the person answering the questions should answer questions from the rest of their group for one minute.
 - b. *Interviewers*: the rest of the group are interviewers. Their job is to keep the questions coming and ensure that the person being interviewed keeps going for the whole time. Their questions should be:
 - **Open**, which encourages longer, imaginative and personal responses: “Can you tell me more about...?” “How do you feel about...?” rather than closed questions which can be answered with simple or short responses, for example, “Is your name Robert?”
 - **Response questions**, which build upon what they have already heard from that person.
3. Once you have prepared the class with the instructions, set a timer for 1 minute for each person to have a turn to answer questions. At the end of the minute the next person stands up to be interviewed, until everyone in the group has had a turn.
4. When the activity is over, encourage students to:
 - **Reflect upon what they’ve discussed (write down their best 2-5 ideas).**
 - **Share their ideas with a new partner.**
 - **Provide positive feedback to their group.**



MAIN ACTIVITY Observing climate change in my community

DURATION 50 minutes

After practising questioning skills in the preparation activity, learners will interview a parent, grandparent, or senior relative or friend about their memories of the local area and its climate. This will help them understand and communicate the changes happening in their hometown.

1. Tell the learners they are conducting an interview and ask them to choose two people from their community. They can be a parent, grandparent, or a senior relative or friend who has lived in the community for a long time.
2. Ask the learners to use the worksheet *Observing climate change in my community* (end of document), as guidance for their interviews. Learners should take notes during the interview and list what the interviewees say are the main climate change effects observed throughout the years.
3. After having conducted the interviews, ask the whole class to sit in a circle. Choose 4-5 learners to share their interview's findings. As learners share, list the findings on the board for everyone to see.
4. To reflect on their findings, prepare the group to share about the changes observed in their communities by posing the following questions on the board:
 - How do you feel about the interviews you had?
 - Was there anything that surprised you from what the interviewees shared? If so, what was it?
 - What are the most observable transformations created by climate change in the community?
 - How have the lives of people in the community had to change because of the effects of climate change?
 - What would need to change in the future to minimise the effects of climate change in your community?



DIALOGUE ACTIVITY

DURATION 30 minutes



Now that learners have shared and reflected on climate change, they can participate in a dialogue about the topic. Be sure to remind participants to practise personal sharing, asking each other questions, and building on the topic to go deeper in conversation. Use these agenda questions to help your learners prepare and support the dialogue:

- **How do you feel climate change impacts you personally, your family, and your community, now and over time?**
- **What do you wish to learn about the climate change experiences and perspectives of others in different parts of the world?**
- **How does this global issue connect us all?**

REFLECTION ACTIVITY WWW/EBI

DURATION 20 minutes

When you have completed a dialogue with your learners, take 15-20 minutes to debrief the experience and reflect on these questions.

1. Explain what WWW and EBI means. You can use the following prompts:
 - **WHAT WENT WELL (WWW):** Learners identify successful aspects of the activity, be it in terms of outcomes or the demonstrated skills.
 - **EVEN BETTER IF (EBI):** Learners pinpoint areas for improvement, expressed positively.
2. Give learners a couple of minutes to reflect on these points.
3. Write the table on the board and encourage a few students to provide constructive bullet points for each category. The table could look like *fig 1*.
4. Wrap up the main ideas once the sharing round has ended.

WWW	EBI
<p>WWW 1: We asked some good questions about what truth is and what it means.</p> <p>WWW 2: We had a thoughtful discussion and came up with some good ideas.</p>	<p>EBI 1: Everyone in the class waited to speak and did not interrupt.</p> <p>EBI 2: We were able to share some examples from our own lives.</p>

fig. 1.

OBSERVING CLIMATE CHANGE IN MY COMMUNITY

Instructions: Choose two people from your community to interview about climate change. They can be a parent, grandparent and/or a senior relative or friend. Take notes during the interview to help you understand the changes the interviewees are sharing with you. Remember to practise active listening while conducting the interview.

Questions	Notes
1. Throughout the years, what changes have you noticed regarding water and air quality?	
2. How have the seasons changed? Can you give some examples.	
3. When you were my age, do you remember longer or shorter summers and winters?	
4. What changes have you noticed regarding rain? Are rainstorms or floods common?	
5. What type of changes have you seen regarding the food you have access to?	
6. Do you produce any of your food?	
7. When you were a kid, did you used any kind of transportation to get to school?	
8. How has the way people move in cities changed?	
9. When growing up, do you remember if there were news regarding Climate Change?	
10. What is the most notorious Climate Change effect you've seen of felt?	