

Climate Change: Fact or Fiction

How to critically think about environmental issues

Year 10-11

Learning Outcomes:

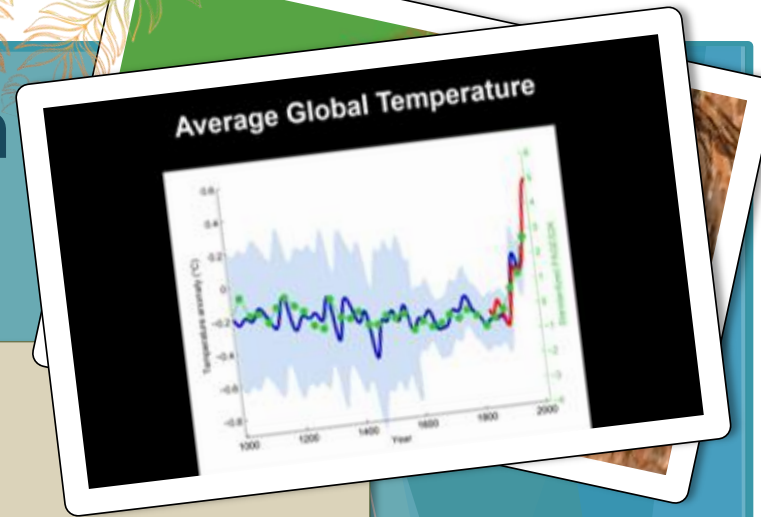
At the end of the session:

- ✓ **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 begins with an introduction to four steps of critical thinking: 1) defining terms, 2) look at the evidence, 3) evaluating sources, and 4) understanding the big picture. Using this framework, we will explore the issues of climate change, referencing other major environmental topics along the way, such as the definition of plastic, the correlation/causation of beliefs about the medicinal value of rhino horn, and the challenges of sustainable palm oil.

The session concludes by discussing global actions taken to mitigate climate change and personal actions students can adopt.



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.