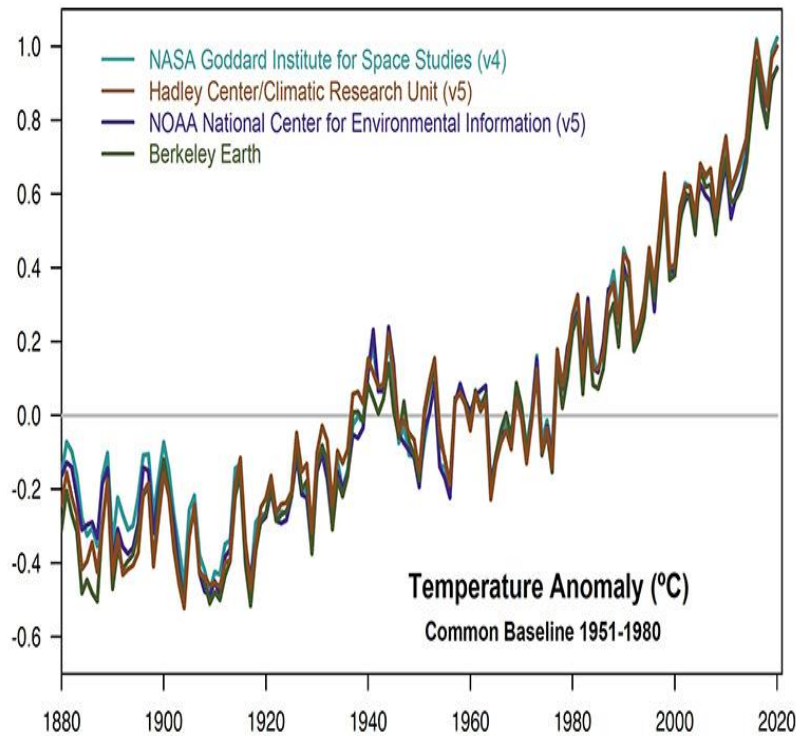


## Week 2 – The Week of August 2 to 8, 2021



### Lessons 1 & 2: Climate Change and Critical Thinking: Evaluating the Evidence

#### Success Criteria

Students will gain a thorough understanding of the scientific evidence for global warming and why it is now accepted as a fact by the mainstream scientific community.

#### Activities:

1. Reading
2. Writing
3. Class Discussion
4. Critical Thinking

Students will break up into small groups of 2 to 5, and go to the following Reading on the website 'Skeptical Science' at: <https://skepticalscience.com/argument.php>

They can take turns reading it out loud, discuss and answer the questions.

Read about the following on climate change myths and answer the corresponding questions for Myths 6, 10, 20 and 23. **Each person** working in a group must write the full response.

I am going to provide an example question for students in class to follow. Please write this example into your books. Notice how I have written the responses in complete sentences.

**Myth #4: “There is no consensus.”**

**a. Define the word ‘consensus.’**

The word consensus can be defined as a general agreement on something.

**b. Use ‘consensus’ in a sentence as it relates to climate change.**

There is a consensus among climate scientists that global warming is caused by humans.

**c. Why have most scientists who study climate change, stopped arguing?**

Most scientists who study climate change have stopped arguing because the evidence for climate change is overwhelming

**d. Identify a conclusion drawn by the seven climate change studies.**

Based on the seven climate change studies, 97% of climate change scientists agree that global warming is real.

**e. What is the ‘consensus gap?’**

The ‘consensus gap’ is the difference between the public perception on global warming and the reality as outlined by scientists.

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**Myth #6: “Models are unreliable.”**

a. What is hindcasting?

b. How has hindcasting helped to prove the reality of global warming?

c. Why are mainstream climate models of forecasting temperatures, considered to be a reliable indicator of global warming?

\* \* \* \*

**Myth #10: “Antarctica is gaining ice.”**

a. Why should we be skeptical of the claim that because Antarctica is gaining sea ice, it is evidence against global warming? (hint: there are 2 types of ice).

You may also wish to click into the 2019 article critical of the study to aid your case: <https://www.forbes.com/sites/kevinanderton/2019/02/21/ice-gains-in-some-parts-of-antarctica-arent-offsetting-its-losses-infographic/#4bcd63ac7030>

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**Myth #20: “Glaciers are growing.”**

a. Summarise in dot-point form, the key parts of this myth.

\* \* \* \*

**Myth #23: “It’s freaking cold.”**

a. Write a summary, in the form of a paragraph, on the main points in this section.

Choose two more myths and write at least 4 questions and answers for them. Myth # \_\_\_\_ and Myth # \_\_\_\_

Complete this lesson in Class in your collaborative groups.

**Lesson 3: Short Class Presentations**

Each group is to pick one more myth from the Skeptical Science website that we have not yet done (<https://skepticalscience.com/argument.php>) and create a Powerpoint that summarizes the myth and raises at least four questions and answers about it. Your presentation should be a minimum of 5-minutes and no longer than 7-minutes. The more ambitious groups may try to cover 2 myths.

**Today’s Task:** You choose the myth, read about it and begin planning out your Powerpoint. You will also work on your Powerpoint during next class as well. Each group will get in front of the class for classes 2 and 3 next week and discuss your myth. At the end of your presentation you should give four short dot-points that are key takeaways for students to know and the students in the audience will write these into their read books under the heading of your presentation.

