**NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**





Create a boardgame. Include:

* penalties/pitfalls for
  + doing **3** things which are possible **CAUSES** of global warming. It can include things which contribute to greater carbon emission, such as using cars, electrical appliances, coal/gas power plants…. (eg. You buy a gas-guzzling car. Go back 5 squares)
  + **3** possible **EFFECTS** of global warming (eg sea levels rise ½ metre and destroy your coastal house. Go back 3 squares).
* and bonuses for 5 things which help **REDUCE** the rate of global warming. (eg. You install solar panels on your roof. Go forward 3 squares.)

TIME FRAME: 2 lessons

**RESOURCES:**

[**http://environment.about.com/od/globalwarming/tp/globalwarmtips.htm**](http://environment.about.com/od/globalwarming/tp/globalwarmtips.htm)

<http://www.climatefuture.org/menu/do/individual/index.htm>

<http://www.fightglobalwarming.com/page.cfm?tagID=135>

<http://www.stopglobalwarming.org/>

<http://www.sustainableenergy.eq.edu.au/html/activitysheets.html>

<http://www.ace.mmu.ac.uk/Resources/Fact_Sheets/Key_Stage_3/Global_Warming/pdf/Global_Warming.pdf> (go down to Section 12)

Create a poster that encourages people to care for our earth. TIME FRAME: 1 lesson

**RESOURCES**:

<http://www.quotegarden.com/>

environment.html this site has many environmental quotes

<http://www.epa.gov/Region2/library/>

quotes.htm



You are to come up with a community project that is designed to get people involved in anti global warming behaviour, such as promoting the use of compact fluorescent light globes. You will need to write a 100-200 word evaluation in your exercise book of how successful your project was – both in terms of getting the message out to people, and how well your team worked. TIME FRAME: 5-6 lessons

**SOME IDEAS:**

* a poster campaign
* practise and perform a play – eg. Harry Spotter & the Chamber of Windy Myths. You could act the play, or use puppets. Or you might record the play digitally and create a picture sequence in Movie Maker to go with the recording.
* leaflet distribution
* lunchtime information/demonstration table
* talking to form assemblies
* visiting Year 7 classes
* Advertisements in Concord
* Talking to the local newspaper about putting in an advertisement, cartoon (made by you) or article.
* Organise a ‘Lights Out’ day at school, encouraging teachers and students to keep their lights turned off.
* Design a ‘Save the planet’ fridge magnet
* Create a cartoon to be published somewhere eg Concord or Ararat Advertiser
* Create a Powerpoint animation and present it to another class.
* Write an essay for the Concord expressing your views on Climate Change.

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| Boardgame Assessment | | | | |
|  | **5** | **3** | **1** | **0** |
| **Knowledge shown** | Has more than 5 things people can do to make a difference. | Has 5 things people can do to make a difference. | Less than 5 things people can do to make a difference | No things people can do to make a difference. |
| Includes more than 3 causes of climate change. | Includes 3 causes of climate change. | Includes less than 3 causes of climate change. | No causes of climate change given. |
| Includes more than 3 effects of climate change. | Includes 3 effects of climate change. | Includes less than 3 effects of climate change. | No effects of climate change given. |
| In your own words and written to engage, persuade or entertain. | In your own words and easy to understand. | In your own words but sometimes difficult to understand. | Not in your own words. |
| **Presentation** | Eye-catching, creative design and neat. | Eye-catching and neat. | Work on neatness or being more eye-catching. | Work on taking better care of your work. |
| **Editing** | You have no spelling, punctuation or grammatical errors. | You have 1 or 2 spelling, punctuation or grammatical errors. | You have 3 or more spelling, punctuation or grammatical errors. | You have too little writing to assess your spelling, punctuation or grammatical errors. |

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| Community Project Assessment | | | | |
|  | **5 – above standard** | **4 – at standard** | **3 – moving towards the standard** | **2** |
| **Team Work** | You worked collaboratively, negotiated roles and delegated tasks to complete your task, working with the strengths of each team member within the set timeframes. You demonstrated respect and found solutions to problems. | You mainly worked collaboratively, negotiated roles and delegated tasks to complete your task, working with the strengths of each team member within the set timeframes. You mainly demonstrated respect and found solutions to problems. | You need to work on one or two of the following: working collaboratively, negotiating roles, delegating tasks, demonstrating respect, finding solutions to problems, finding the strengths of team members. | You need to work on three or more of the following: working collaboratively, negotiating roles, delegating tasks, demonstrating respect, finding solutions to problems, finding the strengths of team members. |
| **Community Engagement** | You are demonstrating strong leadership skills and trying out different leadership styles, including leading by example. | You are demonstrating emerging leadership skills and trying out different leadership styles, including leading by example. | You are encouraged to develop more leadership skills, including leading by example. | You are encouraged to engage more with your group work. |
| You have developed, implemented and evaluated an exemplary action plan that demonstrates your knowledge of climate change and suggests strategies to raise community awareness of it. | You have developed, implemented and evaluated an action plan that demonstrates your knowledge of climate change and suggests strategies to raise community awareness of it. | You should aim to work on one of the following: implementing or evaluating an action plan that demonstrates your knowledge of climate change and strategies to raise community awareness. | You should aim to work on developing an action plan that demonstrates your knowledge of climate change and strategies to raise community awareness. |
| **Presentation** | Eye-catching, creative design and neat. | Eye-catching and neat. | Work on neatness or being more eye-catching. | Work on taking better care of your work. |
| **Editing** | You have no spelling, punctuation or grammatical errors. | You have 1 or 2 spelling, punctuation or grammatical errors. | You have 3 or more spelling, punctuation or grammatical errors. | You have too little writing to assess your spelling, punctuation or grammatical errors. |

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| 22-25 | 18-21 | 9-17 | 0-6 |
| Accelerated learner. You are working above the expected standard. | Strong learner. You are working at the expected standard. | Satisfactory learner. You are working towards the expected standard. | You need to set clear goals for reaching the next level of learning. |