**5B Mini Exhibition Lesson Plan - Sharing the Planet “Climate Change”**

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| What we are learning to | What we are looking for | *What we will do (it will depend on the discussion with students- the engagement below are listed as ideas for class).*  |
| To understand the concept of unit and the central idea To find out some information about the causes and impacts of global warming. | * define the sharing the planet with own words
* state reason why the unit central idea is important to study
* create question as a guide throughout the unit
* State questions to guide their study
* Involve in choosing appropriate resources and deciding the learning activities
* Collecting and interpreting data
* Presenting the data
 | *What have you learn so far in the Sharing the planet: Pollution, Limited resources, Biodiversity, what is the unit about? discuss and write on a big paper (questions)**Write a central idea and lines of inquiry for this unit for our class…and let’s investigate this unit together (Central idea and lines of inquiry)**What do you want to know about earth (how our planet works, climate, weather, , the environmental problem happen on earth and its causes? what is climate change? put it based on the concepts (Questions and concepts)**Earth – The earth we live in, our home, what it has given you...What do you do back for the earth? Talking about its environment, what happen to the world lately? Specifically about the weather and the climate, how do you think it is changing? Is it really changing. Find out the information about how the world climate changing since the past era* |
| To identify the basic scientific knowledge of weather and climate | * explain what weather and climate are
* identify how they change
* relate it to the climate change issue
 | *Weather, season and climate**teachers explain the basic knowledge of weather, season and climate using powerpoint presentation.**Guest speaker explain about climate system and its realtion to climate system.* |
| To understand about the meaning of climate change and global warming | * define what global warming is
* interprete the meaning of climate change based on global warming definition
* explain the change in climatewill mostly affect the change in weather and season too
 | *Global warming v.s. climate change**Let’s look at again the central idea. start with people who break the natural environment (biosphere), it will influence the atmosphere which led to the raising of the temperature (global warming happen). The raising temperature will change the erath surface especially ice melting and then the sea level will increase from the water send by the melted ice. it will influence the weather through water cycle (climate change).And it will change the climate because the weather changes too. so what is global warming?*[*show the video abot global climate change*](YouTube%20-%20A%20Global%20Climate%20Change%20animation.flv)***Global warming*** *is the situation where the earth temperature is increasing than its normal condition.* ***Climate change*** *is the dramatic result of the earth increased temperature condition, which change the climate system and of course will have impact on the weather too.*  |
| To identify the main causes of climate change | * identify the greenhouse gases
* explain about greenhouse effect and its realtion to the climate change
* analyze human activities that may contribute to climate change through greenhouse effect features
 | *Greenhouse effect video and animation**What are the main causes of climate change?how can human contribute to this condition?**Teachers will show* [*presentation about greenhouse effect*](The%20Greenhouse%20Effect.ppt) *and then continue with* [*greenhouse effect animation*](http://www.epa.gov/climatechange/kids/global_warming_version2.html) *and* [*carbon cycle*](http://www.epa.gov/climatechange/kids/carbon_cycle_version2.html)*. Teachers then give students article about greenhouse effect. Students will record it their book and later will create chart of green house effect. Student then meet partner and compare their works, meet another and compare it again, then they can analyze what is the top cause of climate change. Then they create ten most important facts about climate change from the video.* |
| To analyze the impact of climate change | * Relate how water cycle and carbon cycle can have impact on the climate change.
 | *Read article of climate change impact.**Cimate detective, investigate the changes of weather in their environment**Watch video earth:2100**To draw illustration earth condition in 2100 before watch video and after watching video. What happen to the earth in 2100? When we want to change the world, first we have to imagine the future.* |
| Attitude* To commit to a long term action in order to counteract global warming
 | * Initiate the actions by making proposal
* Record the actions
* Doing an oral presentation during the summative day to promote awareness and actions to counteract global warming
 | *This unit we will focus more on action Review action of MC3.**Take an action- Record the track of your actions so far and put them in the lists that are separated in two columns, which action that counteract and contribute the climate change.* *Students develop a program of action to counteract climate change, where they need to present it to the audience and provide evidences of action (Summative Task)* |
| To be able to use various media to promote action to counteract climate change. Present | * Create a poster using persuasive language to encourage people to do the action
* Communicate ideas about global warming issues in visual form
* the positive outcomes of the proposed action
* Using visuals to encourage people do actions
* Creating an audio visual to raise awareness using movie maker software
 | *Poster in Bahasa- following the Bahasa Indonesia lesson plan. Design poster to counteract climate change using persuasive language taught in Bahasa indonesia lesson. We encourage them that it will be published in public.**Making movie clip using Movie Maker- follow ICT lesson plan* *Earth Song – listen the song from Michael Jackson and Madonna Hey-you, what is the interpretation of the song mean to you?**Each student/or pair will write an article about the climate change effect, explain their opinion and provide the evidence and put it in one publication “5B Climate Change Issues”* |