

Issue Title: The Weather Issue – Wicked Weather

Date: 31 May 2022

Teacher:

Level: All Levels

Achievement Objectives: Interacting systems- Investigate the relationship between climate change and weather. (L3 Science)

Big Question:

- What is climate change and how does it affect the weather? If indeed it does.

Learning Intentions (Students will):

- Understand the difference between climate and weather
- Critically reflect on the effects of climate change on the weather and how this is affecting people (Climate Refugees)

Success Criteria (Students can):

- Be able to explain difference between climate and weather – give examples
- Present map indicating areas where climate refugees are likely to come from, explaining reasons for this phenomenon.

Key competencies (highlight):

Thinking, Relating to Others, Understanding Language Symbols and Text, Managing Self, Participating and Contributing

Vocabulary: climate refugees, vertical, moderate, ecosystems, aquaculture, emissions, atmospheric, climate resilience, volatile

Tuning in: (How to connect with students' current thinking, prior knowledge, misconceptions, interests and wonderings)-

Class discussion –

Climate change is a myth.

What are “climate refugees”? Should New Zealand take them from anywhere, or should we help our neighbours first?

Group Activity:

- Design a poster to explain the difference between weather, climate and what climate change is.

Other activities/group research:

- **Debate:** Climate change is a myth.?
- Find out about a climate model and how it is used. Present your findings to your class.
- Make an Ocean Ecosystem (See activities in climatekids.nasa.gov)
- Draw, copy world map. Indicate places where climate change is affecting people who could become climate refugees. What effect will this have on New Zealand? (culture, resources)
- Select a weather phenomenon (tornados, heatwaves...), choose a way to present information to younger children, explaining what it is and what harm it can cause.

Making conclusions:

Have you come to a conclusion about whether climate change is a myth or not? Reason for your decision?

Can your group explain the effect climate refugees could have on a country?

Assessment

Formative

- **Engagement with topic**
- **Collaboration**
- **Questions to investigate**

Summative:

- **Posters**
- **Debate**
- **World Map**
- **Climate model explanation**

Materials/Resources:

www.in2edu.com

climatekids.nasa.gov

[10mythsaboutclimatechange](#)

Climate Change: Our Biggest Challenge Year 8 : L4 June : 2018 : 2 – 11

How big is your footprint? Year 5 : Part 03 No. 01 : 2011 : 20-27

Across the Sea Year 7 : L4 November : 2019 : 38-41

Feedback Year 8 : L4 May : 2020

these articles all have additional material associated with them)