

Lesson Guide for Educators: Lesson Three (7-9)

Lesson Question: What is the strongest evidence that the current climate crisis is a product of human actions?

Lesson Challenge: Choose strong evidence that supports the conclusion that the current climate crisis is a product of human actions.

Learning about environmental harm and climate change can be distressing for students. Educators should encourage emotional expression while focusing on solutions, particularly community action. Feelings of sadness, anger, and grief are normal and reflect a deep connection to the planet.

In the detailed lesson plan, you'll find three parts: **Start the Thinking**, **Grow the Thinking**, and **Reflect on the Thinking**. While these parts can be used in order, this lesson is designed to be flexible—use the activities in order as a complete lesson or pick and choose individual activities to fit your needs.

Start the Thinking: To begin students’ thinking about human actions and climate change, consider using at least one of the following activities.

Possible learning activities	Time	Steps
Provide each pair of students with a copy of Activity Sheet A. Ask groups to read the scenario and to suggest what evidence they would expect to see. After comparing expected and actual evidence, prompt groups to rate the strength of evidence that is being used to support the conclusion.	20 min	1,2
Ask groups to share their ratings with the class. As they share, use their ideas to co-develop or present the criteria for strong evidence. Encourage groups to revisit their original ratings, this time using the criteria to guide their decision making.	10 min	3,4
Share the lesson question and challenge, briefly explaining that students will use the same criteria to judge the evidence related to climate change.	15 min	5

Grow the Thinking: To help nurture and deepen students’ thinking about human actions and climate change, use at least one of these activities.

Possible learning activities	Time	Steps
Provide each group with Activity Sheet B. Invite groups to read the paragraph and to describe the main idea of the paragraph (i.e., that human activity is the main cause of the climate crisis). Ask groups to now note and rate any evidence that is used to support the conclusion. Invite them to share their ratings with the class and collectively decide on the overall strength of the evidence using the rating scale.	20 min	1-5
Invite groups to suggest what stronger evidence might be used to support the conclusion in the paragraph. Encourage groups to find evidence from other sources (provided in the detailed lesson plan).	20 min+	5,6

Reflect on the Thinking: To guide students’ reflection about human actions and climate change, consider using at least one of the following activities.

Possible learning activities	Time	Steps
Invite groups to share at least two pieces of stronger evidence that support the conclusion that climate change is primarily human-caused. Discuss how this evidence might connect with wildfires and also guide how we interact with the environment.	15 min	1-3

Key terms and vocabulary

Criteria for strong evidence	<p>Strong evidence is</p> <ul style="list-style-type: none">• accurate: correct in all details, given the context of the conclusion• relevant: closely related to the conclusion• specific: includes detailed examples or statistics
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