

## WithOnePlanet

- > Module 1:  
Carbon
- > Level:  
Years 9 to 10
- > INQuIRY:  
Review
- > Lesson 7:  
Carbon's call to action
- > Teacher notes



# Review

Lesson 7

Teacher notes

Carbon's call to action

Years **9 to 10**



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# Carbon's call to action

## Lesson 7: Teacher notes

This document provides the teacher with the details of the lesson.

### At a glance

To provide students with an opportunity to review their understandings, knowledge and skills that have been learnt during the unit and to identify any gaps that exist.

To provide students with an opportunity to reflect on the success of their own learning strategies and tools, and to identify any of these with which they require additional support.

### Lesson focus

The *Review* phase is designed to provide students with hands-on experiences of the science phenomenon. Students explore ideas, collect evidence, discuss their observations and keep records, such as science journal entries. The *Review* phase ensures all students have a shared experience that can be discussed and explained.

### Assessment guide

This assessment guide supports teachers in identifying the types of assessment that are appropriate for this lesson.

**Formative assessment** is an important aspect of the *Review* phase. It involves monitoring students' developing understanding and giving feedback that extends their learning. It involves monitoring students' developing understanding of:

- > the concepts involved in answering their essential question and the WithOnePlanet *Big ideas* questions.

**Summative assessment** of the science inquiry skills is an important focus of the *Review* phase. It involves assessing students' understanding of:

- > the concepts involved in answering their essential question and the WithOnePlanet *Big ideas* questions.

It is recommended that the teacher develops a meaningful rubric to capture the students' learning at this point. This lesson also provides opportunities to monitor the development of students' general capabilities.

### Key lesson objectives

#### Science

Students will be able to represent their current understanding as they:

- > review their understanding of carbon, the carbon cycle, energy, climate change and how their actions can help to mitigate the effects of climate change in the Asia-Pacific region.

## Literacy

Students will be able to:

- > contribute to reflective discussions about the concepts of carbon, energy and climate change and their own learning journeys
- > record understandings and ideas using any suitable written media.

## Equipment

For the Class

- > Two dice per group of students (preferably different in appearance – e.g. colour, size or texture).

For each Student

- > *Carbon bingo! – Student worksheet*
- > Texta (if using a plastic covered game board), pen or pencil.
- > Optional: Plastic cover (e.g. laminated or plastic pocket) if game board to be reused.

## Preparation

- > Each student will require a copy of the *Carbon bingo! – Student worksheet*.

## Lesson steps

- > Students to complete the *Carbon bingo! – Student worksheet*.