

Name:

Grade:

School:

Date:

WithOnePlanet

- > Module 1:
Carbon
- > Level:
Years 5 to 6
- > INQuIRY:
Introduce
- > Lesson 1:
Caring for our
carbon
- > Student worksheet



Introduce

Lesson 1
Student worksheet
Caring for our carbon

Years
5 to 6



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INQuIRY     

WithOnePlanet

Open education
An xpend Foundation initiative

Caring for our carbon

Lesson 1: Student worksheet

Introduction

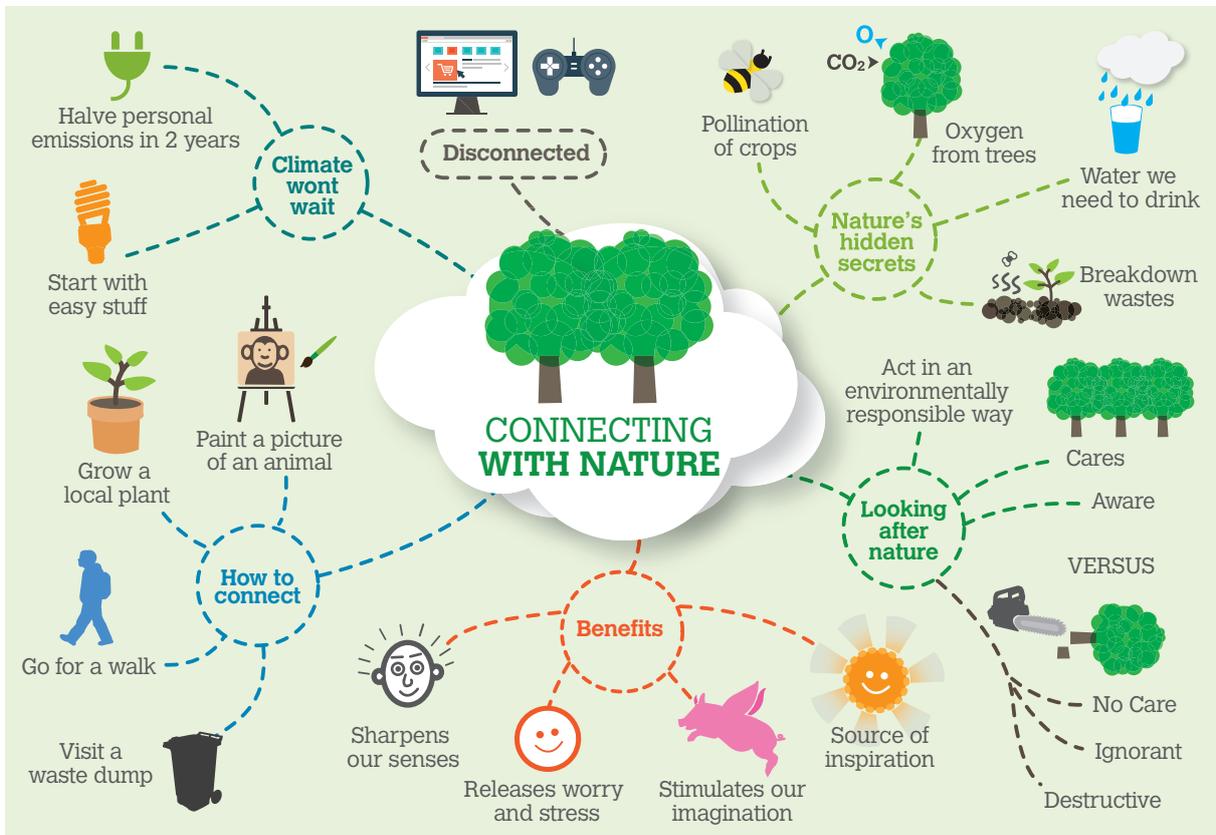
A mind map is a tool that you can use to organise your ideas and thoughts about a particular topic.

A mind map has **4 important parts**:

1. A central image that tells you about the topic of the mind map.
2. Branches that link different parts of the mind map together.
3. Images (or a small number of words) that show the different parts of the topic.
4. Information along the branches that link the different parts of the mind map together.

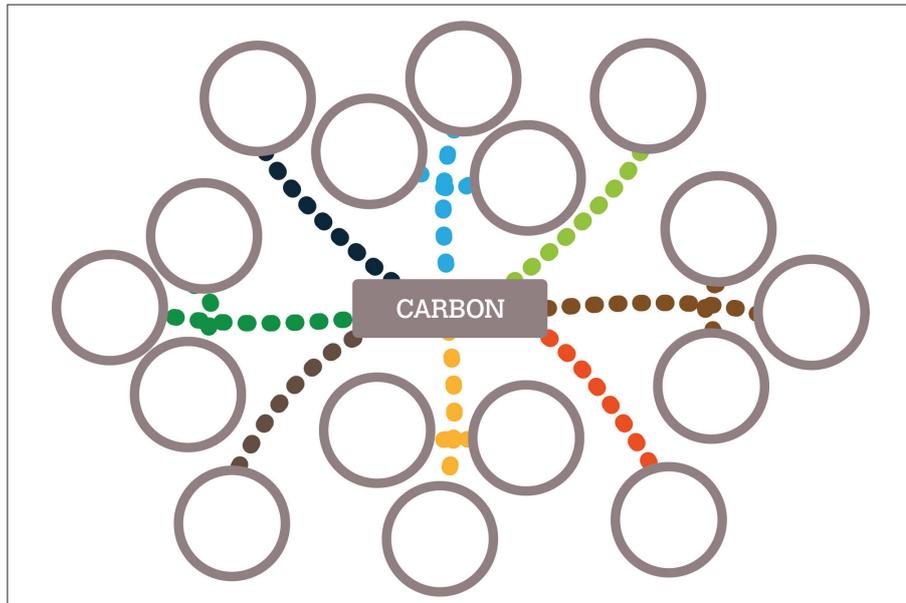
Activity 1: Making a mind map

Circle these **4 important parts** on the example mind map below.



Source:
WithOnePlanet, carbon mindmap infographic 2015.

In this activity you are going to create your own mind map on the topic **carbon**, using the images contained in the envelope provided. Your completed mind map should end up looking something like a completed version of the example shown here. Use the instructions below to help you make your mind map.



Instructions

1. Take out the glue stick, scissors and textas provided.
2. Take out your poster paper and empty the contents of your envelope on the desk. Turn all the images the right way up so you can all see them clearly.
3. Find the central image that says the word '**carbon**' in large letters and stick it into the middle of your poster.
4. Sort all other images into different categories. The categories can be decided upon by you, as a team. There are no correct or incorrect categories – it is entirely up to you which categories you use.
5. Once you have agreed on the categories and which images go under which categories, write the category names and draw an image of each category (onto the 'category' pieces of paper provided). Stick these onto the mind map in the place that you have agreed upon as a team, and draw branches that connect each of these categories with the central image.
6. As a group, discuss what you should write on each branch to explain the links between the central image and each of the categories. Once you have agreed upon the information, write your information along each of the branches.
7. Arrange the remaining images around each of the categories after discussing this with your group.
8. Draw connecting branches between these images and the correct category.
9. For each branch, try to explain the link between the image and the category.

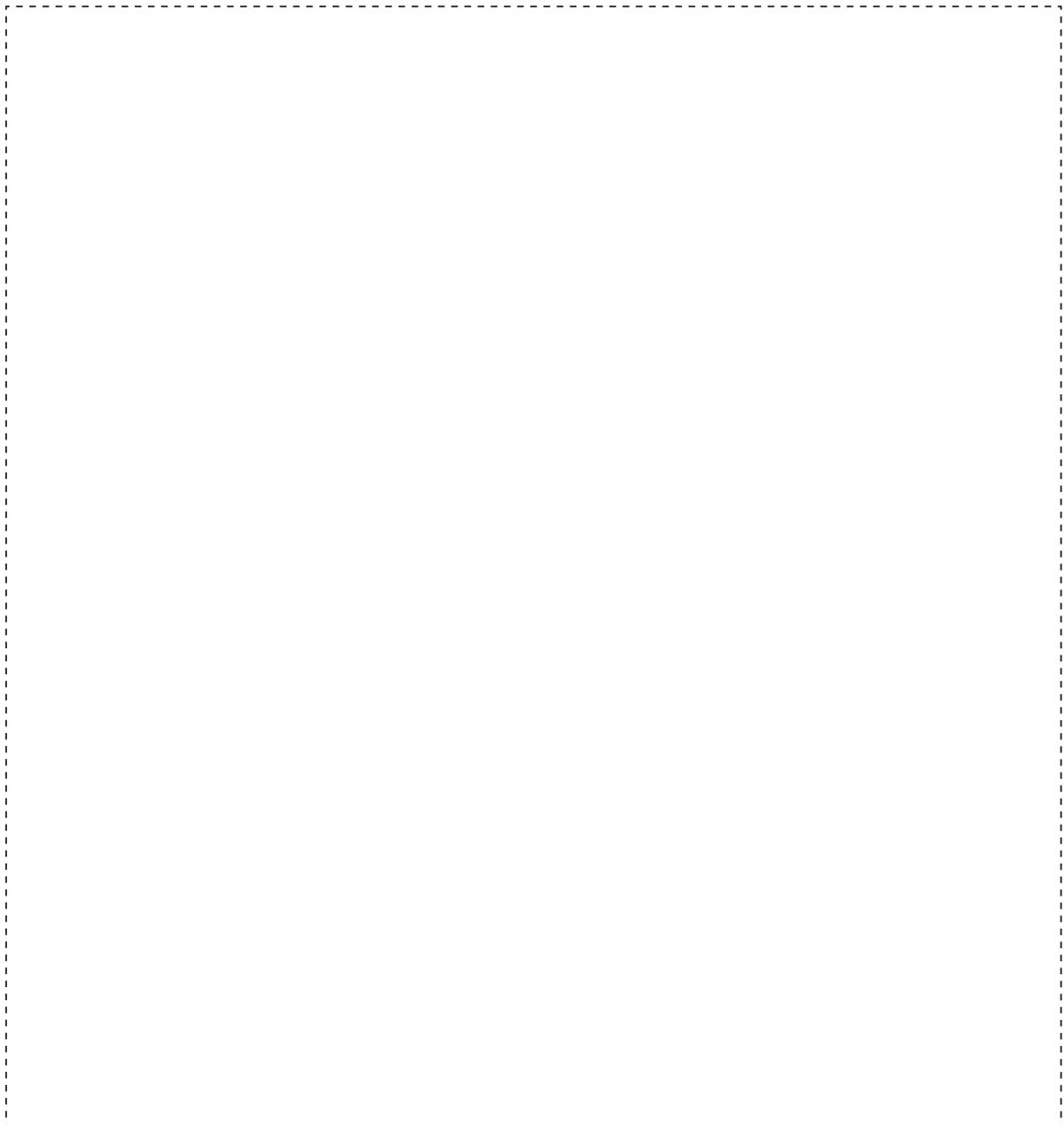
Linking it all together!

Here are some ideas to consider when you are explaining these links

- > Try to use only a small number of words (rather than long sentences) to explain each link.
- > Do not leave any images unlinked. If you are not sure of where an image should go or how it links to a category, leave it to the side.

10. You can also add links between other pictures (rather than just connecting to the correct category), or make links with other categories. Make sure that you have explained how the two parts link together.
11. Once you think you have made as many links as you can, display your mind map for others in the class to see. Have a look at the mind maps of other groups and compare their links to your own. Does their mind map have similar category names or are they different? Are the links on their mind maps similar or different to yours?

Use the space below to list ideas for your map.



Activity 2: Note taking

Instructions

You will be watching three videos about carbon. For each video you will need to complete the following:

As the video is playing:

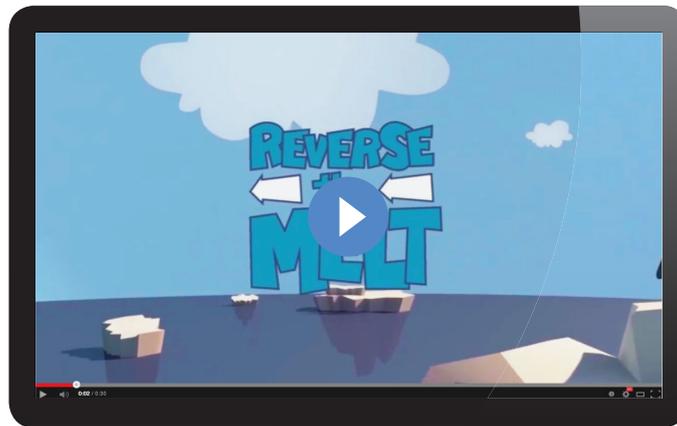
- > Take notes in the 'Notes' section of the *Note taking grid* provided.

Once the video has finished:

- > Use the 'Summaries' section to summarise your notes into key points.
- > Use the 'My thoughts' section to add any other thoughts, ideas or opinions you had about the video.



1: Reverse the melt – <http://youtu.be/ZfmYeo7SbR4>



2: Save the coal – <http://youtu.be/KMsnPh-pvWU>



Sources:

Reverse the melt – Connect4Climate iChange competition 2013, *Reverse the melt*, online video viewed 1 March 2014, <<http://youtu.be/ZfmYeo7SbR4>>.
Connect4Climate 2013, *Save The Coal - Connect4Climate iChange competition*, online video viewed 24 February 2014, <<http://youtu.be/KMsnPh-pvWU>>.



3: It's all about carbon – <http://youtu.be/ypbb9Zi5Tao>



Source:

NPR 2009, *Episode 1: Global Warming, It's All About Carbon*, online video viewed 24 February 2014, <<http://youtu.be/ypbb9Zi5Tao>>.

Activity 3: Carbon KWHL

Instructions

After you have watched the three videos on carbon, complete the first three steps of this *KWHL chart* to help you work out:

1. What you already know about carbon – you can write your thoughts and ideas down as words or sentences, or use pictures or diagrams here.
2. What you would like to know about carbon – you can write this in question form.
3. How you think you can find out the answers to your questions – you can write this in dot point or list form.

Leave section 4 (*What have you learnt about carbon?*) until you have completed the unit.

Q1:
Know

What you already know about carbon?

Q2:
What

What would you like to know about carbon?
(Questions)

Q4:
Learnt

What have you learnt about carbon?
(Do not answer this until you have completed the unit.)

Q3:
How

How can you find the answers to your questions about carbon?

Complete your own *KWHL chart*

Q1. Know

What do you already know about carbon?

Q2. What

What would you like to know about carbon?

Q4. Learnt

What have you learnt about carbon?
(Do not answer this until you have completed the unit.)

Q3. How

How can you find the answers to your questions about carbon?
