

WithOnePlanet

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Carbon
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Your future carbon

Lesson 9

Teacher notes

Deciding carbon's future

Years

3 to 4

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INQuIRY A row of six circular icons: a blue megaphone, a green gear, a red magnifying glass, a purple circular arrow, and an orange sun.

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WithOnePlanet

Open education
An xpanse Foundation initiative

Deciding carbon's future

Lesson 9: 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.

INQuIRY focus: Your future

The *Your future* phase is designed to provide opportunities for students to take their learning about carbon futures into a new cycle of inquiry in their own preferred direction.

In the *Your future* phase, students develop a literacy product to represent their new understandings. They discuss and identify patterns and relationships within their observations. Students consider the current views of scientists and extend their own understanding.

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 *Your future* phase. It involves monitoring students' developing understanding and giving feedback that extends their learning. It involves monitoring students' developing understanding of:

- > carbon in their own preferred direction.

Summative assessment of the science inquiry skills may be an important focus of the *Your future* phase. It involves assessing students' understanding of:

- > carbon in their own preferred direction.

It is recommended that the teacher develop 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:

- > develop their own learning pathways to enhance their understanding of carbon.

Literacy

Students will be able to:

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

Equipment

For each Student

- > *My four wishes for a better carbon future - Student worksheet.*
- > Any other requirements for future learning, as agreed upon by each student and the teacher.

Preparation

- > This will be based on decisions about the directions of student learning based on discussions between each student and their teacher.
- > Optional – *Deciding carbon's future Y chart - Student worksheet.*

Lesson steps

1. Invite students to re-read their *Carbon in review - Student worksheet* as a prompt for this lesson. In addition, other prompts could involve students:
 - reviewing their Comical carbon - Comic strip during the Review lesson
 - re-examining their class essential question(s) and a summary of their responses
 - re-examining their responses on other student worksheets
 - taking part in a class discussion
 - completing a Y chart (optional *Deciding carbon's future Y chart - Student worksheet* available).
2. Students to complete the *My four wishes for a better carbon future - Student worksheet.*
3. Each student to select one or more of their wishes from their *My four wishes for a better carbon future - Student worksheet* and discuss the possibilities of making their wishes come true with their teacher.

This final discussion can include each student's objectives, a general outline or plan, a proposed timeline, any necessary equipment, etc.

An agreement should be reached between the student and the teacher about these items and any other planning and preparation requirements before any further learning is commenced.