

## WithOnePlanet

- > Module 2:  
Culture
- > Level:  
Years 9 to 10
- > INQuIRY:  
Question
- > Lesson 2:  
The big questions about climate and culture
- > Teacher notes



# Question

Lesson 2

**Teacher notes**

The big questions about climate & culture

Years **9 to 10**

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INQuIRY     

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**WithOnePlanet**

Climate change education  
An xpend Foundation initiative

# The big questions about climate & culture

## Lesson 2: Teacher notes

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

### At a glance

This lesson aims to use the understandings, information and questions developed during the *Introduce* phase of the *INQuIRY* process to assist students in determining the essential questions that will form the basis of their investigation.

Students will:

- > distil the learning from the *Introduce* phase and consider the key questions that arise for them from this learning
- > develop one or more essential questions about culture for use in the *Investigate* phase of the *INQuIRY* process.

For an assessment guide and key lesson objectives, refer to the Unit outline.

### INQuIRY focus: Question

The focus of the *Question* phase is for students to develop an essential question, or a small number of essential questions, that accurately reflect their ideas and thoughts from the *Introduce* phase and can act as a springboard for their learning in the *Investigate* phase.

### Teacher background information

#### Essential questions

Wiggins & McTighe and OCM BOCES outline the following core attributes of successful essential questions: *Core-Focused, Inquiry-Based, Reinforce Thinking Skills, Interdisciplinary, and Engaging*.

At Years 9 and 10, students may have limited prior experience of this specific thinking and learning tool and may, therefore, require substantial support and guidance, in the form of scaffolding and modelling, to be able to construct their own essential question, either as a whole class, or in small groups. Use the *Essential questions guide document* and *Lesson 2–Student worksheet* to assist students with their learning.

The development of the essential question(s) is a natural progression from the student-provided understandings, thoughts, observations and questions that have arisen in the *Introduce* phase of the *INQuIRY* process.

Through summarising and paraphrasing student contributions from the *Introduce* phase, as well as through the use of stimulating and clarifying questioning, the teacher can act as a facilitator in the development of the essential question(s).

The *WithOnePlanet Module: Culture curriculum* is based on 5 essential questions that are considered at each stage in the students' schooling from F–10. These are shown in the Table below. In addition, the specific *WithOnePlanet Big ideas* for Years 9 and 10 are also a key stimulus for the development of the essential question(s) at this stage in the *INQuIRY* process. These are shown in the table below.

Table: WithOnePlanet Big ideas for Years 9–10

Big Ideas	What is my cultural environment?	How is my cultural environment different from other places?	What are some of the influences that shape cultural environments?	What is my carbon footprint and how can I reduce it?	What can be done to mitigate climate change on a regional scale?
Years 9 to 10	<p>In Australia, our culture is becoming more and more intricately bound to technology and the use of technology in everyday life.</p> <p>Most of us are unaware that the use of technology has a large impact on the environment.</p>	<p>Timor Leste is one of Australia's closest neighbours. Timor Leste has comparatively little technology use.</p> <p>Even though Timor uses minimal technology, environmental issues such as global warming have a real affect on everyday life.</p>	<p>Our interactions with people from other cultural environments such as Timor Leste can sometimes be based on an outdated and incorrect 'saving people' view of the world. This is reinforced by the many 'feed the hungry' campaigns that are around, as well as not-for-profit work that aims to address issues on a surface level, while not addressing the root cause of those issues.</p>	<p>Environmental and climate change issues have a much greater impact on people in places like Timor Leste, where they rely on their ability to grow their own food in order to feed themselves.</p> <p>Changes in weather, such as rainfall and temperature, can result in crops failing and people going hungry.</p>	<p>We can look after our environment by taking into account the way we live our lives and the effect this can have on other people. We can better respect and empower people in places like Timor Leste by viewing them as equals, and applying the same rules to the way we interact in 'third world' countries as we would apply in our own country.</p>

These essential questions can provide a stimulus for, and form the basis of, the essential questions that students develop in the Question phase of the INQuIRY process. However, the questions that the students arrive at may not necessarily be exactly the same as these WithOnePlanet *Big ideas* essential questions. This is preferable as it is important that the questions are student-driven rather than provided by the teacher. Student ownership and engagement in the unit is important. However, it is also important that the teacher plays the role of effective facilitator and gently guides the students' thinking in an appropriate direction using the techniques outlined above.

Some examples of possible student-derived essential questions include:

- > What effect can global warming have on the environment?
- > What effect will global warming have in places like Timor Leste?
- > Does the way I live my life affect anyone else?
- > How is the culture of Timor Leste different from that of Australia?
- > How can I make a difference to global warming?

#### Sources:

Wiggins, G & McTighe, J 1998, *Understanding by design*, Association for Supervision & Curriculum Development, Alexandria, VA.  
 OCM BOCES 2013, *Curriculum Mapping Essential Questions Guide*, viewed 1 December 2013, <[http://www.ocmboces.org/files/folder1682/OHS\\_essentialquestions.pdf](http://www.ocmboces.org/files/folder1682/OHS_essentialquestions.pdf)>.

## Equipment

A summary of the students' ideas from the Introduce phase in Lesson 1 – *How are we changing our planet?*

### Additional preparation

- > Read the Essential questions guide document. OCM BOCES 2013, *Curriculum Mapping Essential Questions Guide*, viewed 1 December 2013, <[http://www.ocmboces.org/tfiles/folder1682/OHS\\_essentialquestions.pdf](http://www.ocmboces.org/tfiles/folder1682/OHS_essentialquestions.pdf)>.

## Lesson steps

1. Students reflect on the previous lesson and note five things that they learnt about the climate and how human actions are affecting the climate.
2. In groups, students discuss how their culture and lives might be having an effect on the climate.
3. Students bring group answers to a class discussion about climate and culture.
4. Students write some Big questions, and together write a class essential question.
5. Students discuss what questions they need to ask, and what information they need to find out in order to answer the class essential question.