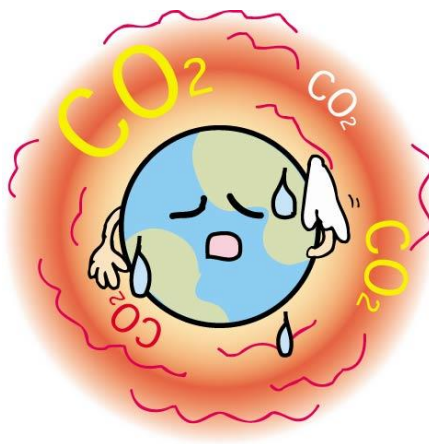# WEBQUEST

Εισαγωγή

Act *now* before it's too late!
Before Climate Change seals our fate!

You are about to embark on a quest – a quest for knowledge. You will search the internet for information about: **'Climate Change**". You will work in groups. You will follow step by step the instructions of this quest in order to reach your goal.

Δραστηριότητα

This project will take 4 - 6 weeks. Each week you will have a new task to complete. First you will visit the websites that are shown here, watch the videos or read articles and search for specific information.

The aim of the webquest is to find out and learn all about "Climate Change", what it is, how it is caused, what the consequences of this catastrophic phenomenon are and what you can do to help stop it. We can all make a difference if we take action now!

Also, you will learn how to search for information from the internet and evaluate it and take what is useful. You will also improve your skills for collaboration and cooperation with your team mates. You will learn how to organize your work, share tasks to learn and create work together.

Διαδικασία

Form groups of 4 or 5.

Visit the following webpages to find the information you need. Think about the information and decide what is useful. Do not just copy – paste the material found. Try to use your own words as much as possible.

Do the tasks. Follow the steps. It is very important to share the work among the team mates. Be helpful and cooperative with other students of your group.

Task completion schedule:

Week 1 you should complete Step 1 and 2.

Week 2 you should complete Step 3

Week 3 you should complete Step 4
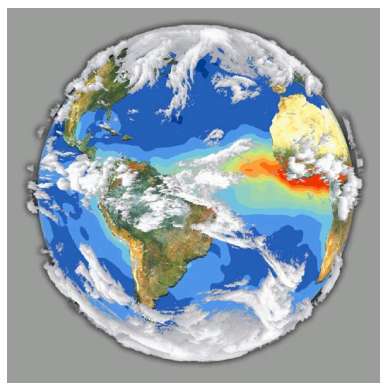
Week 4 you should complete Step 5 and 6

Use this dictionary when you need to find the meaning of a word:

https://www.wordreference.com/

Step 1 Find out what is the difference between weather and climate?

Watch the video:

https://www.youtube.com/watch?v=vH298zSCQzY

Your task: Fill in the gaps of this text which your teacher will give you on photocopy

Weather and Climate

Fill I the gaps with**: oceans, warmer, rise, 30 years or more, today, ice**

When we look outside our window we see what the weather is like ……………………… We see if it is cloudy or sunny, rainy or windy, hot or cold. This is the weather. It is temporary.

Climate on the other hand is more than just a few warm or cool days. It describes the typical weather conditions in an entire region for a very long time - ……………………...…………………………………………… . We keep an eye on weather changes so we can plan ahead, for example, do I need an umbrella today? But, it's important to keep an eye on changes in the Earth's climate, too. NASA has observed that Earth is getting …………………………………… . One way we know this is by observing the Earth's sea level. As Earth's climate warms, ……………….. in Antarctica and Greenland is melting. This causes the sea level to ……………………… . NASA satellites can measure the rise of the sea level from space. They can also track changes in the climate by measuring the clouds. We know that changes in the number, size or location of clouds could be caused by a change in Earth's climate.

NASA satellites are always orbiting the Earth, looking down at our …………………… and clouds. They monitor Earth's climate in other ways, too. It's important to keep an eye on our planet and all the ways it's changing. It's the only one we've got!

<mark>Step 2</mark> **Find out what is Global warming?**

Watch thεse videos:

https://www.youtube.com/watch?v=PqxMzKLYrZ4

https://archive.epa.gov/climatechange/kids/index.html

Read information here:

https://www.climaterealityproject.org/blog/just-kids-what-climate-change-and-what-can-i-do

Your task: Find the information and fill in the gaps on the photocopy your teacher will give you

Global Warming

Fill in the gaps with: **heat, deforestation**, **factories, absorb, endangered, thicker,**

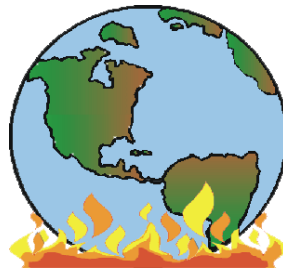Smoke from vehicles and ………………………… cause the Carbon dioxide (CO2) level to rise in the atmosphere. Trees …………………… CO2. Human beings though are cutting the trees down to build more roads and buildings. This is called **…………………………..** . This destroys the balance of

CO2 levels in the atmosphere and then the layer of greenhouse gases in the atmosphere becomes ………………………… . We call this the **greenhouse effect**. The thicker layer of greenhouse gases traps more …………………….. from the sun and increases the average temperature of the Earth. This is called **Global warming.** The Earth becomes hotter and hotter. Many species of plants and animals are ……………………… and many have already become extinct. We can all take steps to reduce global warming to save our planet.

Your task: Create a poster that shows what global warming is.

Step 3 **Find out what are the consequences/effects of global warming**

https://www.persil.com/uk/sustainability/sustainability-for-kids/how-to-prevent-global-warming-a-guide-on-global-warming-for-kids.html

Your task: Write an article about the consequences

Step 4 **Research an animal that is an endangered species and see how climate change is threatening its existence.**

https://www.worldwildlife.org/magazine/issues/fall-2015/articles/animals-affected-by-climate-change

https://www.worldwildlife.org/initiatives/wildlife-and-climate-change

Your task: Draw a picture of the animal and write an article about it, explain how climate change is threatening its existence.

Step 5 **Find out what can you do to help stop global warming?**

Watch the video: https://climatekids.nasa.gov/how-to-help/

Read information: https://helengauthor.com/how-can-kids-help-prevent-global-warming/

Your task: Take down notes below

<p style="text-align:center">**Stop Climate Change – Take action now!**</p>

Write what you can do

- ……
- ……
- ……
- ……
- ……
- ……
- ……
- ……

Step 6 Spread awareness – Choose one to do

a) Make a poster
b) Make a leaflet or a video
c) Write an article to spread awareness and give kids advice on what to do to help stop global warming.
d) Write a story/comic to show how people and animals are suffering because of this problem.
e) Take an interview of an elderly person who has lived in your area for 30 years or more to see how the area has changed. Use the following questions and write down their answers. Then, draw a conclusion, is the area affected by climate change?

1. Has this area changed since you were young? If yes, how?
2. Have buildings replaced farms, fields and forests?
3. Were there any plants and animals then that you rarely or never see nowadays? If yes, which ones?
4. Has the population changed? How? (More or less people living here now)
5. Did you hunt, fish or forage (e.g. fruit, mushrooms, greens) when you were young? Can you still do it today? Is it the same?
6. Have you noticed a difference in the sea level at the beach? If yes, how?
7. Are there any rivers or streams in your area? Are they different now from when you were young? (Has the flow changed? Is there more water, less water, dried up, dirtier, cleaner?)
8. Do you believe that nowadays summers are hotter and winters are warmer than when you were a kid?
9. Do you believe there is global warming?

PRESENTATION

Present your work to the class. Your work will be displayed in the school and uploaded in the school e-magazine created especially for this project.
https://schoolpress.sch.gr/countdowntotokyolympics/

Πηγές-Μέσα

ΠΗΓΕΣ- ΜΕΣΑ

https://www.wordreference.com/

https://www.youtube.com/watch?v=vH298zSCQzY

https://www.youtube.com/watch?v=PqxMzKLYrZ4

https://archive.epa.gov/climatechange/kids/index.html

https://www.climaterealityproject.org/blog/just-kids-what-climate-change-and-what-can-i-do

https://www.persil.com/uk/sustainability/sustainability-for-kids/how-to-prevent-global-warming-a-guide-on-global-warming-for-kids.html

https://www.worldwildlife.org/magazine/issues/fall-2015/articles/animals-affected-by-climate-change

https://www.worldwildlife.org/initiatives/wildlife-and-climate-change

 https://climatekids.nasa.gov/how-to-help/

https://helengauthor.com/how-can-kids-help-prevent-global-warming/

Images taken from http://clipart-library.com

Αξιολόγηση

Your group's work will be evaluated by your teacher and also by you. Your teacher will evaluate the project in 5 areas:

Group work

Content accuracy

Spelling and grammar

Creativity

Sequencing of information

See evaluation form on the next page

Evaluation Form

Team………………………………

…

#	Poor (1)	Good (2)	Very Good (3)	Excellent (4)	Score
Group work and collaboration	Students failed to cooperate effectively.	A few students failed to cooperate with their group.	Almost all students managed to cooperate effectively.	All students managed to cooperate effectively.	/4
Content-accuracy	Content is typically confusing or contains more than one factual error.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Most of the content is accurate but there is one piece of information that might be inaccurate.	All content is accurate.	/4
Spelling-grammar	Presentation has many grammatical and/or spelling errors.	Presentation has 4-5 grammatical errors and/or misspellings.	Presentation has 2-3 grammatical errors and/or misspellings.	Presentation has no misspellings or grammatical errors.	/4
Creativity	There is no creativity or imagination in any of the works.	There is a little creativity evident in the work.	The works show some creativity and imagination.	The works show a lot of creativity and imagination.	/4
Sequencing of information	There is no clear plan for the organization of information.	Some information is logically sequenced.	Most information is organized in a clear, logical way.	Information is organized in a clear, logical way.	/4

Total Score: /20

Συμπέρασμα

The project improved the students' cooperative and collaborative skills. They learnt what the issue of climate change means and what they can do to help stop it. They learnt the relative vocabulary and practiced reading/comprehension and writing skills. They can now talk about, express an opinion and offer advice about this issue in English. They had opportunity to be creative, use their imagination and artistic skills. Finally, they learned how to search the internet for information and evaluate it through critical thinking.

Σελίδα Εκπαιδευτικού

[Συζήτηση και σχόλια για την Ιστοεξερεύνηση](#)

INTRODUCTION

 The teacher may use this teaching plan to acquaint students with I.T. and use of the internet for finding information and to develop digital literacy. Students will learn all about the issue of climate change which is an urgent and serious issue and its impact will affect future generations if we don't all take action now. The activity is interdisciplinary as in involves information taught in 6th grade Geography (Climate zones and the difference between climate and weather) and grade 6th Physics (sources of energy, fossil fuels, renewable sources e.g. solar energy, plastic and pollution, ecosystems and the effect of human activities e.g. the greenhouse effect) and of course 6th grade English (pollution and endangered species, Earth Day)

STUDENTS

Put the students into mixed ability groups in order to achieve a balance and allow for interaction and collaboration among the members of the group.

AIMS

To help students discover what "Climate Change" is, what is causing it and what they can do to prevent it.

To improve their digital literacy skills as well as develop critical thinking and evaluation of information.

To help students improve their cooperative and collaborative skills through group work.

To acquire or improve their vocabulary about this issue and to be able to express opinion about it.

To give students the opportunity to be creative, to use their imagination and develop their artistic skills.