

## Scenario 1: Climate Change in Our Society

### Activity Option B: Global Warming Perspectives

#### Procedure

1. Make copies of the Global Warming Survey on page 29 and have your students complete it. Use the completed questionnaire as a tool to discuss their level of knowledge of global warming.
2. Students can represent their answers on a graph or chart.

*After completing Activity Option A and/or B, please continue with the following activities.*

### Activity: Movie Circle

#### Procedure

**Make plans for your students to watch *An Inconvenient Truth*.** The film's running time is 96 minutes. Divide the class into small groups (5-7 students) called movie circles. Each group should include as diverse a mix of students as possible, in terms of academic and conversational skills.

1. **Post-movie activity: movie circle** Assign each student in each group one of the roles—clarifier, summarizer or questioner—as described in the Discussion Sheet for movie circle (see page 30). Allow the students to select from the film chapters listed below. After viewing *An Inconvenient Truth*, students will discuss the film in group meetings.

Chapter 3: Basic Science of Global Warming

Chapter 4: Global Warming Cartoon

Chapter 6: CO<sub>2</sub> Measure Since 1958

Chapter 9: CO<sub>2</sub> Levels Back 65,000 Years

Chapter 18: Resistance to Change

Chapter 26: Is There a Controversy?

Chapter 27: Science Fraud

Chapter 28: Balancing the Economy

Chapter 29: City by City

Chapter 30: The Solutions Are in Our Hands

Chapter 31: Are We Capable of Doing Great Things?

Chapter 32: Our Only Hope



2. **Allow each member of the movie circle to share** what he or she learned about the assigned chapter with the other group members.
3. **Ask the “summarizer” from each group to present** the group's findings to the remainder of the class.
4. **Ask students to share** their thoughts on topics such as these:
  - a. Does evidence exist that seems to link global weather patterns with temperature increases?”
  - b. Are there energy options for the average citizen that do not contribute to global warming?”
  - c. Would they purchase products that use less energy from fossil fuels, even if it cost more? These include compact fluorescent light bulbs and Energy Star™ computer monitors.