Activity 3:

Students' activity	Time	Teacher's Actions	Students' Actions	Related to Session's ILO
3.	0m	Give a brief introduction of the fact that many global physical parameters are continuously measured in order to assess the impact of climate change.	Listen	3
		Organise students into pairs	Get into pairs	
	10	Explain that they will be selecting their 5 favourite climate data visualizations from a respected website and evaluating them. Direct them to climate data websites. They are allowed to follow links to other websites, but they must keep track of who is providing the data. All work needs to be stored in individual student folders established on the school network. They are to take a screen shot of each data visualization method that they find appealing and address a series of questions on each method (in	Start the activity	

		consultation with their partner). These can be displayed on the board or distributed to pupils. **Questions:** "What is the region being studied?" "Who is providing the data?" "Are they a good source of information? Explain." "Which variables are being examined?" "What physical units are being used?" What is the time scale of the data? "What is the range of the data?" "Is the visualization animated? Yes/No (if Yes - Explain)" "How would you summarize the information represented by the data?" "Would you describe the data as highly variable? (Why/why not?)" "Is a trend apparent?" "What do you like about the data visualization method you have chosen?" (Teachers add more questions as required.) {*Extension: Students should take a set of data that shows annual*		
	45			

		variation (ideally in a tabulated form) and present it in an alternative fashion using a technique of their choosing.}		
	60	Call students together. Discuss the findings as a group, whilst viewing their files on a projected display.	Give feedback.	
		Summarize by pointing out that data is presented in a huge variety of ways. We should pay attention to what is being communicated, especially with something as important as climate change, so that we can make well informed decisions.	Listen	
Preparatory tasks for Students(if they needed):	—			
Teacher's preparatory actions:	Provide students with a link to tables of data and graphs from a respected environmental data base such as: https://www.climate-lab-book.ac.uk/visualisation-resources/ (University of Reading) Or https://www.climate.gov/maps-data/dataset/droughtgov-maps-graphs-and-more https://www.bbc.co.uk/news/science-environment-46384067 https://climatedata.imf.org Computer access for students. All work needs to be stored in individual student folders established on the school network.			

Notes:	Resources needed: Students' computers White board