Lesson Plan for Climate Change

Name: Prapapis Pitayapisut E-mail: ppitayap@mdc.edu
Title: Associate Professor, Senior Institution: Miami Dade College
Grade level and/or ability level: semester 2 Name of course taught: medical/surgical nursing

Lesson objectives:
1. Students will be able to describe how global warming affects humans and other beings.
2. Students will be able to identify means, in their daily life, to reduce global warming.

How is this lesson plan-compatible?
Any new information can be connected to previous learning experiences by using a “big picture” close to a real life experience as much as possible (Zadina, 2008). According to MDC Learning Outcome #10, Students are expected to understand how natural systems function and recognize the impact of humans on the environment. By introducing this topic, students will be made aware of the causes of global warming. Eventually, students will be able to give some samples of means/methods to reduce global warming.

How will this lesson be evaluated?
- Students will discuss their belief in global warming and effects on humans and other beings.
- Students will compare and contrast their belief of global warming with the scientific discovery.
- Students will list actions that they normally do in their daily life that may affect global warming.

What is the desired outcome?
- Students are able to create a list of at least five means to reduce global warming.
- Approximately half of the class will show their intention by raising their hands that they will consider taking action for reducing carbon emission that affects global warming.

The Multiple Pathways Model: Orchestrating and Learning Planning for maximum attention

Introduce the topic (5 minutes):

Point A (What is the objective?): Who believes that global warming and climate change is real? Fifty years from now, Miami will be flooded. The downtown landmarks such as the Freedom of Tower, the American Airlines Arena, Museum Park, and many others will be surrounded by water. Brickell will look like a bathtub (Bojnansky, 2012)

Action plan (How to get from point A to B?): According to the UN’s Intergovernmental Panel on Climate Change, the water in Biscayne Bay be higher than current level about 3-7 inches by the year 2030 (Bojnansky, 2012). This is the effect from global warming. How many of you do believe that this prediction can be real?

Point B (Where do I want to be measurable outcomes?)

Modified from Dr. Zadina’s format, 2011
: Do you really think that global warming is related to carbon emission by human beings?

: As an individual, what can you do to sustain the planet and reduce global warming?

**Lesson: 15 minutes (session 1)**

1. *Big Picture or Main Point* (1 minute and begin with a real experience, not a definition)
   Ask students to explain about what they believe that can cause global warming.
2. *Explanation* (4 minutes):
   - Let students do online search with their iPhone to find the actions that may cause increasing carbon emission to the atmosphere.
3. *Change of State Activity* (10 minutes): Students will create a list of actions that cause increasing carbon emission on one side of the board. Students will also identify the actions that they can do in daily life to reduce this effect on the board (a summary the concepts).
4. *Measuring the outcome*: Students will be asked to raise their hands if they can commit to start their actions to reduce carbon emission. Count the number of students who are willing to participate in this mission. Create a follow up plan by asking the same question again in the following class.

Modified from Dr. Zadina’s format, 2011