**Media discourses about climate change.**

**Module structure**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TEACHING HOURS**  **(45 min each)** | **TIME NEEDED** | **CONTENT & TEACHER ACTIVITY** | **STUDENT ACTIVITY** | **RESOURCE / METHOD** |
| 40 min  **Lesson 1** | 25 min | *The teacher introduces the subject and presents some recent “extreme weather events”* | *Students take notes.* | PPT S1 1-9 |
| 15 min |  | *Students present other “extreme weather events” they know about and/or witnessed themselves* | PPT 10 |
| *Self-study material for lesson 1:*   * *Article to be read for lesson 1:* [*https://yaleclimateconnections.org/2021/07/death-valley-california-breaks-the-all-time-world-heat-record-for-the-second-year-in-a-row/*](https://yaleclimateconnections.org/2021/07/death-valley-california-breaks-the-all-time-world-heat-record-for-the-second-year-in-a-row/) * *students are expected to find and read at least one article about an extreme climate event* | | | |
| 45 min  **Lesson 2** | 5 min | *Teacher presents themes of perception of climate change and controversies about the subject* | *Students take notes.* | PPT S2 1-5 |
| 20 min | *Teacher moderates the discussion.* | *Students discuss and draw lists of who the stakeholders are and what is at stake; to be done in groups of 2* | PPT 6-7 |
| 10 min | *The teacher starts of the discussion by providing one or two examples* | *Students discuss as a group some examples of conflicting views about climate change and its impact* | PPT 8 |
| 10 min | *Teacher presents typologies of climate change discourses* |  | PPT 9-11 |
| *Self-study material for lesson 2:*   * *students are requested to find articles mentioning/discussing the different terms discussed in the typology slides 16-18* | | | |
| 40 min  **Lesson 3** | 20 min | *Where to find reliable information?*  *Teacher presents IPCC and the draft of working group 2’s 6th report as well as controversy about leaked elements from the report* | *Students take notes.*  **And in the role of the debunking / critical inquirer:**  • Maybe difficulties at starting critical discussion and finding a point  • The stories might have been abstract and absurd: makes logical inquiries / questions difficult  • Maybe special topics are brought up, which unsettle you, because you don’t have the expert knowledge | PPT S3 1-11 |
| 10 min |  | *Discussion about the report* | PPT 12 |
| 10 min | *Teacher presents another reliable source: WMO* | *Students take notes* | PPT 13-14 |
| *Self-study material for lesson 3:*   * *Read the summary for policy makers of the IPCC Physical Science Basis report 2021 and produce a short paragraph of 10 to 15 lines in English summing up the main points. Summary available at:* [*https://www.ipcc.ch/report/ar6/wg1/downloads/report/IPCC\_AR6\_WGI\_SPM.pdf*](https://www.ipcc.ch/report/ar6/wg1/downloads/report/IPCC_AR6_WGI_SPM.pdf) | | | |
| 10 min  **Lesson 4** | 10 min | *UVSQ’s ERUM subreport on climate change discourses* | *Students take notes* | PPT S4 1-6 |
|  | ***Presenting different types of discourse and discussing them – the teacher presents examples of doomism, realism, denial*** | *Students are asked to read the quotes projected on the slides and to comment on them.* | PPT 7-13 |
| *Self-study material for lesson 4:*   * *Read UVSQ’s subreport on climate change scepticism for ERUM, available at:* [*https://projects.uni-foundation.eu/erum/wp-content/uploads/sites/2/2020/08/ERUM-IO1-Subreport-UVSQ\_final.pdf*](https://projects.uni-foundation.eu/erum/wp-content/uploads/sites/2/2020/08/ERUM-IO1-Subreport-UVSQ_final.pdf) | | | |
| 45 min  **Lesson 5** | 15 min | *Teacher introduces an article published by “The Conversation” dedicated to “clmiate change sadism”* |  | PPT S5 1-5 |
| 10 min | *Debate about the question raised in slide 45* | *Group discussion* | PPT 6 |
| 20 min |  | *Students discuss National Geographuc article indicated slide 46 which they have read at home, summing up the main points* | PPT 7 |
| *Self-study material for lesson 5:*   * *Read the article “This summer could change our understanding of extreme heat. The record-smashing Pacific Northwest heat wave suggests that climate change has forced us past a threshold for temperatures” published by the* National Geographic *in view of discussing it in class and summing it up at home thereafter. You can access the piece via this link:* [*https://www.nationalgeographic.com/environment/article/this-summer-could-change-our-understanding-of-extreme-heat*](https://www.nationalgeographic.com/environment/article/this-summer-could-change-our-understanding-of-extreme-heat) | | | |
| 45 min  **Lesson 6** | 45 min | *Teacher moderates discussion and comments on the list of references provided* | *Students present their homework* | PPT S6 1-6 |