

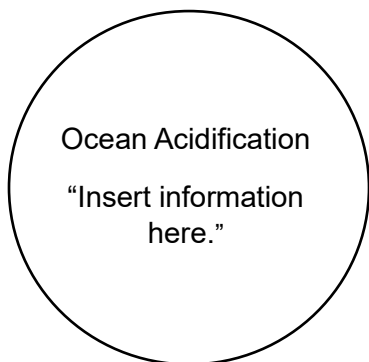


What is climate change doing to the atmosphere and oceans around Cayman?

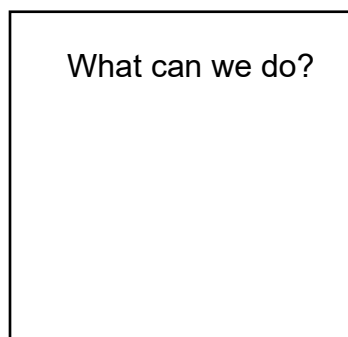
Infographic / poster

Combine atmospheric effects and ocean effects in the form of a poster with the Cayman Islands (provided) in the middle. Using pictures, words, and symbols to create an infographic / poster. (Include levelled / differentiated options with more detail already filled in, key vocabulary, statements of weather / climate facts, examples of system model).

Add a square with a cause or impact of climate change to the map. E.g.:



Add a circle with the term for positive action to the map. E.g.:



Key words for map:

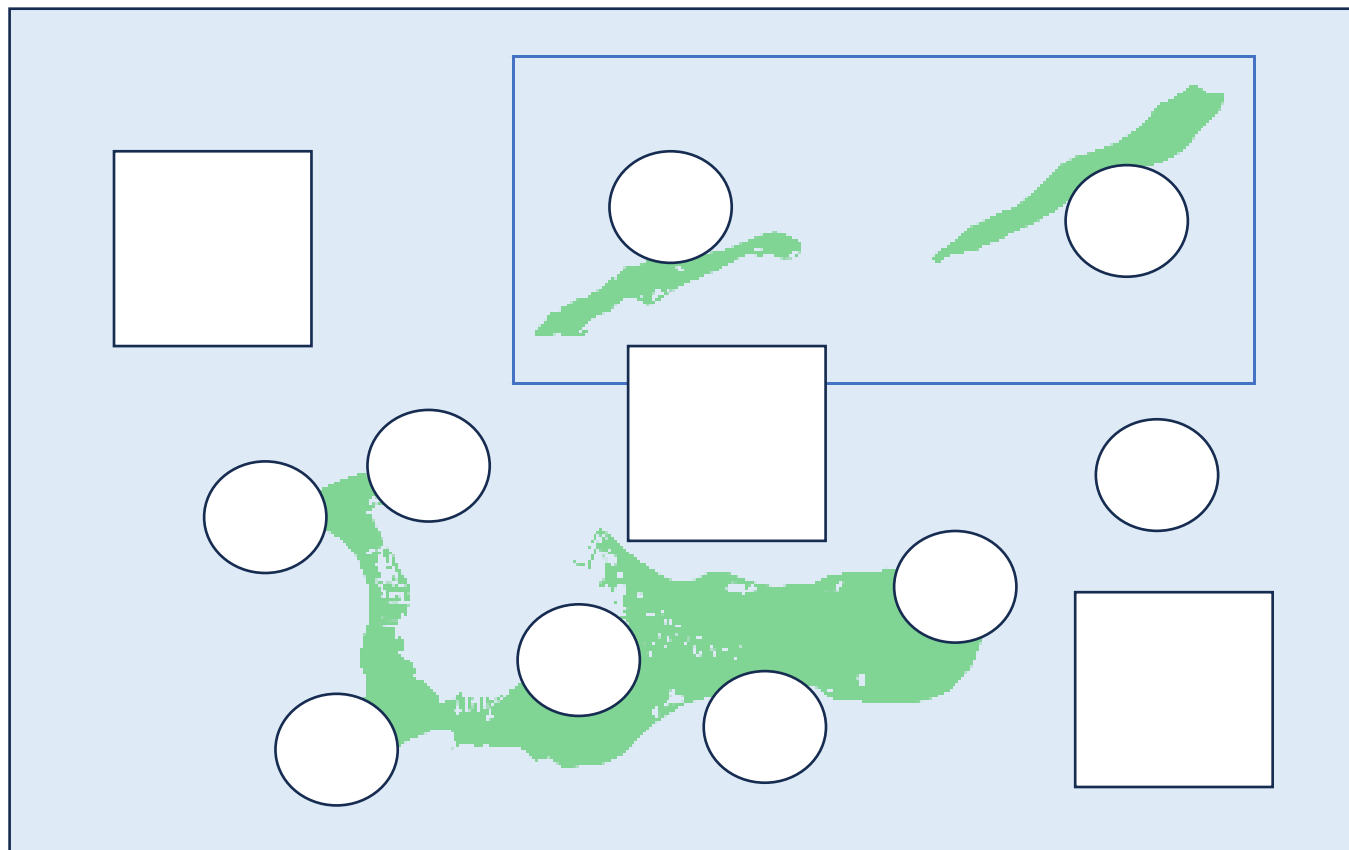
Causes or Impacts:

- Greenhouse Effect
- Ocean Acidification
- Atmospheric Temperatures
- Weather Patterns
- Storm Intensity
- Coral Health
- Ocean Temperature
- Sea Levels
- Energy Use

Positive Actions

What Can We Do?

Here they can add of the positive actions they learned from the previous Diamond 9 exercise.



Example poster

Lower Difficulty



Provide students with 9 key words and positive actions squares with details already filled out. Encourage them to add their own pictures or drawings to make the map colourful and engaging.

Medium Difficulty



Provide students with 9 key words and 3 actions, ask them to fill in their own details for each term with its link to climate change in Cayman. Encourage them to add their own pictures or drawings to make the map colourful and engaging.



High Difficulty



Provide students with 9 circles and 3 squares and ask them to think about the various causes and impacts of climate change that they have learned about, along with 3 positive actions and/or habitats that are helping us to mitigate climate change, do not provide them with keywords or actions. Prompt them if needed but ask them to fill in their own details for each term with its link to climate change in Cayman. Encourage them to add their own pictures or drawings to make the map colourful and engaging.

Gallery Walk

Spend the last 10 minutes of the class allowing students to compare and contrast their posters either in groups or as a class. After looking over and giving helpful feedback and praise, encourage them to take their posters home to share with their family and friends.

Accessing the final projects:

Were the students able to distinguish between weather and climate on their posters?

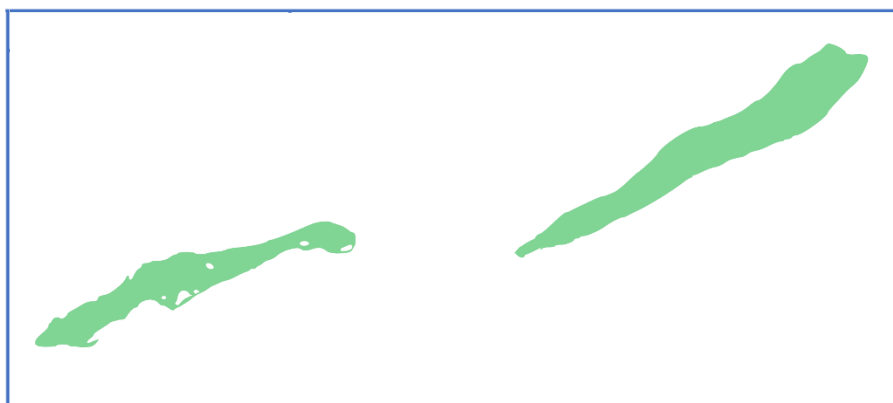
Do the keyword details show understanding of it in the context of Cayman and climate change?

Can they explain the choices for their posters / infographics?

Highlight what students did well while gently reinforcing any concepts they misunderstood or left out.



AU SP2: Infographic/poster guide



Provided map of The Cayman Islands for use on poster



The
Greenhouse
Effect

Ocean
Acidification

What can we do?



Atmospheric
Temperatures

Weather
Patterns

What can we do?



Storm
Intensity

Coral Health

What can we do?



Ocean
Temperatures

Sea levels

Energy Use