

**Aim:** Curious Climate Schools is based on *student-led inquiry*. These guidelines are designed to help teachers facilitate student questions about climate change to submit to the Curious Climate Schools website.

The aim of this activity is to create a space where students are empowered to ask the questions about climate change that *they feel are important*.

We ask teachers to:

- Think about climate change in its broadest sense – not as belonging to a particular discipline or subject area. It might be useful to consider the PESTLE framework – which asks you to look at the issue from *Political, Economic, Social, Technological, Legal and Environmental* perspectives.
- Avoid framing questions for students, or suggesting specific topics. It is important that the process of inquiry is led by students themselves, and not confined to what might be useful for teaching to curriculum or exams.

You will need:

- Index cards
- Pens
- Circle of chairs

### **Step 1: Introductory discussion**

Begin by introducing the Curious Climate Schools program to your students. You may wish to have a look at the website <https://curiousclimate.org.au/schools> together.

Ask students: *What words or images come to mind when you hear 'climate change?' What do we know about climate change? What don't we know?*

### **Step 2: Climate questions brainstorm**

Ask students to write down questions about climate change on index cards and then place their cards in the middle of the circle.

Remind students that there are no right or wrong questions, but rather that we are fostering a space of curiosity together.

Some prompts to consider:

- Encourage students to think about conversations about climate change they have had with friends or family – what questions arose from these encounters?
- What questions do we have about climate change impacts occurring both nearby and far away?
- What do we know about the causes of climate change? What don't we know? What about solutions?

- What are the past, present and future aspects of climate change?
- What is something we want to learn about climate change?

### **Step 3: Group discussion**

Once everyone has finished writing their questions, return to the circle and survey the questions so far. What do you notice? Discuss whether students feel they have any questions that are missing and add them in.

### **Step 4: Move questions into categories**

Move index card questions into categories of similar questions.

### **Step 5: Voting on top ten questions**

Ask students to mark the questions they would most like to see answered by climate experts, indicating with a tally on the index card.

### **Step 6: Submit your questions to the Curious Climate Schools Website**

Upload the 10 most requested student questions to <https://curiousclimate.org.au/schools/>

You may choose to upload questions in either text or video format.

**NB The deadline for uploading questions is Friday 30 September (end of Term 3)**

### **Step 7: Wellbeing**

Have a debrief conversation together. Ask students: *How did you feel during that activity? What emotions did it generate? How do you feel now?*

Climate change is a topic that can make many of us anxious. One way to deal with climate anxiety is to do something – even if it is something that seems very small, if we all work together, we can make a difference. Curious Climate Schools is working on resources that can inform and help young people to act on climate change. In the meantime, this is a really helpful resource you may wish to share: <https://time.com/6071765/what-can-i-do-to-fight-climate-change/>

### **Step 8: Follow up**

You may like to encourage students to take the index cards of questions not submitted to the Curious Climate Schools website with them, to research answers to these questions themselves.

We will be releasing responses to the submitted student's questions from our climate experts on **7<sup>th</sup> November 2022** on the Curious Climate Schools website <https://curiousclimate.org.au/schools/>. School visits, if arranged, will happen in November.