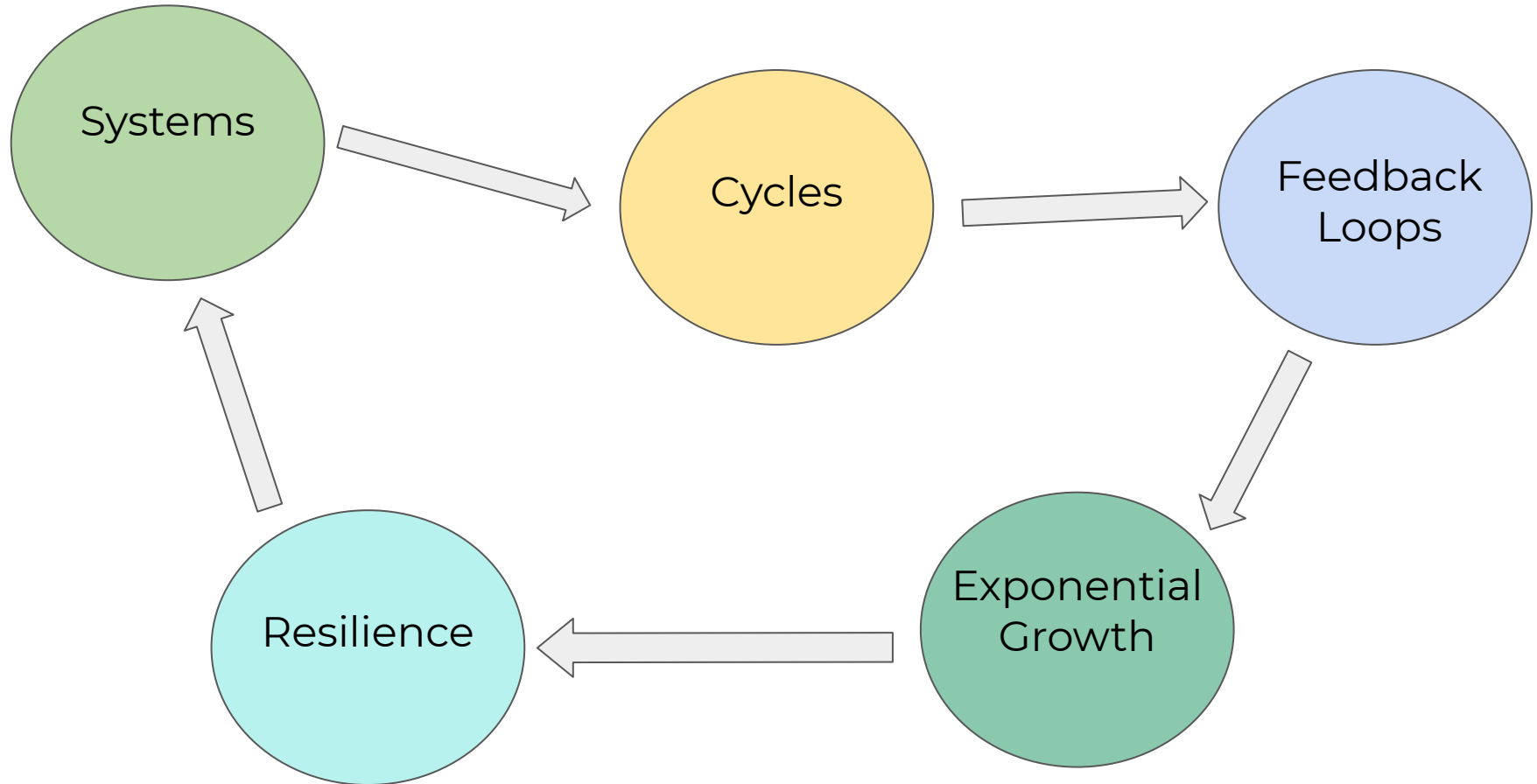




Wild Treasures: *Climate Change*

LET'S JOURNEY BACK IN TIME...

PHASE 1: BIOSPHERES!



BIOSPHERES IN ACTION!



Systems

WEEK 1: BUILDING OUR BIOSPHERES

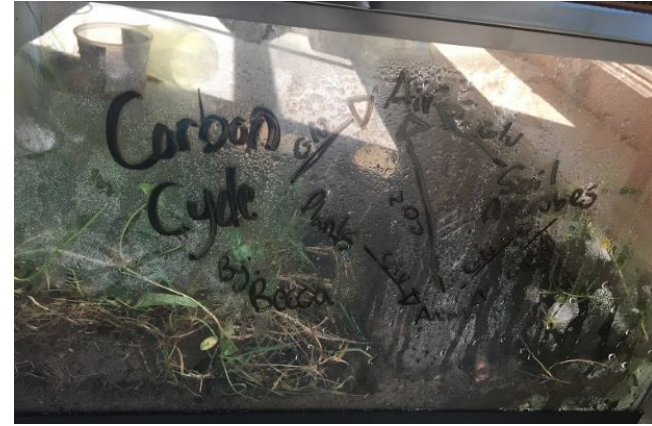
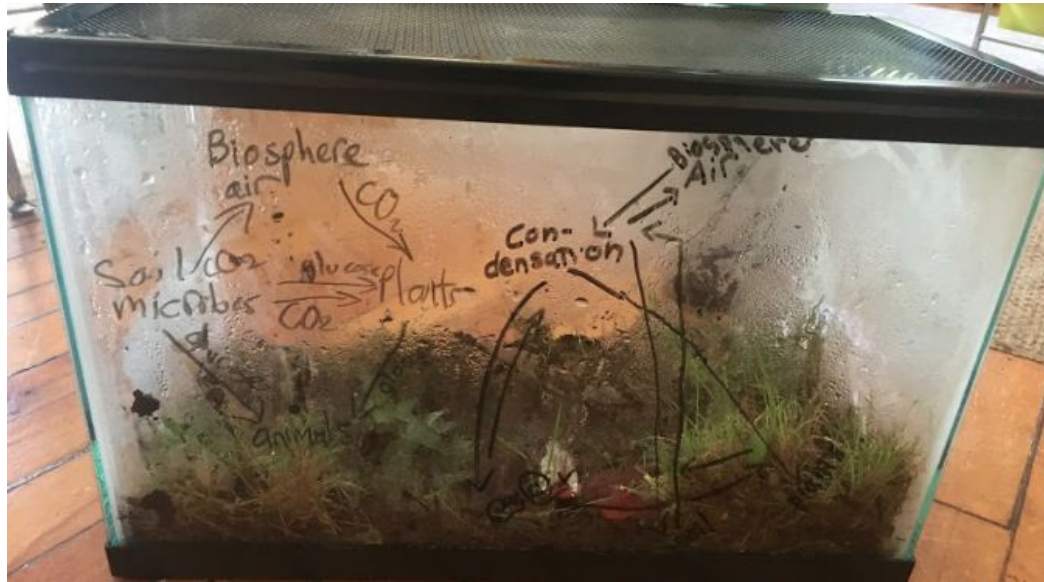


WEEK 1 CONTINUED...



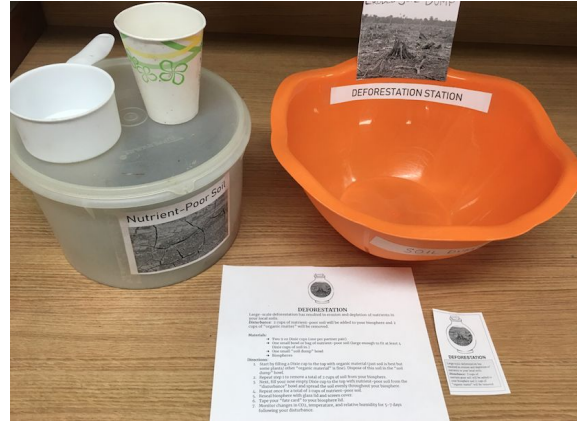
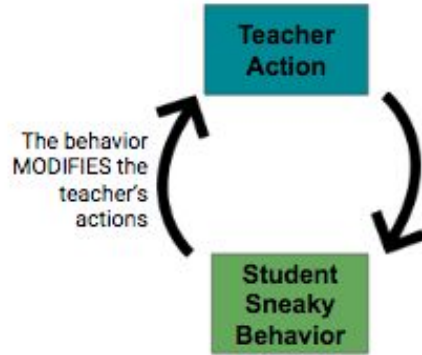
Cycles

WEEK 2: BIOSPHERE CHALLENGE!



WEEKS 3-5: BIOSPHERE CHALLENGES CONTINUED...

Feedback
Loops



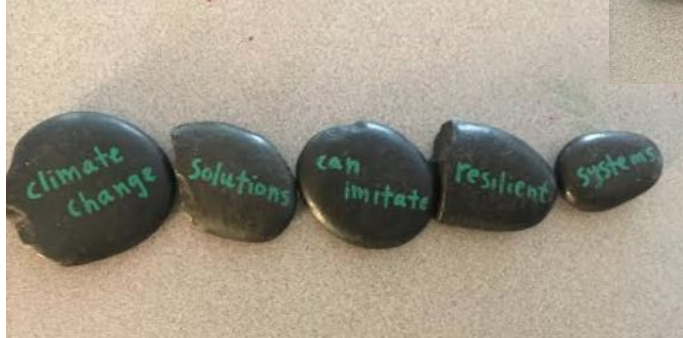
Exponential
Growth



Resilience

WEEK 6: FINAL CHALLENGE AND EARTHSTONES!

10 sentences = \$500



\$500 EARNED TOWARDS FINAL PROJECT!



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WHERE ARE WE NOW?

Our Research Questions:

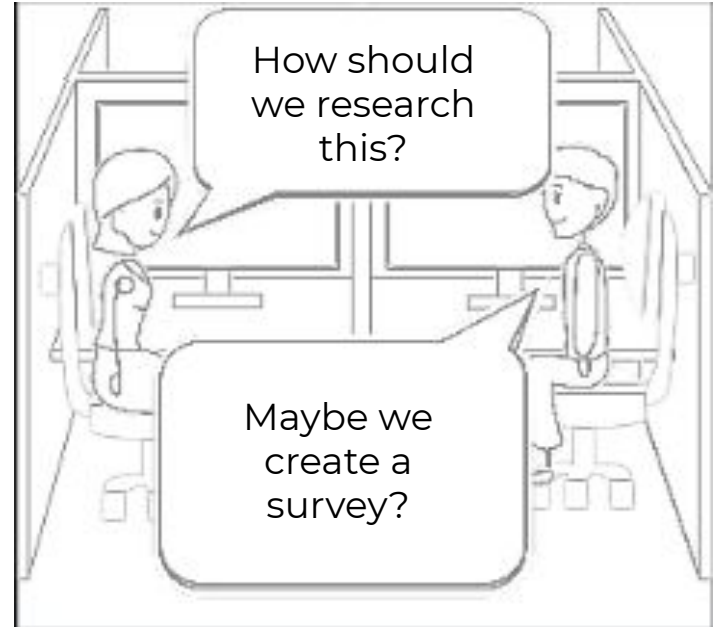
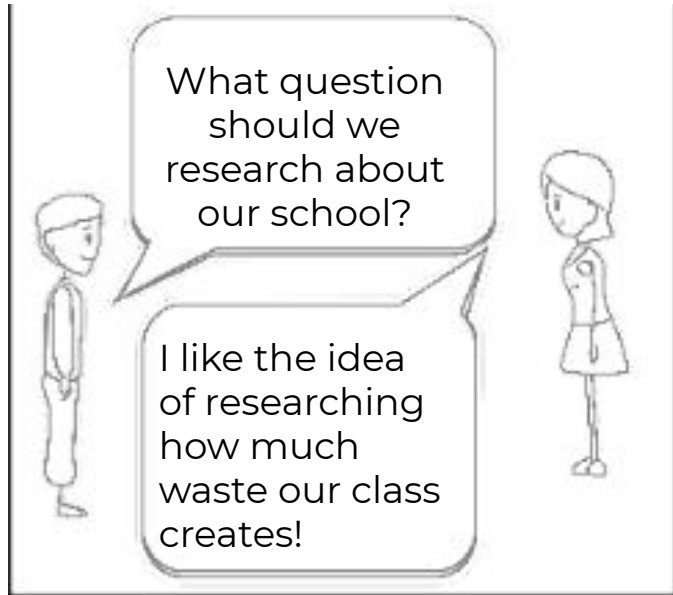
1. How does extreme weather affect school grounds?
 - a. Flooding, ice trees, runoff, parking lot
2. How does extreme weather affect the school building and structure? Is the building safe?
3. How will we get to and from school in the case of extreme weather?
4. What is our emergency response to extreme weather?
5. How does extreme weather affect electricity? Heat? Power? Water/pipes?
6. Can we improve our school's transportation systems to reduce our carbon footprint
 - a. Bus for field trips
 - b. Bike accessibility
7. How much waste does our 7/8th grade class produce? Can we reduce this?
8. How does our school purchasing affect climate change/contribute to our carbon footprint.
9. How much water does the school use?
 - a. Researching from a sustainability standpoint

Class Brainstorm/Help Session:

Prompt 1: Researching school preparedness vs. Carbon Footprint

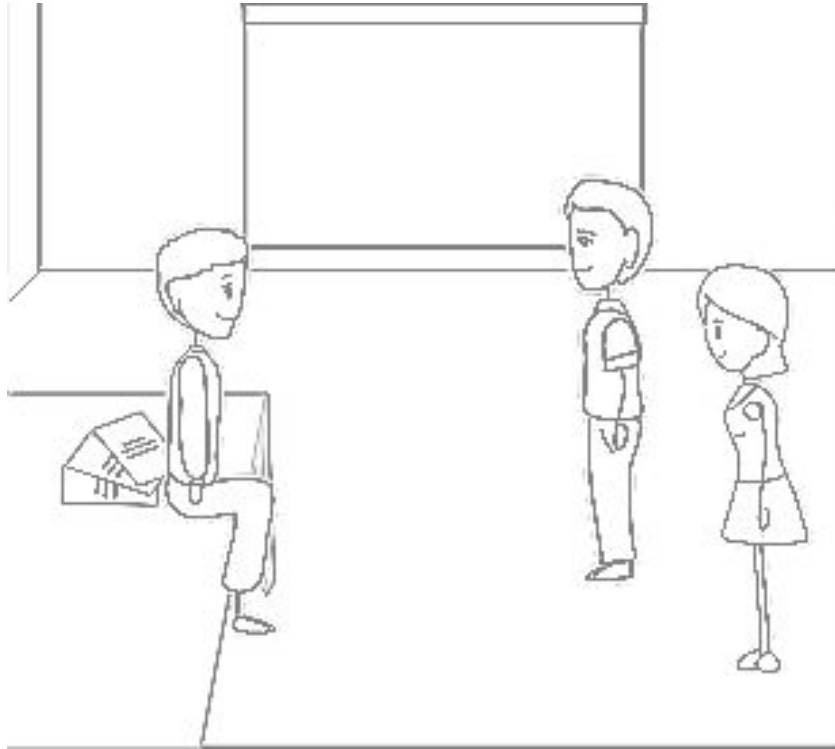
Prompt 2: Methods Comparison

RESEARCH METHODS WE'VE USED

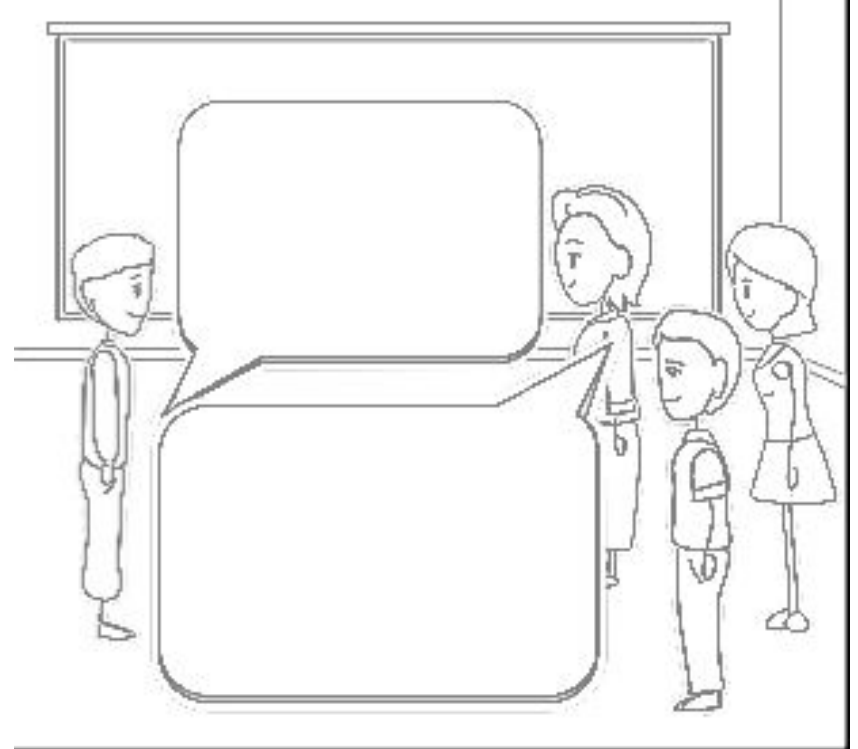


Methods: Observation and independent research

RESEARCH METHODS WE'VE USED



Methods: Interview a family member!



Methods: Interview peers and teachers at school!



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WHERE ARE WE GOING?

WE HAVE ABOUT 4 WEEKS LEFT TO COMPLETE OUR
RESEARCH FOR PHASE 2!

1. CONTINUE RESEARCH FOR 4 MORE CLASSES
2. BEGIN FILLING OUT RESEARCH PRESENTATION
TEMPLATE!

NEXT CLASS: STORYTELLING WORKSHOP

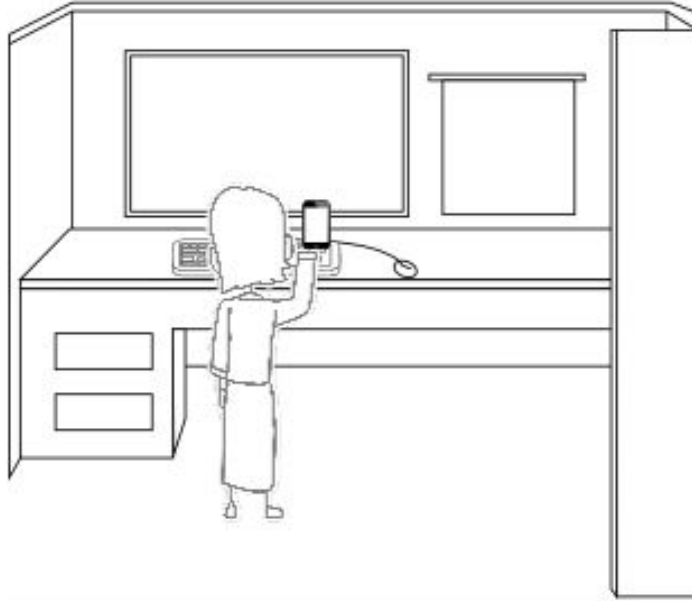
For Presentation
Introduction



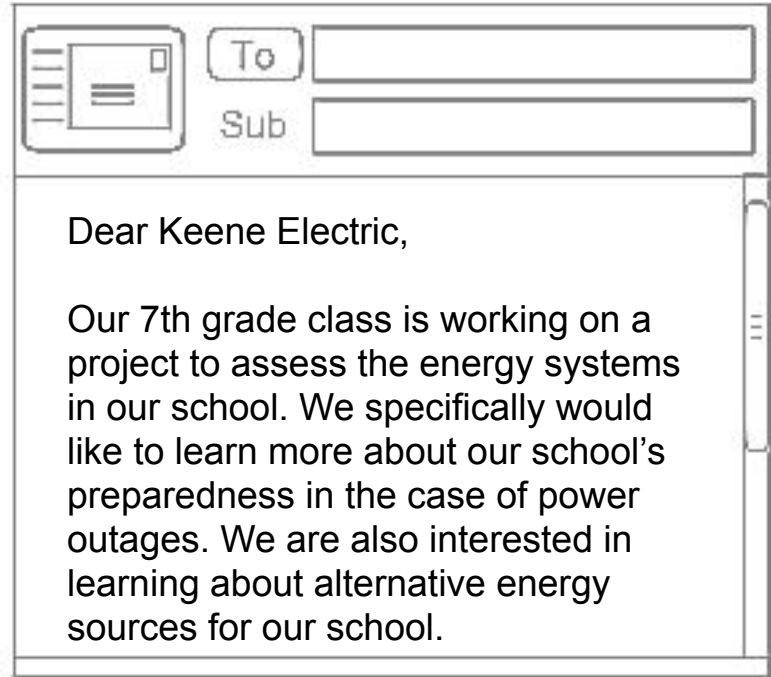
That time our class went to the trash/recycling treatment center in Keene. How did that impact me?

GOAL: Tell a personal story to engage your audience. This should relate to your research question if possible but it can also be a general climate change connection..

PHASE 2: CONTINUE RESEARCH!



Methods: Research case studies and related resources in your town



Methods: Email local companies and people that might have information related to your project.



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WHAT IS THE END GOAL?

To earn another **\$500** towards your
final project!

PRESENT YOUR RESEARCH!

GOAL: Put all your research together in an engaging way!

1. Introduction



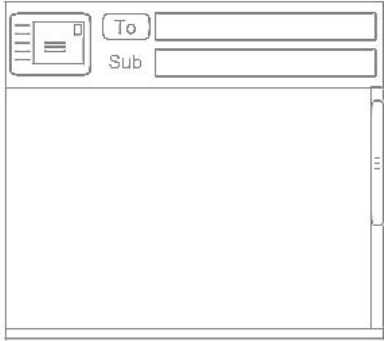
Earlier this year,
New Hampshire
experienced an
ice storm that left
many families
without power...

Criteria

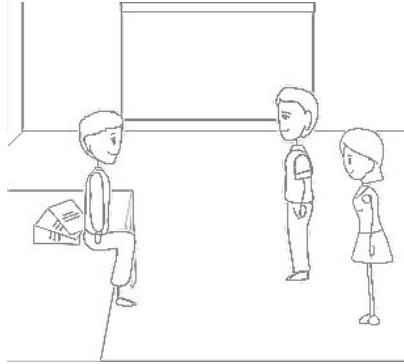
- Engages audience with a personal connection/story
- Connects your topic to one or more of the Core Concepts of Climate Change
- Explains how your classes research can improve your schools resiliency and/or reduce its carbon footprint

PRESENT YOUR RESEARCH!

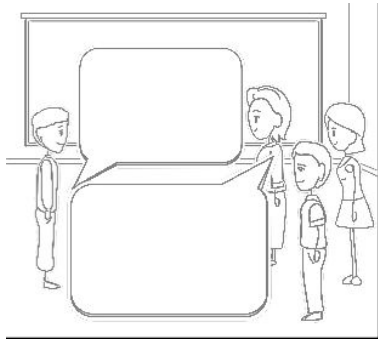
2. Methods



Conversations
with local experts



Interviews with
family members



Interviews with
teachers/peers

Criteria

- **Research Question:** Clearly state your research question
- **Research Design:** Share your methods!
 - How did you design and conduct your research to answer your research question?

PRESENT YOUR RESEARCH!

3. Results



Criteria

- Summarize your most important data!
- Data should be summarized in various forms when appropriate:
 - Graphs
 - Interview results summarized
 - Storyboard of research methods
 - Summary in words

PRESENT YOUR RESEARCH!

4. Conclusion



Criteria

- **Explain major findings:** What patterns do you see in the data? How do your findings relate to the core concepts of climate change?
- **Why does this data matter?:** What are the impacts of your research? Based on your research, what ideas do you have for improving your school's resiliency and/or reduce its contribution to climate change?