

Climate Change & Forests: From Seed to Carbon Sink **PRE-ASSESSMENT**

Time Considerations

Getting Ready: 10 minutes

Doing the Activity:
20–40 minutes

Materials

» Learners' journals

This pre-assessment enables you to gauge learners' pre-existing feelings, knowledge, and experiences related to climate change, specifically its connection to trees and forests. Remember to save the completed pre-assessment student pages for later comparison with the evaluation and quiz at the end of each activity. This allows you to effectively evaluate learners' attitude changes and knowledge gains over time.

GETTING READY

- Make copies of the student page.
- Ensure that learners have journals that they can use to record their questions, reflections, and ideas.

DOING THE ACTIVITY

1. **Give each learner a copy of the Our Starting Point: Climate Change & Forests student page and allow them time to complete it.** Explain that their responses will be used to guide instruction over the coming weeks; the page will NOT be graded. Encourage them to be honest and not to skip difficult questions, but to try to pick the answer that feels right to them. Collect all responses after they have finished.
2. **Explain to learners that over the next few weeks they will be exploring the connections between climate change, forests, and climate action.** Ask them what they know about this topic and what questions they have about it. What terms or associated words and phrases might they have heard or read about? How do they feel about this topic? Why are these issues important?

3. **Pose an open-ended question, such as “How have you seen or experienced climate change in your life so far? Describe what it felt and looked like.”** This allows learners to state what they know, while also revealing some of the evidence that supports their view. Explain that this unit will help them understand the connections between climate change and trees and forests and the actions we can take to slow it down.
4. **Encourage learners to use their science journals to document other questions they have about this topic.** Point out that they will have a chance to revisit these questions after doing the unit activities.

FOLLOW-UP

5. **Read the learners’ responses on the student page and note any misconceptions, as well as areas where their knowledge is already substantial.**
6. **Note which learners have more knowledge and experience with climate change, and which have less, so that you can plan to meet their different needs for learning, engage them in class discussions and activities, and provide opportunities for them to share their knowledge and experiences where appropriate.**
7. **Pay special attention to their responses related to their feelings about climate change.** The goal by the end of the unit is to have everyone feeling engaged and empowered to do something about climate change. The best way to achieve this is by involving learners in actual community projects that are addressing climate change. (Refer to Activity 8: Climate Action for Forests.)



Our Starting Point: Climate Change & Forests

QUICK QUIZ ANSWER SHEET

Answer Key

True or False

1. False
2. True
3. False
4. False
5. True
6. True
7. False
8. True
9. False
10. True

Match Up the Definitions

1. g
2. j
3. d
4. a
5. l
6. i
7. b
8. e
9. k
10. c
11. h
12. f