

# CLIMATE CHANGE COLLECTION SCORECARD

Date: 1/27/05

Reviewer: Carrie Morrill

Name of resource: Climate Variability

Sponsoring Organization: UCAR

URL: [http://www.ucar.edu/learn/1\\_2\\_2\\_9t.htm](http://www.ucar.edu/learn/1_2_2_9t.htm)

Site Homepage: <http://www.ucar.edu/learn>

RESOURCE WITHIN A SITE? Y / N

FOUND THROUGH DLESE? Y / N

IF SO, WHICH COLLECTIONS? NASA ED Mall Collection, DLESE Community Collection, CRS Annotated Collection

RECOMMENDATION YES YES WITH RESERVATIONS NO

STARS 1 2 3 4 5 (LAME TO STELLAR)

NARRATIVE Activity using playing cards that is designed to show why all future summers and winters won't necessarily be warmer if global warming is happening. This is a common misconception.

## INTENDED USE

X REFERENCE

COMPUTER ACTIVITY

NON-COMPUTER ACTIVITY

EDUCATOR OR LEARNER OR BOTH IF FOR LEARNER, EVIDENCE ITS BEEN TESTED? Y / N

BEGINNER OR ADVANCED OR BOTH

Easily Printed? Y / N

## BUGS & TECHNICAL DIFFICULTIES (PROBLEMATIC TO ROBUST)

1 2 3 4

COMMENTS: No outside links, just text and graphics.

## SCIENTIFIC ACCURACY (NATIONAL ENQUIRER TO NATIONAL GEOGRAPHIC)

1 2 3 4

EVIDENCE IT HAS BEEN REVIEWED FOR ACCURACY? Y / N

COMMENTS: The sidenote at the end of the activity is important: "You can also ask students to discuss the simulation's limits – how the activity is NOT like the pattern of climate variation. (While each card pick is truly random, climate patterns can be longer-term and non-random. A sequence of cool or warm years may be caused by global-scale forces and occur regularly, even in the absence of long-term climate change.)"

## PEDAGOGICAL INFORMATION

REFERENCE ONLY

X TEACHER GUIDE

X MATERIALS LIST

X ASSESSMENT STRATEGIES

X TIMEFRAME PROVIDED

X STANDARDS ALIGNMENT

## PROMOTES STUDENT LEARNING (WEAK TO STRONG)

1 2 3 4

COMMENTS: Interactive. But, as is pointed out by authors: "This will be quite challenging to students who have difficulty with abstractions. While the activity may be clear, the meaning may be difficult to follow. For these students (and perhaps all students), a constant reminder and connection to the climate data is in order. For example, move around the room and ask students to explain what they've found so far in terms of climate, not cards."

## APPROPRIATE/EFFECTIVE MULTIMEDIA DESIGN (WEAK TO STRONG)

1 2 3 4

## VISUAL APPEAL (WEAK TO STRONG)

1 2 3 4

TEACHING TIPS: You can find weather data for your hometown online at <http://www.ncdc.noaa.gov/oa/ncdc.html>.

RECOMMENDATIONS FOR DEVELOPERS: Include worksheets and templates for graphs.