**🎬 Lesson 2: “Temperature’s Quest – The Rise of CO₂ and the Power of Knowledge”**

**🎯 Goals**

* **Review** key concepts: temperature anomalies, line chart reading, CO₂'s role.
* **Reinforce** understanding for the 20% who need more support.
* **Expand** the story with new characters to deepen engagement and contextual understanding.

**🧠 Learning Objectives**

* Retell the temperature anomaly story with added characters and context.
* Identify roles of different characters in climate change (hero, antagonist, sidekick).
* Interpret chart data to describe temperature trends and link them to events/actions.
* Brainstorm actions with the “sidekick” to help the hero.

**🧑‍🏫 Story Arc:**

**🦸 Act 1: The Hero Returns – Temperature’s Struggle Continues**

**Recap the Story**:

“Last time, we met *Temperature*, the hero who just wants to stay steady and comfortable. But something started to change... and fast!”

**Chart Re-introduction**: Show the line chart again and ask:

* “What does this line tell us about how our hero is feeling?”

**Anchor Concept**: Temperature anomaly = something *not normal* for Earth's climate.

**👿 Act 2: The Antagonist Revealed – The Rise of CO₂**

**Introduce the Villain**:

“Meet *CO₂ Pollution*, the sly villain from Human Activity. Every time fossil fuels are burned, CO₂ gets stronger!”

**Visual Skit / Puppets**: Role-play a scene where Temperature is overwhelmed by CO₂'s power. CO₂ throws “heat bubbles” while Temperature struggles to stay cool.

**Mini Review Discussion**:

* “What makes CO₂ stronger?”
* “What are some things humans do that make this worse?”

**🧙 Act 3: A New Ally – The Expert Sidekick Joins the Fight**

**Introduce the Sidekick**:

“Just when things seem the worst, a new character appears – *Dr. Data*! They can read charts and explain what’s going on to help Temperature!”

**Activity**: Students become “Data Detectives,” working in groups with simplified temperature anomaly chart cards from different decades. They:

* Describe how the line looks
* Decide if Temperature is calm, warming, or overheating
* Report findings to “Dr. Data”

**💬 Act 4: A Plan to Help Temperature**

**Group Brainstorm**:

* Each team suggests one way to help Temperature.
* They write a mini “Action Comic Panel” showing their idea (e.g., biking, planting trees, using less electricity).

**Share & Reflect**:

* Which ideas could help weaken CO₂?
* Which ones can students try themselves?

**🧩 Support for Diverse Learners**

* Visual storytelling and charts reused from lesson 1
* Comic drawing, role-play, and team work for engagement
* Use of anchor visuals (hero, villain, sidekick posters)
* Movement break mid-lesson with role-play or “CO₂ dodgeball” (soft toss game representing CO₂ hits)

**📝 Optional Exit Ticket**

**Draw and Label:**

* One panel showing CO₂ causing trouble
* One panel showing the expert and a student helping Temperature
* Caption: “How can we help?”