



Climate change engagement QUALITY CRITERIA

Many teachers and students might ask: what kind of climate change mission activity should we engage in? What kind of climate change prevention engagement would be good for the project, what not?

Good questions, indeed.

What we are addressing here are some criteria for what climate change engagement the project would find relevant.

The list of criteria might be used more as guidance than as a formal check list 😊



CLIMATE CHANGE ENGAGEMENT ^{BASIC}CRITERIA 1

The identified challenge should include *climate change exploration and learning*



SCIENCE ENGAGEMENT ^{BASIC}CRITERIA 2

The identified challenge should include *some complexity*, but with basic understanding within reach of “knowledge on demand”



SCIENCE ENGAGEMENT ^{BASIC}CRITERIA 3

The identified challenge should appear *attractive and exciting* to the student team, with a sense of *adventure and exploration*



SCIENCE ENGAGEMENT ^{BASIC}CRITERIA 4

The identified challenge should represent something *important to society* or at least to major groups of people, something that would attract the interest of a wide range of people and organisations



SCIENCE ENGAGEMENT ^{BASIC}CRITERIA 5

The identified challenge should offer the student team the opportunity to engage *deeply and seriously*: immersion in real-life and real-time (not on artificial exercises in the classroom or on examples from science literature)



SCIENCE ENGAGEMENT ^{BASIC}CRITERIA 6

The identified challenge should engage the student team along considerable time periods to allow the student team to build an *epic experience* and to *tell narrative stories* from this epic experience



SCIENCE ENGAGEMENT ^{BASIC}CRITERIA 7

The identified challenge should offer the student team *considerable interaction* and involvement, avoiding marginal, punctual and superficial activity



SCIENCE ENGAGEMENT ^{SUPER}CRITERIA A

The identified challenge offers the student team rich opportunities to build strong and sustainable *eco-systems of Climate Change prevention* driven by the students and by the schools



SCIENCE ENGAGEMENT ^{SUPER}CRITERIA B

The identified challenge invites team members to continue the established engagement far beyond the Round missions and *far beyond the project or to transfer the missions to new teams*