Before you write the concept, please read the quick guide AND the protocols for Paired Teaching interactive video lesson, carefully.

**What you need to know about a Paired Teaching lesson**

* A Paired Teaching lesson is not a lecture.
* A Paired Teaching lesson presents a topic from an unusual, interesting angle.
* The video segments should be 3 minutes or less, and never more than 4.
* The first segment needs to be no longer than 2 minutes and must excite the interest of both teachers and students.
* With video technology, segments can be filmed in interesting locations. Stay away from the classroom as much as possible!
* A lesson must provide challenging, thought-provoking classroom activities for the video breaks.

**Extreme Climate Events: preparing for disaster**

(Come up with a title that is attention-grabber. It’s OK to use a main title and a subtitle.)

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**CONCEPT**

Your first milestone will be writing the concept. Before you start working on your concept, it is necessary to read all protocols so you can have a clear idea about the expectations and. The content of your concept should highlight the following points,

* Importance of the topic, its relevance to the real-world
* An abstract of the concept to be presented
* Creativity and originality with which the topic is approached
* The settings where the lesson is to be presented
* The activities of the lesson
* The graphics and media to be included. The media and graphics to be included need to be from an open source; if not, then you should locate the owner of the material and inquire about the possibility of using that material in your lesson. A formal permission letter should be in your possession before you start videotaping.
* The concept should also answer the following question,

**Why do you think this concept topic would make an excellent Paired Teaching lesson?**

The students of Santorre, Turin, are following a course on climate change and have had the chance to work with local environmental entities. This lesson will cover extreme events: their characteristics, the data used to monitor them and how society can prepare for the consequences. During this lesson, students will analyse temperature data over their city, identifying heatwaves.

They will study a very urgent theme, not just globally but also locally, given the ever-increasing number of heatwaves occurring in the north of Italy. The experiences of the scientist will illustrate the importance of interpreting data correctly. It is crucial that students learn that interpreting historical environmental data allows them to create models and forecasts which help society prepare for them in the future.

The lesson will take place live in the classroom, with the scientist joining virtually. It will include hands-on activities such as Mentimeter voting, sharing of pictures and information researched in advance, use of Microsoft Excel to plot records of heatwaves over European cities, and finally a “role play” in which students act as important figures in society responding to extreme events. Students will require 3-4 laptops, and large sheets of paper and pens.