

# "An inconvenient truth"

Watch Al Gore's movie : "An Inconvenient Truth"

USA 2006

Director: Davis Guggenheim

## 1. Exercise – ping-pong pairs

(The participants form groups of twos. The teacher announces the subject/question and the pairs take turns giving short answers. Introducing the exercise before the participants watch the movie might be a good idea, and/or you can have the questions be visible to them during the movie.)

- Mention as many facts that you remember from the movie as possible
- Mention examples of some of the negative things stated in the movie
- Mention examples of some of the more optimistic things stated in the movie
- Mention something from the movie that surprised you

## 2. Exercise - plenum

- What do you think is Al Gore's agenda with this film?
- Where does Al Gore stand in the climate debate?
- Who has different points of view from Al Gore?
- Where do you stand?

## 3. Exercise

The movie deals with four different themes:

- 1) Ice, snow and glaciers
- 2) Climate changes
- 3) The carbon cycle/CO<sub>2</sub> cycle
- 4) Climate change's effect on plants and animals

Divide the participants into 4 groups (one for each theme) and have them each prepare a visual presentation of their theme (e.g. PowerPoint)

Questions for the 4 themes (for exercise 3)

### **Ice, snow and glaciers**

- What is a glacier?
- Where can you find glaciers?
- Describe the cycle of a glacier.
- How much of the water resources of the world is tied to glaciers?
- What will happen to coastal areas when land-based ice melts?
- Hvad sker der med landområderne, hvis landbaseret is smelter?

- Where do the people who are dependent on glaciers live?
- What are the potential consequences of North Pole ice melting significantly?

### **Climate Change**

- How do greenhouse gases affect ocean levels?
- How do greenhouse gases affect the permafrost?
- How do greenhouse gases affect the frequency and strength of hurricanes?
- How do greenhouse gases affect the rise in temperatures around the world?  
Is the rise uniform, or will different parts of the world be affected differently?
- How does the Gulf Stream influence the climate? If you want, you can draw a figure of the thermohaline circulation.

### **CO<sub>2</sub> Cycle**

- What are fossil fuels? What are they used for?
- When do you and the people in your group use fossil fuels - directly or indirectly - in your everyday lives?
- What can the individual person do to reduce CO<sub>2</sub> emissions?
- Create a figure that illustrates what happens when fossil fuels result in the greenhouse effect.
- What are the objectives of the Kyoto Protocol?
- What international conventions have focused on reducing CO<sub>2</sub> emissions?
- What is a CO<sub>2</sub> quota? What challenges could it potentially solve?
- What initiatives/ideas can you think of to reduce CO<sub>2</sub> emissions?

### **Climate Changes' Effect on Plants and Animals**

- What animals and plants will especially be affected by climate changes? (Al Gore mentions some)
- Explain how some of the animals fit into the ecosystem.
- What consequences could it have if some plant or animal species disappeared from the ecosystem?
- What plants and animals could be thought to invade our land if the temperatures change? What consequences would this have?

### **Present your findings for the rest of the class**