This module was used as an introduction to the science of climate change, with the goal of detecting trends in temperature change providing motivation for later course material on climate adaptation and mitigation. In general this seemed successful, as students used their analyses to support and comment on later course material.

**Preparation and Group Assignments**

Prior to the activity students were asked to self-assess their skill with MS Excel and graphing data. Groups of 4-5 were formed based on their responses to ensure at least two members of each group had confidence with Excel.

**Course Context**

Following Exercise 1 students read the [IPCC WGII AR4](http://www.ipcc.ch/report/ar4/wg2/) Summary for Policy Makers, to learn how predictions are used to understand impact and the need for adaptation measures. [Note: the module as written describes emissions scenarios using AR4 terminology; the terminology has changed in AR5, although the underlying assumptions for emissions scenarios are unchanged.]

Following Exercise 2 students had a brief lecture on greenhouse gasses, other climate forcers, direct and proxy climate measures, and climate models.

Following Exercise 3 students had a brief lecture reviewing climate impacts presented in the IPCC AR4 WGII report and the National Academy of Sciences [Warming World: Impacts by Degree](http://nas-sites.org/americasclimatechoices/more-resources-on-climate-change/booklet-warming-world-impacts-by-degree/) booklet.

**Future changes**

I would like to update the text of the student assignment handout to reflect the current AR5 terms and approach to climate change impacts. This would require substantial revision to Table 1 of the module as well.

In future, I will continue groups after this activity and ask teams to complete a wedge strategy to limit future emissions using the CMI Stabilization Wedges resources at <http://cmi.princeton.edu/wedges/>