

# Climate Action Project

## Week 2



## *Topic: Effects of Climate Change*

Questions for the week:

- How can I build on prior learning to connect to new ideas?
- How is climate change impacting my local community?
- How can accessing multiple perspectives provide new direction for action?

Collective action: Co-create a world map demonstrating local effects of climate change

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***Teacher note: All activities and resources should be reviewed for content and developmental appropriateness for age levels. Some activities/resources will need to be modified for younger children.***

## INTRODUCING: 3 PROJECT RESOURCES!

### EarthProject App



The EarthProject app allows students to learn about climate change, take simple actions, and see direct impact: how much kg of carbon can you avoid by skipping 1 meal of red meat, using your phone less, going to school by bike. You can even work in teams and collaborate on the same mission.

The app is available for students (ages +13), teachers, and parents. Teachers are able to create classes and record their students' efforts, too.

**The EarthProject app is now available for free for iOS and Android**  
<http://earthproject.org>.

### **Climate Action Booklist for Classrooms**

Announcing the *Climate Action Booklist for Classrooms*. The booklist offers 150+ as curated by our global team of educators. Special thanks to our program partner Wakelet for supporting this resource. <https://bit.ly/tagbooklist>

- Picture Books
- Early Childhood (ages 3-6)
- Early Elementary (ages 6-9)
- Late Elementary (ages 9-12)
- Middle Years (ages 12-15)
- High School (ages 15-18)
- Educators/Adult Learners

### **Class Welcome Webinar Recap**

Thanks to everyone who was able to join live for our Teacher Welcome Webinar. We had over XX schools registered and loved seeing you all. With time differences and teaching schedules, we wanted to make sure everyone can still access the information.

Recording on YouTube (be sure to subscribe as well!)  
Slides: [HERE](#)

## **Pause and notice**

**Goal 1: Connect prior learning to new ideas.**

### 1. Reflect on causes of climate change.

Before proceeding to looking at effects of climate change, revisit and review (1) your shared definition of climate change, (2) your list of trusted experts, (3) established list of causes of climate change, and (4) student personal connections to climate change. Use your **Class Climate Action Box/Digital Board** for reference.

### 2. Draw lines of global connections.

Invite students to watch videos submitted by other classrooms and students to help develop understanding of climate change across the world. Return to the **The Ultimate List of Causes of Climate Change**. Invite students to examine 3-5 other human activity causes that they had not considered on their own list. Ask them to share how those activities relate to the causes they listed.

### 3. Prepare for your Week 3 class-to-class virtual exchange.

Next week, we encourage you to have a class-to-class videocall with a Climate Action Project class from a different country. Visit the project website, start to connect with teachers, and identify a class who is interested in a call: <https://climate-action.info/date>.

## Explore possibilities

### Goal 2: Explore the effects of climate change on our planet at local levels.

Effects of climate change can be seen in:

- Flora (plants)
- Fauna (animals)
- Weather patterns
- Human activity and lifestyle

### 1. Invite students to begin to understand the effects of climate change at local levels on (1) plants, (2) animals, (3) weather patterns, and (4) human activity.

Options for workflow depending on group dynamic:

1. Divide class into four groups assigning each group one category to research
2. Invite each student to research all four categories
3. Work as a class to together research all four categories

Recommended resources: Climate Change Effects (Global)	Recommended resources: Climate Change Effects (Localized)
<ul style="list-style-type: none"> <li>• <a href="#">Climate Change Effects - NASA</a></li> <li>• <a href="#">USCB – Effects of Climate Change</a></li> <li>• <a href="#">UN – SDG13: Climate Action</a></li> <li>• <a href="#">Climate Change Impact on Coral Reefs</a></li> <li>• <a href="#">WWF – Effects of Climate Change</a></li> <li>• <a href="#">Global Warming Impacts – Union of Concerned Scientists</a></li> <li>• <a href="#">EU - Climate Impacts</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Africa</a></li> <li>• <a href="#">Asia</a></li> <li>• <a href="#">Australia</a></li> <li>• <a href="#">Caribbean</a></li> <li>• <a href="#">Europe</a></li> <li>• <a href="#">Latin America</a></li> <li>• <a href="#">Micronesia</a></li> <li>• <a href="#">Middle East/North Africa</a></li> <li>• <a href="#">SE Asia</a></li> <li>• <a href="#">South America</a></li> <li>• <a href="#">United States</a></li> <li>• <a href="#">United States</a></li> </ul>

**2. Finalize your class list of 4 Major Effects of Climate Change on \_\_\_\_\_ (fill in your local area).**

As a class, review all ideas offering supporting evidence (data), visuals (photos/videos), and personal testimonials.

Work together to finalize list to have:

- 1 local effect on plants
- 1 local effect on animals
- 1 local effect on weather patterns
- 1 local effect on human activity/lifestyle



**In person learning: Have students vote on final category decisions.**



**Distance learning: Use tools like Padlet, Google Forms, or Flipgrid to allow students to review ideas and vote for top ideas per category.**

Keep this list handy as you will return to it soon.

## Design with optimism

**Goal 3: Access new perspectives to determine course of action.**

### 1. Intergenerational conversations.

Research involves quantitative and qualitative methods.

	Quantitative research	Qualitative research
Data	Information involves quantities (numbers)	Information is descriptive (language)
Conceptual	Assumes a fixed, measurable reality	Assumes a dynamic, negotiated reality
Methods	Data collected through measurements	Data collected through observation and interviews
Analysis	Data analyzed through numerical comparisons and statistical inferences	Data analyzed by themes from descriptions by informants
Reporting	Data reported through statistical analyses	Data reported in the language of the informant

Minichiello, V. (1990). *In-Depth Interviewing: Researching People*. Longman Cheshire.

In addition to using quantitative research methods to examine causes and effects of climate change in terms of numbers, qualitative research can provide insights to strengthen your efforts and understandings.

As we learned in Week 1, climate change occurs over long periods of time. Therefore, this is an ideal opportunity for intergenerational dialogue.

For this activity, students will prepare questions to interview relatives from a different generation. Questions should prompt conversation around climate change effects at local levels in terms of (1) plants, (2) animals, (3) weather patterns, and (4) human activity.

As a class, **finalize interview protocols** (interview forms) which should include:

1. Space to add name of student and age
2. Space to add name of relative and age
3. Message to read explaining Climate Action Project and goal of interview
4. List of **4 Major Effects of Climate Change on \_\_\_\_\_**. for sharing and reaction
5. 3-5 questions with space for recording responses
6. Message to read offering appreciation

Each student should have one copy of the interview protocol to take to their interview. Interviews can be done in person, on the phone, or through video calls.

Provide students time to complete interviews with their relatives.

Once students have successfully completed interviews, return to the class group to share qualitative data (ideas shared by the interviewees) and search for **themes**. Consider inviting the parents to the classroom so students can present their findings and are able to bring change at home as well.

## **2. Revisit, reflect, and revise.**

Return to your final **4 Major Effects of Climate Change on \_\_\_\_\_** list. With your new qualitative data, reflect on your previous responses and make any needed revisions.

Connect ideas to personal connection industries (from Week 1). How do these new ideas relate to your previous learning?



**Add final 4 Major Effects of Climate Change on \_\_\_\_\_ list Class Climate Action Box (Side 2) or Digital Board (Section 2).**

## **Collective action**

Let's connect ideas, information, and opportunities! Share ideas past the walls of your classroom. Add your final **4 Major Effects of Climate Change on \_\_\_\_\_** list to this Week 2 collaboration board. Watch as your global peers add their own lists to the board.

## Climate Action Project Week 2 Actions Video

Add your Week 2 Actions video to [www.climate-action.info/user](http://www.climate-action.info/user) (yellow button).

### Week 2

What are the **effects** of climate change?

Launch #plantED (global tree planting)

#### Call to actions:

1. Take a look at videos from schools in at least 3 other continents/countries.
2. Submit 1 video and a few images
3. Submit your effects to our Longest list of Effects
4. Consider planting one or more trees

Add Week 2 ➕

Add effects ➕

Add Images ➕

## Extensions

Extension activities for the classroom:

- Interview local business owners to see if they are changing their business models or planning to adapt to the effects of climate change.
- Use LEGOs, Minecraft, art supplies, or cardboard to allow your students to visualize concepts or to create prototypes.

Share out via social media:

- Be sure to share on Twitter, Facebook, and Instagram using the hashtag #ClimateActionEdu tagging in @ClimateActionED and @TakeActionEdu.

## Looking ahead

Prepare for Week 3, Topic: Climate Action Local to Global. Students will be examining effects at global levels and will engage in a class-to-class virtual exchange. Be sure to make connections early and check time zones.

Still time to join in one of our groups:

Sharing best practices and concerns. Learning from other educators across the world. Do you want to be guided by our facilitators, in your native language? Please join one of these groups. We have 5 English groups and 9 world language groups. We are excited to give you the choice to make your own selection. All groups are facilitated in WhatsApp. Select one from this list to join:

English 1	<a href="https://chat.whatsapp.com/L81HtErPhVvKVM7wxh7STi">https://chat.whatsapp.com/L81HtErPhVvKVM7wxh7STi</a>
English 2	<a href="https://chat.whatsapp.com/K4NYaLB3QPjHV6WyJlwlHh">https://chat.whatsapp.com/K4NYaLB3QPjHV6WyJlwlHh</a>
English 3	<a href="https://chat.whatsapp.com/FbSpap1Npxh8l6xQgbwiSK">https://chat.whatsapp.com/FbSpap1Npxh8l6xQgbwiSK</a>
English 4	<a href="https://chat.whatsapp.com/DCxi11JsQvBLF9ndRIOwnY">https://chat.whatsapp.com/DCxi11JsQvBLF9ndRIOwnY</a>
English 5	<a href="https://chat.whatsapp.com/GbKK0DAfNASC5P4Q2VIT2f">https://chat.whatsapp.com/GbKK0DAfNASC5P4Q2VIT2f</a>
Arabic	<a href="https://chat.whatsapp.com/FhcC19Sy86Z8COkzooCSOr">https://chat.whatsapp.com/FhcC19Sy86Z8COkzooCSOr</a>
Hindi	<a href="https://chat.whatsapp.com/HuNxzv7nEPiL6Eau0uTkoq">https://chat.whatsapp.com/HuNxzv7nEPiL6Eau0uTkoq</a>
Turkish	<a href="https://chat.whatsapp.com/IQXhnOeWXxh9LlvGZGvvtm">https://chat.whatsapp.com/IQXhnOeWXxh9LlvGZGvvtm</a>
Spanish	<a href="https://chat.whatsapp.com/J0CQPtajD4E4lexNRjMKox">https://chat.whatsapp.com/J0CQPtajD4E4lexNRjMKox</a>
Portuguese	<a href="https://chat.whatsapp.com/BODV47F0jCj9O4Q1nsqinp">https://chat.whatsapp.com/BODV47F0jCj9O4Q1nsqinp</a>
Ukrainian	<a href="https://chat.whatsapp.com/CeoHi83X9HX38gurr5oOaS">https://chat.whatsapp.com/CeoHi83X9HX38gurr5oOaS</a>