

# Climate Action Project

Week 4



## Topic: Climate Change Solutions

Questions for the week:

- How can I build on prior learning to connect to new ideas?
- What are actions individuals can take to address the climate crisis?
- What are actions organizations and governments can take to address the climate crisis?
- How can one individual person/class design to make a difference through action?

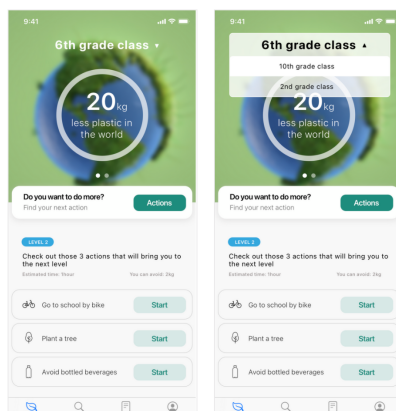
Collective action: Co-create a list of actions to take to address the climate crisis.

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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.**

## CLIMATE ACTION PROJECT RESOURCES

### EarthProject App



The EarthProject app is available for students (ages +13), teachers, and parents. Teachers are able to create classes and record their students' efforts, too. Please be sure to update to latest version. **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.

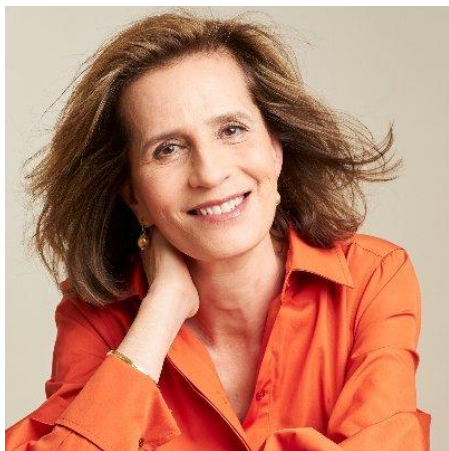
Download here: <https://bit.ly/tagbooklist>

## Climate Action Day

Save-the-date for Climate Action Day on November 3, 2022! Free, online event for all welcoming top climate experts, global leaders, and innovative classrooms.

Registration is open now: <https://bit.ly/climateactionday2022>

Speaker announcement: We are excited to announce two new speakers to the program. Check out the full program at: <http://climateactionday.net/>.



HRH Princess Esmerelda, Belgium  
Journalist, Writer, Activist



Dr. Matt Winning  
Climate Scientist, author

## Pause and notice

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

### **1. Reflect on causes and effects of climate change.**

Before proceeding to Climate Change Solutions, revisit and review (1) your definition of climate change, (2) established causes and effects of climate change at both local and global levels, and (3) 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**, the **Global Map of Climate Change Effects**, and your virtual exchange experience. Consider the lines of connection (to both ideas and people) you are creating.

## Explore possibilities

**Goal 2: Understand the impact of individual and collective behavioral changes on climate.**

### **1. Consider the question: What can individuals, organizations, and governments do to address the climate crisis?**

Invite students to begin to offer solutions for the climate. Have them note if those solutions are on the level of the individual person or at the level of organizations/government. Here are ideas to get you started along with some resources to explore:

Individual Actions	Collective Organizational/ Government Actions
<ul style="list-style-type: none"> <li>• Switch to energy efficient light bulbs</li> <li>• Eat a vegan diet</li> <li>• Switch to an electric or hybrid vehicle</li> <li>• Fly on airplanes less</li> <li>• Walk or ride a bike instead of using an automobile to get to work/school</li> <li>• Eat only locally grown produce, or start your own garden</li> <li>• Compost food waste</li> <li>• Plant trees</li> </ul>	<ul style="list-style-type: none"> <li>• Develop green, renewable sources of energy</li> <li>• Build more railroad infrastructure and mass transit options</li> <li>• Ban HFCs (chemicals used in refrigerators/air conditioning)</li> <li>• Protect and restore key ecosystems</li> <li>• Support small farms and agricultural producers instead of large multinational corporations</li> <li>• Limit carbon emissions and other gasses that are climate pollutants</li> <li>• Require buildings to be more energy efficient</li> <li>• Expand recycling programs</li> <li>• Develop programs to limit food waste</li> </ul>
<p>Recommended resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Most effective individual steps to fight climate change – phys.org</a></li> <li>• <a href="#">Take Action – Climate Generation</a></li> <li>• <a href="#">6 Critical Climate Actions – Rainforest Alliance</a></li> <li>• <a href="#">What You Can Do to Fight Climate Change - WWF</a></li> <li>• <a href="#">What Can We Do to Help? – NASA Climate Kids</a></li> </ul>	<p>Recommended resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">UN – Paris Climate Agreement 101</a></li> <li>• <a href="#">Center for Climate and Energy Solutions</a></li> <li>• <a href="#">Five Things Governments Should be Doing – UN Climate Action Summit</a></li> <li>• <a href="#">Ways Community Planning Can Fight Climate Change</a></li> </ul>

## 2. Analyze the data and draw conclusions.

Based on research, have students develop a list of actions that can be taken for individuals, communities, and government to fight climate change.

Individually, in groups, or as a class, rank those actions from largest impact to smallest. Make sure that students are using data and research to create and justify those rankings.



**Add identified solutions Class Climate Action Box (Side 4) or Digital Board (Section 4).**

**Extension: Consider ways to share your list with your school and/or local community.**  
Who will you target to share your message and how will you share it?

## Collective action

Let's connect ideas, information, and opportunities! All students participating in the Climate Action Project are invited to add to **The Ultimate List of Solutions for Climate Change**. Add in solutions (both individual and organizational) as identified by your students, and watch with your students as the list grows and grows. Encourage students to add in new ideas as well (inventions, creations, ideas) Let's make this the longest list EVER...and, created by YOUTH!

## Design with optimism

**Goal 3: Design a plan for climate action.**

The Climate Action Project is designed to empower students to take action for a more sustainable planet. Over the next few weeks, students will have an opportunity to move through the design process to create a solution for climate change.

1. At this point, students should look to their Class Climate Action Box considering causes, effects, global connections, and solutions. **Consider the learning journey** thus far and share reflections.



**In person learning: Gather students in a connected circle (either seated on floor, in chairs, or outside) with the Class Climate Action Box in the center of the group**



**Distance learning: Join with all your students in a videocall inviting students to all have video/sound on. Use the Digital Board for reference.**

## **2. Discuss the term “out-of-the-box.”**

With the Climate Action Box in hand, start to **consider “out-of-the-box” (and even “in-the-box”) ideas for ACTIONS.** Actions can be in the form of information-sharing, advocacy campaigns, performances, art exhibits, opportunities, or even inventions. Here are examples of past Climate Action Project actions:

[add in past examples]

3. Are you ready to **begin your own “Climate Action Project?”** Teachers can choose to have students work independently, in groups, or as a class. Over the next few weeks, students will move through the (1) planning phase to the (2) building phase to the (3) action phase.

## **4. Project planning.**

This is the time to develop the plan. Start by evaluating the solutions that were offered this week. Which are most likely to make a difference? Which aligns to the ideas you initially explored in Week 1 that you had personal connections to? Which fit within the constraints with which you are working? Which will have the largest impact?

Have students map out a detailed roadmap (with words and images) from ideas to implementation. In the plan, students should include:

- Objectives and intended outcomes
- Clearly able to answer “What does success look like?”

- Tasks that will need to be completed with point person and timeline
- List of needed resources
- Measurement of success
- Ways to share with others and provide access to others

Students should have plans documented and ready for Week 5 and the Building Phase.

## Climate Action Project Week 4 Actions Video

Add your Week 4 Actions video to [www.climate-action.info/user](http://www.climate-action.info/user).

## Extensions

Extension activities for the classroom:

- Explore the [Engineering Design Process with these activities](#).

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 5, Topic: Building through Interactions. Students will work on their Climate Action Projects in the build phase and will build ideas through interactions with others, both at local and global levels.