



Climate Change Part 1: Climate basics

Name: _____

During the video

- 1) What is something you have heard about climate change?

- 2) What are people doing to mess up the natural carbon cycle?

- 3) What is one important observation of the CO₂ and temperature graph?

After the video

- 1) Visit <https://showyourstripes.info/> and search for the warming stripes in your family's home state or country. Does it look similar to the one shown in the video (worldwide average)? Does the warming (red lines) seem more or less noticeable?

- 2) One impact of climate change is sea level rise. Write down at least three more impacts. What is one way humans are affected by these changes?

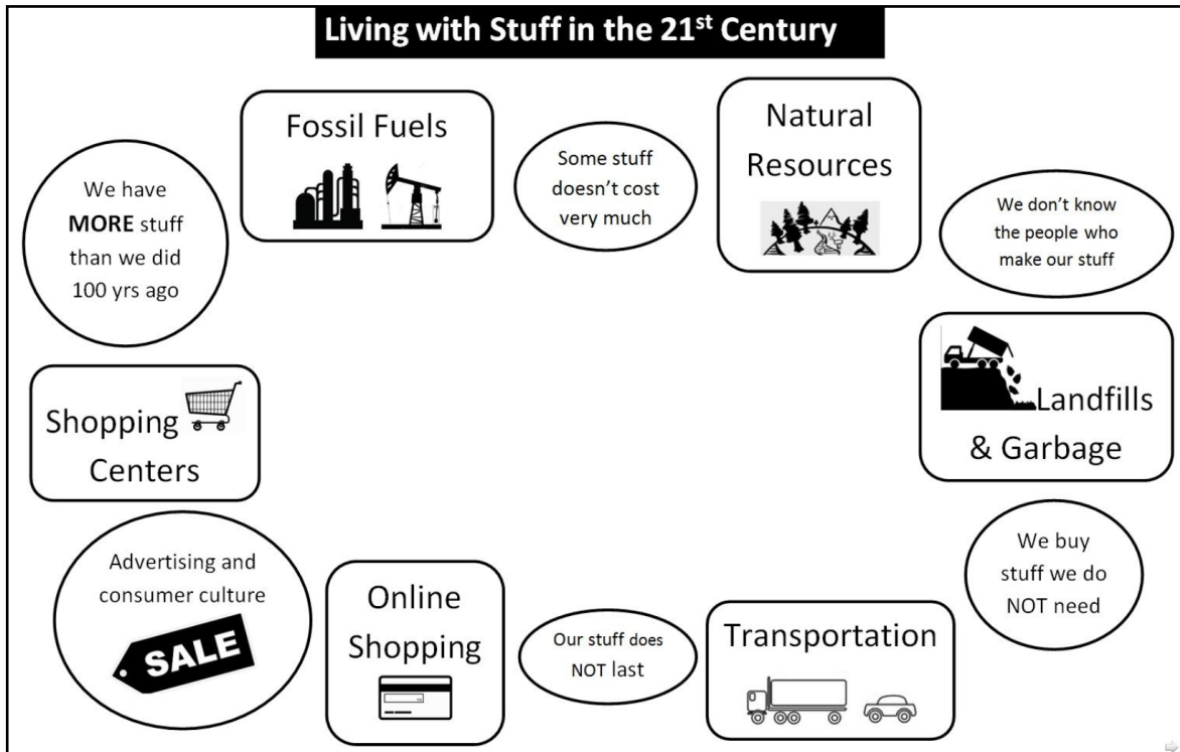
- 3) Write down at least three solutions you've heard of that might help slow down climate change. Are you doing any of these actions?

Climate Change Part 2: Living with stuff

Name: _____

During the video

1) Think about how the information in the boxes and ovals below is connected to each other. List in the square below four pairs of boxes you think are related. For example, "Online Shopping" and "Transportation".



2) Pick one of the pairs identified above and describe how the two things are connected. For example, online shopping requires transportation of products.

After the video

1) Create a positive version of the "Living with stuff" map above: replace each box and bubble with a concept that supports sustainability and slows climate change. For example, you could switch "Fossil fuels" to "Renewable energy" or "We buy stuff we do not need" to "We only buy stuff we need".

Climate Change Part 3: Making a t-shirt

Name: _____

During the video

1) Before seeing the t-shirt videos, do you think the most CO₂ is released **upstream** or **downstream**? Why?

2) Use the table below to keep track of the sources of CO₂ you see in the videos upstream, during sales and use, and downstream.

	CO ₂ Tally
Upstream (<u>before</u> you)	
Sales and Use	
Downstream (<u>after</u> you)	

3) After seeing the t-shirt videos, is the most CO₂ released **upstream** or **downstream**? Why?

4) Explain which one of these three things you think makes the biggest difference: recycling, reusing, reducing.

After the video

1) Research to learn more about the company that made one of your favorite articles of clothing or products. Learn about how they treat their employees and the environment. Then, make two recommendations for how the company could improve. Can you contact them by email, letter, or social media to share your suggestions?

2) Find a local shop in your area that does re-sale or repair and create a flyer to advertise their business. Can you share it with friends, family, or coworkers?

Climate Change Part 4: Earthrise

Name: _____

During the video

1) Why I want something to be done about climate change (a picture, a sentence, or a poem):

2) Gorman says, “The reversal of harm and the protection of a future so universal should be anything but controversial.” Do you agree? Why do you think some people don’t support climate change action?

3) Gorman says, “It is the obscure, the oppressed, the poor who, when the disaster is declared done, still suffer more than anyone.” What does she mean by this?

4) Gorman says, “Use your unique power to give next generations the planet they deserve.” Write down 3-5 skills you have or things you do well.

After the video

1) Add more detail to your answer for “Why I want to see something done about climate change”. Write a poem like Gorman’s or create a drawing to express your thoughts, and find someone to share it with if you’re willing.

Climate Change Part 5: Climate Justice

Name: _____

During the video

1) Write five words that come to mind when you think of the word “climate”.

2) Write five words that come to mind when you think of the word “justice”.



3) Fill in the table below for three of the activists shown in the video.

Name of person	What action did they take?	How did their action help fight climate change?
1.		
2.		
3.		

After the video

1) Use the list of 3-5 skills you made during Part 4 to imagine what kind of climate action you would like to take. Then, write an imagined profile for yourself that describes what actions you took and how they helped your community fight climate change.

Climate Change Part 6: Drawdown

Name: _____

During the video

1) Rank the eight Drawdown solutions by how well they lower greenhouse gas emissions, with the most helpful at the top. Which three did you put at the top of your list?

2) Write down the actual rank of the eight Drawdown solutions.

3. 33.

4. 37.

6. 46.

26. 55.

2) Circle one of the eight Drawdown solutions above you want to focus on. What is the first step toward doing it?

After the video

1) Look at the list of Drawdown solutions at <https://drawdown.org/solutions/table-of-solutions>. Pick one you haven't heard of before and read the description. In 1-2 sentences, explain what it is.

2) Brainstorm one specific way you could involve your community in action based on the Drawdown solutions. One example is writing a letter to your school district asking for healthy plant-based lunch choices in the cafeteria. Are any of these actions you could do now? Can you involve any friends or family members?

Climate Change Part 7: The time is now – taking action!

Name: _____

During the video

1) What is your 6% pledge to reduce carbon emissions?

After the video

1) Make a plan for how you are going to do your climate action pledge. What is the first step? How will you know when you are successful? Then, pick a person in your life to share your plan with. Are they willing to join you in the pledge?

2) Visit at least one website from the five organizations in the video and learn more about how to get involved. Are there any that would be a good fit for you? Is there a different organization that you are more interested in?
