



## 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 things does the graph of ice core data tell us about the connection between CO<sub>2</sub> and temperature?

### *After the video*

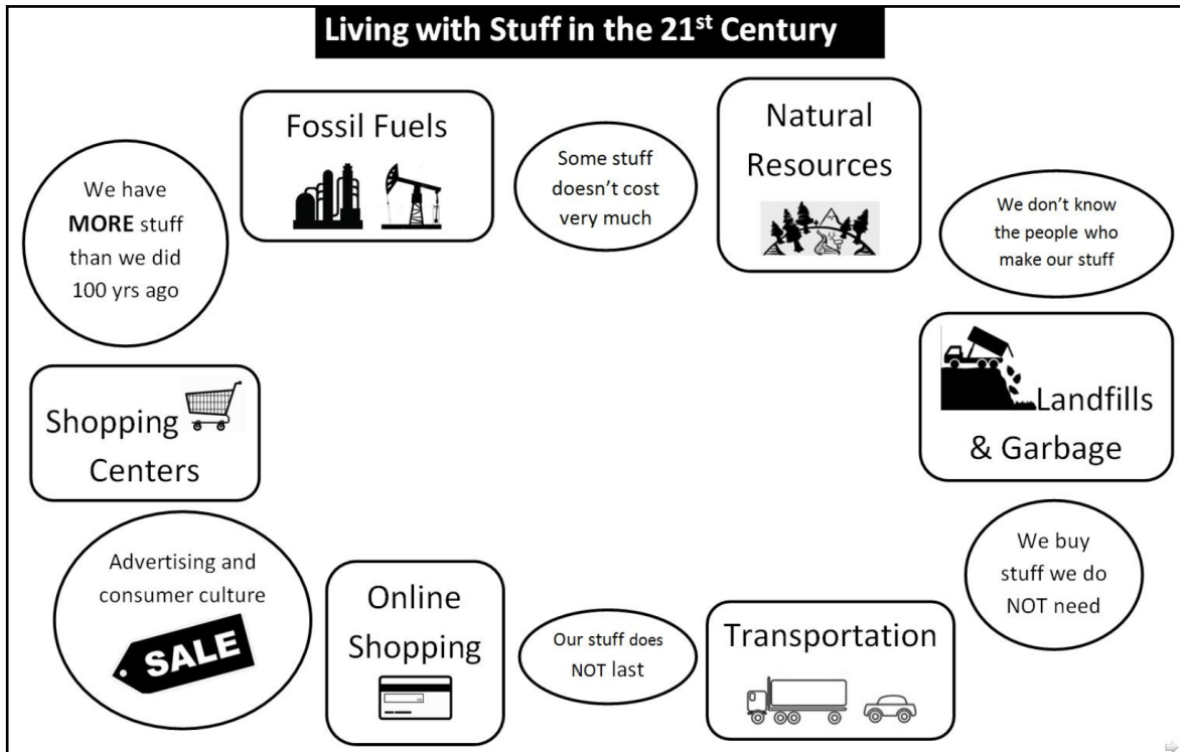
- 1) Visit <https://showyourstripes.info/> and search for the pattern of warming in your family's home state or country. Does the warming pattern look similar to the overall global average? Does the warming seem more or less noticeable?
  
  
  
  
  
  
  
  
  
  
- 2) One impact of climate change is sea level rise. Write down at least five more impacts. Pick one and explain how it impacts human communities directly.
  
  
  
  
  
  
  
  
  
  
- 3) Write down at least three solutions you've heard of that might help slow climate change or mitigate its impacts. Are you involved in 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 CO<sub>2</sub> is emitted **upstream** or **downstream**? Why?

2) Use the table below to keep track of the sources of CO<sub>2</sub> you see in the videos upstream, during sales and use, and downstream.

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

3) After seeing the t-shirt videos, is the most CO<sub>2</sub> emitted **upstream** or **downstream**? Why?

4) Explain how each of these compare in their usefulness: recycling, reusing, reducing, refusing, & repairing.

### *After the video*

1) Research to learn more about the company that made one of your favorite articles of clothing or products. Learn about labor practices (how are their employees treated?), sustainability (how do they use resources?), and environmental stewardship (are they taking care of the earth and communities?). Then, make three 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 promote 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 think climate change is controversial? Why or why not?

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? How is climate change connected to other issues that we face in society like racism, sexism, or wealth inequality?

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) Expand on your answer to “Why I want to see something done about climate change”. Write a poem like Gorman’s or create an illustration 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 five 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.		
4.		
5.		

### *After the video*

1) Use the list of 3-5 skills you made during Part 4 to visualize 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 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?

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