

Name: _____ Course: _____ Date: _____

VALUE JUSTICE & CLIMATE ACTION

CLIMATE JUSTICE

Inquiry: Why is climate justice an important field of inquiry in the 21st century?

ACTION PLAN

1. MY WORLD VIEW
2. ACTION SURVEY
3. GLOBAL RESEARCH
4. TAKING ACTION
5. LOCAL ACTIVITY
6. TAKING ACTION AGAIN
7. CRITICAL THINKING
8. MY ACTIONS
9. PRESENTATION

Important PDF Instructions

1. This Action Pack works best in Adobe Reader XI; download if needed.
2. Download this Action Pack and save it onto your computer.
3. Reopen Action Pack from your computer before working on it.
4. **WARNING** Do not work in your web browser or your work will not be saved!

Goals

Please read over the following goals and keep them in mind as you complete your Action Pack.

Inquiry:

I can work with others to take a hands-on, mindson, researchbased approach to developing my knowledge and considering solutions to global sustainability problems.

Creative/Critical Thinking

I can learn a lot about something, consider different points of view, and generate new ideas that will influence how I think and act in the future.

Communication:

I can talk with others about my area of interest, consider their points of view, use digital media to gain knowledge, and deliver an interesting presentation on my topic.

Personal & Social Responsibility:

I know what my own values are and they help me make wise choices for the health and well-being of myself, my community and my world.

Glossary

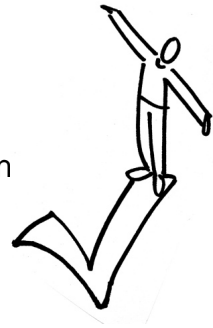
These words are **bold italic** in your Action Pack.

Climate Change	Abnormal occurrences and long term changes in global weather patterns caused by greenhouse gas emissions from human activity.
Climate Justice	The concept that climate change negatively affects humans as well as nature, and that those least responsible for climate change are often the ones most affected.
Ecosystem	A community of plants, animals and other organisms and all the interacting parts of their environment (air, water, soil, etc.) that live, feed, reproduce and work together as a system.
Elected Representative	A politician elected by voters to the municipal, provincial or federal government to represent the citizen's best interests
Environmental Impacts	Any change to the living and non-living natural surroundings or conditions in which a person, animal or plant lives and interacts together. These impacts can be negative or beneficial and can be created by an industry, project or individual.
Family	For the purposes of this Action Pack, family will refer to the group of people with whom you are living.
Fossil Fuels	A natural fuel such as oil or gas, formed in the geological past from the remains of living organisms.
Government	A system or organization that exercises authority and performs functions for the people of a designated country, province or local community.
Government Minister	An elected politician who is responsible for a specific provincial or federal government department
Indigenous	Here, a term to describe the original inhabitants of a given region, who often have particular cultures and traditions deeply rooted in that place. In Canada the term describes the diverse communities including the Metis, Inuit, and the 634 First Nations that have been living in what is now called Canada since 'time immemorial'.
Social Impacts	The effect of an activity on the social well-being of the people in a community such as wealth, health, education level, employment rate and community values
Stakeholders	Individuals or groups (companies, communities, etc.) who have concerns or could be impacted by an issue.
Sustainability	Meeting the environmental, social, and economic needs of the present without compromising the ability of future generations to meet their own needs.

1. MY WORLD VIEW

We all have different “world views,” depending upon our personal values, experiences and cultural background. Ideally, our “world view” grows and changes as we gain more knowledge, experience and consider other point view.

Fill out the **WORLD VIEW & VALUES SURVEY** you will fill them out again **AFTER** you finish the Action Pack. The **World View Survey** will be handed out by your teacher in class.



Indigenous wisdom presents another world view and values to consider:



“Our Lakota Elders tell us that the honour of one is the honour of all. Likewise, the hurt of one is the hurt of all. As long as one part of Creation is hurting, we are all hurting.”

~Aline LaFlamme, Metis

2. ACTION SURVEY

Our personal integrity develops when we act in alignment with our values and our world view. We often see shifts in our actions as our knowledge about topics grows.



2.1 You might already be doing some of these actions. (Don't worry if you aren't yet!) have a chance to do as many as you want in this Action Pack. Complete Column A by giving yourself points for each action as outlined below and these up for the Total in COLUMN A.

Only complete Column A at this time.

# of points		If this statement is true for you or not
0 points	=	Not true
1 point	=	Seldom true
2 points	=	Sometimes true
3 points	=	True most of the time

Action Survey

	What Actions have I taken before? What Actions will I start taking?	A Done before Action Pack	B I intend to do this Action ✓	C I have done these Actions
Personal Actions	1. I have researched climate change and how it affects populations differently in Canada and around the world.			
	2. I created a piece of climate related art such as a poster, song, drawing, painting, poem, rap, story or sculpture.			
	3. I did some research on an organization that works with a population that is particularly vulnerable to climate change.			
	4. I found 13 online petition(s) related to climate justice that I believe in and signed them.			
Household Actions	5. I have informed my family about the issue of migration forced by climate change and how there has not yet been a successful climate refugee claim.			
	6. I have discussed with my family the impacts of our actions in relation to climate justice.			
	7. I have hosted a discussion on how our household could cut back our consumption of fossil fuels and other products associated with climate injustice.			
School Actions	8. I found an online petition relevant to climate justice and got my class and/or my school to support it.			
	9. I have identified a climate justice issue that I care about and started a school project or campaign to address it.			
	10. I have researched and began volunteering with an organization working on climate justice.			

Community Actions	11. I wrote a letter to fossil fuel corporation stating the policy change I think is appropriate. Change I wrote about:			
	12. I looked up and contacted (via phone, email or letter) my elected representative and/or the government minister responsible for climate justice issue to state my concern and the change that I think is appropriate. List issue and change: _____			
	13. I looked for climate justice issue in the policies of different politicians and political parties and asked my family or other voters I know to consider this in upcoming elections.			
	14. I found out about a civic rally or action that is calling for positive change towards climate justice and participated in it.			
	15. My customized and related action (teacher approved): _____			
	What Actions have I taken?	A Before		C After
	Totals:			
		Starting Points Sustainability		Total Points Sustainability



2.2 As you work through your Action Pack, tick off the Actions you intend (or plan) to take in COLUMN B. and then do them! IF you have already done all of the suggested actions, think of a new action, get it approved by your teacher, and write it in the last open space.

2.3 AFTER you have completed the entire Action Pack you will complete COLUMN C

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3. GLOBAL RESEARCH

Important information on this topic has been pre-researched for you. Gain access online with the URL that your teacher will provide. Then check out the websites and videos in the [Library of Links](#).



Information from these web links will answer your Research Questions in Section 3, inform your responses to the Critical Thinking Questions in Section 7, and support the Presentation you will be preparing for Section 9.

Discuss and compare different perspectives with other members of your group.

Research Questions

Based on what you have learned in your research, answer the following questions. Group discussions are encouraged but answers to the research questions are to be written independently. To avoid plagiarism, your answers must be in your own words. Please list the links you used to answer your questions.

- 3.1 a) List 3 environmental or social impacts of climate change.

Did you know...?

Just 100 companies have been the source of more than 70% of the world's greenhouse gas emissions since 1988.

[~Climate Accountability Institute](#)

- b) Explain the concept of climate justice. List at least 3 principles of climate justice.

List the links you referenced:

3.2 There is a striking difference in the cause and effect of climate change between higher income and lower income countries.

a) Which countries are most responsible for emissions that contribute to climate change?

b) Which countries feel the effects most strongly? Give three examples.

List the links you referenced:

3.3 a) List three ways that climate change impacts Indigenous peoples.

b) What are three principles of an Indigenous 'just transition'?

List the links you referenced:

3.4 Why does climate change affect youth more than older generations?

List the links you referenced:

3.5 All around the world, everyday people are rising up and taking action to build a more just and sustainable future. List three examples of groups or organizations working towards climate justice in the table below. Be sure to include one Indigenous group and one youth group.

Name of Group/Organization/Community	How they're working on climate justice

List the links you referenced:

4. TAKING ACTION

Choose ONE (or MORE) action(s) from your ACTION SURVEY in the front of your Action Pack, check it off in Column B and record it below. Do the action(s) now.

My chosen action is: _____

I will complete it by: _____

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5. LOCAL ACTIVITY



How does this global topic relate to you personally? How does it affect others in your life?

In this exercise you will ‘interview’ 2 people, including at least one adult. Use the survey and suggested script below to engage in meaningful dialogue on climate change and climate justice. Complete the survey notes while conducting your interviews.

1. Write out “My Response” to each of the survey questions before interviewing others.
2. Read the script and practice saying it out loud before doing your first interview. Feel free to add to the script to include anything else you found important from your research.
3. Fill out the table with answers from your own reflections and your two interviewees.

Research Chart

5.1 Complete Research Charts below (use note paper if more space is needed)

Script: I am currently learning about climate change at school, its many impacts, and what we can all do to take positive action. As part of my learning, I am conducting interviews to understand what people in my life think about climate change.

When you think about climate change....	What words and ideas come mind?	What emotions and feelings arise?	What projected impacts concern you most?
My response			
Interviewee 1 _____			
Interviewee 2 _____			

Script: One important concept I am learning about is climate justice, which recognizes that climate change is a social issue because those most impacted by climate change are the ones that have contributed the least to the problem.

Three major forms of climate injustice I learned about are:

Wealth injustice: high income people and countries pollute the most, while low income people and countries have less resources to adapt to climate change.

Generational injustice: adults have contributed most to carbon emissions, while their children and grandchildren will suffer the greatest consequences.

Settler-Indigenous injustice: settler industry, lifestyles and mindsets have contributed most to climate change, while Indigenous communities who have lived sustainably upon the land and sea will face the greatest impacts.

Discuss the wealth, generational, and settler-Indigenous justice aspects of climate change with each interviewee:

1. Do they see how this is a climate justice (CJ) issue? Circle Yes or No
2. Why is this form of injustice an important consideration, in their mind? Write key points into the survey regarding each aspect of climate justice. Use extra paper as needed.

My Response	1. Is this a CJ issue?	2. Why is this an important consideration for climate justice?
Wealth injustice	Y/N	
Generational injustice	Y/N	
Settler-Indigenous injustice	Y/N	
Interviewee 1 _____	1. Is this a CJ issue?	2. Why is this an important consideration for climate justice?
Wealth injustice	Y/N	
Generational injustice	Y/N	
Settler-Indigenous injustice	Y/N	
Interviewee 2 _____	1. Is this a CJ issue?	2. Why is this an important consideration for climate justice?
Wealth injustice	Y/N	
Generational injustice	Y/N	
Settler-Indigenous injustice	Y/N	

So What?

5.2 Compare your activity results with others in your group. Write down one or more similarities and differences that you found. Label similarities S and differences D.

5.3 What are some conclusions or observations you gained from this activity?

6. TAKING ACTION AGAIN

Choose ONE (or MORE) action(s) from your ACTION SURVEY in the front of your Action Pack, check it off in Column B and record it below. Do the action(s) now.



My chosen action is: _____

I will complete it by: _____

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7. CRITICAL THINKING

Global sustainability issues are complex and considering different points of view can give us a stronger understanding in order to change for the better.



Costs and Benefits to Change

To avoid plagiarism, write your answers IN YOUR OWN WORDS.

7.1 What if people (including me) chose to not support corporations and/or politicians whose decisions create climate injustice? What would that look like? What would the costs and benefits be to all the different stakeholders? Label costs C and benefits B.

1. To me, personally (health, knowledge, values, etc.)
2. Environmentally (plants, animals, ecosystems, locally to globally)
3. Socially (people and communities, locally to globally)
4. Economically (financial systems, companies and governments, locally to globally)

7.2 Fast forward 10 years in to the future... Good News! We have turned around climate change and have addressed climate justice issues! You were a key player in this transition. Drawing on what you've learned with this Action Pack, what suggestions did you make to help create the solution?

Be as creative and bold as you would like with your answer, and feel free to use point form notes, sketches, mind maps or whatever else you need to flesh out your vision.

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8. MY ACTIONS



Points for Global Sustainability

8.1 Now, return to your ACTION SURVEY in Section 2, and fill in COLUMN C by giving yourself points for all the actions you are now taking. Add up the total of COLUMN C to see your TOTAL POINTS FOR GLOBAL SUSTAINABILITY.

5-15	Great start! You have lots of choices for actions to increase your score.
16-31	You are well on your way to creating healthy, sustainable habits!
32 or more	WOW, Superstar! You are here to inspire others. Lead on!

Points for Change

8.2 CHANGING our habits is a big accomplishment! As we increase our awareness we will see the impact of each choice we make and even more ways to “be the change.” To give yourself points for trying new actions and being willing to change old habits, subtract the total of COLUMN A from the total of COLUMN C to get your total POINTS FOR CHANGE.

Total Column C: _____ - Total Column A: _____ = _____ TOTAL POINTS FOR CHANGE

3-6	You've overcome the hardest part to change – STARTING! Keep it up!
7-15	Well done! Stay consistent with your changes to create new habits.
16 or more	Way to be a CHANGE AGENT! Check out other Action Packs for more ideas.

Reflection on Taking Action

Answer these questions after completing your Action Pack (use more paper as needed)

8.3 What was rewarding about making a commitment to action and changing my behaviour?

8.4 What was challenging?

9. PRESENTING YOUR EXPERIENCE AND KNOWLEDGE

Your final Action Pack assignment is to give a presentation to your class summarizing your thoughts on the Inquiry you did in this Action Pack. This is your chance to share what you have learned and invite your peers to take action!



Presentation length: 5 - 15 min.

See ideas for your presentation below. Ask your teacher for further details.

Make sure your presentation includes:

1. Inquiry Process

- State the Inquiry question that you explored. Is this an important question we all need to be asking ourselves?
- List the top 3 most interesting facts that you learned in your research.
- Share the experience and results of your local activity

2. Creative/Critical Thinking

- Name some key stakeholders or ecosystems and their concerns or interests.
- List some ways we can approach this issue more sustainably (both at industry and personal levels).
- Share new ideas or conclusions you gained from completing the Action Pack.

3. Taking Action for Personal & Social Responsibility

- What actions did you take?
- What was it like to take personal action?
- Share your personal experience exploring this topic and inspire others to take action.
- Suggest ways your classmates can take action.

4. Creative Communication

- Engage with your audience; make eye contact, don't read off a piece of paper the entire time, and project your voice.
- Be creative; how can you make learning about this topic fun and interesting? Consider the different presentation formats below.
- Share personal stories that deliver key points.
- Be passionate, persuasive and creative.

Creative Format Options

1. **PERSONAL STORY** Tell your personal story of what it was like learning about this environmental issue. What research facts surprised or upset you? Did people help you or react negatively to your questions? Has this topic grown in importance to you? What actions did you take? Will you continue to take these and other actions? How can this issue affect your life, now and in the future? How would you like your story to end?

Stories are one of the best ways to teach lessons of value, especially when they are personal and real. Although they often present challenges to overcome, the best ones leave us with a feeling of personal power and hope. Stories are the way Indigenous peoples have passed forward their wisdom over the years.

2. **GRAPHIC DEPICTION** Drawings that are labeled and explain the information you learned in the research. This could be pictures, images, a storyboard, or timeline, and should include how you will make changes in your life.
3. **MOCK DEBATE** You and your partner present two points of view, or two stakeholders, showing the facts that support both sides in the issue.
4. **PAINTING OR COLLAGE** An artistic representation of what you learned in the research and how you will make changes in your life.
5. **MOCK NEWSCAST** You are a TV journalist on the scene of an environmental situation and you are interviewing both sides of the issue. For example, trees being cut down, industry's waste going into a river, protesters with signs at a government office.
6. **NEWSPAPER** Create a newspaper page with various articles about both sides of the issue. You may include a cartoon that is relevant, a letter to the editor about the issue and columns with the scientific facts. Include what changes are needed to help with this issue in the world.
7. **POEM/PROSE/SONG/RAP** Present a piece of creative writing that expresses facts and personal feelings around your issue/topic.
8. **SKIT** Act out a script to demonstrate your understanding of the issue/topic. Explain the stakeholders on both side of the issue and how you will change your lifestyle to help.
9. **WEBSITE** Create a well designed website that clearly leads the reader through the major issues, facts and opinions on this topic.
10. **POWERPOINT/PREZI** Create a visual presentation with strong images, graphs, even video, which complements and strengthens your verbal presentation. Remember to use images, not words!
11. **VIDEO** Create a video that describes the key points of the issue in a compelling way. This video can be an animation.