



## **My Climate Story: Present, Past and Future**

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### **Overview**

The overarching goal for this project will be to explore ideas about climate change through understanding our present situation, learning about the past and writing our future.

Students will explore the present by responding to data, stories in the media, and by conducting interviews. Through this experience, they can begin to shape what their own climate stories are.

Students will explore the past through research and interviews with older generations. In this way they can see how their current experiences and reactions to climate change differ from how climate change has been experienced and thought about in the past. Finally, students will “write their future” climate experience by creating an interview that future generations will have with us now. What will the future generation’s climate story be and how did we help create it? This last phase will offer students an opportunity not only to imagine possible futures, but also empower them to act on what they have learned throughout this project.

### **Unit 1: Introduction to Climate Fridays and My Climate Story**

Objective: Students will be able to explore ideas surrounding climate change through sharing their opinions, emotions and lived experiences.

#### Essential Questions:

- What do we already know about climate change?
- What basic understanding do we need to have about climate change?
- How have we learned about climate change?
- How have we already experienced climate change?
- How does discussing climate change make us feel?

#### Standards

4.8.10 C

Analyze and evaluate changes in the environment that are the result of human activities.

CC.1.5.9–10.A Initiate and participate effectively in a range of collaborative



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discussions  
on

grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.4.9–10.M

Write narratives to develop real or imagined experiences or events.


## Lesson 1

Introduction:

What do you know about climate change?

On a scale of 1-5, (1 being not concerned, 5 being very concerned), how concerned are you about it?

*This initial question is used to gauge student interest and also to form a baseline for how students feel about climate change throughout the year. Additionally, emotional check ins will be interspersed into the lessons to monitor how students are dealing with learning about climate change.*

View  Climate change: Earth's giant game of Tetris - Joss Fong

*Establish that climate change is not a topic that is debated, but is part of our reality now. Questions about climate change will not center on “Do you believe in climate change?” but rather, “How does climate change affect us?”.*

View images of extreme weather from Philadelphia (recent flooding, heat wave and blizzard). What do we observe?

View data from

<https://www.nytimes.com/2021/07/20/briefing/heatwave-american-west-climate-change.html>

What do these sources say about climate change? How does it affect us on a global level? How do we experience it on a local level?

Closure:

What facts stand out? What surprised you?



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**Lesson 2**

### Introduction:

Last week I asked you what you know about climate change and how concerned you are on a scale of 1-5.

What are your thoughts about climate change today?

### Questions:

What is the difference between climate and weather?

How do weather patterns show changes in climate?

Can you think of a way climate change has affected your life?

Review the data from

<https://www.nytimes.com/2021/07/20/briefing/heatwave-american-west-climate-change.html>

What is a “climate story”? How could a climate story be helpful?

*Students can discuss both fiction and nonfiction. Examine how stories can make factual information meaningful.*

Introduce students to My Climate Story with the film:

[https://www.youtube.com/watch?time\\_continue=3&v=kkwGAIizU-8&feature=emb\\_title&ab\\_channel=PPEHLab](https://www.youtube.com/watch?time_continue=3&v=kkwGAIizU-8&feature=emb_title&ab_channel=PPEHLab)

After viewing the first 2 minutes, discuss the purpose of climate stories.

How do you learn about climate stories? Compare interview questions that are general or lead to simple answers with specific questions.

*What do you think about climate change?*

vs.

*How has climate change affected **you** recently?*



*How has  
**your** school*

*been affected by climate change?*

Students will create a series of questions and choose one question to interview a shoulder partner.

Suggested question starters:

How did you....

When did you...

Why do you think/Why are...

Where do you...

What (specifically)....

Who is /Who does...

Conclusion

Reflect: Which questions generated the most interesting response?