

Teacher's Guide to Climate Powerpoints/ Projects

I have attached four climate powerpoints and two powerpoints for a possible case study on the Husky Oil Spill in Saskatchewan.

I usually show the Human vs. Natural powerpoint first and then work my way through climate powerpoints 1 – 3 throughout the unit or course. Human vs. Natural is a quick introduction to the debate on climate change and how overwhelming evidence supports that the disaster is caused by humans. It ends with a video from John Oliver about the stupidity of climate change debate but it does have a swear in it so either warn the kids or watch it before hand to skip over.

Climate Powerpoints 1 and 2 focus on the international crisis around the world and 3 brings it home to North America and specifically, Canada. Feel free to make these slides your own!! I have filled them with a lot of text to give you as much information as possible. I like to use a lot of pictures and limit what the students have to take in with each slide. You can find awesome pictures to use on the links I give below.

Always end each section with something positive. Doom and Gloom doesn't leave the students motivated to change anything. There a lot of examples around each province and the international community to draw from. I have attached links to fantastic websites where you can find positive stories each day!

There are two assignments laid out here:

1. A campaign project in the school
2. A citizenship project the students take on at home.

The campaign project can be adapted to your school or community. We did school wide campaigns of composting, plastic recycling, marker recycling, energy reduction, and Solar Panels. The next year we focused on the community more and ran a climate rally as a class along with 5 other schools in Saskatoon. Next year's campaign will be to create a city wide Youth Climate Council in Saskatoon to work with our City Councilors. These projects can be whatever you want them to be! You can break the students up into groups of four or five with each group running a different campaign or break them up into larger groups to get the ball rolling on a city wide rally....we called it a "Youth Climate Speaker Series".

Keep slides up to date and learn a heck of a lot more than I can offer at:

The Guardian – International UK Newspaper.

(They have a special requirement from all of their staff that they only report on stories that their schooling trained them for)

<https://www.theguardian.com/world>

There is a tab for Environment which will take you to daily climate and environmental articles.

Online access is free and all photos are free for use in powerpoints and educational purposes.

The National Oceanic and Atmospheric Administration

This is where the majority of climate slides come from. Outstanding site.

<https://www.ncdc.noaa.gov/> Link to daily updates

<https://www.ncdc.noaa.gov/> Link to homepage with easy access to tabs on wide variety of topics. If you want to use the same graphs that I have already sent you, and just simply update them, just type in the heading of the slide to the search bar on this page and the site will take you to the photo or related article.

Supplemental Movies/Documentaries

The Garbage Warrior (After watching this movie allow your class to look into Passive House Design in Canada and then see how many principles of a Passive house you can make work for snow forts – Sun alignment with windows, thickness of walls, window placements etc.

An Inconvenient Truth

An Inconvenient Sequel: Truth to Power

The Island President

Wall-E

Novel Study

The novel study I use with my grade 9 class which I find generates lots of great discussion on Climate and the importance of action is Daniel Quinn's **Ishmael**. Lots of resources on Quinn's website.

The students also create a graphic novel on a creature or person who makes a difference in the environment...cheesy yes, but it has produced some awesome work.

Citizenship Assignment

You will be given the task of deciding on a thing to change about your daily/monthly routine that has a positive effect on the environment or social well-being of others and yourself. This “thing” can be anywhere from biking to school or anywhere else you need to go in the city every day (if you do not already do so), changing the hair products you use (moving away from harmful chemicals), eating vegetarian, or whatever else comes to mind that you can **push** yourself to change about your lifestyle to meet the above objective. This should be something about your lifestyle that is not so over the top that you cannot sustain over a long period of time, but not something so simple that you hardly need to work at the task. On Oct 29th you will give a presentation to the class about the change you made in your routine and the benefits gained from making this change to the environment or to your own, or other’s, social well-being. You will also explain the negative side effects in your presentation that your previous routine causes on the local, national, or international levels.

Presentation:

In your presentation at the end of Oct you will go through the challenges of taking this project on and what helped you make the change in the end. The presentation should be no more than 7 minutes, and no less than 3 to get your points across in a detailed manner.

You will be graded on:

1. How well you engage your audience using visual aids (Powerpoints, videos, posters, photos...etc)
2. How well you explain the content (Details on issue you are tackling and why, challenges, and successes)
3. Presentation Skills (Eye contact, vocalization, articulation)

Write Up:

Accompanying your presentation, you will have to submit a 500 word write up, summarizing your exploits identifying the issue(s) you are combating and the process with which you took to make the change. You can also Journal your findings as an alternative to the write-up, but be mindful of correct grammar and punctuation as you will be marked on this. A minimum of 7 journal entries will be required.

This project spans from Sept 26th – Oct 26th with the presentation happening on Oct 29th

If you have any questions, please see or write Mr. Prebble for help.

Ideas for Eco Initiatives

See Link for Trinity High school Eco programing

https://www.cagbc.org/CAGBC/Programs/CanCoalitGrSchls/Winning_Schools_2018.aspx

- Trinity Highschool Bee farm
- Trinity Deep Garbage bins
- Trinity Passive Solar Lighting for new buildings (portables?)
- Trinity School Bike Shop
- A day of the week for students to volunteer and clean up or harvest in the community
- Year round competition between schools for a trophy on who can do more environmental acts then the others.
- Sustainability awards at school – Environmental, Social, Economic
- Bee Hotels
- Create a school garden
- Low Flow toilets
- Recycled Wood Composts
- Composting School Wide
- Switch out light bulbs
- Climate Rallies!!!!!!!!!!!!!!

Garbage Warrior Questions

- 1. Where does this film take place?**
- 2. What institution is the biggest obstacle that Reynolds faces to move his projects along?**
- 3. Name 3 types of materials Reynolds uses in his building that is unconventional?**
- 4. What country does the “Green Crew” head to in order to help them build sustainable homes? What challenges do those people face that are unique to that area that Reynolds has to take into consideration?**
- 5. What are three things you learnt from this movie that are relatable to this course?**