

# WORKING TOGETHER FOR CLIMATE ACTION

## Student Project Plan



This project plan is a perfect way to wrap up your lessons on this important topic. Students will create their very own campaign to take climate action at their school or in their own community.

## Read This First!

**Grade Levels:** 7-10 | **Time Required:** Will vary based on teacher preference/time allowed

### Objectives:

- Students will watch a slideshow about climate change, its effects on the United States, and how people are working together to address it locally.
- Students will work in groups to identify ways in which they could positively advocate for climate action within their school or local community.
- Students will choose an action they wish to advocate for and will plan how they will raise awareness in the community and push for that change.
- Students will implement their plan, monitor how it progresses, and reflect on its success.

### Materials:

- Youth for the Planet Slideshow
- Slideshow Note Sheets
- Working Together for Climate Action Project Planning Sheets

The image shows two pages of the 'Working Together for Climate Action' Student Project Planning Pages. The first page is titled 'STEP 1: Choose an Action' and includes a section for 'Group Members' and a 'DUE DATE' box. It also has a 'DIRECTIONS' section. The second page is titled 'STEP 2: Create Your Action Plan' and includes a 'Our Goal:' section and a table for tracking progress. The table has columns for 'Items to be completed', 'Who will do this task', 'Resources needed', and 'Task completion date'. There are five rows for tracking tasks.

### Additional Resources:

[World Wildlife Fund: What You Can Do To Fight Climate Change](#)

[United Nations: Youth in Action](#)

[World Wildlife Fund: Effects of Climate Change](#)

[NASA: Climate Kids](#)

*Student Project Plan continued on next page.*

# WORKING TOGETHER FOR CLIMATE ACTION!

## Student Project Plan *continued*



## Teacher Instructions

1. **Present the slideshow** to introduce the issue of climate change and what actions people can take to address it locally. Have students take notes using the Slideshow Note Sheet.
2. **Pass out the *Working Together for Climate Action* project planning sheets.**
3. **Explain that just like the examples in the slideshow** of real people taking action to combat climate change in their own local communities, your students are now going to plan a campaign that will have a real, positive effect on climate change in their own community.
4. **Review the *Working Together for Climate Action* project planning sheets** with the students, discussing each step and what it requires students to do. Set a timeline for each step so students have a deadline in mind as they begin to work.
5. **Allow students to form groups of 2 to 4** and begin planning their projects. Meet briefly with each group as they plan, to help them choose a project that is doable. Consider things like time, resources needed, sustainability, etc.



### Young people taking climate action in Florida

#### PROBLEM:

Miami Beach sits on a barrier island and is almost directly at sea level. This means sea-level rise is already having an impact on the city, and the problems associated with it will only get worse in the future if no action is taken.



### Young people taking climate action in Oregon

#### PROBLEM:

Students in Portland, Oregon, are becoming frustrated by what they believe is lack of action regarding climate change on the part of Oregon's government leaders.

#### ACTION:

Students organized a school walkout and protest to raise awareness.



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## Student Project Planning Pages



**DIRECTIONS:** Complete each of the steps below to plan a project to encourage your school or community to work together for climate action.

### Group Members

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#### STEP 1:

Choose an Action

**DUE DATE:**

#### STEP 2:

Create Your Action Plan

**DUE DATE:**

#### STEP 3:

Take Action!

**DUE DATE:**

#### STEP 4:

Reflect on Your Work

**DUE DATE:**

### STEP 1: Choose an Action

On your own, answer each of the questions below. Then, meet with your group members to discuss your responses and agree on a project idea as a group.

1. What are some ways your community could change that would positively affect climate change? (Try to list at least 5.) Note: If you get stuck, look at the Climate Action Project Examples on page 22 for some ideas.
2. Which one of these do you feel most interested in changing and why?
3. Share your list and your first choice with your group. After listening to everyone's choices, decide together which one action you will work toward. Write it in the box on the next page.

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**We are taking action against climate change by encouraging our community to:**

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**We chose this action because:**

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4. As a group, brainstorm a few ways you might get members of your community (e.g., business owners, families, school or local officials, etc.) to agree to take this action. You will be discussing these ideas with your teacher, so write down any notes/ideas/questions below.



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5. Meet with your teacher to review your plan. If your teacher approves it, move on to Step 2. If your teacher does not approve your plan, follow their instructions to make the necessary changes before moving on.

### TEACHER APPROVAL



**Yes!** Move on to Step 2.

Teacher's Initials \_\_\_\_\_ Date: \_\_\_\_\_

**Not yet.** Make the following changes and resubmit:

Teacher's Initials \_\_\_\_\_ Date: \_\_\_\_\_

## Climate Action Project Examples

Choose one of these ideas or use them to come up with a different idea of your own.

### At School:

- Encourage your school to turn off lights in classrooms that aren't being used.
- Donate leftover food from the cafeteria to local food banks or homeless shelters.
- Start a composting program in the school cafeteria.
- Ensure recycling bins are accessible around the school and encourage students to use them.
- Petition the school board to begin using energy-efficient light bulbs in school buildings.
- Work to have the thermostat in the school set to the most energy-efficient setting for each season.
- Encourage fellow students to walk or bike to school when possible.
- Ask teachers to use digital platforms for notes and assignments and only print when necessary.
- Start an Eco-Club to focus on environmental issues at school.

→ Propose solar panels.

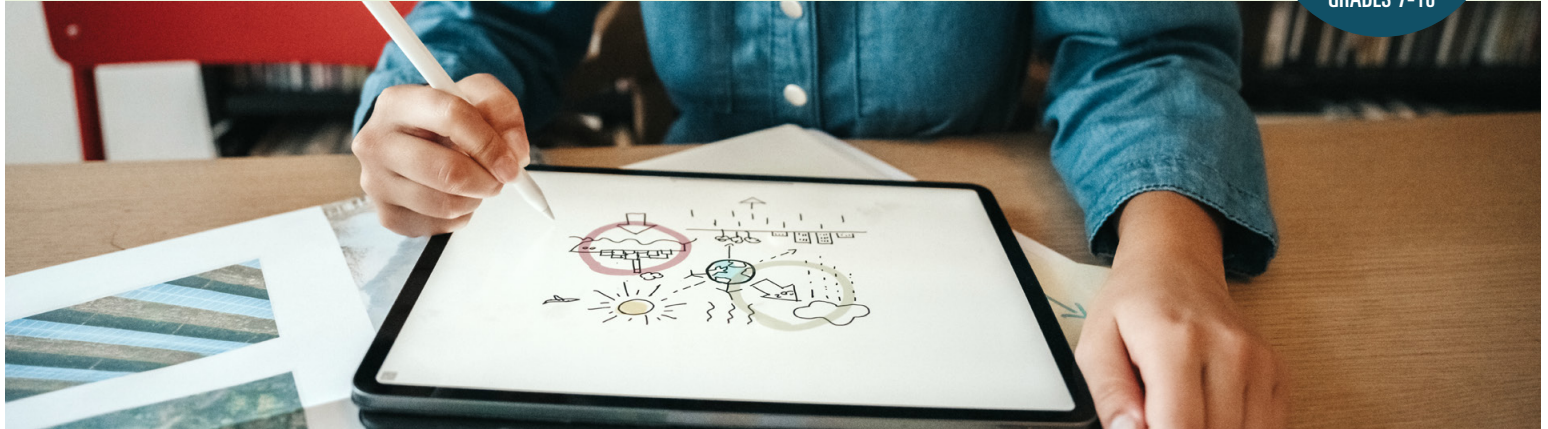
- Plan green spaces like pollinator plants to support bees or vegetable gardens around your school. (This would work well with the composting program mentioned above!)

### In Your Community:

- Petition local storeowners to reduce their use of plastic by charging for bags, giving discounts for people who use reusable bags, getting rid of Styrofoam carry-out packaging, or single-use utensils, etc.
- Organize a cleanup event to improve local spaces.
- Raise awareness of local farmers markets so people buy local produce and reduce carbon emissions from food transportation.
- Create a campaign to get more people to take public transportation.
- Advocate for green spaces in your local community and hold a tree-planting event.

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### Suggest steps for completing Step 2: Complete Your Action Plan:

- 1. Define the issue:** Clearly describe what action you want the community to take and why.
- 2. Research:** Gather data, facts, and evidence that support your case for change.
- 3. Craft a strong message:** Develop a memorable message that explains the problem and the benefits of your proposed change.
- 4. Raise awareness:** Create eye-catching visuals or social media messaging that effectively communicates your message. *(Note: If using social media, pay careful attention to the Important Tips for Communication page.)*
- 5. Talk to community leaders:** Ask to meet with your school principal, student council, school board, township supervisors, mayor, or other individuals who have influence in your community, and share your plan with them. Ask for their support and assistance.
- 6. Educate:** Share your knowledge with your community! Let them know why they should agree to your proposed change.
- 7. Use social media ... carefully!** Share information and updates, and encourage your community to join you in making this important change.
- 8. Collect signatures or support:** Create a petition or collect signatures from community members who support your cause and want to take action. Share this petition/list with the decision-makers who can help you take action (e.g., businesses, city council members, your principal, etc.).
- 9. Create partnerships:** Collaborate with local businesses, schools, nonprofits, and other organizations to share your message.
- 10. Set a deadline:** Action campaigns can't go on forever. Set a date for when you want to see your action set into motion.



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### STEP 2: Create Your Action Plan

Fill out the following *Action Plan table* to help get your project organized. Once complete, meet with your teacher to review your plan.

Our Goal:

**DIRECTIONS:** As a group, discuss the tasks you will need to complete throughout this Action Plan. List the tasks, who is responsible for completing them, what is needed for each task, and when the tasks need to be completed.

Tasks to be completed	Who will do this task	Resources needed	Task completion date
1.			✓
2.			✓
3.			✓
4.			✓
5.			✓

What challenges might your group run into while completing this project? List them below and discuss how you will address them.

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### Important Tips for Communication:

In addition to speaking to your peers, you will probably be communicating with adults as well, through petitions, letters, phone calls, emails, or in-person meetings. It will be important to remember a few important tips when talking with these individuals.



- **Be polite.** This means expressing gratitude, using appropriate titles (Ms. Brown, Dr. Collins, etc.), and saying “please.”
- **Don’t be overly familiar.** These are adult leaders, not friends. Use “Dear” not “Hey.” Avoid slang. You don’t want your language to be unnatural, but it should not sound like a text message either.
- **Explain who you are and why you want to meet with them right away.** They need to know why you’re asking for their time.
- **After you introduce yourself, explain the action you want the community to take in a clear, concise way.** You want them to understand the importance of this issue through strong data that supports your point of view.
- **Then state what you would like them to do.** What action are you hoping they will take to enact solutions or impact the problem? Can you offer any practical help to facilitate their action?
- **Close by thanking them** for their time and stating how they can reach you if they have questions.
- **If you want to initiate a conversation (phone, Zoom, or in person),** you should first reach out with a brief introductory email. This should give the recipient the general information about who you are and why you would like to meet. State how much time you are requesting and make sure you honor the commitment if they agree to a meeting by showing up on time and well prepared to discuss your idea.

#### TEACHER APPROVAL



**Yes!** Move on to Step 3.

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Teacher’s Initials \_\_\_\_\_ Date: \_\_\_\_\_

**Not yet.** Make the following changes and resubmit:

\_\_\_\_\_

Teacher’s Initials \_\_\_\_\_ Date: \_\_\_\_\_



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### STEP 3: Take Action!

This step may take a few days or even a few weeks. Use the progress check-in boxes below when you meet with your group throughout this stage. Your teacher may meet with you during these check-ins and offer suggestions for you as you move forward.

Group: \_\_\_\_\_



Progress Check-In #: \_\_\_\_\_ Date: \_\_\_\_\_

What we've accomplished so far:

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Next steps:

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Teacher input:

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By this point, you should be almost finished with your action plan. As a group, arrange to wrap up any final actions and get ready to move on to **Step 4!**

*Additional Progress Check-In sheets on next page.*



Group: \_\_\_\_\_



Progress Check-In #: \_\_\_\_\_ Date: \_\_\_\_\_

**What we've accomplished so far:**

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**Next steps:**

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**Teacher input:**

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Group: \_\_\_\_\_



Progress Check-In #: \_\_\_\_\_ Date: \_\_\_\_\_

**What we've accomplished so far:**

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**Next steps:**

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**Teacher input:**

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### STEP 4: Reflect on Your Work

Respond to the prompts below as you reflect on the work you did for this project.

**What we did:**

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**What we learned:**

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**How I helped my group:**

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**My thoughts and feelings as I completed this project were:**

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### STEP 4: Reflect on Your Work *continued*

If we did this project again, we would:

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At the end of this project, we have accomplished:

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Next year, students could continue the work we've done so far by:

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We were most successful at:

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Now that we've completed this project, here is what I would like to do next to continue taking climate action.

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**Meet with your teacher to discuss your reflections.**