

STUDENT-ADULT CLIMATE CONVERSATION



GET CURIOUS...

Think about the adult for a minute. Think of all the experiences they have had. Visualize yourself as this adult before you were born. Reflect on what experiences they might have had. What might society have looked like when they were your age?

NAME

GRADE

TEACHER

DATE

HERE'S HOW...

This climate conversation has MAD LIBS. That means, when you see a blank space with words underneath it, fill it in with the correct word.

This conversation will be led by you (the student). You will lead the adult through the activities and instruct them on which ones to do. When you see the hand writing emoji, it means you and the adult both fill out the corresponding question on your own - you will fill the question out on your copy and direct the adult to fill out the question on the adult copy. The head speaking emoji indicates that this question is for conversation. When you see it beside a question, ask that question to the adult and have a conversation about it.



Activity



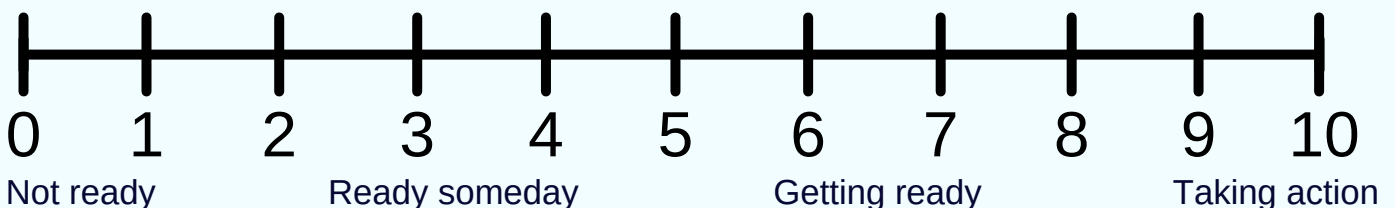
Conversation

1



Read this script to the adult:

Each number on the ruler is where people are on the topic of climate change. Some people are already taking action on climate change so that would be a 9 or 10 on the ruler. Some people aren't really thinking about taking action on climate change so that would be a 0 or 1 on the ruler and that's ok. Most people are somewhere in between. Circle the number that best represents where you're at for taking action on climate change.



2



Ask: what was it like in _____ when you grew up?
Adult's hometown

Record some key points of your conversation below:

3

A)



Circle some outdoor activities you enjoy

CAMPING
HIKING
SKIING
SLEDDING

SKATING
RUNNING
BIKING
KAYAKING

GOING FOR WALKS
FISHING
SOCCER
BASEBALL

FILL IN WITH YOUR OWN:

B)



Ask: can you tell me about the first time
you enjoyed

_____?
Outdoor Activity from 3A

Record some key points of your conversation below:

4 **A)** 

Choose five options that best represent what you value in life:

Goal	Description
Family	to have a happy, loving family
Justice	fair and equitable treatment for all
Health	physically and mentally well
Safety	to be safe and secure
Comfort	feeling relaxed and satisfied
Wealth	to be financially secure
Fun	a life full of play and enjoyment
Harmony	at peace with others and the world
Duty	doing the work that needs to be done
Dignity	being worthy of basic human respect

B) 

Choose five climate change effects that are most concerning to you:

- More natural disasters
- More pests/invasive species
- Extreme weather
- Drought/ heat waves
- Less availability of water / food
- Lower availability of energy -> increased cost
- Refugees from coastal communities
- Economic recession / unemployment
- Disputes over land, human rights
- Increased marginalization of BIPOC (Black, Indigenous, People of Colour)

C) 

Draw lines between the values and concerns you selected that you think are connected.

D) 

My top three connections are:

_____ & _____
Value **Climate Change Effect**

_____ & _____
Value **Climate Change Effect**

_____ & _____
Value **Climate Change Effect**

E) 

Which connection feels most important to you and why?

Record some key points of your conversation below:

5 A)







Read this story out aloud to the adult:

There's solutions and solution makers all around us doing incredible work and have been for a long time. In the 1980's, our use of CFCs and other ozone-depleting substances was creating a big hole in the ozone layer. The ozone layer filters out harmful ultraviolet radiation, which can cause skin cancer and cataracts, reduce agricultural productivity, and disrupt marine ecosystems. The Montreal Protocol, signed in 1987, was a global partnership to protect the ozone layer. Canada's Conservative party, who was the ruling party at the time, signed the Montreal Protocol alongside 197 other countries. It phased out these ozone depleting substances, and because of it, the ozone layer has been recovering and scientists estimate it will be fully fixed by the middle of the century! This is a great example of the solutions and solution makers who show we can tackle environmental problems on a global scale.

B)



Choose a few words below that describe how you feel after listening to that story:

Determined  Relieved  Inspired 
Thankful  Hopeful  Connected 

Fill in with your own: _____

C)



Ask: Why did the story make you feel that particular way?

Record some key points of your conversation below:

6



Describe what a desirable future might look like for you in _____.

Record some key points of your conversation below:

Where you live

7



If you were to do something to help bring about that future, what would it be?
Look at this list side by side with the adult and explore it together.

Learning

- Discover science and action resources.
 - i.e. <https://futureyeg.kcvs.ca>
- Watch Merchants of Doubt
- Try our custom simulation.
 - <https://climatesolutions.kcvs.ca>
- Thinking about myself and my role in my community

Lifestyle

- More walking and biking
- Learn how to cook tasty plant-based meals
- Use more environmentally friendly products
 - <http://www.ecolabelindex.com>
- Discover what other people are doing
 - <https://changeformclimate.ca>

Greening our household

- Save energy
- Sorting waste the best I can
- Home weatherization
 - <https://homes.changeformclimate.ca>
 - <https://www.climate resilienthome.ca>
- Investing in renewable energy

Encouraging change

- Write my MP
 - (<https://www.youthclimatelab.org/infiltration-manual>)
- Write a company you care about (i.e. writing toy company about packaging)
- Learn climate communication
 - <https://www.environmentum.org>
- Volunteer

8



If you were to follow through on your first thing from question 6, what would be your first step?

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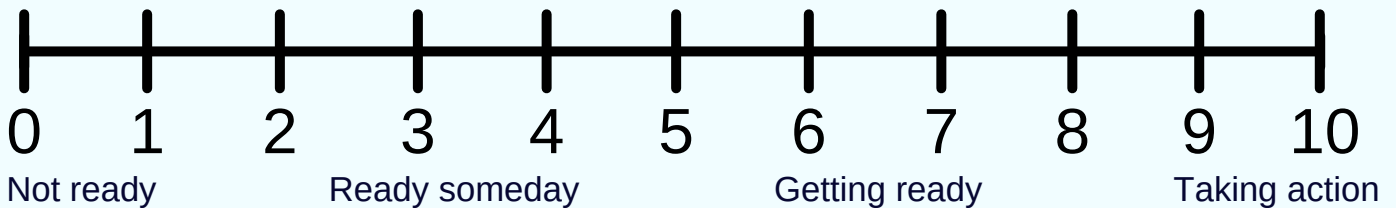
Blank space for recording key points of conversation.

9



Read this script to the adult and fill out the ruler again now that you have finished the conversation:

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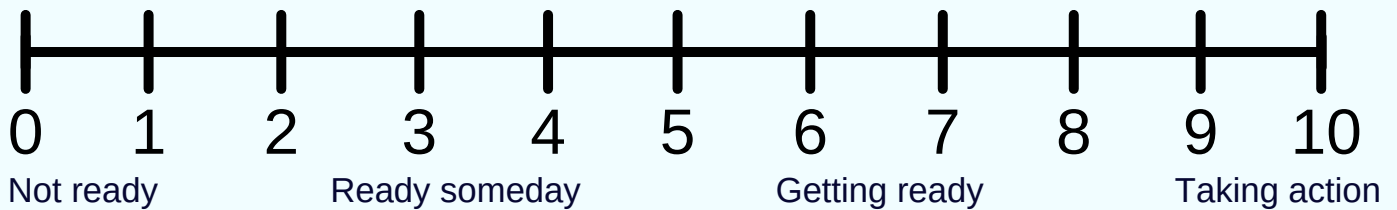


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Chair of Finance & Audit Committee (MINT)

ADULT COPY

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3 A)

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